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

Date Issued: January 15, 2014

Connecticut State Department of Education

Stefan Pryor
Commissioner of Education

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Levy Gillespie
Equal Employment Opportunity Director
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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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. 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:
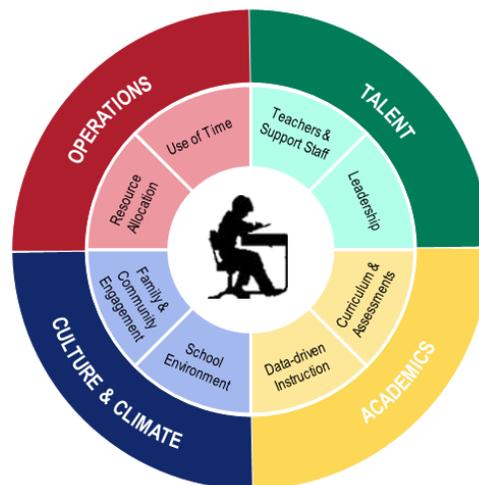
1. **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

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:

<div align="center">

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

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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):		
Putnam		
Contact Person:	**Contact Title:**	
William Hull	Superintendent	
Telephone:	**Email Address:**	
(860) 963-6900	hullw@putnam.k12.ct.us	
Street Address:	**City:**	**Zip Code:**
126 Church St.	Putnam	06260
Local Board Approval of Plan:	**PSD:**	
☐ Yes ☐ No	☐ Yes ☐ No	
Name of Superintendent:		
William Hull		
Signature of Superintendent:	**Date:**	
	April 9, 2014	
Name of Board Chair:		
Michael Morril		
Signature of Board Chair:	**Date:**	
	April 9, 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:
1. Retained all of the teachers who were recruited to the district.	Putnam continues to retain teachers that have been recruited to the district. Putnam has lost no non tenured teachers in the last two years.
2. Putnam continues to be able to attract certified staff members.	Putnam has been able to recruit certified staff to the district. This is even true in shortage areas. The district has implemented a systematic hiring process.
3. Putnam continues to employ a systematic hiring process.	District hiring plan/protocols has been in place in Putnam for the last four years. Administrators are trained in this process annually. The most recent training for administrators took place on March 6, 2014.
4. Putnam has implemented a comprehensive SRBI intervention plan for reading and mathematics. (see attached) As part of this plan the district has scientifically researched progress monitoring tools along with scientifically researched based interventions.	DIBELS is being used K-8 for a reading assessment. SRBI is being used in grades 3-8. DRA II is being used in grades 3-5. Aimsweb math is being used as a progress monitoring tool, K-6. The district has systematic SRBI protocols that are used to assess and revise instruction. All three schools are utilizing SRBI data teams to help drive instruction. Each school conducts SRBI meetings to monitor student progress. Staff has been allotted PLC time in their schedule to discuss instruction.
5. District has implemented PBIS at all three schools in the district.	All three schools have been trained in PBIS. The district has developed a Tiered SRBI plan for behavior.

Growth Areas:	Explanation and Data to Substantiate:
1. Curriculum	Due to a medical leave, the district's Curriculum Director was required to serve in the capacity of the Director of Special Education. This has hampered curriculum writing along with the development of curricula based assessments. Currently curricula have been developed for all high school courses ELA K-12, and mathematics k-12.
2. Writing	Current curricula does not incorporate all aspects of the Common Core into student writing opportunity. The district continues to look for progress monitoring assessments and interventions for writing. The goal of the district is to develop a three tiered SRBI system for writing and incorporate it into district's SRBI Plan.
3. Behavior	The district has employed PBIS in all three schools. A district committee has finalized a SRBI Behavior plan (see attached). SWISS data has shown a decrease in problematic behavior in all three schools. The district has developed a three tier system of handling all behaviors. This plan will be introduced to the entire staff in the spring of 2014. Training on the plan is being developed for the 2014/15 school year. The district continues to look for a universal screen for behavior that is scientifically researched based.
4. Technology	Utilizing the district's technology plan and curriculm development the district continues to look for ways to incorporate technology into daily instruction. The district has been improving technology infrastructure as well as increasing computer and technology access in each classrooms.

