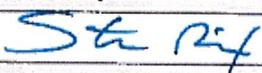
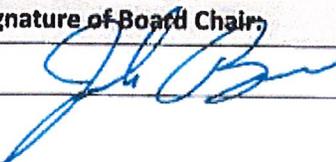


## 2017-18 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2017-18 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

<b>Local Education Agency:</b>	
Killingly Public Schools	
<b>FY 2018 Alliance District Allocation:</b>	<b>FY 2018 PSD Allocation (if applicable):</b>
\$328,769	
<b>Contact Person:</b>	<b>Contact Title:</b>
Paul Brenton	Assistant Superintendent for Curriculum and Instruction
<b>Telephone:</b>	<b>E-mail Address:</b>
860-779-6602	pbrenton@killinglyschools.org
<b>Name of Superintendent:</b>	
Steven Rioux	
<b>Signature of Superintendent:</b>	<b>Date:</b>
	5/1/18
<b>Name of Board Chair:</b>	<b>Local Board Approval of Plan (Yes/No):</b>
John Burns	Yes
<b>Signature of Board Chair:</b>	<b>Date:</b>
	5/3/18

**I. Talent Priorities**

**Step 1: Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2017-18 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.**

<input type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input type="checkbox"/>	District/school leadership development
<input checked="" type="checkbox"/>	Professional learning	<input type="checkbox"/>	Retention of top talent
<input type="checkbox"/>	Evaluation	<input type="checkbox"/>	Other: _____

**Step 2: Identify a core set of no more than three strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.**

Talent Priorities:		Aligned SMART Goals:
1.1.	Increase capacity of staff to support Literacy in the classroom. Killingly Public schools will partner with EASTCONN and Teachers College to ensure K-6 teachers are equipped with the appropriate strategies to assist all learners in achieving literacy proficiency. Coaches from Teachers College and EASTCONN with support teachers in implementing in classroom tier-one strategies for struggling learners through the readers and writers workshop model. Training will take place in spring of 2018.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.9 in 2016-17 to 65.7 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 49.3% in 2016-17 to 53.2% in 2017-18.
1.2.	Increase capacity of staff to support Mathematics in the classroom. Killingly Public schools will train coaches in AdVantage Math Recovery strategies to ensure K-4 teachers are equipped with the appropriate strategies to assist all learners in achieving mathematics proficiency. Teachers will become coaches trained as Certified AVMR Level IV trainers. Training will take place in spring of 2018.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 55.7 in 2016-17 to 57.2 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 42.4% in 2016-17 to 46.8% in 2017-18.
1.3.	Increase capacity of our new teacher's ability to support the academic and social emotional needs of all students in the district through structured mentor support and reflective feedback through TEAM Mentors.	In alignment with ESSA goal targets, KPS will increase our four-year adjusted cohort graduation rate from 79.5% in 2015-16 to 80.6% in 2016-17. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.9 in 2016-17 to 65.7 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 49.3% in 2016-17 to 53.2% in 2017-18. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 55.7 in 2016-17 to 57.2 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 42.4% in 2016-17 to 46.8% in 2017-18.

