

Connecticut State Department of Education (CSDE) Alliance Districts Year 2 Application Amendment | Spring 2013

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



Year 2 Alliance District Application Amendment

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SUPPLEMENTAL APPLICATIONS

1. School Improvement Plan Template *(for districts with Review/Turnaround schools)*
2. TIME Collaborative Application *(for districts with Review/Turnaround schools)*
3. Priority School District Grant *(for Priority School Districts)*

***Please find supplemental application materials on the Connecticut State Department of Education (CSDE)
 Web site at: <http://www.ct.gov/sde/AllianceDistricts>***



PART I: ALLIANCE DISTRICT APPLICATION OVERVIEW

1. Alliance District Program Overview

Public Act 12-116 established a new process for identifying 30 Alliance Districts — the districts with the lowest district performance index (DPI) scores statewide — and targeted increased Education Cost Sharing (ECS) funding for these districts. The Alliance District program is designed to help districts raise student performance and close achievement gaps by pursuing bold and innovative reform strategies. Each district’s receipt of its designated ECS allocation is conditional upon district submission and the Commissioner of Education’s approval of an Alliance District plan in the context of the district’s overall strategy to improve academic achievement.

Alliance District plans are locally conceived, evidence-based reform plans that propose detailed initiatives for improving student achievement. The CSDE will review district plans on an annual basis and approve plans that align with the goals of the program. Approval of plans in years two through five will be predicated upon progress towards the described Year 1 performance targets, among other factors. Proposals for the use of Alliance District funding will be considered in the context of the quality of the overall strategy for reform proposed in the plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

2. Application Components

The Year 2 Alliance District application amendment is mandatory for all Alliance Districts. Those districts with “Review” and “Turnaround” schools must also submit school improvement plans for the identified schools. Priority School Districts must also submit grant renewal applications. Please read the following requirements carefully:

- **Year 2 Alliance District Plan Amendment:** All Alliance Districts must submit a Year 2 Alliance District plan amendment, completing the application amendment template contained in this document. The Year 2 amendment requires districts to reflect upon Year 1 progress and identify an aligned and coherent set of district-level priorities for the second year of implementation.
- **Review and Turnaround School Plans:** The Elementary and Secondary Education Act (ESEA) waiver identified a subset of Connecticut’s schools as needing significant intervention and improvement. Specifically, those schools classified as “Turnaround” or “Review” schools must develop and submit school improvement plans as a part of the Year 2 Alliance District package. Districts must submit plans for all of their Turnaround schools and at least half of their Review schools that will begin implementation in fall 2013. Appendix B provides a list of all of the district’s Review and Turnaround schools. Districts must indicate the strategy each school will pursue to dramatically improve student achievement. Districts may: (1) develop a new plan for the school; (2) submit a preexisting school plan that has shown evidence of results; or (3) apply to participate in the TIME Collaborative. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming. Please find forms for these school-level plans on the CSDE’s Web site at: <http://www.ct.gov/sde/AllianceDistricts>.
- **Priority School District Grant:** Priority Districts must complete a grant renewal application. This should align to and reinforce all other district plans, including the Alliance District plan. Please access the grant application on the CSDE’s Web site: <http://www.ct.gov/sde/AllianceDistricts>.



3. Application Instructions

Review and follow all directions carefully when completing the application. Complete all of the required sections. A draft of the Alliance District Year 2 application amendment **must be postmarked by June 28, 2013, at 5 p.m. (EST)**. The submission of the final draft must include one original and three (3) additional hard copies. Districts must also provide an electronic submission either via e-mail or flash drive. In the event that a district determines that it will not or cannot meet this deadline, the district should notify the Chief Turnaround Officer immediately (see contact information at the bottom of this page).

PLEASE NOTE: All applications become the property of the Connecticut State Department of Education (CSDE) and are subject to the rules of the Freedom of Information Act.

<p>Mailing Address:</p> <p>Connecticut State Department of Education Turnaround Office P.O. Box 2219, Room 249 Hartford, CT 06145-2219 Attention: Debra Kurshan</p>	<p>Overnight Mailing and Hand Delivery:</p> <p>Connecticut State Department of Education Turnaround Office 165 Capitol Avenue, Room 249 Hartford, CT 06106 Attention: Debra Kurshan</p>
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4. Timeline Summary

1. Districts participate in the Year 2 planning site visits facilitated by the CSDE	May 2013
2. CSDE releases the Year 2 Alliance District application	May 23, 2013
3. CSDE hosts a webinar explaining the Year 2 application	May 23, 2013
4. Districts complete a survey indicating proposed Year 2 priority areas	June 7, 2013
5. Districts submit TIME Collaborative applications (optional)	June 14, 2013
6. Districts submit Year 2 Alliance District application amendments	June 28, 2013
7. Districts submit school plans for their Review and Turnaround schools	July 26, 2013
8. Districts submit Priority School District applications	August 16, 2013

5. Questions

Any and all questions regarding the Alliance District program should be directed to:

Debra Kurshan
Chief Turnaround Officer
Connecticut State Department of Education
Telephone: 860-713-6777 | E-mail: Debra.Kurshan@ct.gov



PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 2 Alliance District plan amendment and provide that individual's contact information.

