

# Alliance and Priority School District Consolidated Application

Year 3 Application Amendment | 2014-15

Form Number: ED - 705

Sections 10-262u and 10-266q of the Connecticut General Statutes

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Connecticut State Department of Education  
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## Connecticut State Department of Education

**Stefan Pryor**  
Commissioner of Education

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Levy Gillespie  
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Title IX /ADA/Section 504 Coordinator  
State of Connecticut Department of Education  
25 Industrial Park Road  
Middletown, CT 06457  
860-807-2071



## Year 3 Alliance and Priority School District Consolidated Application

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## PART I: 2014-15 APPLICATION OVERVIEW

### 1. Application Overview

In response to feedback from districts and in an effort to streamline and align district strategic planning processes, the Connecticut State Department of Education (CSDE) is pleased to provide a consolidated grant application for 2014-15 for Alliance and Priority School Districts (PSDs). The purpose of the consolidated application is to centralize district reform priorities in one overarching plan, as supported and enabled by Alliance and PSD funding. To that end, the application is designed to ease reporting requirements and, more importantly, generate one unifying plan to lead district transformation and school improvement efforts.

### 2. Alliance District Program Overview

The Alliance District program is a unique and targeted investment in Connecticut's 30 lowest-performing districts. C.G.S. § 10-262u established a process for identifying Alliance Districts and allocating increased Education Cost Sharing (ECS) funding to support district strategies to dramatically increase student outcomes and close achievement gaps by pursuing bold and innovative reforms. In total, Alliance Districts serve over 200,000 students in more than 400 schools.

Pursuant to C.G.S. § 262u, each Alliance District's receipt of its designated ECS funding is conditioned upon district submission and the Commissioner of Education's approval of a plan, district progress and performance relative to that plan, and subsequent annual amendments, in the context of the district's overall strategy to improve academic achievement. The CSDE reviews district plans on an annual basis and approves plans aligned to the goals of the program. Annual plan approval is predicated upon district implementation and performance during the prior year. Proposals for the use of Alliance District funding will be reviewed for the quality of the overall plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

### 3. Priority School District Overview

The PSD grant was established to provide support for school districts with the greatest academic need. During the 2014-15 school year, 14 Alliance Districts also qualify as PSDs, such designation provides for additional funding and also imposes additional responsibilities. As outlined in C.G.S. § 10-266q, the PSD grant provides funds to support districts in the pursuit of all or some of the following eight approved reform areas:

1. Create or expand innovative programs related to dropout prevention.
2. Establish alternative and transitional programs for students having difficulty succeeding in traditional educational programs.
3. Create academic enrichment, tutorial and recreation programs or activities in school buildings during non-school hours and during the summer.
4. Develop or expand extended-day kindergarten programs.
5. Develop or expand early reading intervention programs which include summer and after-school programming.
6. Enhance of the use of technology to support instruction or to improve parent and teacher communication.



7. Strengthen parent involvement in the education of children, and parent and other community involvement in school and school district programs, activities and educational policies.
8. Obtain accreditation for elementary and middle schools from the New England Association of Schools and Colleges.

PSDs must use at least 20 percent of the grant funding to support early reading interventions.

#### 4. 2014-15 List of Alliance and Priority School Districts

The following 30 districts are entering their third year in the Alliance District program. During 2014-15, 14 of these districts also qualify as PSDs and are identified with an asterisk (\*).

Ansonia	East Hartford*	Manchester	New London*	Waterbury*
Bloomfield	East Haven	Meriden*	Norwalk*	West Haven
Bridgeport*	East Windsor	Middletown	Norwich*	Winchester
Bristol	Hamden	Naugatuck	Putnam*	Windham*
Danbury*	Hartford*	New Britain*	Stamford*	Windsor
Derby	Killingly	New Haven*	Vernon	Windsor Locks

#### 5. Application Instructions

Review and follow all directions carefully when completing this consolidated district application. Complete all of the required sections. Year 3 consolidated applications must be submitted electronically in Microsoft Word and PDF formats to [SDEAllianceDistrict@ct.gov](mailto:SDEAllianceDistrict@ct.gov). The deadline for Year 3 applications is 4:00 PM (EST) on Friday, April 11, 2014.

**PLEASE NOTE:** All applications become the property of the CSDE and are subject to the requirements of the Freedom of Information Act.

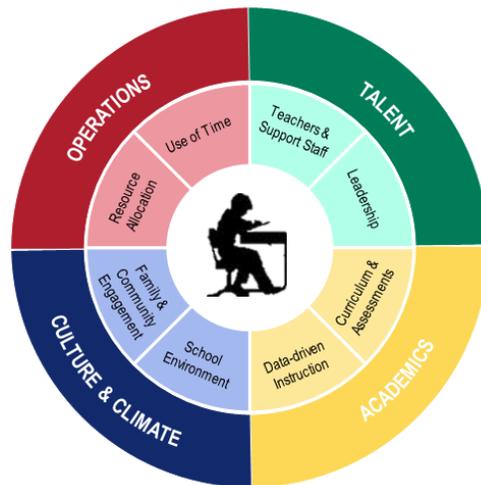
#### 6. Timeline Summary

1. CSDE releases the Year 3 consolidated application	January 15, 2014
2. CSDE provides information about Year 3 planning during the winter convening of Alliance Districts	January 16, 2014
3. Districts complete and submit Year 3 Alliance and PSD consolidated applications	April 11, 2014
4. Districts submit 1003(a) and High School Redesign applications, and Review school plans (if applicable)	April 11, 2014

## 7. Year 3 Reform Priorities

The CSDE’s turnaround framework identifies four research-based levers to dramatically improve district and school performance and student achievement. School and district success requires strong systems and performance in each of the following four areas shown in the framework at right:

1. **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
2. **Academics:** Design and implement a rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.
3. **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.
4. **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.



The Alliance and PSD grants allow for investments in each of these critical areas. Districts are encouraged to pursue reforms that align to district-specific needs and long-term strategic plans in these areas. Additionally, the CSDE has prioritized and will ask all districts to include comprehensive strategies in the following areas:

- Educator evaluation and support systems;
- Transition to the Common Core State Standards (CCSS) and next-generation assessments;
- Kindergarten through Grade 3 (K-3) literacy; and
- Interventions in low-performing schools.

## 8. Quarterly Monitoring Process

District and CSDE leadership share a commitment to continuously monitoring progress and performance, promoting implementation effectiveness and results. During Year 3, the CSDE will continue a quarterly monitoring process initiated in Year 2. On a quarterly basis, districts will submit a three-part implementation tracker to the CSDE, consisting of:

1. **Data Dashboard:** District aggregate data and data for low-performing schools, including leading and lagging performance indicators;
2. **Quarterly Implementation Trackers:** Progress updates on the district’s Alliance and PSD reform initiatives as aligned to quarterly implementation milestones outlined in the consolidated application; and
3. **ED 114 Financial Information:** Quarterly updates on year-to-date spending as aligned to the approved district reform priorities and budgets.



After submitting quarterly self-reflections, district leaders meet with CSDE staff to discuss progress, troubleshoot barriers and challenges, and identify necessary supports and next steps. This quarterly monitoring process is designed to satisfy the annual evaluation requirements as stipulated for PSDs in state statute.