**Step 3: Directions:** Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Step 2; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); and (d) total use of Alliance District funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:
<b>100: Personnel Services - Salaries</b>			
Staff Salary cost of Teachers College Training	1.1	25 staff x \$125.00 per day. 4 days of total training in TC strategies for meeting the needs of all learners. Training will	\$ 12,500.00
Staff Salary cost of GoMath! curriculum implementation training	1.2	25 staff x \$125.00 per day. 4 days of total training in Mathematic strategies for meeting the needs of all learners.	\$ 12,500.00
Development of proficiency based curriculum for High School Literacy	1.1	3 teachers x \$29.00 per hour. 16 hours per teacher for development of curriculum.	\$ 1,392.00
Development of elementary proficiency standards	1.1 and 1.2	4 teachers x \$29.00 per hour. 16 hours per teacher for development of reporting methods	\$ 1,856.00
District cost for teacher mentors to support new teachers	11 and 1.2	29 teacher mentors x \$500.00 annually for a yearly support of a beginning teacher	\$ 14,500.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 42,748.00</b>
<b>200: Personnel Services - Benefits</b>			
Staff benefits cost of Teachers College Training	1.1	0.0145 x the total training cost for TC strategies for meeting the needs of all learners.	\$ 181.25
Staff benefits cost of GoMath! curriculum implementation training	1.2	0.0145 x the total training cost for Mathematics strategies for meeting the needs of all learners.	\$ 181.25
Staff benefits for development of proficiency based curriculum for High	1.1	0.0145 x the total cost for development of curriculum.	\$ 20.18
Staff benefits for development of elementary proficiency standards	1.1	0.0145 x the total cost for development of standards	\$ 26.91
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 409.59</b>
<b>300: Purchased Professional and Technical Services</b>			
CTTEAM usage fee through EASTCONN	1.1 and 1.2	EASTCONN Technical service cost for supporting 29 new teachers x \$150 per teacher in the CTTEAM system	\$ 4,350.00
Training for new teacher mentors	1.1 and 1.3	Training for 10 new mentors and paper reviewers x \$190	\$ 1,900.00
Training of district AVMR coach	1.2	Training of a district coach in Advanced Math Recovery Techniques, to train K-5 staff	\$ 5,800.00

Cost of Teachers College Trainer for supporting elementary teacher in literacy strategies in the classroom	1.1	Cost of Teacher College trainer, \$910.00 per day for 16 days of training	\$ 14,560.00
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ 26,610.00
<b>400: Purchased Property Services</b>			
			\$ -
			\$ -
			\$ -

<b>400: Purchased Property Services Subtotal:</b>			\$ -
<b>500: Other Purchased Services</b>			
			\$ -
			\$ -
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -
<b>600: Supplies</b>			
Supplies to support Restorative Practice Training	1.3	Restorative practice materials \$65.00 x 3 Coaches	\$ 195.00
			\$ -
			\$ -
<b>600: Supplies Subtotal:</b>			\$ 195.00
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
<b>700: Property Subtotal:</b>			\$ -
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
<b>800: Other Objects Subtotal:</b>			\$ -
<b>TALENT SUB-TOTAL:</b>			<b>\$ 69,962.59</b>

## II. 2017-18 Academic Priorities

## Killingly Public Schools

**Step 1: Place an "X" beside the district's 2017-18 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.**

<input type="checkbox"/>	Common Core-aligned curriculum	<input type="checkbox"/>	Full-day kindergarten
<input type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Pre-Kindergarten
<input checked="" type="checkbox"/>	Supports for special populations (e.g., EL, SPED)	<input type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input checked="" type="checkbox"/>	Instructional technology
<input type="checkbox"/>	College and career access	<input type="checkbox"/>	Other: _____
<input type="checkbox"/>	Alternative/transitional programs	<input type="checkbox"/>	

**Step 2: Identify a core set of no more than three strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.**

Academic Priorities:		Aligned SMART Goals:
2.1.	To provide interventions to support students struggling with Literacy in the classroom. Killingly Public Schools will provide academic interventions to struggling readers identified through our Student Support Team (SST) process. These interventions will take place both during school and after school.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.9 in 2016-17 to 65.7 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 49.3% in 2016-17 to 53.2% in 2017-18.
2.2.	To provide interventions to support students struggling with numeracy in the classroom. Killingly Public Schools will provide academic interventions to struggling students identified through our Student Support Team (SST) process. These interventions will take place both during school and after school.	In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 55.7 in 2016-17 to 57.2 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 42.4% in 2016-17 to 46.8% in 2017-18.
2.3.		

**Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to academic strategies outlined in Step 2; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.**

<b>Cost:</b>	<b>Alignment:</b>	<b>Description:</b>	<b>AD Investment:</b>	<b>PSD Investment:</b>
<b>100: Personnel Services - Salaries</b>				
Killingly Intermediate School After School Academic support program	2.1 and 2.2	After school tutoring and supports. 4 staff members. \$29.00 per hour. 9.5 hours per week x 18 weeks	\$ 19,836.00	\$ -
Killingly High School After School Academic support program	2.1 and 2.2	After school Credit Recovery and Tutoring programs. 4 staff members. \$29.00 per hour. 8.25 hours per week x 18 weeks	\$ 17,226.00	\$ -
Killingly Memorial School After School Academic support Program	2.1 and 2.2	After school tutoring and supports. 3 staff members. \$29.00 per hour. 8 hours per week x 18 weeks	\$ 12,528.00	
In School K-4 tutoring supports in literacy	2.1	In school tutoring support. 4 staff members \$29.00 per hour. 26.25 hours per week for 18 weeks.	\$ 54,810.00	
In School K-4 tutoring supports in numeracy	2.2	In school tutoring support. 3 staff members \$29.00 per hour. 18 hours per week for 18 weeks.	\$ 28,188.00	
After School Program Transportation total Salary Cost	2.1 and 2.2	2 staff x \$20.00 per hour. 8 hours per week x 18 weeks	\$ 5,760.00	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 138,348.00</b>	<b>\$ -</b>
<b>200: Personnel Services - Benefits</b>				
Benefits for Killingly High School After School Academic support program	2.1 and 2.2	After school Credit Recovery and Tutoring programs total cost * 0.0145	\$ 250.00	\$ -
Benefits for Killingly Intermediate School After School Academic support program	2.1 and 2.2	After school tutoring programs total cost * 0.0145	\$ 288.00	\$ -
Benefits for in School K-4 tutoring supports in literacy	2.1	In school tutoring programs total cost * 0.0145	\$ 794.75	
Benefits for in School K-4 tutoring supports in numeracy	2.2	In school tutoring programs total cost * 0.0145	\$ 408.73	
Benefits for Afterschool transportation costs	2.1 and 2.2	Total Calculated benefits for drivers. Includes FICA	\$ 443.52	
Benefits for Killingly Memorial School After School Academic support program	2.1 and 2.2	After school tutoring programs total cost * 0.0145	\$ 182.00	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 2,367.00</b>	<b>\$ -</b>
<b>300: Purchased Professional and Technical Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$	-	\$	-
<b>400: Purchased Property Services</b>						
			\$	-	\$	-
			\$	-	\$	-
			\$	-	\$	-

<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ -
<b>500: Other Purchased Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
<b>600: Supplies</b>				
Supplies to Support KIS Afterschool Program	2.1 and 2.2	Required academic supplies to support tutoring and programming. This includes supplies to engage students in academic material such as highly engaging leveled texts as well as standard academic supplies. Enrichment materials to support science initiatives such as invention convention.	\$ 1,400.00	\$ -
Supplies to Support KHS Afterschool Program	2.1 and 2.2	Required academic supplies to support tutoring, credit recovery and programming. This includes modified texts for ELA students, study guides for credit recovery and standard academic supplies.	\$ 1,400.41	\$ -
Supplies to Support KMS Afterschool Program	2.1 and 2.2	Required academic supplies to support tutoring and programming. Additional copies of Barton reading materials to supplement class materials.	\$ 1,500.00	\$ -
Supplies to Support In school literacy programming	2.1	Required academic supplies to support tutoring and programming. This includes additional leveled texts and consumable workbooks that focus on development of literacy skills.	\$ 2,473.00	
Supplies to Support In school numeracy programming	2.2	Required academic supplies to support tutoring and programming. This includes engaging materials for STEAM week that supports real mathematics instruction in the classroom.	\$ 2,500.00	
Supplies to support learning centers in Elementary Mathematics	2.2	Classroom supplies and manipulatives to support classroom practice. This includes materials to expand the current "grab and go" kits, as well as supplies to support the implementation of numeracy stations, such as manipulatives and consumables.	\$ 2,000.00	
Teacher Materials to support AVMR implementation	2.2	30 trained educators x 299 AVMR materials kit	\$ 8,970.00	
<b>600: Supplies Subtotal:</b>			\$ 20,243.41	\$ -

<b>700: Property</b>							
			\$	-	\$	-	
			<b>700: Property Subtotal:</b>	\$	-	\$	-
<b>800: Other Objects</b>							
			\$	-	\$	-	
			<b>800: Other Objects Subtotal:</b>	\$	-	\$	-
			<b>ACADEMICS SUB-TOTAL:</b>	\$	<b>160,958.41</b>	\$	-

