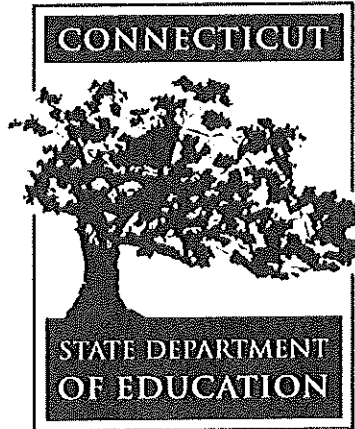CONNECTICUT STATE DEPARTMENT OF EDUCATION

BUREAU OF ACCOUNTABILITY AND IMPROVEMENT

ALLIANCE DISTRICT APPLICATION FOR STATE EDUCATION COST SHARING FUNDS
2012-13

Purpose: To provide state grants to eligible districts pursuant to Public Act 12-116

Application is due no later than 4:00 p.m. on August 15, 2012

Submission of applications by the early deadline of July 13, 2012 is encouraged

CONNECTICUT STATE DEPARTMENT OF EDUCATION

STEFAN PRYOR
COMMISSIONER OF EDUCATION

Nondiscrimination Statement

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to:

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

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

Part I: Submission Instructions

A. Application Completion

1. Review and follow all directions carefully when completing this application.

2. Clearly label all attachments as specified in the application.

B. Application Deadline

Applications, irrespective of postmark or email date, must be received by 4:00 p.m. on or before Wednesday, August 15, 2012. All submissions must include one original and three (3) additional paper copies. An electronic copy should also and be emailed to Lol Fearon.

Applications will be considered on a rolling basis and feedback will be provided through an iterative process. Districts are encouraged to submit applications in by the early submission deadline of July 13, 2012 to allow time for feedback and potential resubmission.

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.

C. Mailing and Delivery Information

Please email electronic versions in .pdf format to Lol Fearon: lol.fearon@ct.gov.

Mailing Address:	Overnight Mailing and Hand Delivery Address:
Connecticut State Department of Education Bureau of Accountability and Improvement P.O. Box 2219, Room 227 Hartford, CT 06145-2219 Attention: Lol Fearon, Bureau Chief	Connecticut State Department of Education Bureau of Accountability and Improvement 165 Capitol Avenue, Room 227 Hartford, CT 06106 Attention: Lol Fearon, Bureau Chief

D. Timeline

Process	Date
Information about Alliance Districts sent to LEAs	May 25, 2012
Connecticut State Board of Education approval of guidelines	June 6, 2012
Informational meeting with eligible districts	June 11, 2012
Submission of applications; feedback and approvals provided to applicants on rolling basis	June – August, 2012
Early submission deadline; preliminary submissions encouraged	July 13, 2012
Application final due date	August 15, 2012
Projected date for awarding funding - conditional upon approval of plans	September 2012
CSDE monitoring of plan implementation and preparation of year 2 applications	September 2012 – August 2013

E. Application Approval Notice

Approvals will be granted through the summer, with a goal of districts receiving approval by August 31, 2012, if feasible. The iterative process may require more time for some districts.

F. Questions

All questions regarding the Alliance application process should be directed to:

Lol Fearon
Bureau Chief
Bureau of Accountability and Improvement
Connecticut State Department of Education
Telephone: (860) 713-6705
Email: lol.fearon@ct.gov

Part II: Alliance District Overview

A. Introduction

Public Act 12-116 establishes a process for identifying 30 Alliance Districts – the districts with the lowest district performance index scores statewide – and allocates to these districts $39.5 million in increased Education Cost Sharing (ECS) funding in the upcoming fiscal year. The Alliance District program is intended to help districts raise student performance and close the achievement gap. Each district's receipt of its designated allocation is conditioned upon district submission, and CSDE approval, of an Alliance District Plan for the expenditure of this new increment of conditional funds 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. Plans must propose reform activity over the entire five-year period of the Alliance District designation and include specific, multi-year objectives and performance targets. The State Department of Education will review each Plan 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 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 strategy.

B. Eligibility Requirements

Only districts listed in Appendix A are eligible to apply for Alliance District Education Cost Sharing funds.

C. Responsibilities of Approved Applicants

Each approved applicant must:
1. work cooperatively with the CSDE team;

2. provide any information that the CSDE requests in a timely manner; and

3. cooperate with the fiscal and programmatic compliance reviews that the CSDE will conduct.

D. Review of Applications

The Department will issue approvals using an iterative process and will provide technical assistance to districts whose plans are not immediately approved.

E. Application Procedure

The materials in this section provide a summary of the components of an Alliance District Plan and provide guidance regarding the overarching concepts introduced in the Alliance District application process. The application begins in Part III. The application is divided into three sections; all three sections are required.

Section I: Overall District Improvement Strategy

This section requires Alliance Districts to describe a long-term, district-wide strategy. Districts must also describe key individual reform initiatives in the context of their overall approach to improving student performance and narrowing the achievement gap.

Section II: Differentiated School Interventions

This section requires Alliance Districts to articulate a tiered approach to school intervention based upon relative school performance and needs, and to address obligations to intervene in low performing schools created by Connecticut's approved NCLB waiver.

Section III: Budget

This section requires districts to show that they have aligned Alliance District and other funding sources to the reform initiatives outlined in the above two sections. Districts should also describe how efficiencies identified by the District, and funds from other sources, are leveraged to maximize the impact of Alliance District dollars. Detailed budgetary information is required for year one initiatives. In addition, districts must show planned expenditures for Alliance District funds for each year of Alliance District designation. Forms have been included in a separate Excel document.

F. Use of Evidence and Data

Alliance District Plans must document student performance areas of greatest concern and include an evidence-based explanation of how the use of Alliance District funds will lead to improved student performance. Acceptable applications will demonstrate a strong connection between the actions proposed in the plan and improved student performance in identified areas of concern.

G. Substantial Majority Requirement

Alliance District funding is intended to initiate new reforms and expand existing programs of reform.

Districts must reserve the substantial majority of conditional funding for new reform efforts, or the expansion of existing reform efforts, that are directly linked to improving student achievement.

Districts may consult with the Bureau of Accountability and Improvement for additional guidance on this point.

H. Menu of District Reform Initiatives

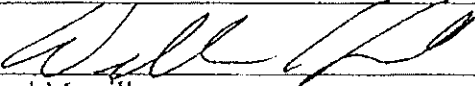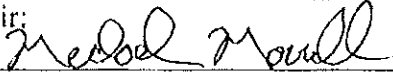Below is a menu of options that is intended to guide the selection of reform programs:

- Ways to strengthen the foundational programs in reading to ensure reading mastery in kindergarten through grade three with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and professional development for teachers;
- Additional learning time, including extended school day or school year programming administered by school personnel or external partners;
- A talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b of the general statutes, and adopted by each local or regional board of education. Such talent strategy will include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness;
- Training for school leaders and other staff on new teacher evaluation models;
- Provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for an existing local Head Start program;
- Provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models;
- Any other programs of reform, subject to approval by the Commissioner.

In addition to the plan components listed above, the Department encourages school districts to think creatively to combine conditional Alliance District funding with other resources, to leverage Alliance District dollars to identify and leverage efficiencies, to seek additional resources, and to find innovative ways to use the conditional funding to design their school reform programs.