Please note that the Commissioner may withhold funds if the local or regional board of education fails to comply with the provisions of C.G.S. § 10-262u. The Commissioner may renew funding if the local or regional board provides evidence that the district is achieving the objectives and performance targets as stated in the plan and communicated by the CSDE. The Commissioner may require changes in any plan before he approves an application.

## 9. Questions

Any and all questions regarding the Alliance and PSD programs and consolidated Year 3 application should be directed to:

Morgan Barth  
Turnaround Office Director  
Connecticut State Department of Education  
Telephone: (860) 713-6705  
Email: [Morgan.Barth@ct.gov](mailto:Morgan.Barth@ct.gov)



## PART II: YEAR 3 ALLIANCE AND PRIORITY SCHOOL DISTRICT CONSOLIDATED APPLICATION

### 1. District Contact Information

**Instructions:** Using the space provided below, please identify a main point of contact for the Year 3 Alliance and PSD consolidated application, and provide that individual's contact information.

Local Education Agency (LEA):		
Killingly Public Schools		
Contact Person:	Contact Title:	
Steven Rioux	Assistant Superintendent	
Telephone:	Email Address:	
(860)-779-6602	srioux@killinglyschools.org	
Street Address:	City:	Zip Code:
79 Westfield Avenue	Danielson	06239
Local Board Approval of Plan:	PSD:	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (not officially, but support the plan)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of Superintendent:		
Kevin C. Farr		
Signature of Superintendent:	Date:	
	April 11, 2014	
Name of Board Chair:		
Alexis Rich		
Signature of Board Chair:	Date:	
	April 11, 2014	

## 2. Needs Analysis

**Instructions:** Conduct a needs analysis identifying the district's strengths and growth areas in the following areas:

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff;
- **Academics:** Rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments;
- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process; and
- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

Reflect upon and critically evaluate Alliance District and PSD programming and accomplishments over the past year. Briefly summarize the district's most significant strengths and Year 2 accomplishments, in addition to the district's most critical growth areas. Complete and submit **Appendix A: District Self-Diagnostic Tool**, and use the self-diagnostic tool to inform the needs analysis below.

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
<p>1. After-School Intervention Programs</p>	<p>Our after school intervention programs are reaching many students and our efforts are beginning to show dividends at the classroom level.</p> <p>At the high school, an average 20 students are receiving tutoring services three days a week. Teachers whose students receive services are reporting increases in homework completion and less failing grades.</p> <p>At the middle school level 170 students (22%) are involved in one or more interventions or enrichment opportunities, which include homework support, reading intervention, math intervention, and teen leadership. In a student survey of participating students 75% students reported an improvement in grades and a belief that they were more prepared for class. Whereas only 5% of students disagreed. About 20% of the students reported that they were unsure if the after school programs were improving their grades or helping them to be more prepared for class.</p> <p>At the elementary level, program coordinators are reporting positive results from academic interventions. Classroom teachers are reporting that students are transferring newly learned skills from the program into the classroom. Additionally, there is a high level of collaboration between afterschool tutors and classroom teachers thereby producing specific targeted interventions after school. Some of the software application utilized in the after school program is beginning to be used during normal school hours.</p>
<p>2. Summer School</p>	<p>Killingly has not offered summer school opportunities to students since 2006, with exception of extended school-year services. The Alliance Grant has allowed us to offer a modest program for our at-risk student population. Teachers have reported improved retention of reading and mathematics skills. Last year our summer school program ran for six weeks for 3 hours per day. We serviced 44 students in grades 5-8. In our elementary program we offered a four-week program for 30 students in grades 3 and 4. The students' performance was not track in the 2014-2015 school year. However, students with 80% or greater attendance in the summer school program did show growth on their pre- and post assessments during the summer school program.</p>

<p>3. CCSS Implementation</p>	<p>Killingly has updated its reading and math programs in grades K-9, and significant progress has been made in grades 10-12. We would estimate that 85% of our curricula is aligned to the CCSS. Significant time and dedication has been devoted to learning additional teaching strategies to inform the teachers on “how” to implement the standards. We understand there continues to be additional professional learning. Nearly 80% of our reading teachers in grades K-6 have had direct training on the Readers’ and Writers’ workshop model. We have scheduled a “Home Grown Institute” in July 2014 and anticipate 100% of our elementary teachers to have PD in each model.</p> <p>Significant progress has been made in implementing CCSS in the technical areas. Grades 5-12 have integrated three universal writing rubrics in 95% of all discipline areas.</p> <p>Our middle school has reported student improvement in the writing to inform genre with an increase to 57% of students scoring in the proficient range (2.5-4.0).</p>
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Growth Areas:	Explanation and Data to Substantiate:
<p>1. Teacher and Admin Evaluation</p>	<p>We have conducted several calibration sessions with our administrative team, however we are experiencing a lot of variance in scoring. A contributing factor is applying the rubric to varying roles and responsibilities among our certified staff. Our calibration sessions will need to include observing teachers in different roles and responsibilities.</p>
<p>2. In-school Tutoring</p>	<p>When principals had SRBI team meetings they often expressed concerns that they lacked the resources to provide Tier II &amp; III services to students. Therefore, we allocated 19.5 hours per week for tutoring services at each elementary school and the middle school. Depending on the needs of the building, services were offered in math and/or reading. All positions were part-time. The length of service was individualized. Progress was measured through pre-post assessments, GRL, curriculum based measures, or as identified in the SRBI meeting. Although the hired staff is working under the supervision of our district math coordinator and remedial reading teachers, tighter controls must be put in place in identifying students in need. Additionally, there continues to be inconsistency in adhering to Individual Learning Plans (ILP). Specific strategies and indicators for success will strengthen our ILPs.</p>

<p>3. Assessments</p>	<p>Killingly has lacked a universal benchmark assessment system. This year we have purchased the STAR Enterprise system from Renaissance Learning. We have fully implemented the system in grades 3-12. We continue to explore the benefits for our K-2 student population. Additionally, there are several features to help guide teachers in their delivery of instruction that we have yet to implement with fidelity.</p>
<p>4. Credit Recovery</p>	<p>We have dedicated one period with teachers in the four content areas for credit recovery, English, mathematics, science, and world cultures. Currently less than 33% of the 110 students enrolled in credit recovery courses are on schedule to complete the required work. We underestimated the required professional development necessary for teachers working in a blended learning model. We have made mid-year corrections and improved monitoring procedures for students and faculty. In the 2014-15 school year, students participating in online courses will be required to have weekly face-to-face traditional classroom sessions with a teacher as they progress through the on-line course. The teachers who participate will be supervised by an administrator who is currently working on his dissertation which is focused on blended learning models.</p> <p>Killingly has recently purchased Accelerated Math Program as a supplemental program to the STAR Enterprise suite from Renaissance Learning. The high school math teachers will use this resource when differentiating in the classroom, as well as after school opportunities in a structured support program.</p>
<p>5. Early Interventions</p>	<p>Our current intervention efforts continue to support struggling students in grades 3-12. However, it is our belief that early interventions are required to ensure systemic improvements. We have budgeted local and Alliance funds to expand to full day kindergarten in the 2014-2015 school year. Additionally, we are expanding our preschool program to offer more opportunities to our 4-year-old students. Planning efforts are currently underway, which include visiting successful kindergarten programs.</p>