2. Talent Section

Year 3 Reform Priorities: 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.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
☒ Educator evaluation and support systems	N/A – PSD funds cannot be used to support talent-related initiatives.	☐ Recruitment and human capital pipelines X Hiring and placement processes X Professional development/coaching X School leadership development ☐ Retention of top talent ☐ Other:_____

Summary: Briefly describe the district's talent-related reform priorities, as indicated above.
- **Educator Evaluation:** 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.
- **Professional Learning:** 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.

Although the Putnam Public School district did apply for the state waiver involving teacher evaluation, the school system followed its' teacher evaluation plan as written. All the district's teachers were evaluated. Administrators have conducted all formal and informal observations. Administrators have used the evaluation plan to increase dialogue centered on classroom instruction. Both teachers and administrators have embedded various district initiatives (PBIS, SRBI, Common Core) into the evaluation process. Administrators have suggested professional development to match the needs that they have observed during their classroom observations. Teachers have been sent to training to improve the use of data to drive instruction as well as accelerate the transition to Common Core.   Teachers have been allowed to attend a variety of trainings of their choice to support their professional learning and goals.

The Putnam School District continues to rewrite and revise the entire district curriculum to align with Common Core. Part of this curriculum revision is to write curriculum based assessments which align with the Common Core standards in each curricula area.

The district's Professional Development Committee continues to meet to plan for professional development throughout the year. Based on a needs assessment of the teachers, the district is dedicating the district's professional development days for the 2014/15 school year to focus on Common Core implementation. The superintendent meets weekly with the Director of Curriculum for status updates on instructional and curriculum initiatives.

Putnam Public School System has developed a systematic hiring process that helps ensure that all hired teachers exceed district standards.

The district has formed a Leadership Academy made up of 20 teachers from all three schools. The Academy has built a cadre of teachers to help drive

2. Talent Section

the district's reform efforts. Administrators are trained annually on the hiring process. The superintendent reviews all paperwork (rubrics, grading scales, etc.) on all new hires. Each summer during an administrator retreat the superintendent reviews the hiring process with the entire administrative team. Each administrator is evaluated on hiring practice and part of their evaluation.

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. Continue and expand Leadership Academy. Nine meetings of the Leadership Academy will take place during the 2014/15 school year. Topics discussed and reviewed as part of the 2013/14 Leadership Academy were "flipped classroom, teacher evaluation, lesson plan templates. SRBI and data assessments	Membership in the Leadership Academy will increase by 10%. 90% satisfaction rate for lead academy surveys.		X	X	X
2. Calibration of hiring practices. All administrators will receive additional training in the district's hiring protocols. (See Appendix 1.)	100% of administrators will attend all trainings regarding the district's hiring protocols. This includes off site training.	X			
3. Calibration and training of administrators concerning teacher evaluation.	All administrators meet at least six times to discuss teacher evaluation to calibrate teacher classroom observations. Consistent use of evidence in evaluation. 90% of administrators complete observation schedule.	X	X	X	x

	75% of observations will be graded highly calibrated by December 2014. 95% of observations will be graded highly calibrated by May 2015.				
4. Professional development for teachers, paraprofessionals and administrators provided on Common Core-aligned curriculum and academic rigor and data driven instruction.	100% staff participation rate in PD 90% PD satisfaction rate for teachers 80% Teachers employ PD strategies as measured by survey, observation and walkthrough data. 25% decrease in teachers identifying Common Core as an area of need as measured by the annual PD needs assessment.	X	X	X	X
5. Professional development for teachers, paraprofessionals and administrators provided on the SRBI Strategies (literacy, mathematics and writing) fidelity in curriculum implementation, teacher evaluation data driven decision making, PBIS and Professional Learning Communities.	100% staff participation rate in PD 90% PD satisfaction rate for teachers 80% Teachers employ PD strategies as measured by surveys observation and walkthrough data.	X	X	X	X

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:
☒ Transition to the CCSS and next-generation assessments	X Dropout prevention ☐ Alternative and transitional educational programs X Kindergarten program ☒ Early literacy interventions (PSDs must invest at least 20 percent of PSD funding in support of early literacy) ☐ Instructional technology	☐ Supports for special populations X SRBI and academic interventions ☐ High school redesign ☐ 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.