I. Competitive Opportunities

Certain reform initiatives offer the opportunity for a district to partner with external institutions, which will facilitate the planning and implementation process with additional guidance and, in some cases, additional funding. Districts may choose to engage in a competitive process for participation in these external partnerships. Competitive opportunities operate on an expedited timeline. For guidance on these opportunities, see the supplementary materials or contact the Bureau of Accountability and Improvement to obtain materials.

Name of District: Putnam		
Name of Grant Contact: William Hull		
Phone: 860-963-9600 ex 5399	Fax: 860-963-6903	Email: hullw@putnam.k12.ct.us

Address of Grant Contact: Office of the Superintendent
Putnam Town Hall
126 Church Street
Putnam, CT 06260

Name of Superintendent: William Hull

Signature of Superintendent:

Name of Board Chair: Michael Morrill
Date: 7\20\12

Signature of Board Chair:
Date: 7\20\12

Please indicate if plan approved by local board of education: ___
Date of Approval: _____

If not, please indicate date at which plan will be presented to local board of education: August 1, 2012

Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, 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.

Part III: Application

Section I: Overall District Improvement Strategy

Districts are required to articulate a multi-year, district-wide strategy for improvement, the ultimate goal of which should be to improve student performance and to narrow the achievement gap.

A. Overall Strategy and Key Reform Initiatives: Narrative Questions
Please respond in brief narrative form to the following questions regarding your district's overall strategy and key reform initiatives.

1. What is your district's overall approach toward improving student performance and closing the achievement gap?

Due to the obvious and serious achievement gap in the district, Putnam's approach to closing the achievement gap has been a mutli-prong attack. Internal DIBELS data from two years ago showed that 60-80% of students at grade levels K- 6 needed intervention for literacy. While Aimwebs data from the same period data showed the same percentage of student needing interventions in mathematics. The last official strategic school profile for Putnam (2010-2011) shows take a vast majority of Putnam students are not achieving goal on CMT and CAPT. (See Below)

Grade Subject	Percentage at Goal
Grade 3	
Reading	39.4
Writing	37.5
Mathematics	51.0
Grade 4	
Reading	33.7
Writing	39.8
Mathematics	45.1
Grade 5	
Reading	41.2
Writing	45.7
Mathematics	48.8
Grade 6	

Reading	70.1
Writing	45.1
Mathematics	48.8
Science	57.1
Grade 7 Reading	68.0
Writing	48.8
Mathematics	72.7
Grade 8 Reading	48.0
Writing	30.8
Mathematics	45.3
Science	50.0

Data on SPED Education students show worse results.

CAPT Subject Area tests showed similar results.

Reading Across the Discipline	27.7
Writing Across the Discipline	40.6
Mathematics	29.2
Science	38.6

The noted achievement gap is being addressed by a comprehensive plan which emcompasses 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: During the last years an evaluation committee was formed to review research on teacher evaluation. Due to recent work on the state level, this committee has stopped meeting. However, 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.

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. (See attached Charts) 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.

2. Describe the rationale for the selection of the district's prioritized reform initiatives, including how such selection reflects data on identified student needs and the use of evidence-based initiatives.

Putnam has chosen the improvement strategies based on research with the sole purpose in mind to improve staff capacity to apply effective teaching strategies with the goal of 88 percent of our students being at goal on the state assessments by 2016. The initiatives that have been put forth in the Alliance School application are based on the same pillars of school reform which has shown an improvement student's test scores as meaureed by DIBELS,. AIMWEB, and state assessments. These pillars are to: 1) to lay a good foundation of learning by improving as well as increasing the learning opportunities of our youngest students (pre-school) 2) increase the capacity of our teachers by improving and targeting the offerings of professional development 3) establishing a well-defined curriculum to guide teacher's instruction.

Social Worker: Putnam traditionally has had less than 60% of students entering Kindergarten with a pre-school experience. Over 50% of students qualify for free or reduced meals. There is a cycle of poverty in Putnam. Initial district screenings point to many of our youngest students not having basic school readiness skills as they enter preschool. Research point to the role of emotional and social well being having an effect on school readiness. (New Freedom Commission on Mental Health, 2003; Shonkoff & Phillips, 2000). Other research points to parenting education as an effective strategy in reducing challenging behaviors in young children and helping these students become ready for learning. (Webster-Stratton & Taylor 2001)

Professional development: Past CMT/CAPT results have shown that less than 40 % of Putnam students were achieving at the goal level. Recently, all elementary and middle school teachers took a *Foundation of Reading Test* for teachers and scored poorly. Observational data and teacher surveys have shown that many of the district teaching staff lacks essential knowledge on effective teaching strategies. Research has shown student achievement was consistently higher and growth in students' basic and advanced reasoning and problem-solving skills was greatest when their teachers' professional development focused on how students learn and how to gauge that learning effectively. This suggests that professional development that is rooted in subject matter and focused on student learning can have a significant impact on student achievement. (Teaching Teachers: Essential Points for Educational Policy, Professional Development To Improve Student Achievement, 2005, vol 3, issue 1)

Professional Development: Inclusion/Team Teaching/SRBI Manual/SRBI Interventions: The district prevalence rate is nearly double the state average. According to 2010 data, 75% of the district's students with a disability are educated 81-100% of the time with nondisable peers in a regular classroom setting. Putnam teacher surveys have shown a huge interest in professional development in team teaching, differentiated instruction and SRBI intervention. The district would use additional funding to help train our instructors in these areas. To sustain these initiatives and teacher competences, we plan on sending district personnel to become trainers in key areas.

Development of Curriculum Based Assessments/Curriculum Writing: Curriculum should be "guaranteed and viable." (Marzano, 2003) Curriculum based assessments will help to ensure that the newly written Putnam curriculum taught and assessed.

Leadership Academy: Presently no teacher is enrolled in a university leadership program. Roundtables discussion and professional development surveys show a lack of understanding on how the initiatives of the district improvement planed are linked.

3. List the multi-year, measurable performance targets that will be used to gauge student success. What metrics, including ways to monitor student outcomes and indicators of district and school personnel activity, will be put in place to track progress towards performance targets?

Social Worker:
The district is expecting that the pre-screening of students entering Kindergarten will show basic school readiness skills. In addition students will meet all district benchmarks for students entering Kindergarten; this includes full letter recognition with sounds, along with knowing 30 sight words. The preschool students assessments of *Get it, Got it, Go* will show a 25% improvement from fall to the spring testing

Professional Development/Leadership Academy/Development of Trainers/Curriculum Writing and Development of Curriculum Based Assessments
The district is expecting 80% of students will be at or above grade level district benchmarks at the end of the academic year, as measured by DIBELS, SRI, Aimsweb and Curriculum Based Assessments.
- Greater than 80% of the district's students with a disability will be educated 81-100% of the time with nondisable peers in a regular educational setting.
- Students' achievement at goal on state assessments will increase 10% each year until 85% of students (including all subgroups) achieve goal or better on these assessments

4. How will reform initiatives interact/coordinate with other resources (e.g., Title I, Part A; Title II, Part A Teacher Quality; Title III, Part A English Language Acquisition funds; Priority School District funds; Summer School funds; philanthropic funds)?

