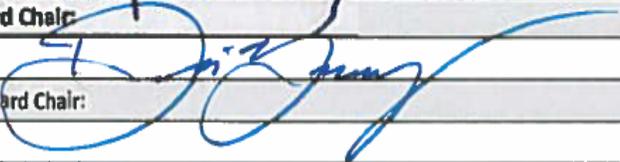


2016-17 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2015-16 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
BRIDGEPORT SCHOOL DISTRICT	
FY 17 Alliance District Allocation:	FY 17 PSD Allocation (if applicable):
17,160,046.42	5,784,353.12
Contact Person:	Contact Title:
Nadira Clarke	Director, Grants Development and Management
Telephone:	Email Address:
203-275-1065	nclarke1@bridgeportedu.net
Name of Superintendent:	
Frances Rabinowitz	
Signature of Superintendent:	Date:
	4/28/2016
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Dennis Bradley	Yes
Signature of Board Chair:	Date:
	5/9/2016

2016-17 Talent Priorities

Step 1: Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2016-17 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

<input checked="" type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input type="checkbox"/>	School leadership development
<input checked="" type="checkbox"/>	Professional development	<input type="checkbox"/>	Retention of top talent
<input checked="" type="checkbox"/>	Evaluation	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:		Aligned SMART Goals:
1.1	The district will staff each elementary school with one literacy coach and implement a new Math Coach Model, encompassing 10 mathematic coaches assigned to school clusters with specialization in grade cohorts; e.g., K-2. Literacy coaches will work with the Director of Literacy and school principals to create and implement a coaching cycle of professional development. For the new Math Coach Model, the Director of Mathematics will organize six training cycles for elementary teachers in grade cohorts, delivered by the coaches; and direct coaches in the delivery of in-school professional development to teachers.	Based on the educator evaluation and support plan, by June 2017, 90% of all Coaches will receive a rating of Accomplished or above.
1.2	Professional Development and Teacher Evaluation: The district will continue professional development for administrators in a comprehensive learning program to include annual recalibration of observation ratings, classroom visits, small group discussion, review of current research, and district's evaluation and support plan in order to improve teaching and learning through the application of the CCT Rubric in the Teacher Evaluation Framework. The use of Bloom Board as the evaluation system is included in the training plan. As an expansion of the plan, administrators will participate in a minimum of two additional sessions, from the menu of sessions offered.	By June 2017, 100% of administrators who evaluate certified staff will have attended at least three sessions of professional development on TEVAL to support their individual needs, as evidenced by a sign in sheets in ProTraxx. These sessions will include 1 mandated session for calibration and two selected sessions based on their needs as determined by their educator evaluation and support plan.
1.3	Substitute Coverage for Professional Development: Provide high-quality substitute coverage for teachers participating in District, school and individual PD and job-embedded professional growth opportunities. Adequate substitute coverage provides teachers across a grade-level the opportunity to meet with each other to learn, collaborate, develop, and dialogue about instructional practices.	75% of classrooms are covered with high-quality substitutes during teacher participation in professional learning and growth opportunities.

1.4	<p>Recruitment and Human Capital Pipelines: The district will recruit teachers through Teach for America, cross-certification programs, and contacts with colleges/universities. In order to establish pipelines for school leaders, the district will participate in an Administrator Aspirant program through the local RESC, while not funded under this grant, there is a task force in place on human capital recruitment, hiring, and retention. Subcommittees are developing protocols in these three areas, particularly in the creation of unique methods of incentivizing our top talent to remain in Bridgeport. Additionally, the state-funded planning grant to Increase Representation of Black and Latino Educators is being utilized to further assist the district in its exploration of recruiting Paraprofessionals to become teachers in order to increase the number of minority certified staff members. University interns will be obtained through specialized grant funding, when possible; e.g., FMSAP.</p>	<p>There will be a minimum of five participants in the Administrator Aspirant Program; who will complete the series of professional learning sessions during SY 2016-17.</p>
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Step 3: Directions: Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); and (d) total use of Alliance District funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
Literacy and Mathematics Coaches 1.6 FTE @ \$90,898.00	1.1	Literacy Coaches = 27.6 [.6 FTE for Claytor opening in January 2017]; Mathematics Coaches = 10.	\$ 145,436.80
100: Personnel Services - Salaries Subtotal:			\$ 145,436.80
200: Personnel Services - Benefits			
Literacy and Mathematics Coaches 1.6 FTE	1.1	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ 28,508.83
200: Personnel Services - Benefits Subtotal:			\$ 28,508.83
300: Purchased Professional and Technical Services			
Hocused Learning-Teacher Evaluation	1.3	Intensive professional development for school administrators, focused on the teacher evaluation process. The intent is to improve instructional practice and, in turn, teacher quality and retention. 70% split with Title IIA	\$ 7,000.00
300: Purchased Professional and Technical Services Subtotal:			\$ 7,000.00
400: Purchased Property Services			
			\$ -
400: Purchased Property Services Subtotal:			\$ -

500: Other Purchased Services			
BloomBoard	1.3	Funds are set aside for the local share of the cost of Bloom Board, if the cost is not fully subsidized by the State. SPLIT - Alliance and Title IIA	\$ 10,000.20
Professional Development: 1,260 Substitute Teacher Days	1.4	Substitute teacher days are provided for professional development, through the Source4 Teacher Staffing Service, \$121.25/day.	\$ 257,656.25
500: Other Purchased Services Subtotal:			\$ -
600: Supplies			
			\$ -
600: Supplies Subtotal:			\$ -
700: Property			
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
800: Other Objects Subtotal:			\$ -
Talent Subtotal:			\$ 448,602.08

2016-17 Academic Priorities

Step 1: Place an “X” beside the district’s 2015-16 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