<p>6. High school Graduation</p>	<p>Killingly Public Schools has an established District-wide Dropout Prevention Committee since 2007. The committee continues to meet on a quarterly basis and identifies cost neutral actions to improve graduation rates such as educating parents on the importance of attendance, recommending attendance policy to BOE, identifying strategies to improve school and home communication, and providing access to informational sessions to educate families on the importance of education.</p> <p>Killingly Public Schools will continue to offer Online Credit Recovery to improve graduation rates.</p> <p>Killingly Public Schools will continue to provide parent access to student grades through our PowerSchool portal.</p> <p>Killingly Public Schools will continue to utilize a robo-call system to inform parents of students’ absences by period, when student report cards are sent home, and encourage families to access their child’s grades.</p> <p>Killingly Public Schools will continue to provide on-line courses through Edgenuity and provide tutoring by certified staff to increase the likelihood of success.</p> <p>Killingly Public Schools will continue to offer an alternative HS setting to support at-risk students in a small school setting. This program is held off campus and has followed a Big Picture School model.</p> <p>Killingly Public Schools will continue to offer a Career and Leadership course for freshman to establish a support system for at-risk students. These 24 students are invited to participate in this program by eighth grade counselors. These students meet with the course coordinator quarterly for four years.</p> <p>Killingly Public Schools will continue to offer after school tutoring for students in grades 9-12 in the four core subject areas three days a week.</p> <p>Killingly Public Schools will continue to offer Career Cluster and Career Pathway opportunities to encourage students to earn college credits while in school. Killingly offers 23 Career Pathways.</p> <p>Killingly Public Schools will continue to assess school climate and its impact on students’ attitudes towards school.</p> <p>Killingly Public Schools will continue to hold weekly Student Success Program meetings. These are meetings primarily focused on attendance intervention; but they also include academic and behavioral reviews. The team consists of four guidance counselors, two social workers, nurse, attendance secretary, school resource officer, and one administrator. These meetings may result in parental involvement/conference, PPT referral, individualized student support plans, court referrals, or a referral to the Juvenile Review Board.</p> <p>Killingly Public Schools will continue to integrate an Advisory period into the master schedule. Best practice emphasizes the importance of every student establishing a positive relationship with at least one adult in the building.</p>
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<p>7. Freshman Students</p>	<ul style="list-style-type: none"> <li>- Killingly Public Schools will continue to implement the above listed strategies to support Freshman students.</li> <li>- Our freshman students' core classes are designed in a team format and restricted to the first floor of the building.</li> </ul>
<p>8. Data Driven Instruction</p>	<ul style="list-style-type: none"> <li>- Killingly Public Schools have 14 early release days to provide time for teachers to work in teams. Teachers collectively analyze student data and adjust instruction to meet the needs of their students.</li> <li>- Killingly Public Schools has an established schedule to collect benchmark assessment results including Guided Reading Levels, Writing Task in three genres, STAR assessments in Math and Reading, Read 180 for select students, physical fitness, Kindergarten Inventory, as well as common summative assessments in each grade.</li> <li>- The PD and Eval Committee decided to revise the district data team self-reflection tool to better meet the needs individual teams.</li> <li>- Killingly Public Schools will continue to encourage vertical teams, that includes multiple buildings in the fine arts area to ensure feeder programs are aligning expectations with HS programs. These teachers meet on Early Release Days.</li> <li>- Killingly Public Schools is in the process of purchasing a data management system such as Inform, which is a Pearson product that communicates with Powerschool.</li> </ul>
<p>9. Special Populations</p>	<p>Killingly Public Schools are proud of our special education programs within the district. We will continue to provide a high quality program to our students. Students who receive a free or reduced priced lunch program continue to demonstrate disproportionate failure rates across all academic content area. Our goal is to give additional attention to this special population by better communicating demographic data with teachers, share best practice resources, and to continue professional learning with the administrative team.</p>

<b>2. Talent Section</b>		
<b>Year 3 Reform Priorities:</b> Place an “X” beside the district’s Year 3 talent-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance educator evaluation and support systems. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.		
<b>Year 3 Alliance District Priorities:</b>	<b>Allowable initiatives for PSD funding:</b>	<b>Other optional reforms:</b>
<input checked="" type="checkbox"/> Educator evaluation and support systems	N/A – PSD funds cannot be used to support talent-related initiatives.	<input type="checkbox"/> Recruitment and human capital pipelines <input type="checkbox"/> Hiring and placement processes <input checked="" type="checkbox"/> Professional development/coaching <input checked="" type="checkbox"/> School leadership development <input type="checkbox"/> Retention of top talent <input type="checkbox"/> Other: _____
<b>Summary:</b> Briefly describe the district’s talent-related reform priorities, as indicated above.		
<ul style="list-style-type: none"> <li>• <b>Educator Evaluation:</b> Describe how the district is working to successfully implement educator evaluations district-wide, resulting in improved instruction and professional practice that are aligned to the CCSS.</li> <li>• <b>Professional Learning:</b> Describe how evaluation processes inform professional development. Explain the district’s approach to providing meaningful and impactful professional learning opportunities that are aligned to the CCSS.</li> </ul>		
<b>Talent:</b> <ul style="list-style-type: none"> <li>- Each year Killingly improves the hiring procedures to attract top talent to our district. Principals are required to ensure all hiring committees participate in a brief presentation that outlines our committee’s guidelines and responsibilities. We understand that the relationship with potential employees begins the day we receive their application. We hold high standards for our new employees and ourselves.</li> <li>- Killingly has adopted a philosophy of excellence for our non-tenure teachers. In February, principals meet with the superintendent to review non-tenure teacher’s self-evaluation and ranking sheets. Principals are charged to justify why they want to keep a teacher, versus the philosophy of explaining why they don’t deserve employment in our district. This change in philosophy ensures a mindset that teachers are critical to ensure all students can achieve at high levels.</li> <li>- We understand that quality PD is at the heart of developing our talent. Our PD &amp; Evaluation Committee has partnered with <i>Learning Forward</i> to conduct a self-assessment and will create an action plan to address any areas of needed improvement.</li> </ul>		
<b>Educator Evaluation:</b> <ul style="list-style-type: none"> <li>- Killingly has added two curricula coordinators to the administrative unit in our local budget. This transfer has added additional expertise to our team of evaluators observing teachers. The addition of two administrators will reduce the quantity of evaluations each administrator is</li> </ul>		

## 2. Talent Section

responsible to complete, thereby allowing more time for teachers and administrators to engage in meaningful professional dialogue. Our administrative unit consists of thirteen administrators to supervise 230 certified staff. Our administrators meet twice a month to engage in a PLC model. Our team observes instructional videos, problem solve, engage in professional development, collaborate on quality feedback for teachers, and share strategies regarding the technical aspects of the evaluation model. Our teachers are required to establish goals in their educator evaluator plan that aligns to the district improvement plan.

