



Transition of Leadership Plan
November 19, 2019

Putnam Public Schools

Superintendent of Schools

Daniel P. Sullivan, III

The Goals of the plan:

- 1.To facilitate a smooth transition of district leadership
- 2.To familiarize the new superintendent with the people, programs, and community in Putnam as fully as possible in a brief period of time
- 3.To examine the strengths and critical issues of each school and the district
- 4.To identify the educational issues that need attention and establish how and by whom these issues should be addressed.

During the months since my appointment I've visited each school on several occasions and held numerous meetings with students and staff members. These formal and informal meetings provided me a wealth of information regarding concerns of the faculty, and staff as a whole. In addition, I extended an open invitation to all staff members, students, and parents to visit during "open office hours," to schedule an appointment or to send an electronic communication.

I've participated in meetings with students, parents, faculty, board of education members, administrators and members of the central office staff. It was important for me to allow everyone the opportunity to share their perceptions of strengths, weaknesses, and concerns in the district. As the operations of the district are multi-faceted, I've also met with the mayor of Putnam, the district's legal representative, the CAFE president, members, and our state appointed consultant.

I also made it a point to meet with the President of the Putnam Education Association (PEA) prior to the start of school and the AFSCME President once school started. While union – management issues are inevitable, it is important to establish a relationship of mutual respect.

The welcome, openness, and spirit of cooperation and support I have received from all school and community-related groups has been heartwarming. The insight from the faculty, staff and community in sharing their feelings and background on the district and the schools has been instrumental in assisting me to become aware of issues and challenges facing the Putnam Public Schools.

Overview of the Putnam Public Schools

This section of the entry plan analyzes input measures, which look at the pattern of resource allocation within the organization and output measures which focus on the performance levels obtained by the organization. Specifically, we will look at financial data, personnel data and student achievement.

Input Measures:

1. Source of funds for the Putnam Public Schools 2018-19

Local	\$18,144,545
State	\$1,225,374
Federal (federal grants)	\$1,286,180
Other revenue	\$478,558

Net current expenditures Per Pupil (NCE)

Fiscal Year 2017-18 District \$17,432

Fiscal Year 2017-18 State \$16,988

2. Personnel Data

Certified Staff:	124
Non-certified staff:	143
Total Staff:	268

Faculty Training and Experience:

Years of Experience	BA	MA	6th year	PhD
Step 1				
Step 2	4	2		
Step 3	3	4		
Step 4	4	3		
Step 5	1	6	1	
Step 6	4	6	2.6	1
Step 7	3	8	1	
Step 8	1	13	1	
Step 9		5		
Step 10	3			
Step 11		1		
Step 12		28.8	7	1

3. Student Enrollment – October 2019

Grade Level	# of students
Head Start	13
Pre-K	93
SUBTOTAL	106
Kindergarten	82
Grade 1	110
Grade 2	97
Grade 3	86
Grade 4	78
Grade 5	79
SUBTOTAL	532
Grade 6	104
Grade 7	91
Grade 8	88
SUBTOTAL	283
Grade 9	73
Grade 10	62
Grade 11	55
Grade 12	64
SUBTOTAL	254
GRAND TOTAL	1175 (includes outplacements)
% Change	-3.29%
Number Change	-40
Grade 13 Helping Hands*	6

K-12 Enrollment Projections – based upon NESDEC report

School Year	# of students	% change
2018-19	1104	Actual 1175
2019-20	1059	-4.1%
2020-21	1055	-0.4%
2021-22	1051	-0.4%
2022-23	1041	-1.0%
2023-24	1027	-1.3%

4. Free and Reduced Lunch Statistics as of June 2019

<u>Program/School</u>	<u>Enrollment</u>	<u>Free</u>	<u>Reduced</u>	<u>F/R%</u>
Head Start	13	13	0	100%
Pre-K – ½ Day	38	23	2	65.7%
Pre-K – Full Day	50	34	3	74.0%
Elementary	545	305	45	64.2%
Middle School	275	150	27	64.3%
High School	278	142	22	68.9%
DISTRICT TOTAL	1199	667	99	63.8%

5. Status of District Facilities

Putnam High School:

- Renovation project closed – Solar Project is beginning

Putnam Middle School:

- Building is 28 years old – still in good shape
- Recent renovation of the café, replacement of heating valves

Putnam Elementary School:

- Oldest building
- 15 years remaining on the roof, in need of new boilers
- Recent improvements include a new fuel tank, doors and upgraded A/C in some areas

