Connecticut State Department of Education
Alliance District Application: 2012-13
COVER SHEET

DRAFT

Name of District: Bridgeport Public Schools		
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Signature of Superintendent: Paul G. Vallas		
Name of Board Chair: Dr. Jacqueline P. Kelleher Date: July 25, 2012		
Signature of Board Chair: Jacqueline P. Kelleher Date:		
Please indicate if plan approved by local board of education: yes Date of Approval: 8/13/2012 If not, please indicate date at which plan will be presented to local board of education:_____ Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process. Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.		

Part III: Application

Section I: Overall District Improvement Strategy

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

A. Overall Strategy and Key Reform Initiatives: Narrative Questions

Please respond in brief narrative form to the following questions regarding your district's overall strategy and key reform initiatives.

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

The Bridgeport School District has designed a comprehensive five-year approach to improve student performance and to close the achievement gaps for students with the greatest educational needs. This new plan which began in June 2012 includes a unified district curriculum aligned with the Common Core Standards (CCS) in literacy, mathematics, science, technology and social studies. To support this plan, the district has established an instructional improvement system platform that will provide teacher and administrator access to curriculum and instructional supports, ongoing professional development services and student performance/progress reports. This platform will be supported by a classroom modernization model to ensure that all classrooms have smart boards, laptops and notebooks for student/teacher use. New research-based, CCS –aligned, reading, mathematics and science textbooks and resources have been purchased to provide a firm foundation in the core subjects from Kindergarten through Grade 12. In addition, a web-based, CCS -aligned curriculum mapping protocol in the core subjects, now in the early stages of development, will further the district's initiatives. Tier I (HMH leveled readers), II (Lexia; Wilson: Just Words Program and the American Reading Program) and III (Wilson Reading Program) interventions will also be standardized throughout the district to ensure that specific, targeted SRBI instruction is provided for students, despite their mobility. Instructional Leadership Teams, to be established in every school, will be comprised of administrators and teacher leaders who will drive and monitor instruction, take the lead in supporting teaching and learning and will assist teachers to use data to develop and modify instruction. A new accountability protocol that includes the regular monitoring of student progress, data driven instruction/assessments and staff evaluation will begin in September 2012. Partnerships with local colleges and universities will be fostered and extended. The ultimate goal of the Bridgeport School District is to transform its schools into institutions that prepare students to meet or exceed Connecticut State Standards. In addition Bridgeport graduates will possess the skills necessary for success in college and in 21st Century careers. A fiscally prudent, balanced and transparent budget that aligns resources to proven school improvement strategies will support the reform initiatives in an equitable manner.

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

When the new Superintendent and Chief Administrative Officer began their tenure in January 2012, they initiated a process to gather data about the 32 schools. Teams of experts, as well as the Chief Administrative Officer and the Deputy Chief Academic Officer, reviewed each school in terms of instructional leadership, organizational structure, school climate, the use of data to inform instruction, curriculum, classroom instruction, professional development and assisting at –risk students. The results of these reviews were instrumental in forming the rationale for the selection of the district's prioritized reform initiatives. In addition, Connecticut Department of Education Data, including Strategic School Profiles, AYP Reports, CMT /CAPT data, DRA benchmark data, Bridgeport student demographics, teacher/student attendance data, High School graduation/drop-out rates and SAT scores were examined. An analysis of these data, as well as interviews with all stakeholder groups (see #5, P.5) also led to the selection of the reform initiatives.

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

The Three-Tiered Accountability System , endorsed by the Bridgeport Public Schools, consists of the following:

Classroom Level: Grade level or specific content area teachers meet a minimum of 1x per month to discuss instruction, review unit/monthly assessment data, and modify/ adjust instructional practices to ensure optimal learning for all students, particularly those with the greatest educational needs

School Level: Representative teachers from each specific grade level/ grade clusters/subject area meet a minimum of 2x per month with the building principal/ assistant principals to review grade level data, analyses, findings and the impact of these on the following month's instructional modifications/ adjustments. These data will be used as a foundation for "walk-throughs" and observations to further assist teachers, so that students will enjoy optimal learning opportunities and will achieve academic success. A report of these meetings (including the supporting data, findings & proposed instructional adjustments) will be sent each month to the Chief Administrative Officer.