Instructional Improvement

Goal	Time Frame	Rationale	Proposed Budget	
Increase the use of effective teaching strategies in classrooms.	2012/13 2013/14 2014/15 2015/16 2016/17	On-going from 2011/12. Increase effectiveness of staff by providing professional development in a variety of researched-based strategies for increasing student achievement.	$12,863 Alliance Grant $5,000 Title I Grant	

Train staff on co-teaching.	2012/13 2013/14 2014/15 2015/16 2016/17	Support the initiative of integration of all support services in the classroom.	$8,000 Alliance Grant
Develop Trainers in essential programs and skills.	2012/13 2013/14 2014/15 2015/16 2016/17	Better utilization of resources to on-going capacity in the school system by training school personnel to train staff. This will help make training more cost effective for the district.	$10,000 Alliance Grant $5,000 Priority Grant
Provide training in Putnam's Walkthrough Model.	2012/13 2013/14 2014/15 2016/17	Provide immediate feedback on instruction in the classroom. Combine Professional Learning Communities and classroom observations.	LEA monies
Increase teachers' capacity in the instruction of mathematics by providing professional development in mathematics.	2012/13 2013/14	Increase student learning in mathematics.	$10,000 Alliance Grant $2,000 Title I Grant
Improve school climate by continuing staff training in Positive Behavioral Interventions and Supports.	2012/13 2013/14	Improve school climate for students.	$5,000 Priority School Grant LEA
Improve school climate by providing professional development in co-teaching and integration of student services.	2012/13	Improve classroom environment for all students.	$5,000 Priority School Grant $3,000 IDEA LEA
Instructional Improvement			

Goal	Time Frame	Rationale	Budget Impact
Revised Curriculum: Science, Health, Technology and Family Consumer Science.	2012/13	Continuation of the curriculum revision progress.	$80,000 Priority School Grant LEA
Revised Curriculum: Art, PE, World Language and Library Media.	2013/14	Continuation of the curriculum revision progress.	$35,000 Priority School Grant LEA
Align Curriculum to Common Core.	2012/13 2013/14	Alignment of district curriculum to state standards.	26,000 Alliance School Grant LEA
Develop Curriculum Based Assessments	2012/13 2013/14	Guarantee curriculum is being taught, Assess student learning. Provide additional assessment and data to plan appropriate instruction	$8,000 Alliance School Grant

Instructional Improvement

Goal	Time Frame	Rationale	Budget Impact	
Realignment of administrators. Reassignment of current elementary principal.	July 1, 2012	Provide effective leadership in the elementary school.	LEA	
Provide support for students in mathematics by hiring Math Interns/Paraprofessionals.	2012/13 2013/14 2014/15 2015/16 2016/17	Provide students with additional math support by allowing smaller group instruction. Allow for additional SRBI services in mathematics.	$40,000/year Priority School Grant LEA	
Increase higher level thinking skills by linking writing to the social studies curriculum at the middle school by increasing Social Studies FTE.	2012/14 2013/14	Increase in class size at the middle school. Certification needed to teach social studies at middle school. District initiative increase writing across the curricula.	$75,000 Year 1 Priority School Grant $150,00 Year 2 Priority School Grant LEA	
Introduce additional World Language at the middle school and high school.	2013/14	Increase World Language at high school and introduce concept at middle school.	$75,000/year LEA	
Increase enrollment of preschool students by creating an additional preschool classroom.	2012/13	Provide preschool experience for 30 more students.	School Readiness Grant	
Increase the support of preschool families and students along with increasing parent involvement by hiring social worker for preschool.	2012/13 2013/14 2014/15 2015/16 2016/17	Provide a continuum of services earlier for parents and students. Educate parents in childhood development and early education. Increase parent-school connections.	$80,000 Alliance School Grant	
Increase services to preschool students by adding an additional preschool teacher.	August 2012	Reach more preschool students.	$75,000 School Readiness Grant	

Establish a teacher leadership academy	2012/13	Develop internal capacity	$25,000 Alliance Grant	
	2013/14			
	2014/15			
	2015/16			
	2016/17			

INSTRUCTION AND INSTRUCTIONAL SUPPORTS

Goal	Time Frame	Rationale	Budget Impact	
Increase student learning by increasing enrichment opportunities for all students.	2012/13 2013/14 2014/15 2015/16	Support enrichment opportunities for all students. Increase engagement of students.	$8,000 Priority School Grant LEA	
Increase student learning by revising District SRBI manual to include behavior, and writing.	2012/13 2013/14	Provide scientifically research-based interventions to all students. State-mandated process.	$5,000 /year Priority School Grant LEA	
Increase student learning by integrating Student Success Plans Grades 6-12.	2011/12	Provide students with a detailed plan of success. State-mandated process.	$5,000 Priority School Grant LEA	
Increase student learning by adopting social studies textbook grades 6-8.	2011/12	Incorporate writing and higher level reasoning into social studies.	$15,000 Priority School Grant LEA	
Increase student learning in mathematics by adopting core math program K-5.	2011/12	Match core curriculum standards.	$50,000 Currently in Title I Grant	
Research additional scientifically research-based interventions to all students.	2012/13 2013/14 2014/15 2015/16	Provide scientifically research-based interventions to all students.	$8,000 Title I IDEA Priority School Grant LEA	
Integrate student services into all classrooms.	2012/13 2013/14 2014/15	Provide appropriate learning environment for all students.	LEA	

	2015/16		
Increase student learning and allow credit recovery for students.	2011/12 2012/13 2013/14 2014/15 2015/16	Provide credit recovery for students.	$7,000 Priority School Grant
Provide Extended School Year Services to all students.	2012/13 2013/14 2014/15 2015/16	Provide scientifically research-based interventions to all students in an extended year environment.	$40,000 Priority School Grant
Provide Extended Day Services to all students.	2012/13 2013/14 2014/15 2015/16	Provide scientifically research-based interventions to all students in an extended day environment.	$40,000 Priority School Grant

1. Establishment of a Teacher Leadership Academy: $25,000 Alliance School Grant

2. Provide Preschool Social Worker: $80,000 Alliance School Grant

3. Professional Development Teaching Strategies: $20,863 Alliance School Grant, $7,000 Title I grant

4. Align Curricula to Common Core: $26,000, $500 LEA

5. Develop Trainers of Essential Skills and Programs: $10,000 Alliance School grant, $5,000 Priority School Grant

6. Mathematics Training: $ 10,000 Alliance School Grant, $2,000 Title I Grant

7. Develop Curriculum Based Assessments: $8,000 Alliance School Grant, LEA $8,000

5. Please indicate how the District consulted with relevant stakeholders regarding the development of the Alliance District Plan by including a list of all stakeholders with which you have consulted and a brief description of the input received from each group.

Putnam Alliance District Plan is part of an overall strategic plan developed in collaboration with the Putnam Board of Education, Administrators, staff members, and parents.

Each August the Board meets to set annual goals for the school district. Administrators work collaboratively as a team to refine these goals to set district initiatives. These goals are posted in every building throughout the district. Administrators use these goals in individual teacher meetings to set individuals goals as well as building goals. Board of Education goals along with district improvement plans based on these goals are presented to community members for feedback at the Board of Education meeting in August. The overall district improvement plan is presented to the teachers' union for their feedback and also presented to parents for their feedback at the regularly scheduled Superintendent's Parent's Advisory Council. This year administrators will also present this plan to their parent organizations for feedback.

B. Key District Initiatives

Using the following chart, please provide a description of each key individual reform initiative – both existing programs and those planned through the Alliance District process and other planning processes – that the district will undertake in the next five years in service of its overall strategy. Districts should include a separate chart for each key initiative.

- **Overview**: Please describe the initiative briefly, including the purpose of the planned activities and their underlying rationale. Please indicate whether the initiative is drawn from the menu of reform options provided in this application.

