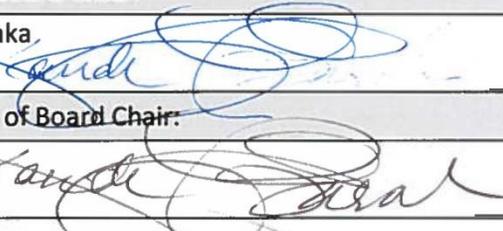




PART II: YEAR 3 ALLIANCE AND PRIORITY SCHOOL DISTRICT CONSOLIDATED APPLICATION

II District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 3 Alliance and PSD consolidated application and provide that individual's contact information.

Local Education Agency (LEA):		
Bridgeport Public Schools		
Contact Person:	Contact Title:	
Nadira Clarke	Director, Grants Development and Management	
Telephone:	Email Address:	
203-275-1065	nclarkel@bridgeportedu.net	
Street Address:	City:	Zip Code:
5 Lyon Terrace, Room 324	Bridgeport	06604
Local Board Approval of Plan:	PSD:	
<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
Name of Superintendent:		
Frances M. Rabinowitz		
Signature of Superintendent:		Date:
		4-9-14
Name of Board Chair:		
Sauda Baraka		
Signature of Board Chair:		Date:
		4.14.14

Instructions: Conduct a needs analysis identifying the district’s strengths and growth areas in the following areas:

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff;
- **Academics:** Rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments;
- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process; and
- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

Reflect upon and critically evaluate Alliance District and PSD programming and accomplishments over the past year. Briefly summarize the district’s most significant strengths and Year 2 accomplishments, in addition to the district’s most critical growth areas. Complete and submit **Appendix A: District Self-Diagnostic Tool**, and use the self-diagnostic tool to inform the needs analysis below.

Strengths/Year 2 Accomplishments:	Explanation and Data to
<p>1. Talent</p> <ul style="list-style-type: none"> • New teacher leadership pipeline through the new instructional support model, entailing one position per elementary school for instructional support. • New access to principal pipeline through partnerships with nonprofit organizations. • Partnerships with Teach for America and local colleges and universities to provide talent for teaching and tutoring. 	<ul style="list-style-type: none"> • 95% of schools have utilized university interns to enhance classroom and academic supports. • Partnership with Achievement First has been established as an internal/external pipeline to recruit administrators. • In 2014-15, the district will continue to maintain the tiered system in order to differentiate support in the implementation of the CCS curriculum.

Strengths/Year 2 Accomplishments:	Explanation and Data to
<p>2. Academics</p> <ul style="list-style-type: none"> • System of tiered schools based on educational need and providing differentiated support. • CCSS-aligned uniform curriculum in Language Arts, Math, Science, and Social Studies. • Development of additional high school opportunities 	<ul style="list-style-type: none"> • Implement a district wide benchmark assessment system for marking period one and two. • Four (4) new high schools opened in September 2013. Fairchild Wheeler Campus (FCW) – State interdistrict magnet high schools – Information Technology, Physical Sciences, Zoological Sciences; Bridgeport Military Academy. • Quality reviews and corrective action plan development for Tier II schools. • Targeted professional development offered through DSST members to specific schools and other opportunities offered district-wide. • Enhancement teachers placed at Bryant, Barnum, Marin, Bassick High, and Harding High Schools. • Schools have implemented SAT / SRBI team meetings to identify, monitor and support student needs. • All school based SRBI teams participated in differentiated SRBI training. • Universal screenings conducted for academically struggling students • Established admission and monitoring process for alternative education opportunities • Increased professional learning opportunities for select grade 9 and 10 teachers.
<p>3. Culture and Climate</p> <ul style="list-style-type: none"> • Commitment to partnering with the community for more intensive interventions in schools. • Ongoing efforts to increase parental involvement through multiple community forums and events as well as leadership opportunities through PAC and SGCs. • Positive Behavioral Interventions and Supports program • Development of specialized programs to promote student engagement and improve graduation rate. • Major investments and improvement in several facilities, including technology. 	<ul style="list-style-type: none"> • In 2014-15 school year, the district is expanding partnerships with the community in the areas of social/emotional skill development. • Selection of academic interventions in place. • School based SAT / SRBI Teams in place. • Special programs such as After School at the Klein, IB, Arts Conservatory, Culinary Institute, Certified Nursing Assistant Program in place. • Four new high schools opened.

Strengths/Year 2 Accomplishments:	Explanation and Data to
<p>4. Operations</p> <ul style="list-style-type: none"> • Maintained a streamlined District Office, aligned to functional areas, in order to support schools effectively. Strategic Plan aligns financial and operational initiatives with key academic initiatives. • School-based Budgeting Model for financial management, that builds capacity progressively for empowerment and accountability. The model allows for school-based decision to deploy discretionary resources to meet school-specific needs. • Secured and maintained significant grant funding streams • Initiated design and development of the Kronos Time/Attendance System for accountability (applies to non-certified staff and all hourly employees, including summer hourly staff). 	<ul style="list-style-type: none"> • A comprehensive fiscal plan and infrastructure is in place, which enables the coordinated alignment of all available resources to strategic priorities and efficient utilization of all resources. • In implementing the School-based Budgeting Model, the district has produced a resource allocation system that is equitable, uniform, and transparent, while retaining the flexibility to respond to school-specific needs. Schools have demonstrated effective fiscal management, which has resulted in availability of discretionary resources in the operating allocation. • Continued Good Schools Bridgeport to secure public and private funding to expand high-quality school options. Received grant funds from FMSAP (\$11M over 3 years for the magnet high schools and open choice school BMA); I3/NCREST for SECEP (STEM Early College Education Expansion Partnership), \$2M over 5 years. • Kronos: Phase 1 (Food Services, Facilities) and Phase 2 (Security, Adult Education, District Office) of the Kronos implementation are underway and will be completed, as well as Phase 3 (summer 2014 hourly employees).

Growth Areas:	Explanation and Data to
<p>1. Talent</p> <ul style="list-style-type: none"> • Form partnerships for high quality, more consistent professional development of staff. • Expand and diversify recruitment for talented candidates and human capital pipelines through a partnership with District Management Council. • Review and revise hiring and placement process • Provide training for all administrators in the CCT rubric so that all staff are calibrated to what good teaching and learning can look like. • Align educator evaluations to help inform professional development opportunities and other supports such as mentoring and coaching. • Retention and development of teacher and administrator staff. • Enhancing the evaluation process to ensure differentiated professional for all certified staff • Through targeted professional development ensuring that all administrators and peer observers are highly qualified • Integrated TEVAL / PD Committee to develop and maintain a catalogue of coherent supports of documented and emerging needs to support teaching and learning. 	<ul style="list-style-type: none"> • 100% of administrators and teachers attended new teacher evaluation system orientation, but have not had ongoing district sponsored professional development beyond orientation. • Proposed principal mentor position went unfunded.