District Level: The Superintendent, the Chief Administrative Officer, the Chief Academic Officer and the Deputy Chief Academic Officer will review the school level reports & data. In addition, they will visit each school a minimum of 1x per month to ensure that classroom & school level accountability systems are in place, and that these systems are being implemented to inform and modify classroom instruction. Additional school visits will be conducted depending on the degree of support needed. Focus Schools will be visited at least 2x per month.

This Three-Tiered Accountability System will ensure that the monitoring of best professional practices for teachers and administrators (ex. school level & intra-grade/subject collaboration & planning teacher teams; the use of data to regularly inform instruction; varied in-class assessment practices; constructivist, student-centered learning; adjusting teaching practices to student preferred learning styles; inter-school collaborations; district-wide benchmark assessments) is regular & ongoing throughout the school year and will result in a measurable increase in student achievement (See Multi-Year Performance Targets chart). Additionally, teachers' SLO's and classroom observation reports will be collected from each school and regularly reviewed to ensure academic rigor and

implementation of best and most appropriate instructional practices as part of the new teacher evaluation system for Bridgeport.

The multi-year, measurable performance targets that will be used to gauge student success include CMT or new Connecticut State Assessment scores in Reading and Mathematics; CAPT scores or new Connecticut grade 10 assessment in Reading and Mathematics; DPI data; DRA 2 Spring Assessments, K-3, including all subgroups; High School graduation rates; High School drop-out rates and student attendance/OSS.

MULTI-YEAR PERFORMANCE TARGETS

Assessments	Current % at or above	2012-13 Year 1	2013-14 Year 2	2014-15 Year 3	2015-16 Year 4	2016-17 Year 5
CMT Reading	52.7%	59.7% (+7%)	66.7 % (+7%)	74.7% (+8%)	82.7% (+8%)	91.7% (+9%)
CMT Math	62.6%	70.6% (+8%)	78.6% (+8%)	86.6% (+8%)	94.6% (+8%)	99.6% (+ 5%)
CAPT Reading	51.6%	58.6% (+7%)	64.6% (+8%)	73.6% (+9%)	83.6% (+10%)	93.6% (+10%)
CAPT Math	42.7%	50.7% (+8%)	59.7% (+9%)	69.7% (+10%)	79.7% (+11%)	90.7% (+11%)
HS Graduation Rate	60..5%	65.5% (+5%)	70.5% (+5%)	77.5% (+7%)	84.5 (+7%)	91.5% (+7%)
HS Drop-out Rate	8.6%	6.6% (-2%)	4.6% (-2%)	2.6% (-2%)	.6% (2%)	0%
Elem. Student Attendance	92.62%	93.62% (+1%)	95.62% (+2%)	97.62% (+1%)	98.62% (+1%)	98.62% (0%)
H. S. Student Attendance	85.53%	87.53% (+2%)	89.53% (+2%)	91.53% (+2%)	93.53% (+2%)	95.53% (+2%)

MULTI-YEAR DPI PERFORMANCE TARGETS: TABLE 2

Assessment Baseline Data	Baseline DPI	2012-13 Year 1	2013-14 Year 2	2014-15 Year 3	2015-16 Year 4	2016-17 Year 5
DPI/CMT All	53.7	56.5	59.35	62.25	65.15	67.85
DPI/CMT Sp. Ed.	23.1	26.1	31.51	36.92	43.33	48.94
DPI/CMT F/R Lunch	53.6	56.5	59.36	62.22	65.08	67.94
DPI/CMT Black	51.4	54.4	57.46	60.52	63.58	66.64
DPI/CMT Hispanic	52.5	55.4	58.4	61.4	64.4	67.4
DPI/CMT ELL	31.8	34.8	39.64	44.48	49.32	54.16
DPI/CAPT All	36.9	39.9	44.27	48.64	53.01	57.38
DPI/CAPT Sp. Ed.	10.8	13.8	20.55	27.30	34.05	40.80
DPI/CAPT F/R Lunch	36.6	39.6	44.0	48.40	52.80	57.20
DPI/CAPT Black	36.1	39.1	43.6	48.10	52.60	57.10
DPI/CAPT Hispanic	33.8	36.8	41.45	46.10	50.75	55.4
DPI/CAPT ELL	21.0	24.0	29.82	35.64	41.46	47.28