  If proposing to expand an existing reform and the existing reform has, in the past, led to increases in student performance, please describe the extent to which the reform has improved student performance and include supporting data.

  If proposing to expand an existing reform and the existing reform has not led to increases in student achievement, please describe how the current proposal differs from previous reform efforts, and why it is likely to succeed where the previous effort did not.

- **Five Year Strategies and Implementation Steps**: List the steps the district will take over the next five years to implement the initiative.

- **Year One Implementation Steps Description**: Describe in greater detail the implementation steps that will occur in the 2012-13 school year.

- **Years of Implementation**: Indicate the anticipated length of the proposed initiative.

Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform?   ☒X New   ☐ Existing Overview:

Professional Development: Putnam Leadership Academy

Develop internal capacity in the school district by forming a Putnam Leadership Academy.   The Academy will be made up of 10-15 teachers nominated by their principals. The Academy will meet monthly with the superintendent to discuss district initiatives along with discussing effective teaching strategies and teacher evaluation.   Training would be facilited by the superintendent and the building administrators utilizing university professors and EASTCONN personnel. The cohort will review students assessment data from DIBELS, SRI, NWEA as well as Aimsweb, and discuss strategies to improve student achievement. In addition, the Academy will provide additional avenues to have teacher to guide initiatives. The goal of the Academy is to encourage teachers to lead district initiatives as well as Professional Learning Communities in their schools. The five year goal of the Academy is to build instructional leadership in the district as measure by all three schools in all sub groups makes their School Performance index as set forth by the State of Connecticut as well as the District making their District Performance Target.

District Performance Index	DPI Target 2012-13
Students with Disabilities	70.6
Free/Reduce Lunch	35.4
Black	64.1
Hispanic	66.2
ELL	67.3
Reading	74.3
Mathematics	69.9
Writing	72.6

School Performance Index Putnam Elementary School	DPI Target 2012-13
School Performance Index	68.2
Students with Disabilities	37.0
Free/Reduce Lunch	61.2
Black	
Hispanic	
ELL	59.5
Reading	73.6
Mathematics	70.1
Writing	76.2
School Performance Index Putnam Elementary	DPI Target 2012-13
School Performance Index	68.2
School Performance Index Putnam Middle School	SPI Target 2012/13 73.8
Students with Disabilities	73.8
Free/Reduce Lunch	35.3
Black	67.3
Hispanic	
ELL	
Reading	76.1
Mathematics	75.9
Writing	70.3
Science	69.9

School Performance Index Putnam High School	DPI Target 2012-13
School Performance Index	63.2
Students with Disabilities	57.2
Free/Reduce Lunch	
Black	
Hispanic	
ELL	
Reading	63.6
Mathematics	56.8
Writing	71.0
Science	67.4

Five Year Strategies and Implementation Steps:
Leadership Academy

2012-2013 Year 1

July 2012 Discuss with teacher organization the stipend and application process

September 2012 Distribute application to staff for Leadership Academy

October 2012 Principal nominate staff for Leadership Academy

October 2012 Notify staff of acceptance into the Leadership Academy

October 2012-May 2013   Leadership Academy Meets with Superintendent

2013-2014 Establish a new cohort for Leadership Academy: Issues to be discussed: Walk-through protocol, SEED, Effective Teaching Strategies. These areas will help to propel the district to surpassing the goal of the State of Connecticut School Performance Index and District Performance Index. Walk-through protocols will; enhance the district walk-through protocols and discussion of effective teaching strategies.

2014-2015 Leadership Academy meets: 21 first century skills, Differentiated Instruction, Effective teaching Strategies, Data Driven Decision making.

2015-2016 Leadership Academy meets Issues Discussed: Non- fiction writing School and classroom environment, meaning assignments

2016-2017 Leadership Academy meets: Areas to be discussed: the use of technology in the classroom.

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Year 1 Implementation Steps Description:

2012-2013 Year 1

      July 2012 Discuss with Teacher Organization the stipend and application process

      September 2012 Distribute application to staff for leadership Academy

      October 2012 Notify staff of acceptance into the Leadership Academy

      October 2012-May 2013   Leadership Academy Meets

Years of Implementation:
- X   Year 2
- X   Year 3
- X   Year 4
- X   Year 5

Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform?   ☒X New   ☐ Existing

Teacher and Learning

Overview: 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. Presently Putnam offers several weekend classes for area daycare providers which the social worker helps lead. Services provided will include educating parents in childhood development and early literacy education which mirror the current preschool curriculum. Areas to be addressed would be increasing vocabulary, productive play, early numeracy, and child development. These classes would place during the day and evening. The goal of this initiative is to increase enrollment in the district's preschool by being a liason with "Birth to Three and outside daycare providers. Presently 51 % or 50 students +/- who enroll in Kindergarten in Putnam lack a preschool experience. A secondary goal for this initiative is to increase the readiness of the students who enroll in Kindergarten. Currently Putnam has < 51% of its students qualifying for free/reduce lunch. Research has shown that poorer social/economic families use only 25% of the vocabulary of affluent families. Putnam Strategic School Profile shows only 50% of Putnam students entering Kindergarten have a Prekindergarten experience.

Five Year Strategies and Implementation Steps:
    July 2012 Advertise for position
    August 2012 Hire Social Worker
    June 2013 Examine data (DIBELS, Letter recognition , Parent Survey) for effectiveness of position
    July 2013 Review /revise job description

Year 1 Implementation Steps Description:
    July 2012 Advertise for Position
    August 2012 Hire Social Worker
    June 2013 Examine Data for effectiveness of position
    July 2013 Review/revise job description

Years of Implementation:
    X   Year 2
    X   Year 3
    X   Year 4
    X   Year 5

Key District Initiative
Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform?   ☐ New   ☐X Existing

Professional Development:
Overview:
Professional Development: Provide professional development on co-teaching, effective teaching strategies and effective teaching strategies in mathematics. The district has changed the manner in which special education students are educated. Up until two years ago most special education students were provided services in a "pull-out" model. Since 2010 special education students receive the vast major of their education and services in the regular education classroom. Based on professional development survey teachers are now requesting training on co-teaching and differentiated instruction. Recent CMT testing results have shown an increase. A new core math program is being introduced for the 2012/13 school year, grades K-6 therefore training will be centered on this new program. The 2012 mathematics CAPT scores have shown an alarming decrease. There has also been a decrease in the seventh grade CMT mathematics scores. An additional focus of professional development will surround algebra and pre algebra.

On-going from 2011/12. Increase effectiveness of staff by providing professional development in a variety of researched based strategies for increasing student achievement. These interventions include, differentiated instruction, CRISS Strategies, Collins Writing and CALM Behavior Interventions.

Five Year Strategies and Implementation Steps:

On-going from 2011/12 through 2016 Increase effectiveness of staff by providing professional development in a variety of researched based strategies for increasing student achievement along with co-teaching and mathematics.
2012-13 Provide staff training regarding effective teaching strategies and interventions along with mathematics
2013-14 Provide staff training regarding effective teaching strategies and interventions along with co-teaching as well as mathematics
2013-15 Provide staff training regarding effective teaching strategies and interventions along with co-teaching
2015-16 Provide staff training regarding effective teaching strategies and interventions along with co-teaching

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Year 1 Implementation Steps Description:

2012-13 Provide staff training regarding effective teaching strategies and interventions along with mathematics

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Years of Implementation:
- X   Year 2
- X   Year 3
- X   Year 4
- X   Year 5

Key District Initiative
Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? ☐ New   X Existing

Teaching and Learning: Continue aligning curricula to the Common Core
Overview: Continue aligning curricula to the Common Core. Curriculum develop will help to ensure that all students in all subgroups receive the same education linked to standards and assessments. In the past the lack of curriculum has allowed teachers at all grade levels to teacher whatever they wanted thus allowing for discrepancies of student learning.