<p>2. Academics</p> <ul style="list-style-type: none"> • Restructuring of grade level, vertical level and district level teams to inform instructional practices and protocols. • Develop a data driven culture to inform instructional practices. • Increase the use of Safari Montage to enhance and enrich classroom instruction. • Quality review and revision of core academic curriculum and creation of ongoing professional development to support implementation. • Continued revision and refinement of an SRBI system of practice, which is aligned to the data team framework. • Insufficient staffing for SPED and ELLs. • Develop a carefully aligned comprehensive assessment system that maximizes instructional time. • Review of benchmarks to determine the effectiveness in changing teaching and learning in the classroom. 	<ul style="list-style-type: none"> • Uneven implementation of data teams and the district data team has not been in existence. • Increased usage of Lexia and Wilson will be a positive factor in the SRBI process; however, a more detailed accountability system for the implementation of data driven decision-making and SRBI will be implemented. • Inconsistent articulation and implementation of curriculum in the four core areas: Mathematics, Language, Science, and Socials Studies. • Special education programs and staffing are currently under audit by District. • SRBI implementation has occurred but standardization of eligibility and intervention schedules continues. • Core academic areas have curriculum, which need a quality review and the development of a calendar of supporting professional development is needed. • TEVAL and PD Committees have recently merged and will need to develop an action plan. • Assessments are currently being reviewed. • Benchmarks are not consistently providing results on teaching and learning in order to allow for differentiation in instruction.
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<p>1. Culture and Climate</p> <ul style="list-style-type: none"> • A lack of strong cultural and climate interventions at the Tier I level for all students and stakeholders, including uneven implementation of PBIS. • A lack of progress monitoring tools in the area of behavior interventions. • Very high percentages of chronic absenteeism among students and teachers in some schools. • Uneven parental involvement. • Invest all personnel and stakeholders in a culture of high expectations that prioritizes students. • Continue to seek and implement plans for wraparound service provider partnerships. • Monitor staff attendance. • Development of school and district based action plans to address culture and climate improvements. 	<ul style="list-style-type: none"> • Spike in office referrals, in and out of school suspensions. • Review attendance (staff and student) data, behavior anecdotal, OSS/ISS to develop a school based action plan on culture and climate • Inconsistent articulation of indicators and intervention as it relates to progress monitoring tools. • Based on absenteeism reports on both students and staff. • Uneven parental involvement. Based on participation in school wide parent events. • Monthly grade level and school based data team meetings that review pertinent data • Coordination between the school based data team and the school based SRBI team to ensure alignment and student focus on identical goals • Review, monitor and fully implement student attendance interventions • Professional development in PBIS has been limited in recent years to targeted schools or staff. • Review of SRBI program reflected the need to formally establish the behavioral component. • District is currently developing Child Find procedures and protocols along with professional development to support implementation
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<p>2. Operations</p> <ul style="list-style-type: none"> • Progressively expand the School-based Budgeting Model, to increase empowerment and accountability. • Ongoing focus on identifying areas for cost savings, in order to release funds that can be redirected to school-level initiatives. • Continue to execute plans to invest in school-level technologies and the infrastructure to support such resources. Improvements will be made to school based security systems and equipment through the use of grant funding • 	<ul style="list-style-type: none"> • In 2014-15, Phase 3 of the School-based Budgeting Model will be introduced. Phase 3 consists of an increased discretionary operating allocation (from \$29/student to at least \$30/student) and the option of utilizing funds for part-time personnel (hourly or per diem). • The district seeks to further expand connections with industry, colleges/universities, foundations, and private donors, in order to establish channels for securing grant funding on a year-to-year basis.
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2. Talent Section

Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 talent-related reform priorities. Please note that the CSDE will require all Alliance Districts to pursue strategies to advance educator evaluation and support systems. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Required of all Alliance Districts:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Educator evaluation and support systems	N/A – PSD funds cannot be used to support talent-related initiatives.	<input checked="" type="checkbox"/> Recruitment and human capital pipelines <input type="checkbox"/> Hiring and placement processes <input checked="" type="checkbox"/> Professional development/coaching <input checked="" type="checkbox"/> School leadership development <input type="checkbox"/> Retention of top talent Other:

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

- **Educator Evaluation:** Describe how the district is working to successfully implement educator evaluations district-wide, resulting in improved instruction and professional practice that are aligned to the CCSS.
- **Professional Learning:** Describe how evaluation processes inform professional development. Explain the district’s approach to providing meaningful and impactful professional learning opportunities that are aligned to the CCSS.

Educator Evaluation: Describe how the district is working to successfully implement educator evaluations district-wide, resulting in improved instruction and professional practice that are aligned to the CCSS.

Bridgeport Public Schools believes that by significantly improving teacher performance the academic achievement of students will increase. Through the use of the new teacher evaluation system, which emphasizes teacher observation and support, the teachers are expected to continuously improve their instructional practices. To further support and develop its staff, the Bridgeport Public Schools will initiate a comprehensive professional development plan for better calibration of teacher observations using the CCT rubric. This professional learning for administrators will provide blended opportunities in both small and large groups to implement the teacher evaluation system at a much deeper level. Recently the district integrated the teacher evaluation and professional development committees to more closely align and inform the practices of both. The district professional development provided for all staff will be coordinated through the Department of Academics and the Professional Development Evaluation Committee (PDEC). Collaboration between schools will be encouraged in order to meet the differentiated needs of the certified teaching staff. The PDEC has determined that the professional learning on the Teacher Evaluation will consist of a half -day session to be delivered prior to the opening of the SY14-15. This session will be delivered by the school based team, supported by PDEC committee members.

Professional Learning: Describe how evaluation processes inform professional development. Explain the district's approach to providing meaningful and impactful professional learning opportunities that are aligned to the CCSS.

Bridgeport Public Schools believes that high quality, embedded, Common Core aligned professional development is the key to the success of efforts to improve teacher performance and student achievement. To address this, the district continues to develop its systems to provide coherent and focused learning opportunities for staff to improve professional practices. Recommendations for improvement on classroom observations inform administrators to both the unique needs of individual teachers and patterns of needs of teachers within a school as the basis for professional development. Most recently, the district revised its curriculum in the four core academic areas to reflect inclusion and implementation of Common Core standards. As this school year concludes, staff are currently assessing its implementation and planning revisions accordingly. These revisions, along with the needs expressed through the evaluation system will be the foundational focus for professional development for the next school year. There will be a focus placed on creating a blended delivery method of the differentiated professional development offered to all certified staff. Concurrently, the district

has hired a Director of Literacy and Director of Mathematics to help lead this work. They will work with building based coaches in the areas of Literacy and Mathematics. At the Central Office level there has been reorganization. There is now an Assistant Superintendent of Teaching, Learning and Staff Development, an Executive Director of Secondary Education and two Executive Directors of Elementary Education. The focus of their work is to improve teaching and learning. Due to the many recent adoptions of programs and development of district systems, the need for professional learning is significantly more than the typical calendar or schedule can provide. As such, the district continues to use both district and school based learning opportunities including adjustments to schedules in order to provide blended learning opportunities for staff. As an example, grade 9 and 10 teachers at the three comprehensive high schools utilized a schedule that provided them with one full day of professional learning weekly. This schedule included time for small group collaborative planning and professional learning with a facilitator to improve their understanding and implementation of lessons that integrate Common Core standards. Other teachers have opportunities to work with coaches and consultants in small or large group sessions as well as participating in classroom-embedded learning. Currently, the district has merged its TEVAL and PD committees into one (PDEC) for better strategic planning to shape professional learning. Early efforts of this combined committee had determined the adoption of the CCT rubric as opposed to the Danielson rubric for classroom teachers' observations so that the district and staff will be better aligned to receive external support in these areas. Certified staff, such as Social Workers and Guidance Counselors will continue to use the Danielson Rubric for their specific position. Plans are currently underway to create and develop PLC's for the data team framework, so that teams can utilize student achievement data, as well as teacher evaluation data to identify areas in need of further support. There will be continued professional development for administrators and peer observers to ensure that all certified staff evaluating teachers are appropriately calibrating evaluation ratings.

In order to develop future administrators, Bridgeport Public Schools has established a partnership with Achievement First, that allows a BPS teacher to leave his/her position for SY14-15 to participate in the Achievement First Administrator Residency Program. Half of the school year will be spent in an Achievement First School working as a building administrator while working directly alongside the AF principal. The second half of the school year is spent in a BPS school, again working alongside a BPS principal. During the school year, the Resident is participating in weekly seminar sessions that are conducted by Achievement First staff. These sessions are focused on developing the necessary skills to be an effective school leader who is capable of bringing about significant school change. The residents work on skills such as how to provide meaningful verbal and written feedback to teachers during a post-observation conference, as well as the development of systems that make a school run effectively. If the Resident does not have his/her 092 certificate prior to the start of the Residency year, the Resident can earn that certificate endorsement during the year long process. This is a CSDE approved alternate route to administrator certification program.