The staff continues to employ SRBI strategies and interventions to improve student learning. The district has developed SRBI protocols and procedures to ensure the remediation of students who do not achieve the district benchmarks. These students are provided scientifically researched based interventions and are progress monitored until they are able to reach the district's benchmark. SRBI protocols include specific interventions for specific reading and math deficits. Paraprofessionals are being used to provide support and SRBI interventions. The majority of the paras that were hired due this grant are certified teachers.

The district has provided a social worker for the preschool program to provide supports for three and four year old students. Duties of the social workers include helping educate parents on developmentally appropriate practices on behavior while supporting educational practices at home.

3. Academics Section

Paraprofessionals have been hired to support classroom instruction and to help provide SRBI interventions. Paraprofessionals will support teachers in regular education classrooms Preschool through Grade 12 to support reading, writing and mathematics. Contractually the district must provide seven training sessions for them per year. In the past two years they have been trained in DRA II, SRBI, differentiated instruction, reading interventions and Common Core.

Additional paraprofessional supports have been provided for the district's PALS (Alternative High School program).

The district continues to revise the entire district curriculum to incorporate Common Core standards. The district continues to write curriculum based assessments aligned to the Common Core. (See Appendix 4- Curriculum Writing Matrix)

Department heads will facilitate professional learning communities and the analysis of data to review and plan new instruction.

The district has developed a Kindergarten Academy summer program to help transition four year old students into the district's full day Kindergarten. Literacy and mathematics skills and vocabulary are introduced and reinforced as part of this program.

Social studies teachers will incorporate Common Core strategies and higher thinking strategies into their classrooms. These include close reading along with Common Core writing strategies.

In order to service all students who have not made district standards, Putnam Public Schools will provide additional slots in their extended school year and extended school day programs for regular education.

In order to provide enrichment activities for additional students, the district will expand offerings and seats for enrichment programs.

Aligned Strategies: 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.	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. Continue maintaining SRBI and academic interventions as well as examining for additional interventions especially in writing, along with literacy and mathematics. Purchase Dreambox and Star math before the start of the 2014/15 school year. (See	100% Student assessment completion rate. 70% of all students making on-pace growth	X	X	X	X

Appendix 2 & 3 on our SRBI strategy).	80% of all students making growth by quarter. 75% of students who receive Tier II services will successfully exit those services.				
2. Develop district wide rubrics in writing.	Writing rubric developed. Rubrics k-12 will be developed by the end of the 2014-15 school year. Teachers will incorporate writing rubrics and writing strategies into lesson plans.	X	X	X	
3. Provide paraprofessionals to help in providing differentiated instruction in classrooms.	Maintain paraprofessionals in classrooms. Increase student growth fall to spring by 5% as measured by Star Math and DIBELS.	X	X	X	X
4. Embed Common Core strategies and instruction into additional areas of the curricula. Maintain 1.4 social studies teachers at Putnam Middle School.	Increase student writing samples by 5 per year. Samples to be kept in student portfolio. 100% of student writing pieces will match Common Core State standards.	X	X	X	
5. All three schools in the district continue to hold SRBI meetings on a regular basis to monitor successful instruction.	Increase student learning by 5% fall to spring as measurement by internal assessments.		X	X	X
6. Common Core curriculum writing and development.	Common Core rubric to be developed Grades 3 through 12. Pilot Teacher College Columbia (Lucy Calkins) Writing Program in district		X	X	X
7. K-3 Literacy Strategy (Appendix 2).	75% of students will be at core requirements by Spring 2015 as measured by Dibels assessment		X	X	X
8. Continue to implement kindergarten academy,	80% of kindergarten students will demonstrate growth on DIBLES and Aimsweb assessments.	X	X	X	X

3. Academics Section					
9. Expand capacity of extended school year and extended school day programs for Grades PK through 12	10% increase in mathematics and literacy assessments as measured by Dibels and Star Math, Fall 2014 to Spring 2015	X	X	X	X
10. Expand enrichment opportunities for students in Grades PK through 12	10% increase in enrollment in enrichment activities	X	X	X	X

4. Culture and Climate Section

Year 3 Reform Priorities: 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	X Dropout prevention ☐ Alternative and transitional programs X Instructional technology X Family engagement	X Positive behavior management X Graduation and dropout prevention ☐ Other:_____

Summary: Briefly describe the district's climate-related reform priorities, as indicated above.

The district has developed SRBI protocols for behavior in the district.