Output Measures:

1. Standardized Test Performance Grades 3 -12

Grade		ELA 2016/17	ELA 2017/18	ELA 2018/19
3	SBAC	41	60	68%
4	SBAC	59	42	46%
5	SBAC	33	28	45%
6	SBAC	32	42	43%
7	SBAC	27	30	66%
8	SBAC	29	36	47%
Grade		Math 2016/17	Math 2017/18	Math 2018/19
3	SBAC	43	60	69%
4	SBAC	44	42	43%
5	SBAC	39	28	40%
6	SBAC	39	42	18%
7	SBAC	32	30	39%
8	SBAC	30	36	34%
SAT PHS		2016/17	2017/18	2018/19
	% Math Benchmark	12	19.7	15
	% ELA Benchmark	42.9	53	56

2. Graduates and Post-Secondary Plans

	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Graduates (all local reported)	65	72	63	67	86
Number in Cohort (all local reported, # in cohort = enrollment on first school day of September of 9th grade year)	75	65	74	74	87
Graduation Rate %	92.7%*	97%*	93.4%*	98.6%**	100.0%**
# of Students Accepted into 2 yr, 4 yr, Vocational, Military (all local reported)	63%**	73.5%**	79%	85%	86%
# of Students Attending a 2 yr, 4 yr, Vocational, Mil	57.9%*	67.7%*	57.1%*	72%**	69.7%**
Total School Enrollment (all state reported)	273	276	280	272	274

3. PSAT / SAT Student Performance for current PHS students

		Cohort avg score PSAT Oct. 2017	Cohort avg score PSAT Oct. 2018	Cohort avg score PSAT / SAT Apr. 2019	Benchmark Score
Class of 2022	EBRW		431	457	410
	Math		417	425	450
Class of 2021	EBRW	447	463	477	430
	Math	433	433	449	480
Class of 2020	EBRW	468	470	488	480
	Math	416	434	439	530

2019 AP Enrollment Summary

# of Students Enrolled in AP Course(s)	63
# of Unique Students Enrolled in AP Course(s)	40 (13.8%)
Total School Enrollment	289

Advanced Placement Historical Performance for PHS students

Course	Year(s)	Course Enrollment	AP Score Results (# of students)				
			1	2	3	4	5
AP Lang/Com	May-16	15	3	7	3	2	0
	May-17	13	1	7	4	1	0
	May-18	17	4	8	5	0	0
	May-19	14	2	9	3	0	0
AP Lit	May-16	17	0	12	3	2	0
	May-17	7	2	3	2	0	0
	May-18	15	7	7	1	0	0
	May-19	N/A	N/A	N/A	N/A	N/A	N/A
AP Stats	May-17	10	7	1	2	0	0
	May-18	N/A	N/A	N/A	N/A	N/A	N/A
	May-19	8	5	3	0	0	0
AP Calc	May-16	12	12	0	0	0	0
	May-17	8	4	3	1	0	0
	May-18	13	12	1	0	0	0
	May-19	5	4	1	0	0	0
AP Bio	May-16	12	0	6	3	3	0
	May-17	N/A	N/A	N/A	N/A	N/A	N/A
	May-18	17	2	11	3	1	0
	May-19	10	1	7	1	1	0
AP Chem	May-16	6	2	1	3	0	0
AP Env Sci	May-17	10	6	2	1	1	0
	May-18	N/A	N/A	N/A	N/A	N/A	N/A
	May-19	5	2	2	1	0	0
AP USH	May-16	14	7	4	2	1	0
	May-17	15	7	7	0	1	0
	May-18	9	5	2	0	2	0
	May-19	N/A					
AP Euro	May-16	12	3	7	2	0	0
	May-17	4	0	1	3	0	0
	May-18	11	4	5	1	0	1
	May-19	11	4	7	0	0	0
AP Gov't	May-17	6	2	2	2	0	0
	May-18	2	1	1	0	0	0
	May-19	N/A					
AP Music Theory	May-16	14	5	6	3	0	0
	May-17	13	3	9	1	0	0
	May-18	9	4	3	2	0	0
	May-19	N/A	N/A	N/A	N/A	N/A	N/A

Initial Impressions

To give everyone a sense of the feedback I've received, below is a summary of my synthesized conversations. This information is largely information that I heard more than once or had evidence to support. While not scientific, it does create the foundation for the transition of leadership.

It is my hope that the information will serve as a conversation starter, to inform strategic planning and ultimately help us strengthen areas of concern. Likewise, I hope to expound on the areas of strength and promote the good work that continues to occur in the Putnam Public Schools.