### III. 2017-18 Culture and Climate Priorities

### Killingly Public Schools

**Step 1: Place an "X" beside the district's 2017-18 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2017-18 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.**

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input checked="" type="checkbox"/>	Graduation/dropout prevention/on-track for graduation
<input type="checkbox"/>	Suspension rate	<input type="checkbox"/>	Family engagement
<input checked="" type="checkbox"/>	Wraparound services	<input checked="" type="checkbox"/>	Other: _____ Systematic strategic planning _____

**Step 2: Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.**

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Increase capacity of staff to meet the Social emotional needs of struggling learners. Killingly Public schools will provide training for our staff in Social emotional supports through EASTCONN PreK-1, Responsive Classroom K-4. Our district will also train coaches in restorative practices in Grades 2-12, to ensure proper social emotional support of all learners. Our district will engage in a partnership with Clifford Beers to train support services so that they may provide strategies to classroom teachers supporting students with adverse childhood experiences. All trainings will take place in the Spring of 2018. This will increase connectedness, and reduce absence.	In alignment with ESSA goal targets, reduce the District percentage for Chronic absenteeism from 14.9% in 2016-17 to 14.1% in 2017-18. KPS will increase our four-year adjusted cohort graduation rate from 79.5% in 2015-16 to 80.6% in 2016-17.
3.2.	Killingly Public Schools will engage community partners in systemic strategic planning to ensure that our students have access to community supports. This strategic plan will involve increased articulated partnerships with families and community businesses, as well as partnerships between district staff and individuals who support community resources. Killingly Public Schools will establish structural supports to increase staff wellness through the implementation of initiatives that support student and staff wellness.	In alignment with ESSA goal targets, reduce the District percentage for Chronic absenteeism from 14.9% in 2016-17 to 14.1% in 2017-18. KPS will increase our four-year adjusted cohort graduation rate from 79.5% in 2015-16 to 80.6% in 2016-17.
3.3.		

**Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to culture and climate strategies outlined in Step 2; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.**

<b>Cost:</b>	<b>Alignment:</b>	<b>Description:</b>	<b>AD Investment:</b>	<b>PSD Investment:</b>
<b>100: Personnel Services - Salaries</b>				
			\$	-
			\$	-
			\$	-
<b>100: Personnel Services - Salaries Subtotal:</b>			\$	-
<b>200: Personnel Services - Benefits</b>				
Training for Teacher coaches in restorative practices	3.1	Training for 3 building level coaches in Restorative Practice classroom climate management. 3 coaches x \$2000 per training. Trainings will take place within the state of CT.	\$ 6,000.00	\$ -
Training for elementary teachers in responsive classroom practices	3.1	Training provided by EASTCONN to preK-2 classroom teachers. 5 sessions x \$1000 per session . Vivian Batterson trainer.	\$ 5,000.00	\$ -
			\$	-
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ 11,000.00	\$ -
<b>300: Purchased Professional and Technical Services</b>				
District Strategic Planning	3.2	Contracting EASTCONN to assist the district in strategic planning to align district, family and community resources	\$ 15,000.00	\$ -
			\$	-
			\$	-
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ 15,000.00	\$ -
<b>400: Purchased Property Services</b>				
			\$	-
			\$	-

			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ -

<b>500: Other Purchased Services</b>				
Services to support Student and Staff wellness initiatives	3.2	Resources to support the district wellness team as they work to improve climate through student and staff wellness initiatives.	\$ 5,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ 5,000.00	\$ -
<b>600: Supplies</b>				
Supplies to support "Attendance Matters" Team Initiatives	3.1	Supplies to support communication and parent outreach for the attendance matters team	\$ 2,000.00	\$ -
Supplies to support "Restorative Practices" Initiatives	3.1	Supplies to support restorative practice materials for the classroom	\$ 1,500.00	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ 3,500.00	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>CULTURE AND CLIMATE SUB-TOTAL:</b>			\$ 34,500.00	\$ -