<input checked="" type="checkbox"/>	Common Core-aligned curriculum transition	<input checked="" type="checkbox"/>	Alternative/Transitional programs
<input checked="" type="checkbox"/>	Assessment systems	<input checked="" type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Supports for special populations	<input checked="" type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	College and career access	<input checked="" type="checkbox"/>	Instructional technology
<input checked="" type="checkbox"/>	High school redesign		Other: _____

Step 2: Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1.	Common Core-aligned Curriculum Transition: Continue the aligned integration of Common Core with curriculum, curriculum supports, and instructional materials through creation and implementation of performance tasks. MyOn online literacy for personalized reading support in grades K – 9 will continue. Ongoing curriculum revision and development, in addition to the purchase of replacement consumables such as annual textbooks, are needed due to continued district enrollment increases.	By June 30, 2017, all mandated courses in literacy and mathematics will contain performance tasks for implementation with students. Quarterly audits will reflect 100% of schools using Myron by June 30, 2017.
2.2	Assessment Systems: Continue administration of state approved assessments in Grades K-12, for diagnosis of student needs and assignment to intervention services. Dibels will be used for state reporting of students in K-3. I ready will be administered to students in K-8 and STAR Assessments - Renaissance Learning will be administered for 9-12 to diagnosis of student needs and assignment to intervention services or enrichment.	By June 2017, student participation rate for K-3 using the state approved DIBELS will exceed 95% as measured by the number of students participating in the assessment 3 times (Oct. Jan. May) during SY 16-17.

2.3	<p>SRBI and Academic Interventions: Continue standardized implementation of SRBI, intervention services throughout the district. The district has prescribed that in grades K-6, there be one double common planning period per grade per week, a daily 90-minute literacy block, and a daily 60-minute numeracy block. Within the preparation period/enhancement teacher allocation, principals will first address the need for art, music and physical education teachers to provide mandated preparation period coverage. The balance may be utilized, at the principal's discretion, to provide targeted enhancement and/or intervention services, based on the specific assessed needs of the students; e.g., SRBI literacy support, numeracy support. In partnership with SERC, schools will conduct a self-assessment on SRBI practices for analysis and future planning. The part time interventionists work with small groups of students who are below proficiency in order to accelerate their growth in literacy.</p>	<p>By June 2017, 100% of district schools will participate in SRBI self-assessments. By October 2017, 95% of staff in place delivering intervention services and / or enhancement as determined through the 2015 fall universal screening results.</p>
2.4	<p>High School Redesign: The high school redesign will encompass incorporation of a college model, enhanced collaborative planning and lesson design through software designed to support scheduling scenarios in pathway development.</p>	<p>By June 2017, 100% of the comprehensive high schools will implement courses aligned to each newly aligned college/career pathway.</p>
2.5	<p>College and Career Access: Continue implementation of expanded specialized programs such as International Baccalaureate, Certified Nursing Assistant program, automotive program, the creative youth productions, Xerox school to careers program, Junior Responder Program, culinary arts, TSTT, BEPF-MAACS, College Awareness Day, Early College Programs, VIP, and Neighborhood Studios to engage and motivate student interest.</p>	<p>By June 2017, specialized programs will provide the district with the baseline results of a student assessment survey to provide feedback on the effectiveness of their implemented programs. The provided data will be an evaluation based on the academic status and social emotional contributions the program.</p>
2.6	<p>Alternative/Transitional Programs: Continue expansion of the alternative school program and monitor the process for at-risk students placed in the program.</p>	<p>By June 2017, increase the percentage of students enrolled in the alternative school by 10% (44), compared to 40 in June 2016.</p>
2.7	<p>Supports for Special Populations: Special Education will continue utilizing a zoned model of supervision for Special Education as recommended by the CREC audit. Special Education Resource teachers are assigned, on the basis of an allocation formal that allows space for assignment of general education students after meeting mandated caseloads. Principals have flexibility to recommend general education students to receive intervention services from the Resource teacher in small groups, whenever there are open seats, up to the maximum caseload of 10 per class period.</p>	<p>Conduct SPED Supervisors led quarterly audits, which will reflect a minimum of 90% compliance on IEPs.</p> <p>By June 2017, 100% of resource teachers will provide PreK through grade 8 students a continuum of delivery of service combination of push-in / pull-out resource support. By June 2017, 100% of Resource teachers will deliver support through the co-teaching model in the high schools.</p>
2.8	<p>Full-day Kindergarten: The district will fund .5 FTE of 34 kindergarten teachers and ensure 100% of Bridgeport Kindergarten programs have full day learning opportunities for students.</p>	<p>100% of district's Kindergarten classrooms will be maintained as full day during SY 16-17.</p>

2.9	PreK - Grade 3 Literacy: The district will implement a coordinated program of instructional support for literacy, across all grade levels, with an emphasis on PreK-Grade 3. The Summer Early Reading Success Program will continue for students in K-3 in need of additional support per State guidelines. CES provided targeted professional development for preschool classrooms will continue.	By August 2016, a minimum of 95% of students participating in the Summer Early Reading Success Program will have shown progress in reading based on their pre and post reading assessments.
2.10	Instructional Technology/Media: In the district magnet schools (Multicultural, High Horizons and Park City) and Batalla (largest elementary school), continue to fund one (1) computer literacy position, as a component of the school's organizational structure. Computer literacy teacher will provide students will knowledge and skills on computer application, media, global and digital literacy as outlined in the Common Core.	By August 2016, 100% of computer literacy position will be staffed. By October 2016, 100% of literacy media positions staffed in August 2016 will provide students at various grade levels with knowledge and skills on computer application, media, global and digital literacy.

Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Director, Early Childhood .5	2.8, 2.9	The Director, Early Childhood Education plays a major role in implementing grant services related to early childhood education services.	\$ -	\$ 66,495.50
Early Childhood Secretary, 1.0	2.8, 2.9	A full-time secretary is provided to the Office of Early Childhood Education.	\$ -	\$ 50,851.83
District Academic Team - District Administrators 2 FTE @ \$144,643.75 pp	2.1, 2.2, 2.3	Executive Director, Elementary Education 100% and Director, Arts Education, encompassing five (5) schools: Roosevelt, Barnum, Hall, Hallen, Tisdale	\$ 289,287.50	\$ -
District Academic Team - Coordinator, Assessment 1 FTE	2.2	Coordinator, Assessment (Psychologist). The Assessment Coordinator is a continuing position, responsible for overall management of the district-wide assessment program.	\$ 90,018.00	\$ -
District Academic Team - District Administrators 30% x 6 FTE = 1.8 FTE	2.1, 2.2, 2.3	The following District Administrators, part of the District Academic Team, are funded 30% in Alliance: Executive Director, Elementary Education #2; Executive Director - Secondary Education; Director, Literacy; Director, Mathematics; Director, Athletics/Physical Education/Health; Director, Bilingual/ESL Education.	\$ 258,202.36	\$ -

District Academic Team: Special Education Supervisors 2 FTE plus 1 per diem (retired supervisor): 1.0 @ \$120,918; .5 FTE @ \$127,891 = \$63,946; .5 FTE @ \$109,098 = \$ 54,549; plus one retiree @ \$111,585 [215 days x \$519/day].	2.7	There are four supervisors. Alliance funds the following: 1 FTE supervisor, 2 x.5 FTE supervisor (.5 FTE in the Operating Budget) and 1 retired supervisor, per diem. The Operating Budget funds one additional supervisor.	\$ 358,156.33	\$ -
Alternative High School Program - Teachers 4 FTE @ \$52,125.60 each	2.6	Alliance funds four (4) teacher positions. Students will be identified for placement at the school, on the basis of criteria related to academic performance and behavior.	\$ 208,506.00	\$ -
Credit Recovery Teachers (hourly)	2.6	The program operates after school, one (1) hour/day, 3 days/week, at Bassick, Central, Harding HS. The projected number of participating students is: approximately 940 across the three high schools.	\$ -	\$ 12,750.00
Supervisor, Alternative Education & Security	2.6	A Supervisor, Alternative Education & Security Services administrator position will be funded from Alliance.	\$ 142,600.00	
Kindergarten Teachers, Full Day 19 FTE	2.8			\$ 1,525,000.00
Computer Education Teachers (4)	2.1	Three (3) Computer Education teachers are part of the position allocation for MCM, HHM, and PCM	\$ -	\$ 305,198.00
BMA: Bridgeport Military Academy Positions: JROTC Instructors	2.3	essential to the BMA educational program and to maintaining the desired climate of discipline, order and mutual respect: 3 JROTC Instructors.	\$ -	\$ 167,190.83
Curriculum Development: \$24/hour x 1,666 hours; or 416 hours per core academic area	2.1	Teacher stipends. Curriculum development at \$24 per hour per the teacher contract.	\$ 40,000.00	
BMA: Clerical Assistant 1.0 FTE plus PCM: .4 FTE Clerical Assistant	2.3, 2.4	1.4 FTE Clerical Assistant..... At BMA, a 1.0 FTE Clerical Assistant is provided to support the specialized high school services. At PCM, a clerical assistant at .4 FTE is assigned to support outreach work related to provision of intervention services. The balance of this second position, .6 FTE, is assigned to BMA, funded in the FMSAP grant.	\$ -	\$ 62,126.04

BMA and Alternative High School: Security Guards 2 FTE 3 security guards \$25,844.67	2.4	A Security Guard is assigned to the Bridgeport Military Academy (BMA), an open choice high school in the Federal Magnet School Assistant Program (FMSAP). A Security Guard is also assigned to the Alternative Career and Craftsmanship High School Program.	\$ 77,534.02	\$ -
Bassick HS: Academy Support - Automotive Shop - 2 Automotive Assistants \$20/hour x 4 hours/day x all weeks in the school year (182 school days)	2.4		\$ 29,120.00	\$ -
Teachers: Intervention and Enhancement Elementary Level 50 FTE @ \$67,626.	2.3		\$ 3,381,300.00	\$ -
Special Education Resource Teachers: Intervention and Prevention Model 40.25 FTE @ \$70,099.	2.7		\$ 2,821,500.00	
School Media Specialists 16.5 FTE @ \$70,000.	2.3, 2.10	The School Media Specialists play an instrumental role in the delivery of the district's education improvement program. At the elementary level, the Specialists are assigned to classroom coverage for a portion of their weekly schedule, which support the common planning time and literacy/numeracy block initiatives.	\$ 1,155,000.00	\$ -
Part-time Academic Interventionists 8 schools @ 2 days/week; 11 schools @ 3 days/week; 5 schools @ 4 days/week; \$180/day; 30 weeks or a lower number, depending upon the fiscal condition.	2.3	The interventionists will be responsible for delivering targeted instruction to students below proficiency in reading and/or mathematics, in SRBI groups.	\$ -	\$ 164,115.00
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 8,851,224.22	\$ 2,353,727.20
200: Personnel Services - Benefits				
Director, Early Childhood .5	2.8, 2.9	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 9,904.46
Early Childhood Secretary, 1.0	2.8, 2.9	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 31,287.76