Decrease in Out of School Suspension Percentages
2012-2017

School Year	Unique Students with OSS	Students with Repeat OSS Offenses	Total OSS
2011-12	12.01%	5.33%	17.34%
2012-13	9.61%	4.27%	13.87%
2013-14	7.21%	3.20%	10.40%
2014-15	4.81%	2.13%	6.94%
2015-16	2.41%	1.06%	3.47%
2016-17	0%	0%	0%

DRA 2: Projected Percentages Below Benchmark

2012-2017

Kindergarten – Grade 3

Grade	2011-12 % below benchmark	2012-13 % below benchmark	2013-14 % below benchmark	2014-15 % below benchmark	2015-16 % below benchmark	2016-17 % below benchmark
Kgn.	3%	2.4%	1.8%	1.2%	.6%	0%
Gr. 1	23.7%	18.96%	14.22%	9.48%	4.74%	0%
Gr.2	24.9%	19.92%	14.74%	9.96%	4.98%	0%
Gr.3	27.9%	22.32%	16.74%	11.16%	5.58%	0%

DRA 2: Projected Percentages Below Benchmark by SUBGROUP* 2012 -2017: Kindergarten – Grade 3

Grade	Subgroup	2011-12	2012-13	2013-14 k	2014-15	2015-16	2016-17
K	Spec. Ed.	10.3%	8.24%	6.18%	4.12%	2.06%	0.0%
	ELL	12.0%	9.6%	7.2%	4.8%	2.4%	0.0%
	Hispanic/Latino	3.0%	2.4%	1.8%	1.2%	.6%	0.0%
	Black	3.0%	2.4%	1.8%	1.2%	.6%	0.0%
	White	4.0%	3.2%	2.4%	1.6%	.8%	0.0%
	Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
1	Spec. Ed.	82.2%	65.76%	49.32%	32.88%	16.44%	0.0%
	ELL	55.3%	44.24%	33.18%	22.12%	11.06%	0.0%
	Hispanic/Latino	38.1%	30.48%	22.86%	15.24%	7.62%	0.0%
	Black	32.0%	25.6%	19.20%	12.80%	6.40%	0.0%
	White	27.7%	22.16%	16.62%	11.08%	5.54%	0.0%
	Asian	38.4%	30.72%	23.04%	15.36%	7.68%	0.0%
2	Spec. Ed.	71.0%	56.80%	42.60%	28.40%	14.20%	0.0%
	ELL	53.2%	42.56%	31.92%	21.28%	10.64%	0.0%
	Hispanic/Latino	51.8%	41.44%	31.08%	20.72%	10.36%	0.0%
	Black	53.6%	42.88%	32.16%	21.44%	10.72%	0.0%
	White	47.5%	38.0%	28.50%	19.0%	9.50%	0.0%
	Asian	38%	30.40%	22.80%	15.20%	7.60%	0.0%
3	Spec. Ed.	73.9%	59.12%	44.34%	29.56%	14.78%	0.0%
	ELL	55.3%	44.24%	33.18%	22.12%	11.06%	0.0%
	Hispanic/Latino	44.9%	35.92%	26.94%	17.96%	8.98%	0.0%
	Black	42.5%	34.0%	25.50%	17.0%	8.50%	0.0%

	White	**39.1%**	**31.28%**	**23.46%**	**15.64%**	**7.82%**	**0.0%**
	Asian	**31.7%**	**25.36%**	**19.02%**	**12.68%**	**6.34%**	**0.0%**

- **N. B. All students in Bridgeport are eligible for free lunch.**

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

The Bridgeport six key reform initiatives, which include: the standardization of PK – 12 curriculum aligned with Common Core State Standards; professional development for teachers, literacy/numeracy coaches, administrators & parents; the restructuring of high schools to increase graduation rates & student achievement; partnerships/ alliances with local colleges & universities; technology for the 21st century learning environment; and the cradle to classroom initiative (including foundational K – 3 programs in literacy/math) will be coordinated with other resources as follows:

- The standardization of PK – 12 curriculum aligned with Common Core State Standards; professional development for teachers, literacy/numeracy coaches, administrators & parents will be coordinated with the appointment of literacy & numeracy (mathematics) coaches in each school (See: Title I; Title II A; Priority School district funds, and Federal School Improvement funds)

- The professional development for teachers, literacy/numeracy coaches, administrators & parents in the new curriculum resources; in three-tiered SRBI programs; in planning/ scheduling; in the district platform use, and in the initial stages of the new Connecticut Educator Evaluation will be coordinated with and supported by other resources such as: the Bridgeport Professional Development Program through the Charter Oak Foundation in mathematics [Singapore Math summer institute], in the curriculum mapping project; and in the summer institute for principals. In addition, professional development in BAM at Central High School will be coordinated with Priority School District funds, as will the 3:30 PM – 7:00 PM Twilight Program (self-paced individual computer instruction), and the RYASAP student space/support centers.