Five Year Strategies and Implementation Steps:
2012/13 Revise Curricula for Science, Health, Technology, and Family Consumer Science. Where possible align to Common Care standards
Review and revise curricula in mathematics, social studies, and language arts to ensure alignment to the Common Core, K-12.
2013/14 Revised curricula for Art, Physical Education, World Language and Library/Media Sciences. Where possible align to the Common Core, K-12.
Review and revise all curricula to ensure alignment to the Common Core, K-12 and to embed 21 century skills.

Year 1 Implementation Steps Description:
2012/13 Revise Curricula for Science, Health, Technology, and Family Consumer Science. Where possible align to Common Care standards
Review and revise curricula in mathematics, social studies, and language arts to ensure alignment to the Common Core

Years of Implementation:
    X   Year 2
    X   Year 3
    ☐   Year 4
    ☐   Year 5

Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform?   New   X☐ **Existing**

Teaching and Learning: Professional development

Overview:

   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. Programs in which the district will attempt to build capacity will be CRISS Strategies, Lindamood-Bell strategies, and DIBELS. To maintain long-term capacity, it is cost effective to train our own staff in being trainers so that we are not reliant on outside presenters and vendors. Teachers have indicated that they were looking for additional training in these areas on recent surveys.

Five Year Strategies and Implementation Steps:

2012/13 Trainers for the following programs: CRIS Strategies., Language, CALI, Effective Teaching Strategies, Talkies, PBIS and DIBELS

2013/14 Trainers for the following programs: CRIS Strategies, V n V, and Behavior Management

2014/15 To Be Determined

Year 1 Implementation Steps Description:

2012/13 Trainers for the following programs: CRIS Strategies, Language, CALI, Effective Teaching Strategies, Talkies, PBIS and DIBELS

Years of Implementation:

  X   Year 2

  X   Year 3

  ☐   Year 4

  ☐   Year 5

Key District Initiative
Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform?	☐ New	X Existing

Teaching and Learning: Professional Development
Overview:
  Provide additional training for teachers in mathematics. Training would include coaches for teachers, professional development and outside workshops. A new core math program is being introduced for the 2012/13 school year, grades K-6 therefore training will be centered on this new program. The 2012 mathematics CAPT scores have shown an alarming decrease. There has also been a decrease in the seventh grade CMT mathematics scores. An additional focus of professional development will surround algebra and pre algebra. A math coach to improve instruction will also be provided. The goal of this initiative is to increase students test goals on state assessments and district benchmarks.

Five Year Strategies and Implementation Steps:

2012/13 Provide in-service training for new core program. Provide a coach for mathematics teachers at the middle school and high school. Send teachers to workshops on mathematics.

2013/14 Provide a coach for mathematics teachers at the middle school and high school. Send teachers to workshops on mathematics

Year 1 Implementation Steps Description:

Provide in-service training for new core program. Provide a coach for mathematics teachers at the middle school and high school. Send teachers to workshops on mathematics

Years of Implementation:
- X   Year 2
- X   Year 3
- ⁀   Year 4
- ⠆   Year 5

Key District Initiative
Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform?   □ New   X Existing

Teaching and Learning: Curriculum Development
Overview:
Develop Curriculum Based Assessments: The district would expand the score of the development of curriculum based measures with the goal that all high school courses would have at least three curriculum based assessment by the end of the 2012/13 school year. These assessments would be both commercially available assessments where appropriate and teacher made. The goal is to provide teachers with usable data in order to help them analyze and plan their instruction. Courses in mathematics and English/Language Arts will be a priority,

Five Year Strategies and Implementation Steps:

2012/13 All high school courses would have at least three CBA by the end of the 2012/13 school year.
        Middle School and High School teachers would meet within subject areas to review CBAs for high school
2013/14 All middle school course would develop CBAs
2014/15 Review and revise all CBAs

Year 1 Implementation Steps Description:
      All high school courses would have at least three CBA by the end of the 2012/13 school year.
      Middle School and High School teachers would meet within subject areas to review CBAs for high school

Years of Implementation:
   X   Year 2
   X   Year 3
   □   Year 4
   □   Year 5

Section II: Differentiated School Interventions

Connecticut's Approved NCLB Waiver and Requirement of Tiered Approach to School Achievement

Connecticut's recently approved application for a waiver from certain provisions of No Child Left Behind (NCLB) created a modified set of obligations for school districts to intervene in their schools on a tiered, differentiated basis.

To facilitate Alliance Districts' ability to create a strategy consistent with their obligations under both Connecticut's NCLB waiver and the Alliance District conditional funding process, the CSDE is providing information in this subsection on the specific obligations created by the waiver.

Alliance District Plans must propose differentiated interventions for schools. Districts have the option of funding these interventions using their allocations of Alliance District funds, but it is not required that Alliance District funding be used for this purpose.

Districts must tier their schools and explain overall strategies for improving student achievement within each tier.

Districts must also provide specific reform plans for low performing schools in three phases as described below.

1. **Phase I: Interventions in Focus Schools – 2012-13**
   As a condition of Connecticut's NCLB waiver, districts are required to develop and implement interventions in certain low performing schools. Pursuant to the waiver, schools with certain low performing subgroups will be identified as Focus Schools. District-specific lists of Focus Schools have been provided in a separate document. Plans must be in place and operational at Focus Schools in the 2012-13 school year. For a list of recommended initiatives, see Part II, Subsection H. Districts must provide evidence that they have engaged in a process of strategic redesign and targeted intervention, and that they will monitor student progress and revise their plans on the basis of data gathered from the monitoring process for the duration of the Alliance District designation.

2. **Phase II and III: Low Performing Schools – 2013-14 and 2014-15**
   Low performing schools that are not Focus Schools or Turnaround Schools must receive targeted interventions in the 2013-14 and 2014-15 school years. District-specific lists of these low performing schools have been provided in a separate document. Districts must select a subset of these schools (at least half) to begin interventions in 2013-14. If, in the judgment of the district, interventions can feasibly be implemented in all low performing schools in 2013-14, then districts may intervene in all low-performing schools in 2013-14. Any remaining low performing schools must receive interventions in 2014-15. In this part of the application, districts must provide an explanation of the process they will engage in during the 2012-13 school year to support these Phase II schools as they diagnose and plan for the interventions

that will be implemented in the following year. This section of the application does not require a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

3. Differentiated School Intervention Timeline

Stages of School Improvement	Date
Phase I Interventions: Focus Schools (2012-13)	
Districts create redesign plans for interventions in Focus Schools	June –Aug. 2012
Districts begin to implement interventions/redesigns in Focus Schools	Sept. 2012
Phase II Interventions: Other low performing schools (2013-14)	
Districts conduct needs assessments in at least half of other low performing schools	Sept. – Dec. 2012
Districts create redesign plans for interventions in at least half of other low performing schools	Jan. – June 2013
Districts implement interventions in at least half of other low performing schools	Sept. 2013
Phase III Interventions: Other low performing schools (2014-15)	
Districts conduct needs assessments/ analyses in other low performing schools	Sept. – Dec. 2013
Districts create redesign plans for interventions in remaining low performing schools	Jan. – June 2014
Districts implement interventions in other low performing schools	Sept. 2014

Districts may consult with the Bureau of Accountability and Improvement for additional guidance on this process.