District Academic Team - District Administrators 2 FTE	2.1, 2.2, 2.3	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ 36,194.67	\$ -
District Academic Team - Coordinator, Assessment 1 FTE	2.2	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ 17,805.26	\$ -
District Academic Team - District Administrators 30% x 6 FTE = 1.8 FTE	2.1, 2.2, 2.3	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ 32,543.93	\$ -
District Academic Team: Special Education Supervisors 2.5 FTE + 1 per diem (retiree)	2.7	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ 37,193.27	\$ -
Per Diem Supervisors - Bilingual/ESL Education	2.7	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ -
Alternative Education School - Teachers 5 FTE	2.6	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ 69,023.34	\$ -
Twilight Program (alternative HS education) -- Hourly Teachers	2.6	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ -
Twilight Program - Security	2.6	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ -
Credit Recovery Teachers (hourly)	2.6	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 975.38
Supervisor, Alternative Education & Security	2.6	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ 18,067.70	\$ -
Computer Education Teachers (4)	2.1	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 69,425.37
BMA: Bridgeport Military Academy Positions: JROTC Instructors and Drill Sergeant	2.4	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 72,414.79
Curriculum Development	2.1	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ 580.00	
BMA: Clerical Assistant	2.4	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 31,828.78
Security Guards: BMA and Alternative Career & Craftsmanship HS Program	2.4	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ 41,083.21	\$ -
Bassick HS: Academy Support - Automotive Shop - 3 Automotive Assistants Hourly	2.5	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ 2,227.68	\$ -
Teachers: Intervention and Enhancement Elementary Level	2.3	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ 874,028.85	\$ -

Special Education Resource Teachers: Intervention and Prevention Model	2.7	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ 705,036.75	\$ -
School Media Specialists	2.3, 2.9, 2.10	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ 288,997.50	\$ -
Summer Early Reading Success Program, Grades K-1-2-3	2.9	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ -
Part-time Academic Interventionists	2.3	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 11,865.67
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 2,122,782.15	\$ 227,702.20
300: Purchased Professional and Technical Services				
Assessments	2.3	SERC - SRBI self assessments for each school	\$ 20,000.00	
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 20,000.00	\$ -
400: Purchased Property Services				
Classical Studies Academy Annex: Rental	2.9		\$ -	\$ 51,600.00
Classical Studies Academy Annex: Utilities	2.9	Priority funds are also applied to the utilities expenses for operation of the CSA Annex at St. Peters.	\$ -	\$ 53,000.00
Alternative School: Utilities and Custodial Services	2.6		\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ 104,600.00
500: Other Purchased Services				
Early College Enrollment Program (ECE)	2.5	The Early College Enrollment (ECE) Program enables students in grades 11/12 to attend college level courses at universities/colleges in the Bridgeport geographic area. Tuition, books and transportation are funded.	\$ -	\$ 35,000.00
			\$ -	
VIP: Village Initiative Project	2.5	The program consists of life skills development, tutoring, mentoring, SAT Prep, financial literacy, counseling, and current events.	\$ -	\$ 15,000.00

BPEF/MAACS	2.5	The MAACS (Mentoring for Academic Achievement and College Success) Program of the Bridgeport Public Education Fund provides one-on-one mentoring to students in the Bassick, Central, Harding High Schools, and the Bridgeport Military Academy who are on the college path.	\$ -	\$ 25,000.00
College Board	2.5		\$ -	\$ 61,679.00
Today's Students, Tomorrow's Students (TSTT)	2.5	Today's Students, Tomorrow's Teachers (TSTT) is a longstanding, successful program that identifies 40 high school students with diverse backgrounds who are interested in becoming teachers.	\$ -	\$ 50,000.00
Neighborhood Studios Music	2.5	Neighborhood Studios provides a Music Program at Waltersville School, featuring local artists who visit the school to provide in-class instruction.	\$ -	\$ 20,000.00
I Ready (K-8) and STAR (9-10)	2.2	A universal screener and I-ready will be used as the assessment system for K-3 and K-8 respectively to assess students' skill level at three key points during the school year in order to guide targeted intervention services and inform high quality tier 1 instruction.	\$ 50,156.00	
High School Academies - Instructional Support and Professional Development	2.4, 2.5	The following high school programs are funded: Harding HS - Culinary Arts, International Baccalaureate (IB), Certified Nursing Assistant (C.N.A.), Xerox School to Careers, Harding/BMS - Late Bus, Central HS: New Level Academy Culinary Program (in lieu of one teacher position).	\$ 273,651.00	
ART/MUSIC Services	2.5	Through Creative Youth Productions (CYP), in FALL 2016 only, \$40,000, students will have opportunities to develop artistic and literacy skills, through activities that showcase artistic talents and involve performances with professional artists.	\$ -	\$65,000.00

Professional Development and Absence: Substitute Teacher Days	ALL	Substitute teacher days are provided for professional development and coverage of absences of teachers for Priority-funded activities, through the Source4 Teacher Staffing Service, \$121.25/day.	\$ -	\$ 151,562.50
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ 323,807.00	\$ 423,241.50
600: Supplies				
HMH Curriculum Initiative & Classroom Supplies	2.1	This amount will be applied first to the payment for the Houghton-Mifflin Harcourt curriculum initiative: Literacy, Mathematics, Science in Grades K-12. The district is committed to a five-year payment plan for the initiative, with the fifth payment due 11-15-2016.	\$ 1,019,848.00	\$ -
MYON On-line Literacy Service	2.2	MYON On-line Literacy Service: Year 2 of a 3-year agreement for the on-line literacy service.	\$ -	\$ 20,000.00
Literacy Professional Development	2.2	Professional development services and resources to support literacy professional development initiatives, particularly in the early grades.	\$ -	\$ 25,000.00
General Instructional Supplies - SRBI Interventions	2.2	HMH Consumables replenishment; other supplies related to literacy/math intervention; supplies for Summer Early Reading Success Program. Combines with Title I.	\$ -	\$ 141,245.00
Credit Recovery: Instructional Software	2.6	Instructional software for the Credit Recovery Programs	\$ -	\$ 12,750.00
Redesign software	2.4	Schools by Design, is a resource allocation software to assist school leadership teams in designing new models for deployment of resources to better address high school pathway development. These designs are then utilized by the PowerSchool software for scheduling.	\$ -	\$ 15,000.00
600: Supplies Subtotal:			\$ 1,019,848.00	\$ 213,995.00
700: Property				
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Academics Subtotal:			\$ 12,337,661.37	\$ 3,323,265.91