The University Intern Program gives graduate students full-time hands on experience in a Bridgeport Public School while providing schools with additional competent staff and a potential future employee. The University Intern Program has expanded over the last two years as a means to provide supplemental classroom support for intervention and a recruitment pipeline for highly qualified teachers. A new teacher, who has previously served as a University Intern in a Bridgeport School will be in a position to be successful due to the knowledge and experience gained during the intern year.

2. Talent Section					
Aligned Strategies: Identify a core set of actionable strategies to implement talent-related reform priorities described in the previous sections.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. PDEC establish a calendar of professional learning opportunities based on needs expressed in teacher evaluations new professional practices and programs, interventions, new teacher orientation and mandates.	Professional development calendar is established, communicated, and revised regularly for implementation.	X	X	X	X
	Ninety five percent of teachers and administrators attend contractual PD sessions.		X	X	X
2. Implementation of a Common Core State Standards aligned web-based curricula. (Atlas Rubicon, curriculum mapping K-12)	100% of instructional coaches will deliver embedded professional development for fifty percent of their time.		X	X	X
	Establish professional development opportunities to support implementation of the curriculum through the PDEC's calendar.	X	X	X	X
3. Professional development for administrators to offer improvement for teaching and learning for the application of the CCT rubric in the teacher evaluation framework.	100% of administrators and peer observers will appropriately calibrate classroom observations.		X	X	X
4. Recruiting college/university interns to work in our schools and to gain additional instructional expertise.	Establish partnerships with colleges and universities	X	X	X	X
	Interns identified and provided to schools	X	X	X	X

5. Participation in a leadership development program	Interns will be working with students and/or teachers a minimum of fifty percent of their time in schools		X	X	X
	Number of interns that are hired for teaching positions at end of SY 14-15 (baseline data to be established) will increase each year				X
	Number of leaders retained that participated in a leadership development program (baseline data to be established) will increase in subsequent years.				X

3. Academics Section

Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 academic-related reform priorities. Please note that the CSDE will require all Alliance Districts to pursue strategies to advance Common Core implementation and K-3 literacy. Districts may choose, but are not required, to pursue additional strategies to strengthen academics. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Required of all Alliance Districts:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Transition to the CCSS and next-generation assessments <input checked="" type="checkbox"/> K-3 literacy: Universal screenings and targeted interventions	<input checked="" type="checkbox"/> Dropout prevention <input checked="" type="checkbox"/> Alternative and transitional educational programs <input checked="" type="checkbox"/> Kindergarten program <input checked="" type="checkbox"/> Early literacy interventions (PSDs must invest at least 20 percent of PSD funding in support of early literacy) <input type="checkbox"/> Instructional technology	<input type="checkbox"/> Supports for special populations <input type="checkbox"/> SRBI and academic interventions <input checked="" type="checkbox"/> High school redesign <input type="checkbox"/> Other: _____

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

- Common Core Strategy:** Describe how the district is working to implement Common Core-aligned curricula, instruction, and assessments; describe the methods for determining that the district’s curricula are aligned to the CCSS. If you use Common Core curricular programs, specifically on-line or technology-related programs, how does the district determine alignment to the CCSS? Explain the district’s approach and parameters, if any, to interim and formative assessments aligned to the CCSS. Explain how the district is monitoring implementation and providing necessary professional development that is aligned to the CCSS.
- K-3 Literacy:** Describe the district’s K-3 literacy strategy, including the use of universal screening assessments and targeted interventions.

Common Core Strategy: Describe how the district is working to implement Common Core-aligned curricula, instruction, and assessments; describe the methods for determining that the district's curricula are aligned to the CCSS. If you use Common Core curricular programs, specifically on-line or technology-related programs, how does the district determine alignment to the CCSS? Explain the district's approach and parameters, if any, to interim and formative assessments aligned to the CCSS. Explain how the district is monitoring implementation and providing necessary professional development that is aligned to the CCSS.

Bridgeport Public Schools continues its high school redesign work to build program and theme based opportunities to better engage students in rigorous learning in order to improve graduation rates and preparedness for post-secondary education. One of the programs in use to improve the high school graduation rate is the Twilight Program. This is a program for students who are under-credited and at high risk for dropping out. This program operates from 3:30 to 7:30 pm Monday through Friday at Bassick, Central and Harding. The instructional component is a blended learning approach, part of which is the APEX program.

The district continues to address the transition to the Connecticut Core Standards using a multifaceted approach. The district formed curricula writing teams to revise and integrate the Connecticut Core Standards. The newly hired Director of Literacy and Director of Mathematics will audit curricula and assure coherence across grade levels and to develop support systems such as professional development for teachers as they continue to implement. These supports have been and will continue to be delivered using multiple modalities such as face-to-face large group sessions; classroom embedded coaching support and access to online learning. This coaching support will be provided by the Literacy and Numeracy specialists that will be in working in schools with teachers and students. Their time will be divided between coaching and providing SRBI services. In order to provide small group and intensive academic interventions to students who are struggling, Interventionists will be hired in addition to Prep Enhancement teachers. These individuals will provide small group instruction on specific academic topics in order to focused instruction where students need it. This increase human capital will allow for an uninterrupted SRBI in school schedules. The Prep Enhancement teachers also play an important role in providing the grade level and content area teachers with the necessary planning time to develop academically rigorous lessons that are CCSS aligned. The Library Media Specialists (LMS) are needed as they play a role in the delivery of the instruction on technology usage in a school setting as well as in real life. The role of the LMS is dependent upon the collaboration of the classroom teachers and the LMS. Additional Special Education Resource teachers are needed in order to provide instruction to the expanding number of identified students requiring Special Education Services.

The district continues to implement a multi-year purchasing agreement that provides instructional materials that support the curricula in English Language Arts, Mathematics, and Science. All materials support implementation of the Connecticut Core Standards. The district's online curricula provides a feedback feature for teachers to the curriculum writers so all staff have an opportunity to provide input. Teachers are also able to review all curricula so they know what has been taught in prior years and what is expected to be taught in upcoming years thus giving them better opportunities to prepare students. The district has formed ad hoc committees to review online programs and their ability to support the delivery of its Connecticut Core Standards aligned curricula. The district has also developed a professional learning schedule where grade 9 and 10 teachers in the comprehensive high schools meet one day a week to unwrap standards and develop lessons and assessments.

AIMS web will be given to all students three times per year as a universal screener in reading and math. This instrument can be utilized also as a progress monitoring tool. The district is exploring the use of the Connecticut Block Assessments that are appropriately aligned with Connecticut Core Standards. In addition, six schools that have received additional grant funding will use the STAR reading and math assessments to guide instruction.

K-3 Literacy: Describe the district's K-3 literacy strategy, including the use of universal screening assessments and targeted interventions.

Through the implementation of a Connecticut Core, aligned comprehensive literacy program students in K-3 will receive instruction in phonic, phonemic awareness, fluency, vocabulary, and comprehension. All students in Tier I will have access to the decodable books, level readers and interventional components that are part of the HMH Journeys program. Students who are in need of intervention will have access to the following possible interventions, LexiaCore 5, or the Wilson Reading System. These two interventions are funded through alternate funding sources. The universal screening tool used by Bridgeport Public Schools is AIMSweb, which is used three times per year for grades 1-3 and twice a year for kindergarten.

Bridgeport Public Schools believes that it is important to provide 100% of kindergarten students with the opportunity to participate in a full day kindergarten experience. This full day program provides students with the ability to be engaged in academic activities for more hours per day than a half day kindergarten program. Consequently, the students who participate in full day kindergarten program are better prepared for first grade. This is particularly important for those students for whom English is not their first language.

All K-3 students will meet or exceed the nationally normed AIMSweb benchmark. The DRA2 will be utilized as a diagnostic tool for K-3. It is for this reason that the position of building based Literacy Specialist will be focused in two areas: teacher development in order to have teachers utilizing effective instructional strategies that will stretch the academic abilities of our students and providing effective intervention services to our struggling students, particularly in reading.