During this process I have observed many strengths throughout the district. In addition, many members of our school community identified the same strengths in conversations – the employees of our district.

Areas of Strength

- Our size. It allows for a truly personalized experience for students, staff and families.
- A dedicated, passionate, involved and committed Board of Education including multiple members with ten or more years of service.
- The commitment of the Putnam community to public education including strong relationships with the mayor, police and other town officials.
- Strong partnerships with community agencies including Generations, the IHSP Diaper Bank, and the YMCA.
- A hardworking, dedicated administrative team. This team works well together, and its members wear many hats as Putnam doesn't have K-12 Curriculum leaders like a larger district.
- The district support staff including custodians, office staff, food service and transportation workers are highly respected for their professionalism and commitment to the Putnam Schools and students. Again, we have a team of people with a wide range of responsibilities because of the size of the district.
- The family resource center. This program is described by many as the heart and soul of the district.
- The faculty, many of whom are willing to go above and beyond to meet student's wants and needs.
- The commitment the district has made to implementation of Social Emotional Learning and Trauma Informed Practices, including CBITS.

Items Worthy of Immediate Consideration

- Address systemic issues. Rules, schedules, and procedures
- Publicize and promote district goals
- School safety
- Continued work with trauma informed practices
- Role of Professional Development committee to ensure teacher voice
- Professional Development activity topics:
 - 1) Use of data to drive instructional practices
 - 2) Common Formative Assessments
 - 3) SEL / trauma informed practices
 - 4) Technology as an instructional tool
- Explore ways to increase teacher time for common planning / evaluation of data
- Expansion of academic and extra-curricular offerings at the high school
- Increased focus on post-secondary planning, including FAFSA and application support.
- Celebrate the many successes of our students, our staff and our schools

Priorities Moving Forward

1) To increase enrollment at Putnam High School.

Key Actions:

- Strengthen and market the Putnam Public Schools' brand - not just the high school.
- Improve key programs at PHS including academic offerings, music and athletics.
- Analyze the programs at competing schools including Ellis, PSA and Killingly to ensure that we are meeting the needs and desires of Putnam students.

2) Work to improve academic rigor and student expectations resulting in increased performance across grades K-12.

Key Actions:

- Building level analysis of student performance on the SBAC, SAT, AP exams with an accompanying action plan.
- Continued work with 1) CREC consultants and introduction of NGSS materials in coordination with new units of study in Science. 2) Implementation of the Pre K-5 Wonders reading program and the associated SRBI program, Wonder Works.
- Increased analysis of formative assessment data at department and grade level PLC's to ensure a "real time" practice of using data to inform instruction.

- Implementation of an “in-school” SAT preparation program for all students in grades 11.
- Introduction of new AP courses and consideration of both Pre-AP programs and AP support programs at PHS.
- Explore opportunities to increase supports in middle school and high school math.

3) Expand access to technology and its use as an instructional tool throughout the district.

Key Actions:

- Strengthen infrastructure and increase access points to address WiFi concerns
- Explore the possibility of a 1:1 program at the high school
- Increase professional development for teachers and support staff
- Regular network vulnerability tests
- Implement added security measures needed to maintain a secure network
- Evaluate current software programs to ensure that they are meeting needs of all constituents

4) Implementation of best practices relative to School Safety.

Key Actions:

- Maintain an open dialogue and regular meetings with the Putnam Police Department
- Work with the Putnam Police to review and revise lockdown procedures, especially for active shooter scenarios
- Label windows with corresponding room numbers
- Establish a refresh cycle for walkie-talkies
- Continue to train staff in AED-CPR
- Consider the addition of dedicated safety personnel at each building

5) Collaborate with staff in various positions in the Putnam Schools to foster a sense of district unity/cohesion.

Key Actions:

- Encourage participation in a variety of team building initiatives
- Create sub-committees with staff leadership for social and charitable activities
- Work to establish a clear identity for the Putnam Public Schools

Closing Remarks

This process has afforded me the chance to meet with staff, students, parents and multiple members of the Putnam community. I am grateful for the time and candid feedback provided to me as I examine the critical issues our students, staff and community face today and anticipate the challenges that lie ahead.

I am excited to be a part of the Putnam School community and appreciate the opportunity to lead a district with terrific students, a dedicated staff and a supportive culture. I am confident that together we will continue to advance teaching and learning and provide students with the skills needed to succeed in school and life.