2016-17 Culture and Climate Priorities

Step 1: Place an “X” beside the district’s 2015-16 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2013-14 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input checked="" type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Behavior management	<input checked="" type="checkbox"/>	Family engagement
<input type="checkbox"/>	Wraparound services	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	<p>Attendance/Chronic Absenteeism: Theory of Action # 3 states: If we continuously analyze our students’ academic and behavioral needs and respond with a systematic protocol of interventions and enrichment strategies and utilize pertinent resources, then all student achievement will increase. Guidance counselors are provided in elementary schools, in order to address academic, as well as social and emotional issues that impact student attendance and learning. Additionally, the district allocates one Attendance Intervention Officer to each high school. Based on Child Find audits, the district has developed a special attendance registry that provides principals with quick data access in order to assist their staff with meeting Child Find requirements (such as parent contacts, student support, home visits etc.). The special attendance registry can be viewed by teachers, support staff and administrators. Targeted schools develop 30, and 60 day attendance improvement plans, which include bi-weekly monitoring sessions. The district currently has a School Attendance Model Kindergarten Program, funded by the State’s, Juvenile Justice Advisory Committee, which works to improve the attendance of our kindergartners. The district also plans to work with the state on professional development sessions designed to address strategies on the improvement of student attendance. Additionally, the district has plans to have an informational session for parents on ways for them improve the attendance of their children.</p>	<p>Decrease chronic absenteeism among High School students from 39% in June 2016 to 25% in June 2017.</p> <p>Decrease the chronic absenteeism of students in grades K-8 from 17.2% in June 2016 to 12% in June 2017.</p>

3.2	<p>Behavior Management: In-School Suspension Officers are allocated to elementary and high schools, in order to enable supervised instruction for students suspended in-school, and encourage student discipline, following the completion of the student’s suspension. Each ISS program will have a focus on academics while incorporating behavioral management, as well as social and emotional support strategies. The district is currently in the process of implementing Recognizing, Understanding, Labeling, Expressing and Regulating emotions (RULER) (privately funded) and Positive Behavior Interventions & Supports (PBIS), which will assist students with the identification of, and communication about their feelings. The district currently has a PBIS district coordinator, with all of its schools in varying stages of the implementation of a school based PBIS program.</p>	<p>The number of unique students in High School that received in-school suspension will reduce from 1,081 in June 2016 to 865 in June 2017.</p> <p>The number of unique students in Elementary schools that received in-school suspension will reduce from 926 in June 2016 to 788 in June 2017.</p>
3.3	<p>Family Engagement: Continue services to foster family engagement, under the auspices of the District Parent Center that provides more long term and in-depth support for parents than it would provide in a typical school setting. Offer parents and families adult friendly opportunities such as workshops, events, classes on parenting, literacy, numeracy, technology, life skills and book clubs. The Parent Center staff directly supervises the district’s Home School Coordinators that coordinate much of the direct parent outreach such as home visits, telephone conversations, special events such as monthly in school meetings, and the annual parent’s convention.</p>	<p>The number of parents participating in programs sponsored by the Parent Center will increase by 10% in the 2016-17 school year.</p>
3.4	<p>Graduation/Dropout Prevention: At the high school level, the students are encouraged to stay in school and graduate, through intensive homeschool outreach initiatives and social work services. The district allocates one Home-School Coordinator to each high school. Additionally, social work services are provided districtwide for the Support for Pregnant and Parenting Teens Program (SPPT).</p>	<p>The graduation rate for High school students who are parents, will increase from 10 students in SY 2015-16 to 20 students in SY 2016-17.</p>

Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				

In-School Suspension Officers 19 FTE @\$35,857.89	3.2	The In-School Suspension Officer (ISS) is accountable for full-day supervision of students assigned to in-school suspension for various disciplinary offenses.	\$ -	\$ 674,883.54
Social Workers 3 FTE @ \$64,796	3.4	Social Worker positions provide the following services: (1) school-based services within the district's allocation model, in order to meet the needs associated with the growth of the specialized high schools; i.e., the three inter-district magnet high schools at the FCW campus and BMA; (2) services at Dunbar School, a turnaround school, as part of the negotiated staffing model; and (3) coordination of the "Support for Parenting and Pregnant Teens (SPPT)" program, under the direction of the Director, Social Work Services.	\$ -	\$ 194,388.00
Attendance Intervention Officers - High School 3 FTE @ \$39,365.33	3.1	Attendance Intervention Officers are assigned to the high schools, one per school - Bassick, Central, Harding HS.	\$ -	\$ 117,003.29
Parent Center Positions (3): Coordinator, Parent Center=\$72,903; Clerical Assistant=\$43,126; Program Assistant=\$54,493	3.3	Parent Center Coordinator, Parent Center Program Assistant and Clerical.	\$ -	\$ 170,522.16
Parent Center Hourly Staff	3.3	Hourly staff conduct parent workshops after school and evenings.	\$ -	\$ 62,575.00