- The University Partnership dual enrollment for high school juniors & seniors will also be supported by Priority School District funds

- . Title III funds will give additional support through bilingual/ ESL positions designed to help ELLs increase English proficiency and core content knowledge.

- The School Accountability Grant funds a K-3 literacy acquisition summer school program, as well as a Grades 4-7 summer reading and mathematics enhancement program, and a Grade 8

Bridge to High School summer program.

- Title IIA also supports Teach for America new teachers in their first and second teaching years.

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

To ensure that the district plan met the needs and desires of all stakeholders, meetings were held with following groups:

- B. E. A. (Bridgeport Education Association- Teachers' union)
- B.C.A.S. (Bridgeport Council of Administrators and Supervisors)
- A.F.S.C.M.E. (American Federation of State, County and Municipal Employees, Local 1522)
- Bridgeport Board of Education (appointed by Connecticut State Department of Education)
- Bridgeport Parents' Association
- Bridgeport Title I P.A.C.
- University of Bridgeport
- Housatonic Community College
- Sacred Heart College,
- Fairfield University
- Yale University (Gear-up Program)

Prior to writing the Alliance District Plan, a series of Community Forum meetings were held, in which the Superintendent and Chief Administrative Officer discussed the proposed reform initiatives with the Bridgeport parents and the community in general, and during which participants were encouraged to ask questions about the new plans. The focus/ interest groups listed above met singularly and in groups with the new administration to ensure that problems/ concerns could be alleviated before they became stumbling blocks to the reform initiatives. The new administration also garnered input from each of the above listed groups, and discussed ways that they could partner with the School District to support these initiatives.

B. Key District Initiatives

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

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

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

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

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

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

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

Key District Initiative I

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

New or Existing Reform: ☒ **New** ☐ **Existing**

Overview: The first reform that the new administration of the Bridgeport Schools will initiate is the creation of a Common Core State Standards-aligned District-wide curriculum. This multi-modal curriculum will include instructional models, new K-12 textbooks, tiered interventions, professional development and technology applications that will ensure efficiency and consistency of resources across the school system. Implementation of this curriculum will also ensure that Bridgeport students maintain continuity of instruction, given the high mobility rate throughout the district.

The components of this new curriculum include:

- CCSS aligned web-based (Atlas) curriculum mapping, K-12, purchased from Rubicon, which will ensure that teachers and administrators are involved in the development of the new district-wide curriculum.
- The purchase of new CCSS aligned K-12 textbooks, with specific instruction for ELL and special needs students, in reading, mathematics and science that will support the continuous improvement of all students, especially those with the greatest educational needs. This new initiative will feature a daily Literacy block (90 minutes K-6; 60 minutes 7-12) and a daily math block of 60 minutes. The on-line resources which are part of these educational texts will further support students, teachers and parents.
- Standardization of SRBI tiered intervention services throughout the district will equitably support students with the greatest educational needs, given the high mobility rate. All schools will have as Tier I intervention, leveled readers from the H.M.H. *Journeys* or Holt McDougal Programs. As Tier II interventions, K-12 students will use the Lexia technology-based intervention. Grades 4-12 will also use the Wilson, "Just Words" Program. In addition, High School students will use the American Reading Program. As a Tier III intervention, students from grades 2-12 will use the Wilson Reading System. Aimsweb will be used as the initial probe to place students in the appropriate Tier/type of intervention. Additional probes will take place during the course of the school year. In mathematics, for the first year of Singapore Math implementation, the Tiers I and II interventions will be Singapore Math back-mapping and re-teaching
- This new reform initiative also includes new district wide benchmarked assessments aligned to the CT State Standards. Formative assessments for progress monitoring will be used to

modify, adjust and differentiate instruction to meet student needs. Summative assessment data (CMT, CAPT) are included as well. Student performance on these measures will provide baseline data to inform initial instruction. These data will also be examined to ensure that all necessary skills and strategies are addressed as teachers continue to refine the curriculum maps.