Name of School District:	Putnam		
Name of Grant Contact Person:	William Hull		
Phone # of Contact Person:	860-963-6900		
E-mail of Contact Person:	hullw@putnam.k12.ct.us		
Address of Contact Person:	Street Address:	Office of Superintendent, 126 Church St	
	City:	Putnam	Zip Code: 06260
Name of Superintendent:	William Hull		
Signature of Superintendent:		Date:	06/26/2013
Name of Board Chair:	Michael Morrill		
Signature of Board Chair:		Date:	
Local Board Approval of Plan: ¹	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Date of Plan Presentation to the Local Board:	August 20, 2013		
Priority School District?	<input type="checkbox"/> Yes <input type="checkbox"/> No		

¹ Due to the iterative process by which Alliance District plans will be submitted, reviewed and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process. Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.



2. District Vision, Mission & Values

Instructions: Please provide the district’s vision and mission statements below. Insert the district’s core values or guiding beliefs that are to be embodied by all staff, students and members of the district community. This can come directly from your district strategic plan or district Improvement plan.

What is the district’s **vision statement**?

Raise academic expectations and increase achievement for each individual student by:

1. Implementing a standards-based district improvement plan.
 - a. Collecting, analyzing and utilizing student performance data.
 - i. Objective: Data will be presented to the Board regularly.
2. Providing high quality instruction with (utilizing) research-based professional development and evaluation.
 - i. Objective: Highlight the link between professional development and goals for district improvement.
 - ii. Objective: Begin revising the teacher and administrator evaluation plan once the state has formulated a framework.
3. Expanding communication and participation of students, families, staff and the community.
 - i. Objective: Develop a communication plan for the district. The plan will help inform the community about successes and develop district talking points.
4. Improving the learning culture and environment in Putnam.

What is the district’s **mission statement**?

The mission of Putnam Public Schools in partnership with the community is to empower individuals and inspire lifelong learning by providing a diverse and engaging educational experience.

What are the district’s core **beliefs or values**?

All students can learn at high levels.
All students need to be educated in a safe, loving and respectful environment.

Describe the district's overarching strategy and/or **theory of change** to dramatically improve student achievement district-wide. The theory of change should describe a core set of inputs or strategies leading to several desired outcomes. What major changes or shifts will result in improved student outcomes district-wide?

Implement with fidelity Positive Behavior Interventions and supports

- Decrease office referrals
- Increase parental communication

Implement with fidelity Scientifically-Research Based Interventions

- Increase the percentage of students at district benchmarks
- Increase the number of credits earned by freshmen

Use of data to drive instruction within Professional Learning Communities

- Increase the percentage of students at district benchmarks
- Decrease the number of students who require interventions

Align district curricula to Common Core Standards.

- Revision of all core curricula K-8 to Common Core
- Revised all high school curricula

As part of Year 1 application, the district submitted a detailed District Improvement Plan, SRBI plan for reading and mathematics, as well as, classroom walkthrough protocols.

The Putnam Board of Education is beginning the process of writing a community based strategic plan.

Community meetings will begin in the Fall of 2013.



3. District Data Profile

Instructions: Complete the district data profile below by providing student and staff information for the current school year (2012-13), and aggregate performance data from the past four school years (2009-10 to present).

District Overview (2012-13):					
Total Enrollment:	1263	Per Pupil Allocation: ²			
Total # Schools:	3	Operating Budget:			
# Review Schools: ³	1	# Turnaround Schools:		0	
Student Demographics (2012-13):					
% White:	87 %	% F/R Lunch:		48.1	
% Black:	.8 %	% IEP:		15.45	
% Hispanic:	6 %	% ELL:		3	
% Other:	6.2 %	Attendance Rate:		95.0	
District Personnel (2012-13):					
# Certified School-based Staff:		Median Teacher Salary: ⁴			
Student/Teacher Ratio: ⁵		# Central Office Administrators:		3	
# School Administrators:	8	# Central Office Support Staff:		5	
Student Achievement:	2009-10	2010-11	2011-12	2012-13	
District Performance Index:	n/a	n/a		n/a	
Math	Gr. 3 CMT at/above Goal:	51	47.1	64	n/a
	Gr. 5 CMT at/above Goal:	47.9	51.1	61.2	n/a
	Gr. 8 CMT at/above Goal:	48.5	44.6	60.4	n/a
	Gr. 10 CAPT at/above Goal:	29.2	19.3	25	n/a
Reading	Gr. 3 CMT at/above Goal:	39.4	38.4	56.2	n/a
	Gr. 5 CMT at/above Goal:	44.3	36.2	58.3	n/a
	Gr. 8 CMT at/above Goal:	50.0	73.2	74.4	n/a
	Gr. 10 CAPT at/above Goal:	27.7	30.5	25.4	n/a
Chronic Absenteeism Rate: ⁶	7.0%	8.5%	7.0%	6.0%	
4-Yr Graduation Rate:	82.2%	67%	82%	85%	
% Pursuing Higher Education:	79.5	77.5			

² Per pupil allocation should include all sources of funds (including local operating, state, federal and private funds).

³ Review category includes "Review" and "Focus" schools.