**IV. 2017-18 Operations Priorities**

**Killingly Public Schools**

**Step 1: Place an "X" beside the district's 2017-18 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.**

- |                                     |                                    |                                     |  |
|-------------------------------------|------------------------------------|-------------------------------------|--|
| <input type="checkbox"/>            | Budgeting and financial management | <input checked="" type="checkbox"/> | Student enrollment processes                                       |
| <input checked="" type="checkbox"/> | School operations                  | <input type="checkbox"/>            | Extended learning time   |
| <input type="checkbox"/>            | Technology integration             | <input checked="" type="checkbox"/> | Other: ____Technology to support talent acquisition and management |

**Step 2: Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district operations strategies and identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.**

Operations Priorities:		Aligned SMART Goals:
4.1.	Killingly Public Schools will engage in an audit of our structured technological supports. This audit will evaluate the effectiveness of the current implementation of technological supports to meet the needs of struggling learners, and will provide recommendation on technological implementation in all learning environments. The Audit recommendation will ensure the proper utilization of technological resources to support the need of all learners.	In alignment with ESSA goal targets, a better utilization of technology will increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.9 in 2016-17 to 65.7 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 49.3% in 2016-17 to 53.2% in 2017-18. We also believe a better utilization of technology will result in increasing the District Performance Index (DPI) for Mathematics from 55.7 in 2016-17 to 57.2 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 42.4% in 2016-17 to 46.8% in 2017-18.

4.2.	Killingly Public Schools will recruit the most talented and culturally responsive educators to work in our community, and ensure that these educators are supported through a modern streamlined evaluation system that focuses on teacher reflection and growth.	In alignment with ESSA goal targets, a talented and supportive workforce will increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.9 in 2016-17 to 65.7 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 49.3% in 2016-17 to 53.2% in 2017-18. We also believe a talented and supported workforce will result in increasing the District Performance Index (DPI) for Mathematics from 55.7 in 2016-17 to 57.2 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 42.4% in 2016-17 to 46.8% in 2017-18.
4.3.	Killingly Public Schools will utilize computer based universal screens as part of our Student Support Team process to identify and support student interventions. KPS will digitally manage this information through a districtwide Response To Intervention management system.	In alignment with ESSA goal targets, these screens will identify students for intervention and increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.9 in 2016-17 to 65.7 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 49.3% in 2016-17 to 53.2% in 2017-18. We also believe these screens will identify students for intervention and increase the District Performance Index (DPI) for Mathematics from 55.7 in 2016-17 to 57.3 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 42.4% in 2016-17 to 46.8% in 2017-18.

**Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to operations strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.**

<b>Cost:</b>	<b>Alignment:</b>	<b>Description:</b>	<b>AD Investment:</b>	<b>PSD Investment:</b>
<b>100: Personnel Services - Salaries</b>				
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ -	\$ -
<b>200: Personnel Services - Benefits</b>				
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -	\$ -
<b>300: Purchased Professional and Technical Services</b>				
Instructional utilization of IT Audit	4.1	KPS will contact CREC to complete a full audit of IT utilization, which focuses on supporting classroom instruction and intervention	\$ 11,000.00	\$ -
Purchase of Renaissance STAR universal screens for district use.	4.3	KPS will utilize the Renaissance Assessment suite which includes, STAR math, STAR literacy, and an accelerated reading and mathematics module	\$ 26,297.00	\$ -
Adoption of Applitrack talent recruitment and management suite	4.2	KPS will attract and manage talented staff through the utilization of applitrac suite	\$ 12,200.00	
Utilization of Revisions evaluation software	4.2	KPS will evaluate and manage talented staff through the utilization of the Revisions suite	\$ 2,500.00	
Purchase RTI Direct to manage SST data	4.3	KPS will purchase RTI direct to better manage SST data and student growth	\$ 4,386.00	\$ -

<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ 56,383.00	\$ -
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ -
<b>500: Other Purchased Services</b>				
			\$ -	\$ -

			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
<b>600: Supplies</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ -	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>OPERATIONS SUB-Total:</b>			\$ 56,383.00	\$ -