- We will expand opportunities for administrators to receive professional development in learning about the CT Core Standards, CCT and the CCL. We have several administrators participating in System of Professional Learning for Coaches.
- The assistant superintendent requires all administrators to complete quarterly Completed Observation Reports to monitor regular progress of the educator evaluation plan.

### Professional Learning:

- **Reading:** All of our teachers in grades K-6 implement the Readers' and Writers' Workshop model through Teachers College, Columbia University. Each methodology of instruction requires a very individualized approach and closely aligns to the CT Common Core Standards. Additionally, the performance task embedded in the pedagogy closely mirrors the performance assessments in the SBAC. We are also sending teachers through the Systems of Professional Learning Modules for Coaches. Our teachers participate in professional learning communities and meet regularly through fourteen scheduled professional development afternoons. Additional opportunities for professional learning are scheduled at monthly faculty meetings.
- **Math:** The 2013-2014 school year began with lead math teachers from every grade level K-7 meeting last summer to further develop units of instruction aligned to the Common Core. The KHS Algebra 1 and Algebra 2 teams also met to revise their common unit assessments. On October 15th, the first full district PD day, grades K-4 discussed units of study and assessments. They also reviewed Connecticut's plan for implementation with an EASTCONN representative. On November 5th, the second district PD day, grades K-8 took part in an in-house EASTCONN workshop on the 8 Standards of Mathematical Practices. There has been another additional twelve full days that grade level math lead teachers have been pulled out to work in small groups on many important district issues. The common theme has been revising the units of study including sequencing, revising unit assessments, looking at data item analysis of unit assessments, math fluency (grade K-3), STAR reports and testing (grades 3-KHS), proper math instruction times, SBAC performance tasks, supplementing units of study with Ready Common Core materials purchased with Alliance Grant funds, math journals, Accelerated Math intervention, after school interventions and hiring of tutors and identifying the most needy students within current schedule constraints. At Killingly High School and at Killingly Intermediate School we have begun the switch to the State developed Algebra 1 curriculum. Algebra 1 teachers from both schools have received three full days of training on the eight Algebra 1 units of study. Our plan is to have the course taught identically at both schools including common assessments and common course weighting. The state has informed us that activity based courses in Algebra 2 and Geometry also aligned to the Common Core will be available this summer. Teachers at the high school will be trained in the two new curriculum areas next school year, which will be implemented at KHS beginning 2015.
- **Technical Areas:** All teachers are receiving training in writing instruction. Teachers are using three universal writing rubrics (grade specific)

2. Talent Section					
<p>three times per year.</p> <ul style="list-style-type: none"> <li>- The PD &amp; Eval Committee will create an action plan in response the <i>Learning Forward - Professional Learning Survey</i>. The committee decided to focus on two professional learning standards: 1) Learning Communities and 2) Learning Design.</li> </ul>					
Aligned Strategies: Identify a core set of actionable strategies to implement talent-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Teachers will participate in Teachers College (TC) training this summer to implement the Readers and Writers Workshop.	80% of all k-5 teachers will participate in TC training	X			
2. Teachers will participate in professional learning activities aligned to implementing the SDE Algebra I curriculum	All teachers teaching Algebra I will engage in ongoing professional development at least once per marking period.		X	X	X
3. Technical Area teachers will engage in professional learning on scoring writing tasks and providing meaningful feedback to students.	85% of all certified staff will create and implement three writing tasks for students throughout the year. All technical area teachers will engage in professional learning three times during the 2014-2015 school year		X	X	X
4. HS teachers will participate in Capturing Kids' Hearts by Flippen Group Inc. with a focus on learning strategies to improve classroom and school climate	95% of teachers will participate in a three day training.	X			
5. Create an action plan to improve professional development opportunities in the district. We will assess our progress with the Professional Learning Inventory.	Improve satisfactory rating on the professional learning survey on two standards, <i>Learning Communities and Learning Design</i>		X	X	X

2. Talent Section					
		<p><u>Learning Communities will improve from 3.5 satisfactory rating to a 4.1;</u>  <u>Learning Design will improve a satisfactory rating from 2.9 to a 4.1 based on a 5 point scale</u></p>			
6. Teacher Evaluation Killingly Public Schools will utilize learning walks, video-calibration sessions, book studies, and resources from our local RESC, EASTCONN to ensure our administrators and teachers receive quality professional development.		Killingly Public Schools will continue to strive to improve our teacher evaluation process. Killingly has dedicated weekly professional development for the administrative team.			

### 3. Academics Section

**Year 3 Reform Priorities:** Place an “X” beside the district’s Year 3 academic-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance Common Core implementation. Districts may choose, but are not required, to pursue additional strategies to strengthen academics. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Transition to the CCSS and next-generation assessments	<input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional educational programs <input type="checkbox"/> Kindergarten program <input checked="" type="checkbox"/> Early literacy interventions (PSDs must invest at least 20 percent of PSD funding in support of early literacy) <input type="checkbox"/> Instructional technology	<input type="checkbox"/> Supports for special populations <input checked="" type="checkbox"/> SRBI and academic interventions <input type="checkbox"/> High school redesign <input type="checkbox"/> Other: _____

**Summary:** Briefly describe the district’s academic-related reform priorities, as indicated above.

- Common Core Strategy:** Describe how the district is working to implement Common Core-aligned curricula, instruction, and assessments; describe the methods for determining that the district’s curricula are aligned to the CCSS. If you use Common Core curricular programs, specifically on-line or technology-related programs, how does the district determine alignment to the CCSS? Explain the district’s approach and parameters, if any, to interim and formative assessments aligned to the CCSS. Explain how the district is monitoring implementation and providing necessary professional development that is aligned to the CCSS.
- K-3 Literacy:** Describe the district’s K-3 literacy strategy, including the use of universal screening assessments and targeted interventions.

**Common Core Strategy:**

Killingly has partnered with Renaissance Learning and we are using the STAR Enterprise system. The Star system is aligned to the CCSS, is adaptive, and provides teachers with timely diagnostic information in reading and mathematics.

Our district has District Curriculum Council that meets on a quarterly basis to review any curriculum revision request. Our curriculum Council will utilize the EQulP Rubric to assess alignment to the CCS. Our curriculum coordinators supervise all curriculum revisions in reading and mathematics.

Teachers submit reading, mathematics, and writing assessment results three times a year to their principal. Principals meet with the assistant superintendent one-on-one each month to review progress of school improvement plans and progress on key district initiatives.

There are several intervention efforts in place as a result of the Alliance Grant. These efforts include in-school tutors, after school interventions, summer school, and online credit recovery programs. Also, Students in grades K-5 are required to complete Individual Reading Plans for

### 3. Academics Section

students reading below grade level.

In an effort to improve graduation rates, Killingly Public Schools has an established District-wide Dropout Prevention Committee since 2007. The committee continues to meet on a quarterly basis and identifies cost neutral actions to improve graduation rates such as educating parents on the importance of attendance, recommending attendance policy to BOE, identifying strategies to improve school and home communication, and providing access to informational sessions to educate families on the importance of education. In addition to the work of the Dropout Prevention Committee, Killingly Public Schools will target improved graduation rates by offering online Credit Recovery through Edgenuity and blend in tutoring by certified staff to increase the likelihood of success. Killingly Public Schools will also offer after school tutoring for students in grades 9-12 in the four core subject areas three days a week. Killingly Public Schools will continue to offer a Career and Leadership course for freshman to establish a support system for at-risk students. 24 students have been identified and invited to participate in this program by eighth grade counselors. These students meet with the course coordinator quarterly for four years.