Home-School Coordinator Positions 4 FTE @ \$37,881.	3.4	Home-School Coordinator positions will exist at Bassick, Central and Harding HS, one per school; one (1) at the FCW campus to serve the three inter-district magnet high schools.	\$ -	\$ -
Guidance Counselor, Elementary Level 15 FTE @ \$65,450	3.1	This allocation also includes .3 FTE for Dunbar, as part of the local share investment in the Commissioner's Network plan.	\$ 981,750.00	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 981,750.00	\$ 1,219,371.99
200: Personnel Services - Benefits				
In-School Suspension Officers 19 FTE	3.2	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 413,343.14
Parent Center Positions (3)	3.4	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 72,826.54
Parent center Hourly Staff	3.1	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 4,786.99
Home-School Coordinator Positions 4 FTE	3.3	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ -
Social Workers 3 FTE	3.3	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 51,568.63
Attendance Intervention Officers - High School 3 FTE	3.4	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 66,211.61

Guidance Counselor, Elementary Level 15 FTE	3.1	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ 261,735.38	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 261,735.38	\$ 608,736.90
300: Purchased Professional and Technical Services				
THE UNIVERSITY SCHOOL: Expelled Student Program	3.2	The district will continue the Expelled Students Program at The University School (TUS), servicing up to 40 students at any one time.	\$ 180,000.00	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 180,000.00	\$ -
400: Purchased Property Services				
Parent Center: Building Rental	3.3	The Bridgeport Board of Education's Parent Center is located at 900 Boston Avenue in Bridgeport, Connecticut.	\$ -	\$ 39,600.00
Parent Center: Utilities	3.3	Priority funds are also applied to the utilities expenses for operation of the Parent Center building.	\$ -	\$ 25,995.00
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ 65,595.00
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
Parent Center: Supplies	3.3	Parent Center: Office and instructional supplies for parent engagement activities.	\$ -	\$ 10,000.00
Parent Involvement Allocation - High Schools	3.3	The district gives a parent involvement allocation to the high schools, in parity with the Title I parent involvement allocation to the elementary schools.	\$ -	\$ 42,000.00

Junior Responders Academy	3.4	The Junior Responders Academy (Grade 8 students) provides an extended day program for students who express interest in First Responder careers and possibly attending Bridgeport Military Academy (BMA). Activities include: Water Safety Course, Uniforms, 2-way radios, American Flag/Rank pins, presentations by First Responders, etc.	\$ -	\$ 15,000.00
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ 67,000.00
700: Property				
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Climate Subtotal:			\$ 1,423,485.38	\$ 1,960,703.89

2016-17 Operations Priorities

Step 1: Place an "X" beside the district's 2015-16 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

<input checked="" type="checkbox"/>	Budgeting and financial management	<input type="checkbox"/>	Student enrollment processes
<input checked="" type="checkbox"/>	School operations	<input checked="" type="checkbox"/>	Extended learning time
<input checked="" type="checkbox"/>	Technology integration	<input checked="" type="checkbox"/>	Other: ____ Program Evaluation_____

Step 2: Identify a core set of strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to the 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1.	<p>TECHNOLOGY INTEGRATION: Continue implementation of a comprehensive technology modernization plan, supportive of student learning, encompassing the following: (1) expansion and upgrade of the wireless internet infrastructure (wireless access points, switches for enhanced bandwidth) throughout all grade 3-12 classrooms first, followed by PK-1-2 classrooms; (2) upgrading of old, outdated servers, in order to ensure optimal connectivity, functionality and operational effectiveness; (3) completion of the Grade 3-4-5-6 Chromebook project in Grade K-8 schools (at least one cart per grade in grades 3-4-5-6, plus retention of carts in all grade 7/8 classes); and (4) replacement of old, outdated computers in libraries in elementary schools, which provides schools with increased flexibility in leveraging computer resources in implementing SBAC and other assessments. Technology modernization will enable effective and efficient use of platforms and applications.</p> <p>The district will utilize E-rate Category 2 funding (85%: 15% local share) to modernize the wireless</p>	<p>1) Provide a wireless access point in all instructional areas by June 2017 2) Establish a computer to student ratio of 2:1 across the District by June of 2017 3) Remove outdated computer equipment from all buildings by June of 2017</p>

4.2.	<p>SCHOOL OPERATIONS: Continue implementation of a comprehensive fiscal infrastructure, comprised of all fund sources, which enables the coordinated alignment of resources with strategic priorities and optimal utilization of resources. A key component of the fiscal infrastructure is the School-based Budgeting Model, grounded in school-based empowerment and accountability.</p> <p>The Model consists of a position allocation built on uniform, equitable staff allocation formulas (with opportunities for flexibility); a school operating allocation, \$30/student, allowing for discretionary decision-making; and a parent involvement allocation, \$7/student, funded from Title I for elementary schools and Priority for high schools. Schools enters orders directly into MUNIS, which are transmitted to the Business Office for approval. Within the school-based fiscal management structure, schools have the option to convert allocated positions to meet school-specific needs, after fulfillment of mandates; and to deploy operating allocation funds to part-time personnel services (e.g., per diem interventionist, hourly tutor, data team), after accounting for all basic supply needs.</p>	<p>By April 19, 2017, the date of the close of purchasing in the fiscal year, at least 50% of schools will have expended 90% of their operating allocation.</p>
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<p>4.3.</p>	<p>BUDGETING AND FINANCIAL MANAGEMENT: As part of the process of continuous advancement and innovation, continue the electronic transmission of forms throughout the Finance/HR operational area (introduced in 2014-15). The electronic submission of forms, powered by FormStack.com, automates the various operational processes (e.g., school to district orders (for school-specific grants), recommendations to hire, hourly and per diem time sheets, requests to attend professional development conferences) and strengthens the coordinated process of internal control, across all departments: Finance/Budget, Grants Development and Management, Payroll, Business Operations and Human Resources. All departments view a shared, electronic dashboard, which facilitates tracking of the status of submissions and adherence to performance standards. In addition, electronic submission supports the goal of optimal utilization of resources, by enabling timely receipt, processing and monitoring of accounts,.</p> <p>In 2015-16, the district will build on this foundation by launching, in Formstack, the automated Parent Involvement Budget Plan (funded by Priority for high schools; Title I for elementary schools), with an approval workflow for the school team -- PAC/PTSO President, SGC Chair and Principal. The automated system, to be launched by the Finance/Grants Department in cooperation with the Parent Center, will assist the school teams in the process of collaboration, budget plan design and submission.</p>	<p>Issue three (3) Financial Status Reports to schools and grant program coordinators, for the school operation allocation, parent involvement allocation and grant accounts: November 15th, January 20th and March 20th. [Note: April 19th is the due date for entry of all encumbrances for non-personnel services.]</p>
<p>4.4.</p>	<p>EXTENDED LEARNING TIME: Continue the innovative extended time model at the Classical Studies Magnet Academy (CSMA), which is centered on a redesigned school day and aims to raise achievement, enrich education and empower teachers. Classical Studies Magnet Academy (CSMA), an elementary school, K-8, utilizes an innovative extended time model. Students attend school from 8:40 am until 4:40 pm Monday through Friday. The extended day program is mandatory for students in grades 3-6, but the majority of the students in K-2 remain for the full day. The teachers (4 at a time) have a day off during the week. The four (4) "Wizards" --- Math Problem Solver, Mind Stretcher, Science Wizard, Literacy Illuminator ---- deliver instruction to the students on the teachers' day off. The "Wizards" are off on Thursday.</p>	<p>Classical Studies Magnet Academy scholars in Grades 1- 8 will increase reading comprehension by 10% by May 2017 based on the AIMSweb MAZE Comprehension Assessment taken in September 2016.</p>

Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Comptroller's Off/Grant Payments .25	4.3	This position is split-funded across several grants, in order to support the processing of grant payments in the Office of Accounts Payable, City of Bridgeport.	\$ -	\$ 11,534.53
Grants Support Partners, 3 x .25 = .75 FTE	4.3	The positions are split-funded, .25 in Priority, .75 in Title I.	\$ -	\$ 29,757.82
Payroll Support Partner .25	4.3	The position is split-funded, .25 in Priority, .75 in Title I.	\$ -	\$ -
Chief Accountant, Grants Office, .25	4.3	The position is split-funded, .25 in Priority, .75 in Title I.	\$ -	\$ 24,032.06
Director, Grants Development & Management, .25	4.3	The Director, Grants Development and Management is split-funded, .25 in Priority, .75 in Title I.	\$ -	\$ 27,865.14
Computer Technicians 3 FTE @ \$36,958.16	4.1	In Alliance, two (2) positions are budgeted; in Priority, one (1) position.	\$ 110,874.50	\$ -
Classical Studies Academy (CSA) Teacher Wizards (4)	4.4	Classical Studies Magnet Academy (CSMA), an elementary school, K-8, utilizes an innovative extended time model.		\$ 235,636.00
CSA Extended Day Program [Hourly Teachers]	4.4	The CSMA extended day program is mandatory for students in grades 3-8, but the majority of K-2 students remain for the full day, until 4:40 pm daily. Split-funded with Priorities.	\$ -	\$ 20,595.00
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 110,874.50	\$ 349,420.55
200: Personnel Services - Benefits				

Comptroller's Off/Grant Payments .25	4.2	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 3,604.25
Grants Support Partners, .25	4.2	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 13,763.73
Payroll Support Partner .25	4.2	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ -
Chief Accountant, Grants Office, .25	4.2	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 9,220.98
Director, Grants Development & Management, .25	4.2	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 8,486.97
Computer Technicians	4.1	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ 45,204.09	\$ -
Classical Studies Magnet Academy (CSMA) Teacher Wizards (4)	4.4	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 68,416.72
CSMA Extended Day Program [Hourly Teachers]	4.4	Personnel Benefits: Medicare, Social Security (if applicable), MERF (non-certified employees)	\$ -	\$ 806.13
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 45,204.09	\$ 104,298.78
300: Purchased Professional and Technical Services				
Technology Integration: E-rate Wireless Infrastructure and Related Equipment	4.1	In 2014-15 and 2015-16, the district set aside funds, in Alliance and the Operating Budget, to fulfill the local share (15%) for the E-rate Category 2 Internet Infrastructure project.	\$ 50,650.00	\$ -

Evaluator: Alliance/Priority Grant	4.3	A professional evaluator is engaged to complete the formal evaluation of the Alliance/Priority services, including program documentation, summative evaluation and completion of reporting forms.	\$ -	\$ 5,000.00
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 50,650.00	\$ 5,000.00
400: Purchased Property Services				
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
CSMA Extended Day Program	4.4	At CSMA, the middle school grades 7/8 will depart at 3:10 pm (not 4:40 pm). Therefore, bus transportation is required.	\$ -	\$ 32,564.00
CSMA Extended Day Program	4.4	CSMA Extended Time Model: Junior Achievement and Sheehan Center [\$1,300 + \$1,800].	\$ -	\$ 3,100.00
500: Other Purchased Services Subtotal:			\$ -	\$ 35,664.00
600: Supplies				
Discretionary Operating Allocation to Schools [part of the School-based Budgeting Model]	4.2	As part of the 2016-17 School-based Budgeting Model, schools will continue to receive a discretionary operating allocation, \$30/student, which is managed at the school level using on-line processing.	\$ 207,900.00	\$ -
CSMA Extended Day Program	4.4	Instructional Supplies for the CSMA Extended Time Model	\$ -	\$ 6,000.00
600: Supplies Subtotal:			\$ 207,900.00	\$ 6,000.00
700: Property				
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -

800: Other Objects Subtotal:	\$	-	\$	-
Operations Subtotal:	\$	414,628.59	\$	500,383.33