Other technology improvements include incorporating more technology (SMARTBORAD, IPADS, computers, etc.) into classrooms.

The social worker will increase parent involvement in the district among preschool families as well as provide parents training on behavioral management, early literacy and child development. The social worker will also act as a case manager for families linking the various social services in the area.

PALS paraprofessional will help tutor students in the PALS program in reading, mathematics, science and writing as well as serve as a job site coordinator for students' work component.

In order to facilitate more family engagement with the school system, the district is revising its website to be more user friendly and provide additional useful information.

The district will also use the Blackboard Engage Gradequick program to allow parents access to view their child's grades.

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. Continue Paraprofessional supports at PALS for the Alternative High School program.	90% of Putnam High School students will graduate within four years.		X	X	X
2. Provide transportation and fees for fieldtrips to increase background knowledge for PK- through grade 12 students.	Fieldtrip provided for students.	X	X	X	x
3. Continues training and supports for staff with the implementation of PBIS.	10% decrease of referrals to administration for behavior.	X	X	X	X
4. Provide social worker for preschool program	Increase parental involvement in preschool programs by 25% as measured by parent survey 2015	X	X	X	X
5. Revise district website	By September 2014, the district will have an updated website	X	X		
8. Provide parents with easy access to their child's grades through the use of Blackboard Engage Gradequick.	80% Blackboard Engage Gradequick parent satisfaction rate. Increase parental involvement in the use of the Blackboard Engage Gradebook by 10%.	X	X		

5. Operations Section

Year 3 Reform Priorities: 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.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	☐ Extended learning time X Use of technology X NEASC accreditation	☐ Budgeting and financial management ☐ School operations X Technology integration ☐ Student enrollment and registration ☐ Other:_____

Summary: Briefly describe the district's operations-related reform priorities, as indicated above.

The district is seeking to upgrade technology in the district to 21st century standards. This would include bringing fiber access into both Putnam Middle School and Putnam Elementary School to connect to CEN. It includes improving the district infrastructure for all schools by upgrading aging data backup appliances.

All NEASC standards met for reaccreditation at Putnam High School.

The district has developed a plan for improving technology in the district. Technology improvements include incorporating more technology (SMARTBORAD, IPADS, computers, etc.) into classrooms and Wi-Fi access in all school buildings.

The district will be upgrading the equipment in the technology education lab at Putnam Middle School (Robotics Lab). The goal of this lab is to incorporate common core strategies into the technology education classroom.

5. Operations Section

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. Provide Putnam Middle school classrooms with SMARTBOARDS.	80 % of Putnam Middle School to have SMARTBOARDS.	X	X	X	
2. Provide Putnam Elementary School with SMARTBOARDS.	80 % of Putnam Middle School to have SMARTBOARDS.		X	X	X
3. Upgrade computers at Putnam Elementary and Middle Schools.	At least 75 new computers are to be purchased.	X	X	X	
4. Provide assistive technology for SPED students.	Increase of SPED students accessing regular education classrooms.	X	X	X	X
5. Reaccreditation of Putnam High School	Putnam High School reaccredited	X	X		
6. Link Putnam Elementary School and Putnam Middle School to the CEN by fiber to increase network speed in each building.	Network speed to increase by 25 %.	X	X		
11. Provide Putnam Elementary and Putnam Middle school wireless access throughout the building. This will allow student access to the Internet using their own devices.	100% of students will consistently have wireless access.	X	X	X	

5. Operations Section					
12. Upgrade district data backup appliances	100% of the schools will have consistent backup of critical data	X	X		
13. Upgrade the equipment in the technology education lab at Putnam Middle School (Robotics Lab) to incorporate common core strategies into the technology education classroom.	New robotics course offered at Putnam Middle School.	X	X		

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	☐ Commissioner's Network ☐ School Improvement Grant (SIG) ☐ 1003(a) Competition ☐ High School Redesign Competition ☐ Alliance District Funding ☐ PSD Grant
School B	Focus	☐ Commissioner's Network ☐ School Improvement Grant (SIG) ☐ 1003(a) Competition ☐ High School Redesign Competition ☐ Alliance District Funding ☐ PSD Grant
School C	Review	☐ Commissioner's Network ☐ High School Redesign Competition ☐ Alliance District Funding ☐ 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.