⁴ Median salary should reflect the median for all certified staff.

⁵ Ratio should include all certified staff.

⁶ Chronic absenteeism is defined as the percentage of students missing 10 percent or more of school days.

4. District Needs Analysis

Instructions: Using the spaces provided below, identify the district’s greatest strengths and areas of need using findings from the CSDE planning site visit and other relevant district information and data. Be sure to include a root cause analysis identifying the factors contributing to current performance levels. Although you are encouraged to consider strengths and growth areas across all four district domains, you may choose to prioritize and are not required to cite strengths and growth areas in each of the four areas.

For the following domains, identify the district’s greatest **strengths**.

Academics	<p>Data culture in all schools; use of data determine students and staff needs</p> <p>District-developing curricula aligned to CCS</p> <p>Teacher participation in walkthrough classroom observations</p> <p>School teams collecting and using multiple data sources to plan for instruction</p> <p>Eight AP course offered at high school. Ninety AP test taken in 2012/13</p> <p>District-wide use of SRBI</p> <p>Common Planning time established</p>
Human Capital	<p>Structured hiring practice in placed</p> <p>Recruitment of effective instructors</p> <p>Superintendent is visible, approachable. Conducts roundtable with staff, monthly office hours in all building</p> <p>Superintendent reads all staff evaluation</p> <p>Orientation for new staff members conducted yearly</p> <p>Yearly reflection meeting conducted by superintendent yearly.</p> <p>Professional development Committee established</p>
Operations	<p>School leaders budgets based on student needs</p> <p>Stable budget over last three years</p> <p>District owns buses and provides transportation</p> <p>Highly efficient food service and custodian services</p> <p>Superintendent conducts bi-monthly (2/month) department meetings. Department heads involved with planning.</p> <p>Learning time increase in elementary school 2012/13. Pre-school (age 4) 2013</p>

Culture and Climate	<p>Response from parent climate surveys shows culture change and increase community support for schools</p> <p>District implemented PBIS with fidelity</p> <p>Increase capacity for before and after school programs</p> <p>Increase school social workers</p> <p>School Based Health Clinic for school system start of 2013/14 school year</p> <p>All unions have worked collaboratively with district.</p> <p>Superintendent has developed and maintains a parent advisory council</p> <p>Community supported the renovation of high school in spring 2013 referendum by 2 to 1 margin</p>
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For the following domains, identify the district's most significant **growth areas**.

Academics	<p>Continue alignment of curricula to CCSS</p> <p>Finish development of formative assessment in all subject areas</p> <p>Continue paradigm shift for special education services</p>
Human Capital	<p>Encourage additional staff involvement in planning professional development</p> <p>Recruitment of diverse applicants</p>
Operations	<p>Continue to increase extended learning time at all grade levels</p> <p>Continue to plan programs for at-risk students</p>



Culture and Climate	Coordinate and guide parents and students through community services
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5. District Strategy and Year 1 Reflection

Instructions: Summarize the district's overarching strategy and key initiatives from Year 1 of the Alliance District program. Describe successes and progress made in Year 1. Provide specific data points to support the analysis.

Articulate the **district's key initiatives from Year 1** of the Alliance District program.

Develop internal capacity in the school district by forming a Putnam Leadership Academy.

- Negotiation with PEA to establish stipend
- Leadership Academy was formed and met four times. Topics discussed and input gathered concerning PBIS, SRBI, and the district's new teacher evaluation plan

Preschool Social Worker: Provide a continuum of services earlier for parents and students by embedding a social worker / parent educator in the district preschool program.

- Social Worker hired February 2013
- Social Worker began meeting with parents and providing classroom interventions
- Social Worker served on the SRBI Behavioral Committee
- Social Worker piloting SRBI Interventions

Professional Development: Provide professional development on co-teaching, effective teaching strategies and effective teaching strategies in mathematics.

- Professional Development included, PBIS, SRBI, Common Core and nonfiction writing. District saw an increase quantity and quality (as measure by internal benchmarks) of non-fiction writing.

Continue aligning curricula to the Common Core

- By September 1, 2013, 95% of high school curricula will be written, revised and aligned to Common Core
- K-8 Reading and mathematics curricula revised to Common Core
- District has developed a framework for a writing curriculum with outcomes established for each grade level

To increase capacity and maintain capacity in the district, it is essential that district personnel are trained in programs and interventions being used in the school system.

- District Personnel trained in a variety of interventions including *Seeing Stars*, *PBIS*, *Go Math* and *nonfiction writing*

Develop Curriculum Based Assessments:

- Common Assessment has been developed in the district for Reading K-8, mathematics, K-8. The district is using NWEA assessment at the high school. Curriculum Based Assessments are still being developed for high school courses. Additional Curriculum Based Assessments will be completed once all curriculums are revised.



Briefly describe the district's Year 1 Alliance District **accomplishments** citing specific data, where appropriate.

Due to the lateness of the awarding of the grant (December 2012) correlation of data to initiatives are difficult to determine.

Develop internal capacity in the school district by forming a Putnam Leadership Academy.