#### K-3 Literacy:

As described in the previous sections our teachers utilize the Readers and Writers Workshop model for literacy instruction in grades K-5. Speaking specifically to grades K-3, our comprehensive literacy program also includes phonemic awareness, spelling, and fluency components. Teachers utilize Guided Reading Levels to monitor progress. Each elementary school (450 students each) has two remedial reading teachers to service our struggling learners. These students have Individual Reading Plans. Our remedial teachers use DIBELS assessment and running records to monitor progress. Some students also utilize software programs (i.e. Lexia) as additional intervention efforts. Killingly will use Alliance to create a Full Day Kindergarten Program. Killingly currently has six sections of half-day kindergarten. We will expand to ten sections of a full day program. Local funds will pay for two sections and the Alliance will support two sections. Alliance funds will also be used to purchase supplies for all classrooms. Additionally, the full day program will open slots in our pre-school program. Killingly will also expand an additional part-time position to a full time position. It is our expectation to increase our pre-school program by almost 25%. Our teachers in grades K-5 (50 teachers) will participate in professional development this summer facilitated by Teachers College Project, which is funded by the alliance grant.

<b>Aligned Strategies:</b> Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	<b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.	<b>Timeline:</b> Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015

3. Academics Section					
1. Students in grades K-12 will participate in STAR Reading and Math assessments three times a year.	97% of student will engage in STAR assessments three times a year Please indicate the goal percentage of the students who will achieve an at goal score. The STAR assessment default setting correlates students performing at the 40 percentile to a students attaining a proficiency rating on the CMT in grades 3-8. Killingly believes this threshold is too low and we have set our benchmark at the 50 <sup>th</sup> percentile as being considered "goal." We expect to increase from 53% of our students achieving this performance level to 70% of our students achieving the "goal" level.		X	X	X
2. Killingly will implement a full-day kindergarten program.	Killingly will have a full-day kindergarten program for 100% of our students. Our kindergarten enrollment is traditionally between 175-190 students. Next year will transition our 12 half-day sections to 10 full-day sections for all of our students.		X	X	X
3. Killingly will expand our Pre-K (4) program by 25%.	Killingly will expand our Pre-K (4) program by 30 students by January 2015		X	X	X
4. All students in Algebra I will successfully engage in the SDE Algebra I curriculum in grades 8-11	80% of Algebra I students will pass the mid term and final exams with a minimum score of 75		X	X	X
5. Students with academic difficulties will engage in afterschool interventions in grades 3-8.	85% of all students participating in after school interventions will make		X	X	X

3. Academics Section					
	<p>more than a one year growth in reading or mathematics as measured by Guided Reading Levels, STAR Reading, or STAR Math assessments</p> <p>Our goal is to provide after school intervention to over 240 students in grades 3-8</p>				
6. Provide teachers in the elementary school with coaching in mathematics instruction. Teachers will complete a survey and rate their confidence level in teaching mathematics aligned to the CCS.	<p>Once we create a survey for math teachers, we will collect baseline data at the beginning of the year and create an appropriate goal. The survey will be administered again at the end of the year. It is hoped that teacher confidence rating will increase at the end of the year.</p>		X	X	X
7. Students will participate in summer School	<p>The number of students that will participate in summer school will increase by 75% from the summer of 2013 250 students (10% of the student population) will participate in summer school.</p>	X			
8. Killingly Public Schools will continue to implement its Data Driven Decision Making model across the district to improve the effectiveness and efficiencies of our efforts.	<p>District data team meetings will be held monthly.</p> <p>School based data teams will be held monthly.</p> <p>85% of walkthroughs will show evidence of teachers using data driven decisions in instruction.</p>				

3. Academics Section					
<p>9. On-line credit recovery will be offered to high school students who are in danger of losing credit in core content areas in an effort to support transition to the next grade and/or graduation.</p>	<p>25% of identified at-risk students will participate in on-line course work.</p> <p>85% of students who participate in an on-line course will earn a passing grade.</p>		X	X	X
<p>10. After school tutoring sessions will be offered to high school students who are struggling with course work.</p>	<p>Teachers will offer tutoring in four content areas. Student participation will increase by 10% compared to SY 2013-2014.</p>		X	X	X
<p>11. Career and Leadership course will be offered to support student success</p>	<p>75% of identified freshman will participate</p>		X	X	X

4. Culture and Climate Section		
<b>Year 3 Reform Priorities:</b> Place an “X” beside the district’s Year 3 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school culture and climate. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	<input checked="" type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional programs <input type="checkbox"/> Instructional technology <input type="checkbox"/> Family engagement	<input type="checkbox"/> Positive behavior management <input type="checkbox"/> Wraparound strategy <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Graduation and dropout prevention <input type="checkbox"/> Other: _____
<b>Summary:</b> Briefly describe the district’s climate-related reform priorities, as indicated above.		
<p>Although the Culture and Climate Section is not a mandatory intervention for Killingly, we will engage in a highly engaged professional development to improve our school climate. It is our belief the key component to improve our poor graduation rates is to improve the relationships between teachers and students. The Alliance grant will fund a 3-day teacher and administrator training program that provides school faculty with the skills they need to model and teach relational skills, communicative competencies, problem solving skills, citizenship, and consequential thinking. This program provides the foundation on which teachers build effective classroom management strategies including engaging students at the beginning of class, developing classroom expectations for behavior, providing effective feedback, and identifying and addressing conflict. Two years ago our middle school participated in the same training and as a result our middle school has had a 50% decline in office referrals. The efforts of this training will be to reduce the number of referrals, suspension, and failure rates in academic courses at the high school. We also expect to reduce the number of chronic non-attenders in the school:</p> <p><b>The 3-day PD set the foundation for substantial reinvention of the school. The PD will be offered by The Flippen Group, which helps schools become champions – thriving organizations that grow and succeed, driven by the mutual commitment of administrators, teachers and students. The approach is to teach, foster and support specific skills, behaviors, relationships, and processes that clear the way to success. When schools turn to The Flippen Group, they do not receive a formulaic program to implement and forget. They help schools reach their full potential through a process, an ongoing, layered approach that involves training for administrators and teachers, classroom curricula for students, and active mentoring and reinforcement. Capturing Kids’ Hearts training is a 3-day teacher and administrator training program that provides school faculty with the skills they need: 1) to model and teach relational skills 2) to model and teach communicative competencies 3) to model and teach problem solving skills 4) to model and teach citizenship and 5) to model and teach consequential thinking. This program provides the foundation on which teachers build effective classroom management strategies including engaging students at the beginning of class, developing classroom expectations for behavior, providing effective feedback, and identifying and addressing conflict.</b></p>		

4. Culture and Climate Section					
Aligned Strategies: Identify a core set of actionable strategies to implement climate-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Improve teachers’ positive opinions about the school climate.	95% of teachers, administrators, and instructional assistants will participate in a three-day training program. The high school faculty will complete a climate survey in May of 2014 and May of 2015. The results of the survey will reflect improved positive opinions relating to school climate .Once KPS receives the data we will establish a goal.	X			X
Student attendance will improve	The number of chronic non-attenders in the high school will decrease by 10%.		X	X	X
2. Each classroom will create a social contract to empower students to self-manage their behaviors, thereby decreasing discipline issues in the classroom.	The number of office referrals and suspensions in the high school will decrease by 25%.		X	X	X
3. Student and staff school climate rating will improve based on our annual climate survey.	7. Moderate staff satisfaction on school climate survey 8. Moderate student satisfaction on school climate survey 9.				