All three schools in Putnam have an active School Governance Council. This plan will be shared with each council. The plan will be discussed and adapted by the Putnam Board of Education at their meeting on April 9, 2014. The plan will be shared with the Putnam Education Association during a meeting on April 8, 2014. The plan will be placed on the district website. The plan will be shared with the Putnam Board of Education Strategic Planning Committee.

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	
Talent:					
1.1. Recruitment and human capital pipelines	☐	☐	☐	◼	
1.2. Hiring and placement processes	☐	☐	☐	◼	
1.3. Educator evaluation	☐	☐	◼	☐	
1.4. Professional development/coaching	☐	☐	◼	☐	
1.5. School leadership development	☐	☐	◼	☐	
1.6. Retention of top talent	☐	☐	☐	◼	
Academics:					
2.1. Common Core-aligned curriculum and academic rigor	☐	◼	☐	☐	

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	☐	■	☐	☐	HIGH
2.3. Comprehensive assessment system	☐	☐	☐	■	LOW
2.4. Data-driven instruction	☐	☐	■	☐	HIGH
2.5. Support for special populations	☐	☐	■	☐	MEDIUM
2.6. SRBI and academic interventions	☐	☐	■	☐	HIGH
Culture and Climate:					
3.1. Positive behavior management	☐	☐	■	☐	MEDIUM
3.2. Family engagement	☐	☐	■	☐	MEDIUM
3.3. Wraparound strategy	☐	☐	☐	■	LOW
3.4. Attendance	☐	☐	■	☐	MEDIUM
3.5. Graduation and dropout prevention	☐	☐	■	☐	MEDIUM
Operations:					
5.1. Budgeting and financial management	☐	☐	☐	■	LOW
5.2. School operations (e.g., facilities, transportation, food services)	☐	☐	■	☐	LOW
5.3. Scheduling and extended learning time	☐	☐	☐	■	LOW
5.4. Collaborative staff planning time	☐	☐	■	☐	MEDIUM
5.5. Technology integration	☐	■	☐	☐	HIGH
5.6. Student enrollment and registration	☐	☐	■	☐	LOW

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

PROJECT TITLE: **Alliance and Priority School District Consolidated Application**

THE APPLICANT: **William Hull** HEREBY ASSURES THAT:

Putnam Board of Education /

(insert Agency/School/CBO 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)
    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)*	William Hull
Title: *(typed)*	Superintendent
Date:	April 10, 2014

C. PSD Extended School Hours Grant

Purpose of the Grant:

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:

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.

> The goal of the ESH program is to provide enrichment for all students and academic support for students who have not met the district's academic benchmarks. Students will be selected based on district data including, DIBELS, DRA 2, Aimsweb, SRA and NWEA testing. Students will be progress monitored throughout the school year. Enrichment activities will also be provided. These enrichment activities will be based on the Renzulli model. All students will be offered enrichment based on their talents and interest.

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

Enrichment activities will be based on student interest. Students will be able to self-select classes which interest them. Classes may include art, technology, math and robotics.

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

Participation in academic supports will be selected based on district data including, DIBELS, Aimsweb, SRA and NWEA testing. Teachers will progress monitor students throughout the period of academic support.

Participation for enrichment classes will be open to all students and filled by lottery if needed.

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

Interventions provided will be interventions prescribed by the district's curriculum, and/or district SRBI plan.

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

The Putnam Board of Education has budgeted money for ESH activities. The district will provide transportation home for all ESH activities.

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

> All existing programs include recreation and additional outside programs which are put on by outside partners (e.g. Putnam Recreation Department). All programs are coordinated through the Putnam Public Schools Director of Facilities and the Office of the Superintendent. The superintendent meets regularly with the Town Recreation Director.

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

> Technology as well as school newsletter will be used to communicate with parents. Volunteers have always been the strength of the educational environment of the Putnam Public Schools. Additional volunteers and community partners will be recruited. Each school will use their School Governance Council as well as the Superintendent Advisory Group to maintain and recruit 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.

> This plan is governed by Putnam Board of Education Policy 1330 and 1110. In addition, a goal of the Putnam Board of Education is to increase community involvement in the district's schools.
>
> Each school will use their School Governance Council as well as the Superintendent Advisory Group to maintain and recruit volunteers.