A. Tiered Approach to School Improvement

Please address how your district has designed a tiered intervention system for schools based on their needs. This section relates to all schools in the district, and asks you to think strategically about how to best meet the needs of schools performing at different levels. This may involve removing requirements that place an undue burden on schools that are performing well or showing substantial progress. This section does not require an individualized description of your interventions in specific schools, but instead asks for your overall strategy to improve performance for students in different tiers of schools. In the space below, describe the process used to tier schools and the approach that your district will take to support each tier of schools.

If the CSDE identified any of the district's schools as Turnaround, Focus, or Review, these schools must be included in the "Schools that require most significant support and oversight" category. The district is, however, welcome to include more schools in this tier. If the CSDE did not identify any of the district's schools as Turnaround, Focus, or Review, then the district may use its own judgment to determine whether any schools should be classified in this tier.

Even if a district's schools have similar performance as measured by the SPI, we encourage the district to use other factors – potentially including graduation rates, growth, progress over time, and subgroup performance – to tier schools and develop differentiated strategies for support and intervention.

Tier	List of Schools in Tier	Classification Criteria for schools in Tier	District Approach to Supporting Schools in Tier
Schools that require the least support and oversight/should be given the most freedom: These schools should be identified because of their high performance and/or progress over time.			Leadership: Instruction/Teaching: Effective Use of Time: Curriculum: Use of Data: School Environment: Family and Community:
Schools that require moderate support and oversight: These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.	Putnam Middle School Putnam High School		Leadership: Instruction/Teaching: Increase the use of effective teaching strategies in classrooms Train staff on co-teaching Increase teachers' capacity in the instruction of mathematics by providing professional development in mathematics Effective Use of Time: Curriculum: Revised Curriculum: Science. Health and technology Family Consumer Science Revised Curriculum: Art, PE, and

			World Language
			Align Curriculum Common Core
			Use of Data:
			School Environment: Continue the development of PBIS
			Family and Community:
Schools that require most significant support and oversight: If your district contains Focus, Turnaround, or Review schools, these schools have been provided to you by the CSDE (as measured by the School Performance Index and 4-year graduation rates).	Putnam Elementary		Leadership: Replaced school principal Instruction/Teaching: Increase the use of effective teaching strategies in classrooms Train staff on co-teaching Increase teachers' capacity in the instruction of mathematics by providing professional development in mathematics Training on co-teaching Effective Use of Time: Curriculum: Revised Curriculum: Science. Health and technology Family Consumer Science Revised Curriculum: Art, PE, World Language Align Curriculum Common Core Use of Data: School Environment: Continue PBIS Family and Community: Districts with Focus and/or other

			Category Four or Five schools please disregard this cell. Instead, fill out Phase I and Phase II specific forms below.

B. Interventions in Low Performing Schools

1. Phase I – Focus Schools (2012-13 School Year)

For each Focus School in your district, create a school redesign plan using the template below. For any additional Focus Schools, please copy/paste this template in the following pages.

Focus School:	Grades Served:	# of Students:
Diagnosis		

Diagnosis

    a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)
Please note that this should be informed by assessment data and qualitative assessments.

    b. What are the reasons for low performance in this school? (Please provide evidence)

Performance Targets[1]

    a. How will the district measure the success of the intervention?

    b. How will the district monitor school progress?

Areas of School Redesign

What actions will the district and school take to ensure:

    a. That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place?

    b. That teachers are effective and able to deliver high-quality instruction?

    c. That time is being used effectively, and, if not, that a plan will be implemented to redesign the school day, week, or year to include additional time for student learning and teacher collaboration?

    d. That a strong instructional program is in place, one which is based on student needs and

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[1] Note that, in August 2012, the CSDE will provide each school with individualized performance targets for student achievement and graduation rates for the "all students" group and each subgroup. In this section, you should describe other measurable indicators of success – these may include attendance, discipline incidences, assessments other than the state assessment, or any other intermediate metrics that demonstrate success.

ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

e. That data is used to inform instruction and for continuous improvement, and that time is provided for collaboration on the use of data?

f. That a school environment exists which addresses school safety and discipline and also addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs?

g. That ongoing mechanisms are in place which provide for family and community engagement?

Funding

a. How much funding will be made available for the interventions in this school?

b. What sources of funding will you use for this purpose (funding sources may include, but are not limited to, Alliance District funding, Title I funds that were previously reserved for Supplemental Education Services (SES) or Public School Choice, Priority School District funds)?

2. Phase II: Subset of other low performing schools (2013-14 School Year)

Please provide an explanation of the process your district will engage in during the 2012-13 school year to support schools as they diagnose and plan for the interventions that will be implemented in the following year. This section does not require a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

Selection of Schools
• Please list the subset of low performing schools that will be part of the Phase II cohort.
Putnam Elementary School

Data Examination
• How will your district support Phase II schools as they examine data to select areas of focus for improvement?
The district will support Putnam Elementary School by aligning curricula to the Common Core, foster Professional Learning Communities, hire the best available staff, provide scientifically researched based interventions, provide core math program, and provide quality professional development.

Diagnosis
• What assessment tool will your district use to conduct needs assessments that address the following areas: quality of leadership, quality of instruction, curriculum, use of data, use of time, school climate, and partnerships with parents and the community? (Please attach tool to this application or describe the process the district will take to provide such tool over the course of the year.)

Area	Assessment Tool
Leadership	District Administrator Evaluation Document (See Attached)
Quality of Instruction	Current Teacher Evaluation Document, (See Attached)
	Putnam Walkthrough Protocols (See attached)
	Putnam SRBI Manual (See Attached)
	SRI
	DIBELS
	Aimweb
	NWEA
	Curriculum Based Assessments
	CMT/CAPT Data
Use of Data	Putnam's PLC Collaboration Sheet (See attached)
Use of Time	Current Teacher Evaluation Document
School Climate	Climate Survey SDE
Partnership	Climate Survey SDE

• Which person(s) will be responsible for conducting the needs assessments?
Building and District Administrators

Goal Setting
• How will you provide support for schools in the goal-setting process?
All district administrators will work directly with the superintendent to set district

	goals.

Intervention Selection

- What are the criteria you will use to select appropriate interventions for low performing schools?

All interventions will be scientifically researched based.

- How will you ensure that schools select appropriate interventions that are likely to lead to increased student performance?

Interventions in Literacy are reviewed by District Literacy Task Force. All other interventions will be reviewed by administrators including the Curriculum Director and Superintendent.

Planning for Implementation

- How will you support schools in the development of comprehensive implementation plans?

All interventions will be scientifically researched based. All interventions must be part of the district improvement plan.

Monitoring

- How will you monitor schools to ensure that interventions are implemented?

Building administrators with the help of the Reading Coordinators and Math Coordinator will review SRBI progress monitoring assessments to determine that students are making progress. The District Literacy Task Force will examine literacy data and make recommendations based on the reviewed data. Results of these assessments will be shared with the superintendent at least monthly. Part of all administrators' evaluation will be based on the success of students achieving district benchmarks. Building administrators will review all Professional Learning Communities collaboration sheets then forward them to the superintendent.

- How will you monitor schools to ensure that interventions lead to increases in student achievement?