## V. Non-Reform Budget - Optional Section

Directions: In the event that your district proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments below. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

Cost:	Alignment:	Description:	AD Investment:
<b>100: Personnel Services - Salaries</b>			
Salary of School Bus drivers for "Attendance Matters Bus"	3.1	Salary of drivers to extend bus Runs to run an "Attendance Matters" The Attendance Matters Bus, is an initiative through our Attendance Matters Committee. It is a tier III intervention for highly truant students at Killingly High School which involves KHS KSST team members (admin, counselors, social workers) traveling to the homes of identified students to bring them into school on days they are truant. The identified funds cover the cost of the extended runs, which run each morning at 9:00 after the standard runs are completed, and after the KSST team has had the opportunity to identify attendance issues for the day and design the routes	\$ 6,490.00
			\$ -
			\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 6,490.00</b>
<b>200: Personnel Services - Benefits</b>			
Benefits School Bus drivers for "Attendance Matters	3.1	0.0765 x Salary of drivers to extend bus Runs to run an "Attendance Matters"	\$ 475.00
			\$ -
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 475.00</b>
<b>300: Purchased Professional and Technical Services</b>			
			\$ -
			\$ -
			\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ -</b>
<b>400: Purchased Property Services</b>			

			\$	-
			\$	-
			\$	-
<b>400: Purchased Property Services Subtotal:</b>			\$	-

<b>500: Other Purchased Services</b>			
			\$ -
			\$ -
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -
<b>600: Supplies</b>			
			\$ -
			\$ -
			\$ -
<b>600: Supplies Subtotal:</b>			\$ -
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
<b>700: Property Subtotal:</b>			\$ -
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
<b>800: Other Objects Subtotal:</b>			\$ -
<b>NON-REFORM SUB-TOTAL:</b>			\$ 6,965.00

**VI. FY '18 AD and PSD Budget Summary**

**Killingly Public Schools**

Directions: Do not enter budget information in this tab. This tab pulls financial data from the application tabs and auto-calculates total proposed investments. Please ensure that your total budgeted amounts match your district's AD and PSD allocation amounts.

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ 42,748.00	\$ 138,348.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,490.00	\$ 187,586.00	\$ -
200: Personnel Services - Benefits	\$ 409.59	\$ 2,367.00	\$ -	\$ 11,000.00	\$ -	\$ -	\$ -	\$ 475.00	\$ 14,251.59	\$ -
300: Purchased Professional and Technical Services	\$ 26,610.00	\$ -	\$ -	\$ 15,000.00	\$ -	\$ 56,383.00	\$ -	\$ -	\$ 97,993.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00	\$ -
600: Supplies	\$ 195.00	\$ 20,243.41	\$ -	\$ 3,500.00	\$ -	\$ -	\$ -	\$ -	\$ 23,938.41	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTALS:</b>	<b>\$ 69,962.59</b>	<b>\$ 160,958.41</b>	<b>\$ -</b>	<b>\$ 34,500.00</b>	<b>\$ -</b>	<b>\$ 56,383.00</b>	<b>\$ -</b>	<b>\$ 6,965.00</b>	<b>\$ 328,769.00</b>	<b>\$ -</b>

**STATEMENT OF ASSURANCES**

**CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS**

**PROJECT TITLE:** 2017-18 Consolidated Alliance and Priority School District  
Application

**THE APPLICANT:** Paul Brenton                      **HEREBY ASSURES THAT:**  
Killingly Public Schools  
(insert LEA Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

**K.** At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the 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)**

References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

(1) "Commission" means the Commission on Human Rights and Opportunities;

(2) "Contract" and "contract" include any extension or modification of the Contract or contract;

(3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;

(4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

(5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;

(6) "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;

(7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;

(8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;

(9) "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 Connecticut General Statutes § 32-9n; and

(10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

(b)

(1) 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, gender identity or expression, intellectual disability, mental disability 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; and 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, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) 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; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the 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; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) 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 Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

(c) 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.

- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section 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 Connecticut General Statutes §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.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) 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 the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) 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; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) 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 Connecticut General Statutes § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph 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 Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a