Projected School and Student Participation:

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
Putnam High School	9-12	20 grade 9 20 grade 10 20 grade 11 10 grade 12	2:15 PM - 3:30 PM	23
Putnam Middle School	6-8	15 grade 6 15 grade 7 15 grade 8	2:15 PM - 3:30 PM	23
Putnam Elementary School	K-5	25 grade K-5	3:00 PM - 4:00 PM	23

Program Evaluation:

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:

Students who attend the ESH program will be progress monitored per the Putnam SRBI Plan. Assessments will include DIBELS, DRA 2, Aimsweb, SRA and NWEA. Students will be progress monitored at least once every three weeks.

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

Students who attend the ESH program will be progress monitored per the Putnam SRBI Plan. Assessments will include DIBELS, DRA 2, Aimsweb, SRA and NWEA. Students will be progress monitored at least once every three weeks. Special attention will be given to track these students' performance on state end of the year testing.

Budget Narrative:

CODE	OBJECT	Amount
100	**PERSONAL SERVICES – SALARIES.** 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. 10 teachers for 2 hours/week for 24 weeks	$22,430
200	**PERSONAL SERVICES – EMPLOYEE BENEFITS.** 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. FICA and Medicare for Teachers	$ 795
300	**PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** 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. **UNALLOWABLE USAGE OF FUNDS**: **PSD and Extended School Hours cannot be used for Audits.**	$
400	**PURCHASED PROPERTY SERVICES.** 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	**OTHER PURCHASED SERVICES.** 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. **Summer School funding cannot be used for Tuition and Travel.**	$
560	**TUITION**	
580	**TRAVEL**	
600	**SUPPLIES.** 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	**PROPERTY.** 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	**OTHER OBJECTS.** (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. **UNALLOWABLE USAGE OF FUNDS** **PSD funding cannot be used for Other Objects.**	$
940	**INDIRECT COSTS.** 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. **UNALLOWABLE USAGE OF FUNDS:** **Summer School grant funds cannot be used for Indirect Costs.**	$
	TOTAL	$23,225

D. PSD Summer School Grant

Purpose of the Grant:

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:

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)

   All students who have not obtained the district benchmarks on district assessments (DRA 2, DIBELS and AIMSWEB) will be invited and recruited to attend the Putnam Extended Year program. Students who substantially fall below the reading benchmark will be guaranteed placement in the program.

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

   The selection process for teachers for ESY programs will follow bargaining agreement protocols with special emphasis on recruiting teachers who are trained in the district curricula and SRBI progress.

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

   Summer school curriculum will mirror district reading, writing and mathematics curricula along with the Putnam SRBI process. This process specifies assessment, progress monitoring and interventions.

Program Evaluation:

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
Putnam Elementary School	K-5	Monday-Thursday 9:00 AM – Noon	4
Putnam Middle School	6-8	Monday-Thursday 9:00 AM – Noon	4
Putnam High School	9-12	Monday-Thursday 9:00 AM – Noon	4

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.

All students who attend Summer School Year program will be assessed. Students who attend summer school will be monitored using DIBELS and Aimsweb (spring testing 2013 to Fall Testing 2014).

Budget Narrative:

CODE	OBJECT	Amount
100	**PERSONAL SERVICES – SALARIES.** 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. 11 teachers for 3 hours/day for 4 days/week for 4 weeks	$ 24,673
200	**PERSONAL SERVICES – EMPLOYEE BENEFITS.** 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. FICA and Medicare for Teachers	$ 2, 204
300	**PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** 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. **UNALLOWABLE USAGE OF FUNDS**: **PSD and Extended School Hours cannot be used for Audits.**	$
400	**PURCHASED PROPERTY SERVICES.** 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	**OTHER PURCHASED SERVICES.** 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. **Summer School funding cannot be used for Tuition and Travel.**	$
560	**TUITION**	
580	**TRAVEL**	
600	**SUPPLIES.** 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.	$

CODE	OBJECT	Amount
700	**PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	$
890	**OTHER OBJECTS.** (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. **UNALLOWABLE USAGE OF FUNDS** **PSD funding cannot be used for Other Objects.**	$
940	**INDIRECT COSTS.** 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. **UNALLOWABLE USAGE OF FUNDS:** **Summer School grant funds cannot be used for Indirect Costs.**	$
	TOTAL	$26,877