In order to meet the social emotional needs, as well as the academic needs of all of the students in BPS, BPS finds it essential to have guidance counselors in the elementary schools. Guidance Counselors work with students in grades six through eight to develop their mandated Student Success Plans as preparation for high school and further secondary education. Additionally, these counseling positions are geared to supporting students to resolve emotional, behavioral and social issues which are impacting their academic performance. This service provides a unified, comprehensive approach to creating an environment in which students can achieve at high levels. BPS is utilizing another funding source to launch a social/emotional curriculum (RULER) during the 2014-15 school year and these positions will ensure that program is functioning at optimal effectiveness.

The District has also designed a College Readiness Day for Fall 2014, whereby all students in grades 8 through 12 will take a College Board assessment (ReditStep, PSAT, or SAT) to determine each student's preparedness for success beyond high school. This assessment will be used by teachers to support learning in the classroom and will be used by the district to support future program planning. BPS is continuing to provide students in grades 9-12 with options in educational programming. Bridgeport Military Academy (BMA) and the three inter-district magnet high schools at Fairchild Wheeler High School (FWHS) will expand by one grade level during SY 14-15. In addition, there will be continued implementation of expanded specialized programs such as International Baccalaureate, Certified Nursing Assistant program, Creative Youth Productions, Xerox school to careers program, BAYM, Junior Responder Program, culinary arts, arts conservatory, TSTT, BEPF-MAACS, ECE, dual enrollment (high school/college), VIP, and Neighborhood Studios to engage and motivate student interest. The Junior Responders Program extends down into grades 6, 7 and 8 to provide students with an introduction to the programming offered at the high school level.

3. Academics Section					
Aligned Strategies: Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous sections.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Continued revision of a common core state standard aligned web based curricula (Atlas Rubicon, curriculum mapping K-12)	Revision of curricula K-12 in the four academic areas of English Language arts, mathematics, science and social studies using Atlas Rubicon	X	X	X	X
2. Standardized implementation of SRBI, including the use of a universal screening tool (AIMSweb), intervention services throughout the district.	Utilization of American Reading Company	X	X	X	X
	Professional development for staff around interventions				
	Hire staff for SRBI intervention-30 positions				
	Implementation of AIMSweb as a universal screener with all students		X	X	X
	Students receiving SRBI services will demonstrate growth progress in their results of their AIMSweb assessment				
3. Continued expansion of grades in newly formed high schools.	Enrollment figures for: High Schools for Physical Science, Math & Aerospace High School for Zoological Studies and Applied Biology, High School for Information Technology and Bridgeport Military Academy will expand grades serviced.		X		

<p>4. Continued implementation of expanded specialized programs such as International Baccalaureate, Certified Nursing Assistant program, the creative youth productions, Xerox school to careers program, BAYM, Junior Responder Program, culinary arts, arts conservatory, TSTT, BEPF-MAACS, ECE, dual enrollment (high school/college), VIP, and Neighborhood Studios to engage and motivate student interest.</p>	<p>Number of participating students in each program will increase yearly</p>		<p>X</p>	<p>X</p>	<p>X</p>
<p>5. Continued implementation of Twilight program for at risk student to obtain or recover course credits.</p>	<p>Decrease in the dropout rate</p>		<p>X</p>	<p>X</p>	<p>X</p>
	<p>Increase in the percentage of students receiving credit while attending Twilight</p>		<p>X</p>	<p>X</p>	<p>X</p>

3. Academics Section					
Aligned Strategies: Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous sections.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
7. Monitoring process for alternatively placed students, including the Twilight Program, with quarterly reviews for entering and exiting.	Quarterly reviews of student outcomes to regularly assess appropriateness of interventions and student placements.		X	X	X
8. High School Orientation Day for incoming freshmen.	Number of students participating 85% or greater	X			
9. Summer program for grade 8 students in need of credit	Number of students entering high school on grade level increases	X			
10. Common planning time for teachers in K – 6.	100% of common planning time is occurring by grade level on a weekly basis		X		
	Instructional decisions are being made during the common planning period based upon student performance data				
11. Expansion of high school choices for students (Bridgeport Military Academy)	Increase of student enrollment		X		
12. Fund .5 FTE of 32 kindergarten teachers and to ensure 100% of Bridgeport Kindergarten programs have full day learning opportunities for students.	Documentation of data showing 100% of Kindergarten age-eligible participants in a full-day Kindergarten experience Entering first graders will show increase in AIMSweb data by 5%	X	X	X	X

3. Academics Section					
Aligned Strategies: Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous sections.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
14. Elementary school teachers will receive support from building based Literacy Coaches, in CCSS, ELA instruction(reading, writing, speaking and listening)	Documentation of scheduled common planning meetings.		X	X	X
	Documentation of coaching sessions with teachers		X	X	X
	Documentation of SRBI implementation	X	X	X	
	Documentation of the implementation of the daily Literacy block (90 minutes K-6; 60 minutes 7 and 8) during which the HMH/Holt-MacDougal K-8 textbooks and on-line resources with specific instruction for ELL and special needs students to support student learning. Teacher practice will improved as evidenced by lesson plans		X	X	X
	Blended professional development provided to teachers related to their professional practice goals.		X	X	X
	Maintenance of electronic student portfolios.		X	X	X
16. Four computer literacy teachers to provide instruction in the use of 21 st century skills to enhance student learning.	PD is provided to classroom teachers to enhance computer literacy skills as logged		X	X	X

3. Academics Section						
Aligned Strategies: Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous sections.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.				
		Summer 2014	Fall 2014	Winter 2015	Spring 2015	
18. Optimizing instructional time in four core academic areas by providing professional development in effective scheduling, instructional platform use (Safari Montage), mathematics and science instruction	Development of teacher and student schedules that utilize a block schedule model.	X	X			
	Ongoing professional development in the use of digital resources (Safari Montage) in daily lessons in the four core academic areas.			X	X	
19. Guidance Counselors that are providing services students in elementary schools.	Number of students needing counseling services are addressed		X	X	X	
	100% of students have a student success plan that is followed					

4. Culture and Climate Section

Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school culture and climate. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Required of all Alliance Districts:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A – No required reforms.	<input checked="" type="checkbox"/> Dropout prevention <input checked="" type="checkbox"/> Alternative and transitional programs <input type="checkbox"/> Instructional technology <input checked="" type="checkbox"/> Family engagement	<input type="checkbox"/> Positive behavior management <input type="checkbox"/> Wraparound strategy <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Graduation and dropout prevention <input type="checkbox"/> Other: _____

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

Strengthen parent involvement in the education of children, through school and district programs, activities, and educational policies. Increase parents' knowledge of parenting and computer skills, literacy, numeracy, and advocacy. In order to increase parent involvement at the high school level there is a financial allocation of \$7 per student. The principal has to develop a budget in partnership with the SGC and PTSO. The objectives of the budgetary expense must indicate the objective that is related to strengthening parent involvement. Additionally, there will be a Home School Coordinator assigned to the three comprehensive high schools, Bassick, Central and Harding. The Parent Center can be used by parents of all BPS students. There is programming for Adult Education classes in ESL and GED. There are also workshops held on parenting (for any age child), how to extend learning at home and many other topics. A position, National Network of Partnership Schools Coordinator, has been established at the Parent Center. The position is focused on assisting principals and School Governance Councils with increasing parent and family involvement and engagement with school and educational activities.

Establish alternative and transitional programs to motivate at-risk secondary students to stay in school and pursue higher education opportunities through a variety of programs.

A Supervisor of Alternative Education Program has been established for SY 14-15 to oversee the various programs in BPS, including the intake/assessment related to students participating in the Opportunity School and the Juvenile Detention Center.