Five Year Strategies and Implementation Steps:

The Five Year Strategies and Implementation Steps include:

Year 1 (2012-13) :

- Initial development of district –wide curriculum mapping.
- Initial purchase and use of new textbooks (K-12) in reading, mathematics and science.
- Professional Development for teachers and administrators re: new instructional text/ on-line resources.
- Development of Bridgeport Instructional Platform by H.M.H.
- Purchase of three-tiered intervention programs for SRBI
- Use of district platform as port for formative and summative assessment data.

Year 2 (2013-14):

- Curriculum mapping Phase II: Embedding lesson plans in units.
- Differentiated professional development for teachers and administrators for new texts.
- Review SRBI to ascertain strengths/weaknesses of intervention programs initiated in 2012-13. Modify and adjust intervention programs to better meet student needs.
- Initiate differentiated professional development to enable teachers to use the district platform more efficiently.

Year 3 (2014-15):

- Curriculum mapping Phase III: Embedding links to resources in units and lesson plans
- Review SRBI to ascertain strengths/weaknesses of adjusted 2013-14 intervention Programs. Adjust and monitor as needed.
- Modify formative assessments to reflect the new Connecticut CCSS-based summative assessments

Year 4 (2015-16):

- Curriculum mapping Phase IV: Embedding informational and fictional text bibliography in units of study
- Examine SRBI student longitudinal success in Tier I, II, III interventions (three years of data available). Review criteria for student selection for each tiered intervention.
- Analyze initial CCSS- based Connecticut assessment data to ascertain skills, strengths and weaknesses. Modify core and intervention programs as needed.

Year 5 (2016-17):

- Curriculum mapping Phase V: Creating crosswalks and making cross curriculum content

connections

- Examine SRBI student longitudinal success in Tier I, II, III interventions (4 years of data available, including new test format results). Further refine criteria for student selection. Develop exit criteria for each tier.
- Review 2016 CCSS- based Connecticut assessment data to ascertain the degree to which gaps in student skills have been addressed. Modify and adjust curriculum as needed.

Year 1 Implementation Steps Description:

- Initial development of district –wide curriculum mapping brings together classroom teachers, coaches, and administrators from all levels and disciplines (K-12) to a professional development forum. These teachers and administrators collaborate to learn to use the web-based curriculum mapping program (Atlas). They design and tailor CCSS grade and subject specific curricula for a 36- week school year to meet the needs of the Bridgeport students.
- Initial purchase and use of the new H.M.H. (K-12) textbooks in reading (*Journeys* K-6; *Holt McDougall Literature* 7-12) mathematics *(Math in Focus* K-8; *Holt Algebra I & II, Geometry and Trigonometry)* and science (H.M.H *Science Fusion* K-8; *Earth Science, Living Environment , Chemistry and Physics*) unifies and updates the skills based learning environments of the Bridgeport schools, where consistency of instruction, on- line resources and additional support for ELLs, SWDs and other students with the greatest educational needs is paramount.
- On- going professional development for teachers and administrators in the use of the new, CCSS–based, instructional texts and on-line resources ensures that a common language permeates instruction and best practices in each of the identified content areas throughout the K-12 grades, in Bridgeport.
- Development of the Bridgeport Platform by H.M.H provides a comprehensive port for access to: formative (DRA II, Lexia, Unit Assessments, etc.) and summative (CMT, CAPT, District June testing) assessment data as well as all of the instructional programs, the student information system and the curriculum maps.
- Purchase of three-tiered intervention programs for SRBI provides standardized intervention services that will equitably support students with the greatest educational needs throughout the district. Tier I intervention includes leveled readers from the H.M.H. *Journeys* or Holt McDougal Programs. As Tier II interventions, K-12 students will use Lexia, a technology based intervention. Grades 4-12 will also use the Wilson "Just Words" Program. In addition High School students will use the American Reading Program. As a Tier III intervention, students from grades 2-12 will use the Wilson Reading System.