- Successfully negotiated with the teachers union to establish Leadership Academy
- Building administrators nominated 17 teachers to the academy. Fourteen teachers accepted their nomination.
- Leadership Academy met four times starting in February 2012.
- Discussion and training included PBIS, SRBI and teacher evaluation

Preschool Social Worker: Provide a continuum of services earlier for parents and students by embedding a social worker / parent educator in the district preschool program.

- Growth of students
- Increase the number of students attending district preschool. No students are currently on the waiting list for pre-school classes

Kindergarten: 2012/13 data DIBELS

Beginning of the Year -	Middle of the Year - NWF	End of the Year - NWF
Not tested	28.8% Core	32.5% Core
Not tested	8.8% Strategic	16.2% Strategic
Not tested	62.5% Intensive	51.3% Intensive

Professional Development: Provide professional development on co-teaching, effective teaching strategies, non-fiction writing and effective teaching strategies in mathematics.

- New textbook implemented (Go Math) implemented
- All teachers maintained a writing portfolio of their non-fiction writing. These portfolios were inspected by building administrators in April 2013.

Continue aligning curricula to the Common Core

To increase capacity and maintain capacity in the district, it is essential that district personnel are trained in programs and interventions being used in the school system.

Develop Curriculum Based Assessments:



Explain any key initiatives that the district will **stop or discontinue** and why. Note that districts must consider discontinuing less effective strategies before adding new initiatives.

Based on the district 5 year plan as submitted for our Alliance Year 1 grant. The district will not discontinue any initiatives within the plan. With the exception of the new teacher evaluation plan the district will not add any additional initiatives for the 2013/14 school year. The Board of Education is planning to conduct strategic planning sessions with the community during the 2013/14 school year.

6. Year 2 Priorities

Instructions: District improvement requires a targeted investment aligned to the district’s most pressing needs. Please reflect upon district data, the CSDE planning site visit, Year 1 progress, and the needs analysis to identify three to four priority areas for the Year 2 Alliance District plan.

The CSDE has identified three focus areas the second year of the Alliance District program: (1) the transition to Common Core State Standards and new assessments; (2) educator evaluation and support (for both teachers and administrators); and (3) interventions in low-performing schools. Your application must explain how these three areas will be addressed, either through the Alliance District spending plan or via separate district initiatives. Below, identify three to four district-specific priority areas for Year 2 and indicate whether they are new or continued initiatives from Year 1. Then, explain how these priorities align to and reinforce the district’s broader strategic plan and/or vision.

Priority #1	<p>Increase family engagement in Putnam Public Schools. Institute School Governance Council Develop district/community strategic plan Provide Preschool families with training on child development, positive parenting and early literacy. Social worker will serve as a case worker to coordinate social services with DCF embedded social workers and school based health clinic. Currently the town does not provide social services to families</p>	<p><input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority</p>
Priority #2	<p>Professional Development: Provide staff professional development on co-teaching, effective teaching strategies including non-fiction writing, SRBI strategies and PBIS along with behavioral interventions. For the 2013/14 school year professional development will also include training on data driven decision making, Common Core in conjunction with teacher evaluation.</p>	<p><input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority</p>
Priority #3	<p>Continue aligning curricula to Common Core. Curriculum development will help to ensure that all students in all subgroups receive the education linked to common standards and assessments.</p>	<p><input type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority</p>
Priority #4 (optional)	<p>SRBI: Continue the piloting and purchasing of scientifically research-based interventions for Tier I, II and III levels.</p>	<p><input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority</p>



Briefly describe how the priorities listed above **support the district’s theory of change** and strategic direction.

The social worker and professional development directly impact the implementation of PBIS and SRBI. Both social worker and professional development on SRBI/PBIS strategies have helped to provide interventions for students with behavioral issues and attendance issues. The social worker has and will continue to increase communication with parents, helping to intervene with behavioral and attendance issues as well as, developing literacy in young children. Revision of curricula to common core directly supports the district initiative “aligning all curricula to common core standards”. Revised district curriculum has a direct impact on the manner that students are taught thus helping students achieve district benchmarks. Providing effective professional development aligns directly with the district strategies of using data to drive instruction as integrated into professional learning communities and improving SRBI

Implement with fidelity Positive Behavior Interventions and supports

- Decrease office referrals
- Increase parental communication

Implement with fidelity Scientifically-Research Based Interventions

- Increase the percentage of students at district benchmarks
- Increase the number of credits earned by freshmen

Use of data to drive instruction within Professional Learning Communities

- Increase the percentage of students at district benchmarks
- Decrease the number of students who require interventions

Align district curricula to Common Core Standards.

- Revision of all core curricula K-8 to Common Core
- Revised all high school curricula

As part of Year 1 application, the district submitted a detailed District Improvement Plan.

The Putnam Board of Education is beginning the process of writing a community based strategic plan.

Community meetings will begin in the fall of 2013.

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If not explicitly identified as priority areas, explain how the district will address the CSDE’s three focus areas for Year 2 of the Alliance District program. Briefly describe the district’s strategy and level of preparedness to (1) transition to **Common Core State Standards** and new assessments, and (2) fully implement **educator evaluation and support** systems. You will be asked to describe your district’s strategy to intervene in its lowest-performing schools in Section #7.