Bridgeport Public Schools has applied for and been awarded the "Safe Schools Healthy Students" federal grant. These funds are focused on improving the work that is done in the schools to address students' mental health and social emotional learning. As a result of this grant there will be additional Social Worker positions filled in the schools. Additionally, the Tauck Foundation is working with Dr. Mark Brackett to bring the RULER social/emotional learning program to Bridgeport Public Schools. The initial steps in this program will begin with district and building level administrators at the end of the 13-14 school year. In order to complete the behavioral, social/emotional SRBI program in Bridgeport Public Schools, a partnership is in the development stages between RULER and PBIS. In order to enhance the PBIS programming, Bridgeport Public Schools is working with CES. Additional grant funding is being sought to support that work as well as further means of addressing students' mental health issues.

A partnership has been established with the University School in Bridgeport which will focused on meeting the needs of the overage and underachieving students in order to provide an alternate educational setting for those students.

To ensure that all efforts are being made to have safe schools and increase student attendance, the position of In-School Suspension Officers are utilized in BPS. This program allows a student to serve the disciplinary consequence that is assigned for the behavioral infraction and still attend school. The student must complete the work assigned by the teachers in the ISS classroom, with assistance from the ISS Officer as needed. During the time in ISS the student will meet with a member of the school based Student Support Staff to reflect upon the misbehavior and what other behaviors could have been taken instead. Attendance Intervention Officers are also assigned at the three comprehensive high schools. The focus of this position is on studying student attendance patterns, identifying those students who are chronically absent, communicating with those families (verbal or written) and making home visits as needed. The Officer works with the parents and families to overcome the barriers to good school attendance and in consultation with school based staff to resolve the issue so that the student will return to school.

An additional Guidance Counselor position has been added at Luis Muñoz Marin as part of the local investment at the school. This is part of the Commissioner's Network Plan that was developed for SY 14-15. This position will be focused on topics such as student attendance, Student Success Plans, and student counseling.

4. Culture and Climate Section					
Aligned Strategies: Identify a core set of actionable strategies to implement climate-related reform priorities described in the previous sections.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Counseling in schools to address academic, social and emotional issues that impact student learning	Reduction of in and out of school suspension rates by 5% or established by baseline				X
	Improvement of student daily attendance by 5%		X	X	X
	Improvement of student achievement		X	X	X
	Increase the number of social worker positions.		X		
2 Offer parents and families opportunities such as workshops, events, classes on parenting, literacy, numeracy, technology, life skills and book clubs	Attendance sheets		X	X	X
	Exit slips		X	X	X
	Post workshop surveys		X	X	X
	Increase the number of social worker positions.		X		
3. Provide students and their families with support focused on improving daily student attendance through various ways.	Increase in Student Support Personnel (Supervisor of Alternative Education, Attendance Officers and Guidance)	X			
	Reduction in chronically absent students by 5%		X	X	X
	Decrease in students dropping out of school by 5%		X	X	X

5. Operations Section

Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Required of all Alliance Districts:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A – No required reforms.	<input checked="" type="checkbox"/> Extended learning time <input type="checkbox"/> Use of technology <input type="checkbox"/> NEASC accreditation	<input checked="" type="checkbox"/> Budgeting and financial management <input checked="" type="checkbox"/> School operations <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Student enrollment and registration <input type="checkbox"/> Other:

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

Enhance the use of technology to support instruction and to improve parent and school communication. Improved student academic achievement through technology use in elementary and secondary schools - results achieved on AIMSweb, CMT and CAPT Science, LAS Links and Smarter Balance Assessments. In addition, there will be an increase in teacher proficiency in the use of technology and its incorporation into classroom learning. Technology will be needed to deliver the universal screener (AIMSweb), for reading and math intervention. Schools can utilize their building based funds to purchase that which is needed for the daily use of technology in lessons delivered. The expanded use of Safari Montage as the district digital instructional platform will take place. To ensure that digital resources are functioning at maximum proficiency, two positions for computer technicians will be funded. The focus of these positions will be to support the expansion and maintenance of modern technology in schools. In order to accurately collect employee attendance the Kronos Time Keeping System will be further implemented. Central Office positions that are needed to ensure the smooth running of programs are funded either partially or fully. Those positions include: the Director of Early Childhood, the secretary in Early Childhood, and staff in the Grants Office.

All necessary technology devices to support student learning will be funded through the Alliance Plan.

Create academic enrichment, tutorial and recreational programs or activities in school buildings during non-school hours and during the summer. Supplement the K-12 curriculum with an academic and arts based enrichment activities that will broaden students' horizons and teach them to be creative and effective problemsolvers. The students who are substantially deficient in reading Kindergarten to Grade 3 will receive instruction through the Summer Reading Success Program. The Lighthouse Extended Day Programs at Barnum, Hooker and Waltersville make use of this funding in order to provide students with a safe environment after regular school hours. The programs are run through a partnership with community based organizations.

5. Operations Section					
Aligned Strategies: Identify a core set of actionable strategies to implement operations-related reform priorities described in the previous sections.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Review and implement a new district benchmark assessment program.	Identify and purchase program		X		
	Provide professional development		X	X	
	Review student achievement		X	X	X
2. Continue the district wide usage of Safari Montage to support instruction.	Track teacher and student usage of the learning object repository		X	X	X
3. Continue expansion of technology plan (Chrome book carts) into the elementary grades to support student learning.	Report on number of classrooms with Chromebooks.		X	X	
4. Continue comprehensive fiscal plan and infrastructure, which enables the coordinated alignment of resources for strategic priorities and efficient utilization of administrative and asset management personnel, including grant, early childhood and technology administration, fiscal, publication and building/lease management.	Continued implementation of Phases II & III of Kronos.	X	X	X	
	Continued administrative and fiscal management by the district staff of the priority and alliance grant funding	X	X	X	X
5. Consistent implementation of the universal screener AIMSweb utilizing the digital infrastructure in all schools	Administer the AIMSweb Early Literacy, reading (Fluency and Maze) Math assessments three times per year in grades 1-9		X	X	X

Provide students with a safe environment during after school hours to be actively engage in academic and enrichment activities	Increase student achievement by 5% quarterly based on AIMSWeb		X	X	X
	Reduction in students engaged in unsupervised after school activities			X	

Instructions: Your district will receive a prepopulated chart (similar to the chart shown below), listing the district’s Turnaround, Focus, and Review schools. Districts must work in collaboration with school communities to dramatically improve student achievement in these schools. Alliance Districts must invest Alliance and/or PSD (if applicable) funds to support school turnaround efforts. Using the chart provided, describe how the district plans to intervene in its Turnaround, Focus, and Review schools and pursue resources on behalf of such schools. By placing an “X” beside a competitive grant, the district expresses its intent to apply for that grant on behalf of the school. The CSDE will award funds competitively based on the quality of each district’s submissions and the grant specifications. Please note that when awarding 1003(a) and High School Redesign funds, the CSDE will give preference to schools not receiving Commissioner’s Network funding or School Improvement Grants during 2014-15. 1003(a) funds are established by Section 1003(a) of Title I of the Elementary and Secondary Education Act of 1965. Comprehensive Turnaround and Focus high schools may submit applications for both 1003(a) and High School Redesign.

Competitive school-level grants, such as the School Improvement Grant, 1003(a), and High School Redesign are not included in this consolidated application and require separate school-level applications, which can be accessed at: Districts are strongly encouraged to submit grants on behalf of only those schools that present strong and transformative plans.

In 2013, districts submitted school improvement plans for at least half of their Review schools. No later than April 11, 2014, districts must submit plans for their remaining Review schools and any newly-identified Focus or Review schools, using the template at: <http://www.ct.gov/sde/AllianceDistricts>.