5. Operations Section		
<p><b>Year 3 Reform Priorities:</b> Place an “X” beside the district’s Year 3 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.</p>		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	<input type="checkbox"/> Extended learning time <input checked="" type="checkbox"/> Use of technology <input type="checkbox"/> NEASC accreditation	<input type="checkbox"/> Budgeting and financial management <input type="checkbox"/> School operations <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Student enrollment and registration <input type="checkbox"/> Other: _____
<p><b>Summary:</b> Briefly describe the district’s operations-related reform priorities, as indicated above.</p>		
<p>Although the Operations Section is not a mandatory intervention for Killingly we continuously reflect on the effectiveness of our organization. Each year principals are closely aligned to the budget development process. We frequently reflect on how we allocate resources and determine if our efforts and time is aligned to our district initiatives. In the 2013-2014 school year, Killingly conducted three external audits of our Office of Pupil Services, Business Office, and Transportation Department. These audits identified areas of needed improvement, which has led to improved use of resources and efficiencies. Each school has identified parts for the school day to provide interventions and enrichment for our students. The Alliance grant has allowed us to offer extended learning times after school and in the summer. Killingly also has fourteen early release days for students built into our calendar. Teachers use this time to meet in small learning communities to reflect on student outcome data and professional development.</p> <p><del>We believe Killingly is rich in technology for a district in our DRG. However, we continue to struggle in maximizing the technology integration in a systematic manner. With several years of difficult budget seasons all technology support services has been removed from our budget. We are investigating a partnership with Dr. Joo from UCONN to provide us with opportunities to improve our 1:1 iPad program in our high school. It has come to my attention (on 6/24/14) that we have not heard back from UCONN regarding this initiative, therefore the initiative will need to be put on hold for the time being.</del></p> <p>Two key initiatives this year is to improve parent communication and the “brand” of Killingly Public Schools. In an effort to improve parent enrollment, beginning in the 2014-2015 school year all newly enrolled families will receive a welcome kit from the school. It is our goal to integrate a “Welcome to Killingly” package (what will it contain?) in partnership with community businesses, parent organization, recreation department, and the school system. The welcome package will contain a greeting from the superintendent and town manager. It will have a list of key phone numbers to school related resources, access agencies, town departments, Powerschool access information, and potential coupons from local businesses.</p>		

## 5. Operations Section

To provide improved fidelity to the reading and mathematics curriculum, each curriculum coordinator will be moved to the administrative unit. The reading coordinator became an administrative position in the 2013-2014 school year and the mathematics curriculum position will become an administrative position in the 2014-2015 school year. Each position will be required to observe at least 15 teachers.

Aligned Strategies: Identify a core set of actionable strategies to implement operations-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Improvement parent communication, specifically with new families to Killingly	Provide 90% of new families with a welcome kit from KPS	X	X	X	X
2. The PD and Eval Committee will revise how PD is delivered in KPS- I do not see this noted in the summary or in the growth area. Please provide an explanation in the summary. Create Action Plan to address PD in Killingly As noted above, the PD and Eval committee has participated in a pilot program from Learning Forward. We have identified two standards in need of improvement, which will improve on PD is offered in the district.	You will need a metric here. Improve satisfactory rating on the professional learning survey on two standards, <i>Learning Communities and Learning Design from what to what?</i>  <u><i>Learning Communities will improve from 3.5 satisfactory rating to a 4.1; Learning Design will improve a satisfactory rating from 2.9 to a 4.1 based on a 5 point scale: (1) Never (2) Seldom (3) Sometimes (4) Frequently and (5) Always</i></u>		X		
3. Killingly HS will implement a new schedule, which includes a rotating schedule and half-year credit option. Our goal is to increase the total number of credits freshman attain by the end of the school year.	20% increase of the freshman class who earn enough credit to advance to the next grade.		X	X	X
4. The mathematics curriculum position will become an administrative position in the 2014-2015 school year. This	Complete evaluations and provide teacher feedback to all mathematics	X			

5. Operations Section					
<p>position will be required to observe at least 15 teachers and provide timely feedback.</p>	<p>teachers in grades 7-12. How many teachers? What is the frequency of the evaluations? Each administrator will have approximately the same number of teachers to observe, which is about 15 teachers. Teachers will be observed at least three times each.</p>				



## 6. School Turnaround Strategy

**Instructions:** Your district will receive a prepopulated chart (similar to the chart shown below), listing the district’s Turnaround, Focus, and Review schools. Districts must work in collaboration with school communities to dramatically improve student achievement in these schools. Alliance Districts must invest Alliance and/or PSD (if applicable) funds to support school turnaround efforts. Using the chart provided, describe how the district plans to intervene in its Turnaround, Focus, and Review schools and pursue resources on behalf of such schools. By placing an “X” beside a competitive grant, the district expresses its intent to apply for that grant on behalf of the school. The CSDE will award funds competitively based on the quality of each district’s submissions and the grant specifications. Please note that when awarding 1003(a) and High School Redesign funds, the CSDE will give preference to schools not receiving Commissioner’s Network funding or School Improvement Grants during 2014-15. 1003(a) funds are established by Section 1003(a) of Title I of the Elementary and Secondary Education Act of 1965. Comprehensive Turnaround and Focus high schools may submit applications for both 1003(a) and High School Redesign.

Competitive school-level grants, such as the School Improvement Grant, 1003(a), and High School Redesign are not included in this consolidated application and require separate school-level applications, which can be accessed at: <http://www.ct.gov/sde/AllianceDistricts>. Districts are strongly encouraged to submit grants on behalf of only those schools that present strong and transformative plans.

In 2013, districts submitted school improvement plans for at least half of their Review schools. No later than April 11, 2014, districts must submit plans for their remaining Review schools and any newly-identified Focus or Review schools, using the template at: <http://www.ct.gov/sde/AllianceDistricts>.

School:	Classification:	Funding Source/Competitive Grants Sought:
School A	Turnaround	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant
School B	Focus	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant
School C	Review	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> High School Redesign Competition <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant

## 7. Budget Instructions

**Instructions:** Please complete and submit the Excel budget workbook as a part of the Year 3 consolidated application. Follow the instructions outlined below.