The district will provide professional development to ensure that data is used to plan instruction in coordination with the new teacher evaluation model. The district is developing a district data team to look at data, instructional trends and teacher practices for the 2013/14 school year.

The district has provided staff training on the new teacher evaluation plan in June 2013.

Professional development time has been set aside by the Professional Development Committee in the 2013/14 school year for further training on the new teacher evaluation plan, review of new curricula and Common Core.

Administrative team is attending training on the Common Core and Professional Learning Communities in August 2013.



Instructions: For each of the priority areas identified in Section #6, identify a core set of strategies that will lead to results and successful implementation. Identify any expected outcome(s) and metrics to track the progress and fidelity with which that strategy is executed. Also indicate when the district will implement that strategy during Year 2 of the Alliance District program (summer 2013, fall 2013, winter 2014, spring 2014 and/or summer 2014). The information provided will serve as the foundation for the Year 2 CSDE support and monitoring.

<p>Priority #1: Insert the Year 2 priority below.</p>
<p>Increase parent involvement in the district among preschool families. Provide parents training on behavioral management, early literacy and child development. Social worker will also act as a case manager for families linking the various social services in the area.</p>
<p>Summary: Briefly describe the district’s comprehensive approach to implement this priority.</p> <p>The goal of the district is to provide a safe and secure learning environment for students by providing a continuum of services for students and families. In addition to expanding their district preschool classes and integrating the district’s Family Resource Center into the school environment the Putnam Public Schools is embarking on the following initiatives to increase family involvement. Summer 2013: Provide services for pre-school students in summer program and for students transitioning to Kindergarten Summer 2013 Establish school base health clinic in collaboration with Generation Healthcare. Fall 2013 Embed DCF social worker in the district to help coordinate services. Fall 2013 Start School Governance Councils in all three schools. Fall 2013: Implement a Tiered SRBI behavior plan for the district. Research and purchase SRBI Behavior Tier II and III programs for students. Pilot program in pre-school and Kindergarten classes. Fall 2013 The Putnam Board of Education is beginning the process of writing a community based strategic plan. Winter 2014: Conduct in-services for parents on child development, literacy skill and appropriate behavior Spring 2014 Conduct in-services for parents parent on child development, literacy skill and appropriate behavior Spring 2014 Conduct parent survey to gauge parents’ involvement in the district. Summer 2014: Provide services for pre-school students in summer program and for students transitioning to Kindergarten .</p>
<p>Outcome Metric: What is the desired result of the implementation of Priority #1?</p>
<p>Increase positive feedback about district on parental feedback survey. Decrease of 20% of Tier II and III behavioral interventions as measured by SWIS data</p>



Increase literacy readiness skills of students entering Kindergarten as measured by “Get it, Got it Go” by 20%.						
Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
District to conduct Kindergarten Academy summer program, Transition program for pre-school students entering Kindergarten	All students have full letter recognition entering Kindergarten	x				
SRBI behavior plan developed for the district. Plan will provide scientifically researched based interventions for disruptive students.	Plan presented to staff. 20% reduction of behavioral referrals for preschool students as measured by SWIS data	x	x	x	x	
Conduct Parent trainings on child development, positive behavior and literacy	20% increase in Get It Got It Go Literacy Assessments		X	X	X	
Preschool social workers coordinate services of pre-school families with DCF embedded social worker and school base health clinic	Monthly meeting with preschool social; worker and DCFR embedded social worker. Preschool social worker to serve on School Based Health Clinic Board of Governors		X	X	X	X
Create Parent Guide to Transitioning to Kindergarten handbook, Parent Guide to Transitioning to Preschool Handbook and Early Childhood Screening brochure	Handbook and brochures created and distributed to community.	X	X			
Establish School Governance Council all three schools	First meeting of School Governance Council by November 1, 2013. Council Meet monthly thereafter.		X	X	X	X
Develop community based strategic plan	Plan developed and presented to the entire community	X	X	X	X	X



Priority #2: Insert the Year 2 priority below.								
Professional Development: Provide staff professional development on co-teaching, effective teaching strategies including non-fiction writing, SRBI strategies and PBIS along with behavioral interventions.								
Summary: Briefly describe the district's comprehensive approach to implement this priority.								
Provide staff professional development on co-teaching, effective teaching strategies including non-fiction writing, SRBI strategies and PBIS along with behavioral interventions. For the 2013/14 school year, professional development will also include training on data driven decision making, Common Core in conjunction with teacher evaluation. Per Putnam's Teacher Evaluation plan the district will provide differentiated professional development for teachers by using several on-line providers. District and grant funding is available for teacher's to attend professional development training to support teacher evaluation goals.								
Outcome Metric: What is the desired result of the implementation of Priority #2?								
Increase SPI and DPI by 2 percentage points for the 2013/14 school year.								
Aligned Strategies: Identify a core set of strategies to implement this district priority.		Progress Metrics: Identify a progress indicator for each strategy.		Timeline:				
				Su `13	F `13	W `14	Sp `14	Su `14
Provide training on co-teaching		Meet requirements of IDEA as measured by Annual Performance Report			X	X	X	
Provide staff training on Common Core provide to all staff members.		Common Core Curricula being used in all classrooms			X	X		
Fully implement PBIS lessons in all schools		Full PBIS lesson being taught in all grade levels. All three schools to complete state PBIS training.			X			
Revised district SRBI plan, include additional student scientifically researched based interventions Tier II and III		10% reduction of office referrals as measured by SWISS			X	X	X	