School:	Classification:	Funding Source/Competitive Grants Sought:
Barnum School	Turnaround	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Bassick High School	Turnaround	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Beardsley School	Review	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant

School:	Classification:	Funding Source/Competitive Grants Sought:
Black Rock School	Focus	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Blackham School	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Bryant School	Turnaround	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding PSD Grant PSD Grant
Central High School	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Cesar Batalla School	Focus	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input checked="" type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Columbus School	Focus	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input checked="" type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Cross School	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant

School:	Classification:	Funding Source/Competitive Grants Sought:
Curiale School	Turnaround	<input checked="" type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant PSD Grant
Dunbar School	Focus	<input checked="" type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant PSD Grant
Edison School	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Geraldine Johnson School	Focus	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input checked="" type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Hallen School	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Harding High School	Turnaround	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Hooker School	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant

School:	Classification:	Funding Source/Competitive Grants Sought:
Jettie S. Tisdale School	Focus	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input checked="" type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Luis Munoz Marin School	Turnaround	<input checked="" type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant PSD Grant
Read School	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant PSD Grant
Roosevelt School	Turnaround	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input checked="" type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant PSD Grant
Waltersville School	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant PSD Grant

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 3 consolidated application. Follow the instructions outlined below.

1. **Budget Cover Page:** Using Tab #1, please enter the district's name and total 2014-15 Alliance District and PSD, if applicable, allocation amounts. Do not add data in the remaining cells; these total amounts will be auto-generated as you enter budget information on the remaining tabs. Please note that the total Alliance District and PSD budget amounts should match the district's 2014-15 allocations exactly.
2. **Budgets for Reform Funding (for new priorities and the expansion of existing priorities):** Using Tabs #2-5, summarize reform expenditures as aligned in the Year 3 consolidated application, including strategies for talent, academics, culture and climate, and operations. Please provide a line-by-line budget that details the use of 2014-15 grant funding, as well as the use of other funds. Separate expenditures by the ED 114 cost categories, adding rows as necessary. Provide the following information for each line item:
 - Cost, position, or service;
 - Detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units);
 - Total use of Alliance District funding for the particular cost;
 - Total use of PSD funding for the particular cost;
 - Total use of other district funding for the particular cost; and
 - Indication as to whether the investment supports a new or expanded reform initiative.
3. **Investments in Low-Performing Schools:** All Alliance Districts with Turnaround, Review, and Focus schools must outline investments in each of the district's low-performing schools. Using Tab #6, itemize investments in each of the district's Turnaround, Review, and Focus schools. Please ensure that the district is using Alliance and/or PSD funds to properly resource reform efforts in the district's lowest-performing schools. If the investment/position will be divided across low-performing schools, please explain the allocation across schools in the cost and FTE columns.
4. **Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments in the final tab. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

Instructions: Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students, and community members were engaged in the planning process and/or are aware the contents of this plan. Also, provide information regarding opportunities for engagement during and involvement in the implementation of this plan.

In accordance with state requirements, the District requires principals to inform and confer with school governance councils, regarding their 2014 – 2015 budget allocations. In March/April 2014, the Chief Financial Officer and district team members conducted allocation webinars with principals. The webinars focused on explanations of the school based budgeting model, which includes position allocations, and a discretionary operating allocation as well as the school organizational process for the new school year. Principals are required to consult with their school governance councils and submit online confirmation of completion of the consultation by May 31st 2014. Principals also keep their parent advisory councils informed on the status of their budgets. In reference to parent involvement allocations, schools are required to submit budget plans, which are approved by the principal, the president of the parent advisory council (PAS/PTSO), and school governance council.

The Superintendent has met with the Bridgeport Education Association (teachers union) and Bridgeport Council of Administrators and Supervisors (principals and administrators union) executive boards in regards to plans for 2014-2015 school year.

PART III: APPENDIX SECTION

Instructions: Complete the district self-diagnostic tool below as part of the Year 3 needs analysis process. Reflect upon district system, processes, and performance in each of the categories outlined below. Rate the district as “1 - Needs Improvement, 2 - Developing, 3 - Proficient, 4 – Exemplary” using the rating key shown at right. After completing the self-diagnostic, prioritize each area as a low, medium, or high reform priority for the 2014-15 academic years. Please complete the self-diagnostic as accurately and honestly as possible.

Rating Key	
1 - Needs Improvement	Weak or nonexistent district systems and practices; poor and minimal implementation.
2 - Developing	Some district systems and some institutionalized practices; inconsistent and moderate implementation.
3 - Proficient	Solid district systems and largely universal practices; strong and consistent implementation across sites.
4 - Exemplary	Excellent district systems with universal practices; excellent implementation and commitment to continuous improvement.

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
Talent:					
1.1. Recruitment and human capital pipelines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HIGH
1.2. Hiring and placement processes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HIGH
1.3. Educator evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HIGH
1.4. Professional development/coaching	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HIGH
1.5. School leadership development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HIGH
1.6. Retention of top talent	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HIGH
Academics:					
2.1. Common Core-aligned curriculum and academic rigor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HIGH



Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
2.2. Fidelity in curriculum implementation	<input type="checkbox"/>	✗	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
2.3. Comprehensive assessment system	<input type="checkbox"/>	✗	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
2.4. Data-driven instruction	<input type="checkbox"/>	✗	<input type="checkbox"/>	<input type="checkbox"/>	HIGH
2.5. Support for special populations	<input type="checkbox"/>	✗	<input type="checkbox"/>	<input type="checkbox"/>	HIGH
2.6. SRBI and academic interventions	<input type="checkbox"/>	✗	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
Culture and Climate:					
3.1. Positive behavior management	<input type="checkbox"/>	✗	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
3.2. Family engagement	<input type="checkbox"/>	✗	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
3.3. Wraparound strategy	<input type="checkbox"/>	✗	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
3.4. Attendance	<input type="checkbox"/>	✗	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
3.5. Graduation and dropout prevention	<input type="checkbox"/>	✗	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
Operations:					
4.1. Budgeting and financial management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✗	HIGH
4.2. School operations (e.g., facilities, transportation, food services)	<input type="checkbox"/>	<input type="checkbox"/>	✗	<input type="checkbox"/>	HIGH
4.3. Scheduling and extended learning time	<input type="checkbox"/>	✗	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
4.4. Collaborative staff planning time	<input type="checkbox"/>	<input type="checkbox"/>	✗	<input type="checkbox"/>	MEDIUM
4.5. Technology integration	<input type="checkbox"/>	✗	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
4.6. Student enrollment and registration	<input type="checkbox"/>	<input type="checkbox"/>	✗	<input type="checkbox"/>	HIGH

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

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

THE APPLICANT: **Bridgeport Public Schools** HEREBY ASSURES THAT:
Bridgeport 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 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)* Frances M. Rabinowitz

Title: *(typed)* Superintendent

Date: _____

PSD Extended School Hours Grant

Purpose of the Grant:

Section 10-266t of the C.G.S. establishes grants for Extended School Hours (ESH) programs for academic enrichment, support and recreation programs in PSDs. Each PSD shall solicit applications for individual school programs, on a competitive basis, from town and non-profit agencies, prioritize the application, and select applications for funding with the total grant amount allocated to the district.

Districts' decisions to fund individual school programs shall be based on specific criteria including:

- Total hours of operation;
- Number of students served;
- Total student hours of service;
- Total program cost;
- Estimate of volunteer hours, or other sources of support;
- Community involvement, commitment, and support;
- Non-duplication of existing services;
- Needs of student body of the school;
- Unique qualities of the proposal; and
- Responsiveness to the requirements of Section 10-266u.

Each PSD must submit all proposals received as part of its grant application and documentation of the review and ranking process for such proposals. Each district application shall:

- Demonstrate that a district-wide and school building needs assessment was conducted, including an inventory of existing academic enrichment and support, and recreational opportunities available during non-school hours both within and outside of school buildings;
- Ensure equal program access for all students and necessary accommodations and support for students with disabilities;
- Provide a summer component, unless it is able to document that sufficient summer opportunities already exist;
- Include a schedule and total number of hours determined to be reasonable and sufficient for individual school programs;
- Support no less than 10 percent of the cost of the total district-wide ESH program and provide documentation of local funding or in-kind contributions, or both; and
- Contract for the direct operation of the program, if the district is able to document that no providers are interested or able to provide a cost efficient program.