1. **Budget Cover Page:** Using Tab #1, please enter the district's name and total 2014-15 Alliance District and PSD, if applicable, allocation amounts. Do not add data in the remaining cells; these total amounts will be auto-generated as you enter budget information on the remaining tabs. Please note that the total Alliance District and PSD budget amounts should match the district's 2014-15 allocations exactly.
2. **Budgets for Reform Funding (for new priorities and the expansion of existing priorities):** Using Tabs #2-5, summarize reform expenditures as aligned in the Year 3 consolidated application, including strategies for talent, academics, culture and climate, and operations. Please provide a line-by-line budget that details the use of 2014-15 grant funding, as well as the use of other funds. Separate expenditures by the ED 114 cost categories, adding rows as necessary. Provide the following information for each line item:
  - Cost, position, or service;
  - Detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units);
  - Total use of Alliance District funding for the particular cost;
  - Total use of PSD funding for the particular cost;
  - Total use of other district funding for the particular cost; and
  - Indication as to whether the investment supports a new or expanded reform initiative.
3. **Investments in Low-Performing Schools:** All Alliance Districts with Turnaround, Review, and Focus schools must outline investments in each of the district's low-performing schools. Using Tab #6, itemize investments in each of the district's Turnaround, Review, and Focus schools. Please ensure that the district is using Alliance and/or PSD funds to properly resource reform efforts in the district's lowest-performing schools. If the investment/position will be divided across low-performing schools, please explain the allocation across schools in the cost and FTE columns.
4. **Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments in the final tab. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.



## 8. Stakeholder Engagement

**Instructions:** Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students, and community members were engaged in the planning process and/or are aware the contents of this plan. Also, provide information regarding opportunities for engagement during and involvement in the implementation of this plan.

The planning process for the year three Alliance grant began in September 2013. As we built our District and School Improvement Plans it was evident that the preparation gap has been a critical factor in our students not being prepared for success. We know that if students are not reading at grade level by third grade the likelihood of continued struggles is high. Our administrative team identified Full Day Kindergarten as our highest priority in the district. We recognize the continued need for Tier II and Tier III interventions during the school day. We also emphasized the need for extended school day supports and summer school. Each of these components has been our consistent vision throughout the year.

We have shared this vision regularly at monthly board meeting and established a committee to ensure effective implementation for the 2014-2015 school year.

Recently our principals have been asked to share the budget outline for the Alliance III grants with their School Governance Councils and/or PTO. Our superintendent frequently shares our initiatives and our commitment to support full day kindergarten with local and grant funds at many public speaking engagements. In every case there has been strong community support for our vision and direction.



## PART III: APPENDIX SECTION

### A. District Self-Diagnostic Tool

**Instructions:** Complete the district self-diagnostic tool below as part of the Year 3 needs analysis process. Reflect upon district system, processes, and performance in each of the categories outlined below. Rate the district as “1 - Needs Improvement, 2 - Developing, 3 - Proficient, 4 – Exemplary” using the rating key shown at right. After completing the self-diagnostic, prioritize each area as a low, medium, or high reform priority for the 2014-15 academic year. Please complete the self-diagnostic as accurately and honestly as possible.

Rating Key	
1 - Needs Improvement	Weak or nonexistent district systems and practices; poor and minimal implementation.
2 - Developing	Some district systems and some institutionalized practices; inconsistent and moderate implementation.
3 - Proficient	Solid district systems and largely universal practices; strong and consistent implementation across sites.
4 - Exemplary	Excellent district systems with universal practices; excellent implementation and commitment to continuous improvement.

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
<b>Talent:</b>					
1.1. Recruitment and human capital pipelines	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Low
1.2. Hiring and placement processes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Low
1.3. Educator evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
1.4. Professional development/coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
1.5. School leadership development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.6. Retention of top talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Low
<b>Academics:</b>					
2.1. Common Core-aligned curriculum and academic rigor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
2.2. Fidelity in curriculum implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
2.3. Comprehensive assessment system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
2.4. Data-driven instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
2.5. Support for special populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
2.6. SRBI and academic interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
<b>Culture and Climate:</b>					
3.1. Positive behavior management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
3.2. Family engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
3.3. Wraparound strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
3.4. Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Low
3.5. Graduation and dropout prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
<b>Operations:</b>					
3.1. Budgeting and financial management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Low
3.2. School operations (e.g., facilities, transportation, food services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low
3.3. Scheduling and extended learning time	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
3.4. Collaborative staff planning time	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Low
3.5. Technology integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
3.6. Student enrollment and registration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Low



applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

**L. REQUIRED LANGUAGE (NON-DISCRIMINATION)**

1) References in this section to “contract” shall mean this grant agreement and references to “contractor” shall mean the Grantee.

For the purposes of this section, “Commission” means the Commission on Human Rights and Opportunities.

For the purposes of this section “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. “Good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

3) Determination of the contractor’s good faith efforts shall include but shall not be limited to the following factors: the contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

- M.** The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N.** The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.



I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature: \_\_\_\_\_

Name: *(typed)*

Kevin C. Farr

Title: *(typed)*

Superintendent

Date:

April 11, 2014

## C. PSD Extended School Hours Grant

### Purpose of the Grant:

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Section 10-266t of the C.G.S. establishes grants for Extended School Hours (ESH) programs for academic enrichment, support and recreation programs in PSDs. Each PSD shall solicit applications for individual school programs, on a competitive basis, from town and non-profit agencies, prioritize the application, and select applications for funding with the total grant amount allocated to the district.

Districts' decisions to fund individual school programs shall be based on specific criteria including:

- Total hours of operation;
- Number of students served;
- Total student hours of service;
- Total program cost;
- Estimate of volunteer hours, or other sources of support;
- Community involvement, commitment, and support;
- Non-duplication of existing services;
- Needs of student body of the school;
- Unique qualities of the proposal; and
- Responsiveness to the requirements of Section 10-266u.

Each PSD must submit all proposals received as part of its grant application and documentation of the review and ranking process for such proposals. Each district application shall:

- Demonstrate that a district-wide and school building needs assessment was conducted, including an inventory of existing academic enrichment and support, and recreational opportunities available during non-school hours both within and outside of school buildings;
- Ensure equal program access for all students and necessary accommodations and support for students with disabilities;
- Provide a summer component, unless it is able to document that sufficient summer opportunities already exists;
- Include a schedule and total number of hours determined to be reasonable and sufficient for individual school programs;
- Support no less than 10 percent of the cost of the total district-wide ESH program and provide documentation of local funding or in-kind contributions, or both; and
- Contract for the direct operation of the program, if the district is able to document that no providers are interested or able to provide a cost efficient program.

### Program Design Questions:

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Briefly describe the district's proposed approach to extend school hours. Please answer the questions below explaining how the district would leverage the ESH grant to advance district goals and student achievement.

1. Description of the type of academic supports and enrichment offered.

2. Description of the type of health and recreational activities offered.

3. Description of the criteria for student participation (e.g., days, hours of operation).

4. Description of how the district will ensure the program supports the regular school curriculum.

5. Description of how the program provides for community involvement (40% of funding must support community partners).

6. Description of how the program coordinates operations and activities with existing programs and the agencies in the school (if applicable).

7. Description of the plan for involving parents in program planning and using parents as advisers and volunteers.

8. Description of the plan for the superintendent and school principal to work collaboratively with the community-based organization(s) for access to the school's facilities and equipment.