Provide teacher differentiated professional development.	Mylearning Plan implemented. In-service on Mylearning plan implemented. Professional development incorporated into teachers' evaluation goals. On-line providers training given to teachers.		X			

<p>Priority #3: Insert the Year 2 priority below.</p>
<p>Continue aligning curricula to Common Core. Curriculum development will help to ensure that all students in all subgroups receive an education linked to common standards and assessments.</p>
<p>Summary: Briefly describe the district's comprehensive approach to implement this priority.</p>
<p>The district has been steadily writing curricula throughout the 2012/13 school year. Over 30 staff members are writing curriculum during the summer of 2013. By September 1, 2103 all high school curriculum will be written and revised to Common Core standards. Reading and mathematics curricula will be revised to Common Core standards and approved by the Board of Education by November. 1, 2013. By November 1, 2013 the district will have a writing curriculum. K-8 science curriculum completed by March 1, 2014. Social Studies curriculum k-8 completed by October 2014</p> <p>As reference in Putnam's Teacher Evaluation plan and walk-through protocols teachers' adherence to curriculum will be monitored.</p> <p>As stated in Putnam's Teacher Evaluation plan district and grant funding is available for teacher's to attend professional development training to support teacher evaluation goals.</p>



Outcome Metric: What is the desired result of the implementation of Priority #3?						
Increase SPI and DPI by 2 percentage points for the 2013/14 school year.						
Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
By September 1, 2103 all high school curriculum will be written and revised to Common Core standards.	Finished curriculum	X	X			
Reading and mathematics curricula will be revised to Common Core standards and approved by the Board of Education by November. 1, 2013.	Math and reading curricula adopted by Board of Education		X			
By January 1, 2014 the district will have a writing curriculum.	Finished curriculum. Board of Education adoption January 1, 2014		X			
Social Studies curriculum k-8 completed by October 2014	Curriculum approved by Board of Education			X	X	X
All high school courses have tow common curriculum based assessments	Assessments incorporated into curricula		X	X	X	
Purchase materials which support Common Core curricula	Materials purchased	X	X	X	X	

Priority #4 (optional): Insert the Year 2 priority below.
SRBI: Continue the piloting and purchasing of scientifically research-based interventions for Tier I, II and II levels.
Summary: Briefly describe the district’s comprehensive approach to implement this priority.

Putnam has worked hard to design and implement scientifically researched based interventions. The district has written a SRBI plan which included detail intervention programs and strategies for mathematics and reading. This plan was revised in the fall of 2012.

This summer (2013) the district is adding a behavioral component to the plan which incorporates PBIS. The district is planning on adding a writing component of the plan during the 2013/14 school.

During the 2013/14 school year the distinct is planning on researching further programs and intervention strategies especially at the Tier II and III levels. The district is also looking to investigate further programs and strategies for high school students. We will continue to research additional scientific research based interventions for all grade levels.

Outcome Metric: What is the desired result of the implementation of Priority #4?

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Research purchase and implement additional researched based interventions for science for reading and mathematics.	Increase of 10% of students achieving district benchmarks (DIBELS, Aimsweb, NWEA, DRA, SRI ...)	X	X	x		
Research and purchase additional Tier III SRBI programs for reading	Increase of 10% of students achieving district benchmarks (DIBELS, Aimsweb, NWEA, DRA, SRI ...)		X	X		
Research purchase and implement additional programs and strategies for writing.	Increase of 10% of students achieving district benchmarks (District Writings Assessment)		X	X		



7. School Turnaround Strategy

Instructions: Describe the district’s strategy or approach to school improvement. Using the spaces provided below, explain how the district will support and enable dramatic school improvement, focusing resources and attention on the district’s chronically underperforming schools. In Appendix B, districts with Review and Turnaround schools will be asked to identify a strategy to develop school-specific plans for identified school.

Explain the **district’s capacity** to support school turnaround. Specifically, how is the central office structured to drive significant gains in the district’s lowest-performing schools?

Putnam is a small school district of just under 1300 students. The central office staff is the superintendent, Business manager, Curriculum Director and the Director of Special Education. With the exception of the Business Manager the average tenure in this office staff is less than two years. All of our schools were not meeting the needs of all schools, four years ago. The district was under Focus Monitoring by the state for SPED issues, the school district was scoring below state average on CMT and CAPT. In order to drive change in all schools a strategic plan was developed and approved by the Board of Education. The essential parts of this plan are listed below. Putnam High School has been designated as a review school. The superintendent and Director of Special Education have work specifically with the High School administrators and staff to reform protocols, building polices , programs and instructional practice. Underperforming staff members were targeted for remediation. The administrative team has concentrated on evaluating all teachers and putting in place targeted interventions for underperforming instructors. Based on parent and student surveys, state assessments as well as teacher evaluations, instructional practices have significantly improved. Teachers who could not met new district standards have been removed from their positions. Currently 65 percentage of the high school certified staff members have less than three years of experience in the district. The Curriculum Director has worked with the building administrators to provide TEAM mentoring and appropriate professional development. Working with the superintendent the building administrators have instituted a walk through protocol which is now part of the district’s new teacher evaluation model. The superintendent has also collaborated with university professors and building administrators to institute a district wide SRBI plan which include progress monitoring. The high school administrators have also used NEASC Accreditation to help drive change at the high school.