Program Design Questions:

Briefly describe the district's proposed approach to extend school hours. Please answer the questions below explaining how the district would leverage the ESH grant to advance district goals and student achievement.

1. Description of the type of academic supports and enrichment offered.

Academic programs are aligned with the Connecticut Core Standards and our district's goals of ensuring that all students are given the opportunity to become proficient in the core academic areas. Homework assistance is provided daily, along with small group and individualized tutoring. Volunteers from local colleges, churches and area organizations are recruited to provide 1:1 assistance with weaknesses, while serving as mentors to the students. Programs offering a small group environment for intensive tutoring, focusing on Reading and

Mathematics will be offered as part of the district SRBI program. Additional collaboration with Certified Teachers continues to use the Leveled Literacy Intervention (LLI) Reading Program with "substantially deficient" students as measured by ORA 2 data enrolled in the Priority Summer School Program. Area Educational partners such as the Discovery Museum will continue to provide supplemental enrichment aligned to grade level Connecticut Core Standards focusing on "hands-on projects" and performing research during local environmental trips to natural habitats. Programs link the day classes with the afterschool sessions for follow-up learning in the smaller groups. The Junior First Responders Program will continue as an after school program targeting 7th & 8th grade students in 8 schools (approximately 240 students) focusing on careers with the Fire, Police, EMT and Military Sciences.

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

A vast array of life skills and recreational activities such as educational games, basketball, soccer, chess, martial arts, cooking, sewing, and arts and crafts are offered. Classes in musical instruments such as drumming, keyboarding, and guitar are given. Theater arts including ballet, ballroom dancing, jazz, drama, and hip-hop are provided by local agencies specializing in these fields and through volunteers from area schools and colleges. In conjunction with programs funded under the Lighthouse after school programs, our extended school sites also get to participate in golf course lessons and competitions, tennis tournaments, and professionally staged theater productions.

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

All students in each school are eligible to participate in the extended day program. Students that eligible for the summer school program can also attend extended day after their summer school session has been completed for the day. Students attending the extended day program are selected based on parent application and payment of required fees on a first come, first served basis. Note: there are sliding scale fees and some extreme need based scholarships. Although each site has a cap on enrollment, these numbers have been adequate since students have not been turned away due to filled capacity. Depending on the type of activity, offered students are selected based on grade level, interest, parent request, audition and/or teacher selection.

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

Coordinators at each site consist of a teacher or in some cases a Principal, from the building. Additional professional and paraprofessional staff are encouraged to work as part of the extended day program. Through this connection, day studies can be carried into the after school piece. Teachers communicate with the site coordinator to schedule and work on projects that are aligned to the Connecticut Core Standards for the particular grade, and bring value to the learning. Most children with special needs are also included into program with accommodations as needed tailored to meet IEP goals. Communication between both staffs (day and after school) are transmitted on a regular basis through notes, conferences, and classroom visits.

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

Each of the after school sites maintains various collaborations with area businesses and non - profit organizations that have collaborated with the individual school. Some provide human resources for enrichment and academic enhancement as well as life skills in such areas the arts, music, and dance, chess, sewing and

health and wellness areas. Other partners provide financial incentives or materials needed to implement various programs. Numerous high school and local college students lend support through volunteering their time and skills in teaching our students.

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

Programs conducted in after school programs with alternative funding sources have run concurrently during the past years in most buildings with our extended day and summer programs. Children receiving services during designated blocks of time from one of the above are then transferred into the extended day or summer classes as time permits. This allows children who need tutoring to attend enrichment activities and trips with other participants in the programs. It also provides for after school and summer care, safety and security of children whose parents work a full day. Tutors also transmit and coordinate instructional information with classroom teachers and after schoolteachers to ensure children receive appropriate instruction and support.

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

Since most, if not all, parents who enroll their children in the extended day or summer programs work a full day schedule, it is physically difficult for them to participate in program activities. However, to maintain collaboration with the parents, each school has a Parent Advisory Council (PAC) and School Governance Council (SGC). During monthly meetings, time is allotted to update and discuss any after school issues deemed necessary. Parents and their families are also encouraged to participate in numerous "Family Nights" held throughout the year featuring reading, math, and science programs. An annual "Lights On" program is held in October throughout the district to encourage parents to view the work and programs available at the after school sites. Parents and grandparents are also welcomed to become volunteers at the schools. Some teach sewing and knitting, while others attend field trips as chaperones.

8. Description of the plan for the superintendent and school principal to work collaboratively with the community-based organization(s) for access to the school's facilities and equipment.

In some after school programs, the Principals are the coordinators for their building in the after school programs. All extended day programs in Bridgeport operate out of our schools. The buildings are open for whatever needs the programs might have throughout the year. With the exception of some technology equipment that has a high replacement cost, after school staff uses the available computers and other classroom accessories for their programs.

Projected School and Student Participation:

Instructions: Pursuant to Section 10-266u, each district shall prepare an annual report describing program operations, student participation, and other student indicators of success. Please use the following format to report the information about the district's proposed ESH program for 2014-15. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering extended school building hours program	Grade level(s) offered	Projected # of students by grade level	Days/Times of week offered	Number of weeks offered
Barnum School	K-8	Approx .15 per grade	Mon.- Fri. 3pm-5:30pm 9am-5pm (summer)	36+ weeks 5 weeks (summer)
Thomas Hooker School	K-8	Approx .15 per grade	Mon.- Fri. 3pm-5 :30pm 9am-5pm (summer)	36+ weeks 5 weeks (summer)
Waltersville School	K-8	Approx.15 per grade	Mon. - Fri. 3pm-5:30pm 9am-5pm (summer)	36+ weeks 5 weeks (summer)
High Horizons Magnet School (Junior First responders Program)	Grades 7-8	40 students (two cohorts of 20: fall & spring)	Mon. - Fri. 3 :30-5 :30pm	Two 16-week sessions
Multicultural Magnet School (Junior First responders Program)	Grades 7-8	40 students (two cohorts of 20: fall and spring)	Mon. - Fri. 3:30-5 :30pm	Two 16-week sessions
Blackham School (Junior First responders Program)	Grades 7-8	40 students (two cohorts of 20: fall and spring)	Mon. - Fri. 3:30-5 :30pm	Two 16-week sessions
Johnson School (Junior First responders Program)	Grades 7-8	40 students (two cohorts of 20: fall and spring)	Mon. - Fri. 3:30-5:30pm	Two 16-week sessions
Tisdale School (Junior First responders Program)	Grades 7-8	40 students (two cohorts of 20: fall and spring)	Mon. - Fri. 3:30-5:30pm	Two 16-week sessions

Program Evaluation:

On or before August 15 of each year, ESH program grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflect the impact of program initiatives on student achievement. The evaluation may also require other relevant data related to program implementation. Such data may include student enrollment in programs, teacher and personnel hired using grant funds, programs and materials used, and performance benchmarks used for measuring student progress such as interim assessments, CMT, attendance, or any other data that demonstrated student progress as a result of the grant.

Indicators of Success:

Describe how student performance (progress) will be assessed as a result of attending the ESH program, including type(s) of measures and timeline for assessments:

Student performance will be assessed through increased daily attendance in school, improved CMT science scores, and district benchmark assessment scores, and homework assignments completed by students enrolled. An evaluation will also be completed and forwarded to the Connecticut State Education Department.

Pre- and post-tests will be given to the Junior Responders Program participants studying the specialized courses of study. These will take place during the September 2014-May 2015 timeframe.

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

Site visits will be conducted weekly during days of operation to observe the interaction of students and level of interest in the various topics within the Junior First responders program. Student records reflecting attendance, behavior, tardiness, and participation in volunteer opportunities will be reviewed. Outcomes at the conclusion of each semester will also be noted.

Students participating in the three school sites of Barnum, Hooker, and Waltersville will be tracked by the number attending weekly as recorded by the site coordinator.