A	B	C	D	E	F	G
1	Non-Reform Budget - Optional Section					
2	Directions: In the event that your district proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments below. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.					
3						
4						
5						
6						
7	Cost:	Alignment:	Description:	AD Investment:		
8	100: Personnel Services - Salaries			\$	-	
9				\$	-	
10	100: Personnel Services - Salaries Subtotal:			\$	-	
11	200: Personnel Services - Benefits			\$	-	
12				\$	-	
13	200: Personnel Services - Benefits Subtotal:			\$	-	
14	300: Purchased Professional and Technical Services					
15	Technology Support for Operational Efficiency and Accountability		<ul style="list-style-type: none"> ● Document Management System for electronic maintenance of records (e.g., special education records etc.). ● Kronos Time/Attendance System: The district initiated the electronic Time/Attendance System, for non-certified staff, in 2013-14. The system streamlines the timekeeping and payroll process, for the staff and the Payroll Office, which in turn strengthens accountability processes and improves productivity. 	\$	178,488.00	
16	Technology Integration: Destiny Asset Manager		The funds will enable continuation of the Destiny Asset Manager system (textbooks, equipment), with external hosting.	\$	58,331.00	
17				\$	-	
18	300: Purchased Professional and Technical Services Subtotal:			\$	236,819.00	
19	400: Purchased Property Services					
20				\$	-	
21	400: Purchased Property Services Subtotal:			\$	-	
22	500: Other Purchased Services					
23	UTILITIES and CUSTODIAL SERVICES		In 2016-17, the district will continue to incur custodial expenses, including utilities, for ongoing district operations, including prior school expansions (e.g., the new Roosevelt school and the Black Rock addition). In addition, the Bridgeport Military Academy (BMA) will grow to grade 12, and the new Geraldine Claytor School will open in January 2017.	\$	1,500,000.00	
24	TRANSPORTATION SERVICES: Charter Schools and HS Expansion		In 2016-17, the district will continue to incur costs for transportation for Charter School growth, high school expansion and special education..	\$	750,000.00	
25	Administrative Support - Xerox XPS Network		The district utilizes a districtwide network of copiers and printers in schools and the District Office, through Xerox, in order to provide administrative support for implementing the instructional program.	\$	30,000.00	
26	AED Service Plan		The district will engage a vendor, following a request for bid process, to provide comprehensive maintenance services for 58 AEDs in schools and district locations. These services will support the continuous, proper operation of the AEDs, in order to protect all persons at district sites.	\$	18,850.00	
27	500: Other Purchased Services Subtotal:			\$	2,298,850.00	
28	600: Supplies					
29				\$	-	
30	600: Supplies Subtotal:			\$	-	
31	700: Property					
32				\$	-	
33	700: Property Subtotal:			\$	-	
34	800: Other Objects					
35				\$	-	
36	800: Other Objects Subtotal:			\$	-	
37	Non-Reform Subtotal:			\$	2,535,669.00	

FY 17 AD and PSD Budget Summary

Directions: Do not enter budget information in this tab. This tab pulls financial data from the application tabs and auto-calculates total proposed investments. Please ensure that your total budgeted amounts match your district's AD and PSD allocation amounts.

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ -	\$ 8,851,224.22	\$ 2,353,727.20	\$ 981,750.00	\$ 1,219,371.99	\$ 110,874.50	\$ 349,420.55	\$ -	\$ 9,943,848.72	\$ 3,922,519.74
200: Personnel Services - Benefits	\$ -	\$ 2,122,782.15	\$ 227,702.20	\$ 261,735.38	\$ 608,736.90	\$ 45,204.09	\$ 104,298.78	\$ -	\$ 2,429,721.62	\$ 940,737.88
300: Purchased Professional and Technical Services	\$ -	\$ 20,000.00	\$ -	\$ 180,000.00	\$ -	\$ 50,650.00	\$ 5,000.00	\$ 236,819.00	\$ 487,469.00	\$ 5,000.00
400: Purchased Property Services	\$ -	\$ -	\$ 104,600.00	\$ -	\$ 65,595.00	\$ -	\$ -	\$ -	\$ -	\$ 170,195.00
500: Other Purchased Services	\$ -	\$ 323,807.00	\$ 423,241.50	\$ -	\$ -	\$ -	\$ 35,664.00	\$ 2,298,850.00	\$ 2,622,657.00	\$ 458,905.50
600: Supplies	\$ -	\$ 1,019,848.00	\$ 213,995.00	\$ -	\$ 67,000.00	\$ 207,900.00	\$ 6,000.00	\$ -	\$ 1,227,748.00	\$ 286,995.00
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ -	\$ 12,337,661.37	\$ 3,323,265.91	\$ 1,423,485.38	\$ 1,960,703.89	\$ 414,628.59	\$ 500,383.33	\$ 2,535,669.00	\$ 16,711,444.34	\$ 5,784,353.12

Appendix A. Statement of Assurances

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: 2016-17 Alliance and Priority School District Consolidated Application

THE APPLICANT: Bridgeport Board of Education 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;
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- 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)

References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- (1) "Commission" means the Commission on Human Rights and Opportunities;
 - (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
 - (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
 - (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
 - (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
 - (6) "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;
 - (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
 - (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
 - (9) "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
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minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n;
and

(10)"public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

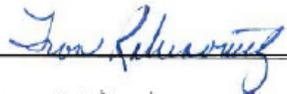
For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) 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, gender identity or expression, intellectual disability, mental disability 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; and 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, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) 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; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the 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; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) 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 Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.
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- (c) 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.
 - (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
 - (e) The Contractor shall include the provisions of subsection (b) of this Section 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 Connecticut General Statutes §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.
 - (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
 - (g) (1) 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 the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) 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; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) 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 Connecticut General Statutes § 46a-56.
 - (h) The Contractor shall include the provisions of the foregoing paragraph 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 Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with,
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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: 04/28/16