The superintendent will review progress monitoring data, curriculum based assessments and state testing data.

Timeline

- Please provide a timeline that ensures that all Phase 2 schools have complete School Redesign Plans by June 2013.

Curricula in reading and math revised. Approved by the Board of Education 2011. SRBI handbook introduced to staff 2011 Core reading and math programs at elementary school replaced March 2012 Core reading and math programs at elementary school replaced June 2012 Professional Development of new Math program given to staff Replace school principal July 1, 2012 August 2012 Board of Education meets to set district goals. August 2012 District data is reviewed. Report presented to the Board of Education and administrative team August 2012 Administrators review district goals and set building goals. August 2012 SRBI Handbook revised

	August 2012 Revised SRBI Handbook released to staff
	September 2012- June 2013 Align curricula to Common Core.
	September goals and improvement plans reviewed by schools' parent organization
	October 2012 Goals and improvement plans reviewed by Superintendent's Parent Advisory Council
	September –August 2012 Teachers meet to review student data and plan instruction accordingly (PLC)

Section III: Budget (See accompanying budget materials)

1. **Key Initiative Budget Summary:** Please use the table attached in additional materials to provide a high-level budget that summarizes the funding the district will allocate to each key initiative described in Section B. For each initiative, provide the existing resources and, if applicable, the Alliance District funding that will be allocated to the initiative.

2. **Key Initiative Budgets for Alliance District Funding (for new key initiatives and the expansion of existing key initiatives):** For each key initiative that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the uses of the Alliance District funding for 2012-2013, as well as the use of other funds and the leveraging of efficiencies. Also indicate the total Alliance District funding the district anticipates allocating to the initiative in years two through five. Provide a separate budget for each initiative. Note that the total of the key initiative budgets should, in total, equal a substantial majority of the Alliance District Funding allocated to the district.

3. **Budget for Alliance District Funding for Other Purposes**
   a. If you propose using any Alliance District funds for purposes other than for initiating or expanding reform initiatives, please provide a line by line budget for 2012-2013.

   b. 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 operating budget for 2012-2013. 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 2012-13 in electronic format only*)

Note: The total of the budgets provided in Parts 2 and 3 should, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).

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, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).

List of Appendices:

Appendix A – List of Eligible Districts and Amount of ECS Funds

Appendix B – Legislation

Appendix C – Statement of Assurances

Appendix A: List of Alliance Districts and 2012-13 Alliance District Funding

Ansonia	539,715
Bloomfield	204,550
Bridgeport	4,404,227
Bristol	1,390,182
Danbury	1,696,559
Derby	280,532
East Hartford	1,714,744
East Haven	489,867
East Windsor	168,335
Hamden	882,986
Hartford	4,808,111
Killingly	380,134
Manchester	1,343,579
Meriden	1,777,411
Middletown	796,637
Naugatuck	635,149
New Britain	2,654,335
New Haven	3,841,903
New London	809,001
Norwalk	577,476
Norwich	1,024,982
Putnam	179,863
Stamford	920,233
Vernon	671,611
Waterbury	4,395,509
West Haven	1,381,848
Winchester	207,371
Windham	763,857
Windsor	306,985
Windsor Locks	252,306

Appendix B: Alliance District statutory references from PA 12-116 An Act Concerning Educational Reform

Sec. 34. (NEW) (Effective July 1, 2012) (a) As used in this section and section 10-262i of the general statutes, as amended by this act:

(1) "Alliance district" means a school district that is in a town that is among the towns with the lowest district performance indices.

(2) "District performance index" means the sum of the district subject performance indices for mathematics, reading, writing and science.

(3) "District subject performance index for mathematics" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for mathematics weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(4) "District subject performance index for reading" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for reading weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(5) "District subject performance index for writing" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for writing weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(6) "District subject performance index for science" means ten per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for science weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(7) "Educational reform district" means a school district that is in a town that is among the ten lowest district performance indices when all towns are ranked highest to lowest in district performance indices scores.

(b) For the fiscal year ending June 30, 2013, the Commissioner of Education shall designate thirty school districts as alliance districts. Any school district designated as an alliance district shall be so designated for a period of five years. On or before June 30, 2016, the Department of Education shall determine if there are any additional alliance districts.

(c) (1) For the fiscal year ending June 30, 2013, and each fiscal year thereafter, the Comptroller shall withhold from a town designated as an alliance district any increase in funds received over the amount the town received for the prior fiscal year pursuant to section 10-262h of the general statutes, as amended by this act. The Comptroller shall transfer such funds to the Commissioner of Education.

(2) Upon receipt of an application pursuant to subsection (d) of this section, the Commissioner of Education may award such funds to the local or regional board of education for an alliance district on the condition that such funds shall be expended in accordance with the plan described in subsection (d) of this section and any

guidelines developed by the State Board of Education for such funds. Such funds shall be used to improve student achievement in such alliance district and to offset any other local education costs approved by the commissioner.

(d) The local or regional board of education for a town designated as an alliance district may apply to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, to receive any increase in funds received over the amount the town received for the prior fiscal year pursuant to section 10-262h of the general statutes, as amended by this act. Applications pursuant to this subsection shall include objectives and performance targets and a plan that may include, but not be limited to, the following: (1) A tiered system of interventions for the schools under the jurisdiction of such board based on the needs of such schools, (2) ways to strengthen the foundational programs in reading to ensure reading mastery in kindergarten to grade three, inclusive, with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and teacher professional development, (3) additional learning time, including extended school day or school year programming administered by school personnel or external partners, (4) a talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b of the general statutes, as amended by this act, and adopted by each local or regional board of education. Such talent strategy may include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness, (5) training for school leaders and other staff on new teacher evaluation models, (6) provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for an existing local Head Start program, (7) provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models, and (8) any additional categories or goals as determined by the commissioner. Such plan shall demonstrate collaboration with key stakeholders, as identified by the commissioner, with the goal of achieving efficiencies and the alignment of intent and practice of current programs with conditional programs identified in this subsection. The commissioner may require changes in any plan submitted by a local or regional board of education before the commissioner approves an application under this subsection.

(e) The State Board of Education may develop guidelines and criteria for the administration of such funds under this section.

(f) The commissioner may withhold such funds if the local or regional board of education fails to comply with the provisions of this section. The commissioner may renew such funding if the local or regional board of education provides evidence that the school district of such board is achieving the objectives and performance targets approved by the commissioner stated in the plan submitted under this section.

(g) Any local or regional board of education receiving funding under this section shall submit an annual expenditure report to the commissioner on such form and in such manner as requested by the commissioner. The commissioner shall determine if (A) the local or regional board of education shall repay any funds not expended in accordance with the approved application, or (B) such funding should be reduced in a subsequent fiscal year up to an amount equal to the amount that the commissioner determines is out of compliance with the provisions of this subsection.

(h) Any balance remaining for each local or regional board of education at the end of any fiscal year shall be carried forward for such local or regional board of education for the next fiscal year.