Teachers will note progress in daily classroom work, completion of homework assignments, progress and scores on quarterly district benchmark assessments, science CMTs of non-participating students. Timelines will be throughout a September 2014-May 2015 schedule.

Budget Narrative:

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$27,615
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.	\$
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$372,200
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Summer School funding cannot be used for Tuition and Travel.	\$
560	TUITION	
580	TRAVEL	
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. UNALLOWABLE USAGE OF FUNDS PSD funding cannot be used for Other Objects.	\$
940	INDIRECT COSTS. Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. UNALLOWABLE USAGE OF FUNDS: Summer School grant funds cannot be used for Indirect Costs.	\$
	TOTAL	\$399,815

Purpose of the Grant:

C.G.S. § 10-265m establishes grants for summer school programs in PSDs. C.G.S. §§ 10-265g and 10-265l, relating to summer reading programs and student promotion, require PSDs to:

- Offer a summer reading program to children enrolled in kindergarten that are determined by their school to be substantially deficient in reading; evaluate students in Grades 1 through three in October, January, and May using an approved assessment. For each student who is determined to be substantially deficient in reading on the January or May assessment, the district must notify the student's parent or guardian of the assessment results and the school must develop a personal reading plan for the student;
- Develop personal reading plans that shall include additional instruction, within available appropriations, such as tutoring, an after-school program, school vacation, weekend program or summer program, as described in Section 10-265f of the C.G.S. Personal reading plans must be reviewed and revised as appropriate and shall be monitored by school literacy teams. Each evaluation or statewide examination must be discussed with the provider of additional instruction and given to the student's parent or guardian with recommendations for reading strategies that can be used at home. For the purposes of providing additional instruction, preference must be given first to elementary schools and then to middle schools with the highest number of students who are substantially deficient in reading;
- Promote students with personal reading plans from Grades 1-3, based on documented progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. If a decision is made to promote a student who is substantially deficient in reading, the school principal shall provide written justification for such promotion to the superintendent of schools. A personal reading plan, that incorporates competencies required for early reading success and effective reading instruction, must be maintained for a student who is substantially deficient in reading until the student achieves a satisfactory grade level proficiency, as determined by a reading evaluation or statewide examination;
- Require students in Grades 1-3 who are determined to be substantially deficient in reading based on the May administration of the another approved assessment to attend summer school. The superintendent of schools may exempt an individual student from such requirement, upon the recommendation of the school principal, based on the student's progress with the personal reading plan. If a student does not receive such an exemption and has been offered the opportunity to attend summer school and fails to attend, the PSD shall not promote the student to the next grade;
- Submit to the CSDE approved assessment data two times per year for all students using an electronic reporting system provided by CSDE to monitor student progress;
- Submit to the CSDE the number of students who are substantially deficient in reading and are promoted from first, second or third grade to the next grade. The CSDE will prepare and publish this report annually;
- Require within available appropriations the development and implementation of personal reading plans for each student who scores below basic level on the Grades 3-5 CMT, unless the principal determines that such additional instruction is not necessary based on the recommendation of the student's teacher; and
- May require, within available appropriations, students in Grades 4 through six who fail to make progress with additional instruction provided in their personal reading plans, to attend summer school. The superintendent of schools may exempt an individual student from such requirement upon the recommendation of the school principal.

Program Design Questions:

Each applicant must include a project plan outlining the design and implementation of the district's summer school program, which shall include, but not be limited to, an explanation of goals, objectives, evaluation strategies, and budget identifying local funding and other resource contributions.

The project plan shall include:

- Criteria for student participation in the program, including provisions for priority for students who are determined to be substantially deficient in reading.
- Criteria for teacher selection that emphasize the skills needed for teaching the summer program and criteria for establishment of the curriculum for the summer program.
- A system for reporting, by school and grade, on the number of students who attend the program and for assessing the performance of such students in the program and for tracking their performance during the school year.

1. **Criteria for student participation** (including provisions for priority students who are determined to be substantially deficient in reading)

Grade 1 to grade 3 student who did not meet the Bridgeport Board of Education's grade level DRA2 end of year Benchmarks

- Kindergarten: Below DRA Level A
- Grade 1: Below DRA Level 10
- Grade 2: Below DRA Level 18
- Grade 3: Below ORA level 28

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

Teachers who have Elementary Certification

- Principal recommendation of qualifications
- Knowledge of the Principles of Learning (as they apply to early reading and reading interventions)
- Completion of SRBI Training (AimsWEB, Lexia and Wilson Reading System)

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

Primary students enrolled in the 2014 summer program will receive intervention services based the new literacy curricula selected for grades k-3. All summer school sites will utilize leveled readers from H.M.H, as well as consumable workbooks, to help students acquire specific skills and strategies outlined in the Common Core Standards.

The skills and strategies taught will include:

Comprehension Strategies

- I. Making connections and predictions
- II. Monitoring understanding

Program Evaluation:

Please provide projections for the coming school year. Districts must serve all students in Grades k-3 who are determined to be substantially deficient on the approved assessment. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering summer program*	Grade level(s) offered	Days/times of week offered	Number of weeks offered
Batalla servicing: Batalla	K-3	July 1-25 8:30 am -12:30 pm	3.5
Blackham servicing: Blackham	K-3	July 1-25 8:30 am -12:30 pm	3.5
Bryant servicing: Bryant	K-3	July 1-25 8:30 am -12:30 pm	3.5
Classical Studies Academy (CSA) servicing: CSA Annex and Black Rock	K-3	July 1-25 8:30 am -12:30 pm	3.5
Columbus servicing: Columbus and Columbus Annex	K-3	July 1-25 8:30 am -12:30 pm	3.5
Curiale servicing: Curiale	K-3	July 1-25 8:30 am -12:30 pm	3.5
Discovery servicing: Winthrop	K-3	July 1-25 8:30 am -12:30 pm	3.5
Hallen servicing: Cross and Hallen	K-3	July 1-25 8:30 am -12:30 pm	3.5
Johnson servicing: Johnson	K-3	July 1-25 8:30 am -12:30 pm	3.5
Madison servicing: Madison	K-3	July 1-25 8:30 am -12:30 pm	3.5
Marin servicing: Marin and Beardsley	K-3	July 1-25 8:30 am -12:30 pm	3.5
Multicultural Magnet servicing: Hooker, Hall and Edison	K-3	July 1-25 8:30 am -12:30 pm	3.5
Read servicing: Read	K-3	July 1-25 8:30 am -12:30 pm	3.5
Roosevelt servicing: Roosevelt	K-3	July 1-25 8:30 am -12:30 pm	3.5
Tisdale servicing: Tisdale and Dunbar	K-3	July 1-25 8:30 am -12:30 pm	3.5
Waltersville servicing: Barnum and Waltersville	K-3	July 1-25 8:30 am -12:30 pm	3.5

* Students attending MultiCultural, Park City and High Horizons Magnet Schools can attend any summer school at the above locations.

System for Monitoring Results: Describe how student progress will be assessed and tracked during the next school year as a result of attending the summer school program, including type(s) of measures and timeline for assessments.

Student progress is monitored throughout the eighteen days of summer school. The DRA2 from May is used a pre-assessment and the scores are charted. Throughout the program, teachers are asked to reflect upon the learning process and record anecdotal notes at the end of each day to help adjust their instruction for the next day. At the end of the program, DRA2 is administered. School and individual reports are sent to the home school principal. Promotion or retention is then decided upon by the home school principal on an individual basis after all student data are analyzed. The individual reading plan is updated and the DRA2 is administered in October.

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$356,730
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$9,367
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.	\$
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Summer School funding cannot be used for Tuition and Travel.	\$
560	TUITION	
580	TRAVEL	
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$89,308
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. UNALLOWABLE USAGE OF FUNDS. PSD funding cannot be used for Other Objects.	\$
940	INDIRECT COSTS. Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. UNALLOWABLE USAGE OF FUNDS:	\$
	TOTAL	\$455,405