The noted achievement gap is being addressed by a comprehensive plan which is under two headings; Talent Development and Instructional Improvement. The district hopes to use the grant to developed capacity by improving instructors in the district which will be maintained after this additional funding disappears. The areas address encompass: professional development, curriculum, personnel, instruction and instructional supports, and evaluation. These improvements have been made at all grade levels, Pre K-grade 12.

Curriculum: One of the major problems in the district three years ago was dearth of an articulated curriculum. To address this problem, the district hired a Curriculum Director in 2008 and immediately formed curriculum writing committees along with forming a district curriculum council. Over the last three years the district has written curricula in all of the core areas. In 2010 the Board of Education formed a Curriculum Committee which has taken a positive, active role in overseeing curriculum in the district.

Instruction: The district has put in place core programs in reading and mathematics, K-5. They have begun to replace antiquated textbooks. The district has finished a Scientifically Research Based Interventions (SRBI) handbook which helps ensures that the SRBI process is firmly in place in the district. Core programs and an articulated SRBI process have systematized the instruction of reading, mathematics and writing in the district. To



help match instruction with students' learning, the district has also placed four different progress monitoring tools in the hands of teachers. Teacher now monitor students' progress and use the data provided by these tools to plan appropriate instruction for students.

Personnel: In order to improve the capacity of our staff, the Putnam School District has developed a multi-year plan to address the lack of teacher knowledge. In the past three years the district has offered professional development for both teachers and paraprofessionals in progress monitoring tools, reading, mathematics, SRBI, PBIS, SRBI interventions, the use of data, effective teaching strategies, and technology. The district has 15 half days and one full day set aside for professional development. In addition the district offers after school courses entitled "Putnam U" classes. These classes are open to all staff members and take place after school and are not part of the district's regular scheduled professional development days. Staff members are not paid for their time. During the 2011/12 school year, staff has received instruction on reading, reading assessments, differentiated instruction and technology.

During the last three years the district has implemented a hiring procedure to insure that the school system is hiring the "best candidate". Part of the hiring process has been the district sending representatives to college hiring fairs.

Evaluation: The district administrators' have developed a classroom walkthrough protocol which incorporates teachers into classroom observations. The goal of the Putnam Walkthrough Protocols is to have teachers and administrators collaborate as they examine teaching practices, along with effective teaching strategies. The district has develop and begun to train staff on a new teacher evaluation plan based on the state's core requirements.

Preschool: In the last three years, the district has expanded and strengthens its preschool program. We have increased the number of preschool slots available to Putnam students. The district now does universal screenings monthly which has provided valuable data concerning some of our neediest students. These screenings and the increase in preschool slots allows for interventions to begin at an earlier age. The curriculum in preschool has been revised and improved. Based on the district's post assessments more of our students are now entering Kindergarten with the essential skills for learning. The district would like to add a social worker with additional funding to help coordinate service for families and students. This social worker will also act as a parent educator helping needy families understand child development and early childhood education.

Data: The district has incorporated the use of data to drive and guide instruction of our students. The district is now using DIBELS, Aimsweb, SRI, and NWEA to progress monitor students and plan appropriate instruction. The district will begin developing additional curriculum-based assessments during the next two years. As part of planning appropriate instruction, teachers are using this data in the Professional Learning Community model to collaborate and discuss instruction.

SPED: Starting in the 2011/12 school year, the district began the process of integrating all student services into regular classroom. This will stop the past district practice of students receiving services in outside classrooms (SPED, ELL, Speech etc.)

Based on internal data and state assessments these improvement initiatives have begun to bear fruit. Connecticut Mastery Test 2011 scores have shown a dramatic improvement. Seventeen of the twenty tests both at the proficient and goal level given to students in grades 3-8 showed an improvement. The average improvement was

greater than 5.6 %. Internal data corresponds to the improvement in state assessments. Three years ago over 65% of our students as measured by DIBELS and Aimsweb were not making district benchmarks. This year 80-85% of our students made district benchmarks.

Due to the size of the district additional personnel within the system is not available to support school improvement however there is a “can do” attitude among the entire staff. The district has collaborated outside consultants and EASTCONN (Regional Educational Service Center) to help increase internal capacity.

Describe the **district’s school turnaround strategy**. How will the district differentiate support and accountability for its schools? How does this relate the district’s overall theory of change? What new flexibility and resources will low-performing schools receive?