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STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: **Alliance School Grant**

THE APPLICANT: **Putnam Public Schools**   HEREBY ASSURES THAT:

Putnam Public Schools

(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

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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.
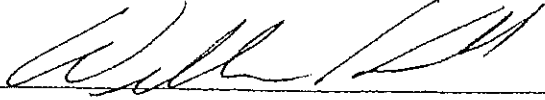
7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, 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: _____

July 20, 2012

1. Key Initiative Budget Summary

Key District Initiatives	Alliance District Funding		Existing Funding		Total Resources Available for Initiative (A+B)
	Program Elements to be Funded with Alliance District Resources	District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Resources Funding Commitment (B)	
1. Establish a Teacher Leadership Academy	10 to 15 teachers	$25,000		$0	$25,000
2. Preschool Social Worker	1.0 FTE social worker	$80,000		$0	$80,000
3. Professional Development on Co-Teaching and Effective Teaching Strategies	Professional development including workshops in and out of district; coaches	$20,863	Professional development including workshops in and out of district; coaches	$7,000	$27,863
4. Align Curricular to the Common Core	Curriculum writing for teachers	$26,000	Substitute teachers	$500	$26,500
5. Develop Trainers of Essential Skills and Programs	Professional development including workshops in and out of district; coaches	$10,000	Professional development including workshops in and out of district; coaches	$5,000	$15,000
6. Mathematics Training	Professional development including workshops in and out of district; coaches	$10,000	Professional development including workshops in and out of district; coaches	$2,000	$12,000
7. Develop Curriculum Based Assessments	Curriculum writing for teachers	$8,000	Substitute teachers, professional development workshops, supplies	$8,000	$16,000
8.		$0		$0	$0
Total		$179,863		$22,500	$202,363

2. Key Initiative Budgets for Alliance District Funding

a. **Year 1:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative: Establish a Teacher Leadership Academy

Element	Positions	Amount
Personal Services-Salaries	15.00	$23,100
Personal Services-Benefits	0.00	$1,900
Purchased Professional Services	0.00	$0
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$0
Supplies	0.00	$0
Property	0.00	$0
Other Objects	0.00	$0
Total	15.00	$25,000

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	$23,100	$23,100	$23,100	$23,100
Personal Services-Benefits	$1,900	$1,900	$1,900	$1,900
Purchased Professional Services	$0	$0	$0	$0
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$0	$0	$0	$0
Supplies	$0	$0	$0	$0
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	$25,000	$25,000	$25,000	$25,000

2. Key Initiative Budgets for Alliance District Funding

a. **Year 1:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative: Provide Preschool Social Worker

Element	Positions	Amount
Personal Services-Salaries	1.00	$55,000
Personal Services-Benefits	0.00	$25,000
Purchased Professional Services	0.00	$0
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$0
Supplies	0.00	$0
Property	0.00	$0
Other Objects	0.00	$0
Total	1.00	$80,000

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	$56,350	$58,100	$59,850	$61,650
Personal Services-Benefits	$26,250	$27,560	$28,900	$30,350
Purchased Professional Services	$0	$0	$0	$0
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$0	$0	$0	$0
Supplies	$0	$0	$0	$0
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	$82,600	$85,660	$88,750	$92,000

2. Key Initiative Budgets for Alliance District Funding

a. Year 1: Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative: Professional Development on Co-Teaching and Effective Teaching Strategies		

Element	Positions	Amount
Personal Services-Salaries	0.00	$0
Personal Services-Benefits	0.00	$0
Purchased Professional Services	0.00	$20,863
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$0
Supplies	0.00	$0
Property	0.00	$0
Other Objects	0.00	$0
Total	0.00	$20,863

b. Years 2 through 5: Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	$0	$0	$0	$0
Personal Services-Benefits	$0	$0	$0	$0
Purchased Professional Services	$20,263	$17,703	$19,113	$15,863
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$0	$0	$0	$0
Supplies	$0	$0	$0	$0
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	$20,263	$17,703	$19,113	$15,863

2. Key Initiative Budgets for Alliance District Funding

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative: Align Curricular to Common Core		

Element	Positions	Amount
Personal Services-Salaries	0.00	$24,000
Personal Services-Benefits	0.00	$2,000
Purchased Professional Services	0.00	$0
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$0
Supplies	0.00	$0
Property	0.00	$0
Other Objects	0.00	$0
Total	0.00	$26,000

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	$24,000	$24,000	$24,000	$24,000
Personal Services-Benefits	$2,000	$2,000	$2,000	$2,000
Purchased Professional Services	$0	$0	$0	$0
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$0	$0	$0	$0
Supplies	$0	$0	$0	$0
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	$26,000	$26,000	$26,000	$26,000

2. Key Initiative Budgets for Alliance District Funding

a. Year I: Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative: Develop Trainers of Essential Skills and Programs		

Element	Positions	Amount
Personal Services-Salaries	0.00	$0
Personal Services-Benefits	0.00	$0
Purchased Professional Services	0.00	$10,000
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$0
Supplies	0.00	$0
Property	0.00	$0
Other Objects	0.00	$0
Total	0.00	$10,000

b. Years 2 through 5: Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	$0	$0	$0	$0
Personal Services-Benefits	$0	$0	$0	$0
Purchased Professional Services	$10,000	$10,000	$10,000	$10,000
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$0	$0	$0	$0
Supplies	$0	$0	$0	$0
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	$10,000	$10,000	$10,000	$10,000

2. Key Initiative Budgets for Alliance District Funding

a. **Year 1:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative: Mathematics Training		

Element	Positions	Amount
Personal Services-Salaries	0.00	$0
Personal Services-Benefits	0.00	$0
Purchased Professional Services	0.00	$10,000
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$0
Supplies	0.00	$0
Property	0.00	$0
Other Objects	0.00	$0
Total	0.00	$10,000

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	$0	$0	$0	$0
Personal Services-Benefits	$0	$0	$0	$0
Purchased Professional Services	$8,000	$7,500	$3,000	$3,000
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$0	$0	$0	$0
Supplies	$0	$0	$0	$0
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	$8,000	$7,500	$3,000	$3,000

2. Key Initiative Budgets for Alliance District Funding

a. **Year 1:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative: Develop Curriulum Based Assessments		

Element	Positions	Amount
Personal Services-Salaries	0.00	$0
Personal Services-Benefits	0.00	$0
Purchased Professional Services	0.00	$8,000
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$0
Supplies	0.00	$0
Property	0.00	$0
Other Objects	0.00	$0
Total	0.00	$8,000

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	$0	$0	$0	$0
Personal Services-Benefits	$0	$0	$0	$0
Purchased Professional Services	$8,000	$8,000	$8,000	$8,000
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$0	$0	$0	$0
Supplies	$0	$0	$0	$0
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	$8,000	$8,000	$8,000	$8,000

3. Budget for Alliance District Funding for Other Purposes

If the district proposes to allocate any funding for purposes other than initiating or expanding key initiatives, please fill out the table below. Provide a line-by-line budget of these proposed expenditures.

Element	Positions	Amount	Justification
Personal Services-Salaries	0.00	$0	
Personal Services-Benefits	0.00	$0	
Purchased Professional Services	0.00	$0	
Purchased Property	0.00	$0	
Other Purchased Professional Services	0.00	$0	
Supplies	0.00	$0	
Property	0.00	$0	
Other Objects	0.00	$0	
Total	0.00	$0	

4. Budget for Total Alliance District Funding

District: Putnam

Town Code: 116

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

CODE	OBJECT	FUND: 11000 SPID : 17041 FY 2012-13 (School Year 2012-13) Program: 82164 Chart field 1: 170002
100	Personal Services/Salaries	$102,100
200	Personal Services/Employee Benefits	$28,900
400	Purchased Property Services	$48,863
600	Supplies	$0
700	Property	$0
890	Other Objects	$0
	TOTALS	$179,863