**Projected School and Student Participation:**

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**Instructions:** Pursuant to Section 10-266u, each district shall prepare an annual report describing program operations, student participation, and other student indicators of success. Please use the following format to report the information about the district’s proposed ESH program for 2014-15. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering extended school building hours program	Grade level(s) offered	Projected # of students by grade level	Days/Times of week offered	Number of weeks offered

**Program Evaluation:**

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On or before August 15 of each year, ESH program grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflect the impact of program initiatives on student achievement. The evaluation may also require other relevant data related to program implementation. Such data may include student enrollment in programs, teacher and personnel hired using grant funds, programs and materials used, and performance benchmarks used for measuring student progress such as interim assessments, CMT, attendance, or any other data that demonstrated student progress as a result of the grant.

**Indicators of Success:** Describe how student performance (progress) will be assessed as a result of attending the ESH program, including type(s) of measures and timeline for assessments:

Describe how student performance (progress) will be tracked during the next school year, including type(s) of measures and timeline for assessments:

**Budget Narrative:**

CODE	OBJECT	Amount
100	<b>PERSONAL SERVICES – SALARIES.</b> Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$
200	<b>PERSONAL SERVICES – EMPLOYEE BENEFITS.</b> Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$
300	<b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.</b> Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. <b>UNALLOWABLE USAGE OF FUNDS:</b> <b>PSD and Extended School Hours cannot be used for Audits.</b>	\$
400	<b>PURCHASED PROPERTY SERVICES.</b> Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
500	<b>OTHER PURCHASED SERVICES.</b> Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. <b>Summer School funding cannot be used for Tuition and Travel.</b>	\$
560	<b>TUITION</b>	
580	<b>TRAVEL</b>	
600	<b>SUPPLIES.</b> Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
700	<b>PROPERTY.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$

CODE	OBJECT	Amount
890	<p><b>OTHER OBJECTS.</b> (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.</p> <p><b>UNALLOWABLE USAGE OF FUNDS</b>  <b>PSD funding cannot be used for Other Objects.</b></p>	\$
940	<p><b>INDIRECT COSTS.</b> Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.</p> <p><b>UNALLOWABLE USAGE OF FUNDS:</b>  <b>Summer School grant funds cannot be used for Indirect Costs.</b></p>	\$
	<b>TOTAL</b>	

## D. PSD Summer School Grant

### Purpose of the Grant:

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C.G.S. § 10-265m establishes grants for summer school programs in PSDs. C.G.S. §§ 10-265g and 10-265l, relating to summer reading programs and student promotion, require PSDs to:

- Offer a summer reading program to children enrolled in kindergarten who are determined by their school to be substantially deficient in reading; Evaluate students in Grades 1 through 3 in October, January and May using an approved assessment. For each student who is determined to be substantially deficient in reading on the January or May assessment, the district must notify the student's parent or guardian of the assessment results and the school must develop a personal reading plan for the student;
- Develop personal reading plans that shall include additional instruction, within available appropriations, such as tutoring, an after-school program, school vacation, weekend program or summer program, as described in Section 10-265f of the C.G.S. Personal reading plans must be reviewed and revised as appropriate and shall be monitored by school literacy teams. Each evaluation or statewide examination must be discussed with the provider of additional instruction and given to the student's parent or guardian with recommendations for reading strategies that can be used at home. For the purposes of providing additional instruction, preference must be given first to elementary schools and then to middle schools with the highest number of students who are substantially deficient in reading;
- Promote students with personal reading plans from Grades 1-3, based on documented progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. If a decision is made to promote a student who is substantially deficient in reading, the school principal shall provide written justification for such promotion to the superintendent of schools. A personal reading plan, that incorporates competencies required for early reading success and effective reading instruction, must be maintained for a student who is substantially deficient in reading until the student achieves a satisfactory grade level proficiency, as determined by a reading evaluation or statewide examination;
- Require students in Grades 1-3 who are determined to be substantially deficient in reading based on the May administration of the another approved assessment to attend summer school. The superintendent of schools may exempt an individual student from such requirement, upon the recommendation of the school principal, based on the student's progress with the personal reading plan. If a student does not receive such an exemption and has been offered the opportunity to attend summer school and fails to attend, the PSD shall not promote the student to the next grade;
- Submit to the CSDE approved assessment data two times per year for all students using an electronic reporting system provided by CSDE to monitor student progress;
- Submit to the CSDE the number of students who are substantially deficient in reading and are promoted from first, second or third grade to the next grade. The CSDE will prepare and publish this report annually;
- Require within available appropriations the development and implementation of personal reading plans for each student who scores below basic level on the Grades 3-5 CMT, unless the principal determines that such additional instruction is not necessary based on the recommendation of the student's teacher; and
- May require, within available appropriations, students in Grades 4 through 6 who fail to make progress with additional instruction provided in their personal reading plans, to attend summer school. The superintendent of schools may exempt an individual student from such requirement upon the recommendation of the school principal.

## Program Design Questions:

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Each applicant must include a project plan outlining the design and implementation of the district's summer school program which shall include, but not be limited to, an explanation of goals, objectives, evaluation strategies, and budget identifying local funding and other resource contributions.

The project plan shall include:

- Criteria for student participation in the program, including provisions for priority for students who are determined to be substantially deficient in reading.
- Criteria for teacher selection that emphasize the skills needed for teaching the summer program and criteria for establishment of the curriculum for the summer program.
- A system for reporting, by school and grade, on the number of students who attend the program and for assessing the performance of such students in the program and for tracking their performance during the school year.

1. **Criteria for student participation** (including provisions for priority students who are determined to be substantially deficient in reading)

2. **Criteria for teacher selection** (emphasizing the instructional skills needed for summer school)

3. **Criteria for establishing the curricula for the summer program**

**Program Evaluation:**

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Please provide projections for the coming school year. Districts must serve all students in Grades 1-3 who are determined to be substantially deficient on the approved assessment. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering summer program	Grade level(s) offered	Days/times of week offered	Number of weeks offered

**System for Monitoring Results:** Describe how student progress will be assessed and tracked during the next school year as a result of attending the summer school program, including type(s) of measures and timeline for assessments.

**Budget Narrative:**

CODE	OBJECT	Amount
100	<b>PERSONAL SERVICES – SALARIES.</b> Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$
200	<b>PERSONAL SERVICES – EMPLOYEE BENEFITS.</b> Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$
300	<b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.</b> Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. <b>UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.</b>	\$
400	<b>PURCHASED PROPERTY SERVICES.</b> Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
500	<b>OTHER PURCHASED SERVICES.</b> Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. <b>Summer School funding cannot be used for Tuition and Travel.</b>	\$
560	<b>TUITION</b>	
580	<b>TRAVEL</b>	
600	<b>SUPPLIES.</b> Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
700	<b>PROPERTY.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$
890	<b>OTHER OBJECTS.</b> (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.	\$



CODE	OBJECT	Amount
	<b>UNALLOWABLE USAGE OF FUNDS</b> <b>PSD funding cannot be used for Other Objects.</b>	
940	<b>INDIRECT COSTS.</b> Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. <b>UNALLOWABLE USAGE OF FUNDS:</b> <b>Summer School grant funds cannot be used for Indirect Costs.</b>	\$
	<b>TOTAL</b>	