The district plan is to differentiate support for each school. Due to the unique size of the district here is just one elementary school, one middle school and one high school. Each with some unique qualities and problems. The district plan as outline in it’s’ five year plan was to create a positive learning environment in all schools by implementing PBIS and then developing a SRBI behavior plan. Each school has been given the resource for their own extended day and extended year programs to address students not making benchmarks; The district has poured resources and support into the elementary school to ensure that all third grade students are reading on grade level. These supports have been successful. Putnam, Elementary School was named a 2013 School of Distinction for Academic Progress. At the middle school level the problems have been different. Additional support and resources have been implemented during an academic support block within the school day. Putnam High School has been given resources and support for their HALO program which target underachieving freshmen and sophomores. The high school has also been provide the resources to conduct an extended day and extended year credit recovery program. The high school is also conducting a transition program underachieving entering freshmen. The program is designed to give new students an adult mentor and provide both academic support and summer employment. All of these programs have been successful. We plan on continuing these programs with the additional funding.

Implement with fidelity Positive Behavior Interventions and supports

- Decrease office referrals
- Increase parental communication

Implement with fidelity Scientifically-Research Based Interventions

- Increase the percentage of students at district benchmarks
- Increase the number of credits earned by freshmen

Use of data to drive instruction within Professional Learning Communities

- Increase the percentage of students at district benchmarks
- Decrease the number of students who require interventions

Align district curricula to Common Core Standards.

- Revision of all core curricula K-8 to Common Core
- Revised all high school curricula



8. Accountability and Support

Instructions: Explain how the district will promote accountability and ongoing progress monitoring to ensure the successful implementation of the Alliance District plan and school-specific improvement plans. What systems and processes are in place or will be developed to promote optimal accountability? At the district level, who will be responsible for ensuring that these systems and processes are executed throughout the year?

Explain the **district-level** monitoring strategy.

The superintendent is ultimately responsible to ensure that all school specific plans are implemented with fidelity. With that in mind there are several mechanisms in place to place. The district has already begun planning for the 2013/14 school year. Each building principal must submit a plan to the superintendent that outlines their goals and strategies to support district and building goals. The superintendent meets at least twice a month with each district building administrator. In addition, the superintendent meets individually with each administrator with the focus of these meetings being goal monitoring. For the 2013/14 school year a district data team will be established to review data, trends and instruction. The superintendent will be part of this team. The Board of Education annually sets goals for the district at a summer retreat. Next year the Board of Education will begin strategic planning for the district. During the planning session the Board will invite community members to help set goals for the district.

Describe the district's strategy for **monitoring schools**.

Three times a year schools report to the superintendent the percentage of students reaching district benchmarks. Beginning in the 2013/14 school year building administrators will report the progress of each grade level / teacher in having students meet each district benchmark. Each teacher as part of professional learning community will produce an intervention plan for students not achieving district benchmarks. Each building administrator will review these plans with the superintendent at their monthly meetings. In addition the district will form a district data team to review data, trends and instruction.



How can the **CSDE support the implementation** of the Alliance District plan and school-specific turnaround plans? Specifically, what trainings and technical assistance would you suggest the CSDE provide to school- and/or district-level staff?

A large empty rectangular box intended for the user to provide their response to the question above.

9. Budget

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 2 Alliance District application package. Follow the instructions outlined below.

- 1. Budget Summary:** Please use the Excel budget workbook to provide a high-level budget summary that identifies the costs associated with each of the strategies outlined in Section 6.
- 2. Budget for Alliance District Funding (for new priorities and the expansion of existing priorities):** For each strategy that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the use of the Alliance District funding for 2013-14, as well as the use of other funds and leveraging of efficiencies. For each initiative, provide a cost basis, identify any/all funding streams that will support the strategy, and indicate which priority area(s) the expenditure supports. Note that the total of the budgets should equal a substantial majority of the Alliance District Funding allocated to the district.
- 3. Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach an operating budget for these uses for 2013-14. Also provide a one-page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary. *(Districts may submit operating budget for 2013-14 in electronic format only).*

Note: *The total of the budgets provided in Parts 2 and 3 should equal the total Alliance District funding allocated to the district.*

- 4. Total Alliance District Funding Budget:** Provide an ED114 budget that includes all Alliance District funding expenditures. The total of this ED114 budget should equal the sum of the budgets provided in Parts 2 and 3, and should equal the total Alliance District funding allocated to the district.



10. 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.



PART III: APPENDIX SECTION

A. Statement of Assurances

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

PROJECT TITLE: _____

THE APPLICANT: _____ **HEREBY ASSURES THAT:**

(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 51 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)* _____

Title: *(typed)* _____

Date: _____



B. Review and Turnaround Schools

Instructions: The list below identifies all of the district's Review and Turnaround schools. The district must submit plans for all of its Turnaround schools and at least half of its Review schools. Indicate which of the district's Review schools will begin implementation in fall 2013. Also indicate how the district will satisfy planning requirements for each school. This can include: (1) developing a new plan for the school; (2) submitting an existing plan that has shown progress; or (3) applying to participate in the TIME Collaborative.

In the final column, indicate whether the district is considering participation in the Commissioner's Network.⁷ Please note that if a school is not selected for the TIME Collaborative, then that school must complete the School Improvement Plan template. If the school is submitting an existing plan, then the district must only complete the cover page or Section #1 of the School Improvement Plan template for that school. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming.

Please complete and submit the Appendix B form provided and customized for your district.

⁷ Expression of interest does not signify a requirement or intent to apply. Expansion of the Commissioner's Network will be contingent upon the availability of funds.