Years of Implementation:

☒ **Year 2**
☒ **Year 3**
☒ **Year 4**
☒ **Year 5**

Key District Initiative II – Professional Development

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

New or Existing Reform: ☒ **New** ☐ **Existing**

Overview: The second reform that the new administration of the Bridgeport Schools will undertake is the commitment to an ongoing, five-year, Common Core –aligned professional development for the entire educational community (including teachers, administrators and parents) that will support the academic achievement of all students, especially those with the greatest educational needs while building capacity at the school level to sustain continued improvements in teaching and learning through the involvement of Instructional Leadership Teams at each school. Like the State of Connecticut, Bridgeport is transitioning to a new model that is embedded in coaching- oriented, professional development. This extensive professional development will support the curriculum initiative (See Key District Initiative # 1) and will ensure that the new curricula become embedded in teacher practice. Areas of professional development include:

- Professional development in CCSS-aligned, web-based curriculum mapping:
  This professional development will involve teacher/ administrator teams involved in the design of curricula that is both grade level and content specific. Using the Rubicon Atlas program, teams will be shown how to map year long curriculum that includes alignment with the Common Core as well as enduring understandings and essential questions, and that identifies and reduces concept and skill gaps in content and concepts. Eventually, through ongoing professional development over the next five years, these maps will be refined to include learning units w/ needed prior knowledge, formative, intermediate and summative assessments, specific vocabulary, additional resources (both online links and hard copy), and bibliographies/ reading lists. These maps can be modified and shared throughout the Bridgeport schools to enhance student learning. Please see the next section (Five Year Strategies & Implementation Steps) for a year by year breakdown of the curriculum mapping PD.

- Professional development in K-12 literacy (reading, writing, speaking / listening, and language): This professional development will take place at three levels: classroom teacher;

literacy coach; school administrator, and will include best practices in providing direct instruction in phonemic awareness, phonics, vocabulary, word attack skills, and grammar as well as in literal, inferential and predictive comprehension. Informational reading and writing skills will comprise at least 50% of the professional development. Formative assessment and subsequent targeted intervention as well as flexible grouping will be stressed. Differentiated instruction that targets ELL students and students with special needs will also be addressed. Coaches and High School Literacy Leaders will receive additional PD in classroom management techniques and organization of learning. Administrators will receive additional PD in school organization and block scheduling to support the professional development. The new literacy curriculum resources, including HMH *Journeys* (K-6) and HMH *Holt/ McDougal Literature* (7-12) will serve as vehicles for the professional development. Please see the next section (Five Year Strategies & Implementation Steps) for a year by year breakdown of the literacy PD.

- Professional development in K-12 mathematics instruction:
  This professional development will also take place at three levels, including PD for the classroom teacher, for the Numeracy Coach/ High School Mathematics Leader, and for the school administrators. The K – 8, HMH Common Core –aligned program, *Math in Focus* uses the Singapore Math approach, including learning, consolidating and applying concepts and skills to solve real world mathematics problems. As with the literacy PD, flexible grouping, formative assessments and targeted interventions help to ensure mastery learning for all students, especially those with the greatest educational needs. Again, the coaches will receive additional PD in classroom management techniques and in organizing the instructional pathway. Administrators will receive additional PD in school organization and in block scheduling (60 minutes daily) to support the professional development. In Grades 9-12, the Common Core –aligned Holt McDougal specific mathematics courses (*Algebra I, Geometry, Algebra II*) will serve as the vehicles/ resources for classroom teacher, high school mathematics leader and administrator professional development. In addition, parents, students and teachers will receive PD in the use of the 300+ online videos which accompany every example in the text as online tutorials. Please see the next section (Five Year Strategies & Implementation Steps) for a year by year breakdown of the mathematics PD.

- Professional development in science instruction:
  This ongoing professional development will take place at two levels, including PD for the classroom teacher, and for the school administrators. The K – 8, HMH program, *Science* Fusion employs an experimental approach and uses virtual labs to facilitate concept acquisition. Teachers will learn to use the virtual labs to enhance and extend student learning. In the high schools, the new texts in physical science (Holt McDougal *Science Spectrum*); in Biology (Holt McDougal *Biology*); in chemistry (Holt McDougal *Modern Chemistry*); in Physics (Holt McDougal *Physics*) and in the elective environmental studies course (Holt McDougal *Environmental Science*) serve as a resource for the content-specific professional development in each discipline. In addition to content expertise and alternative methods for

presenting the material to students, the professional development will focus on means of differentiating instruction, online resources for students and teachers and ways to use the interactive and virtual labs to extend concepts.

- Professional Development in SRBI, Tiers II & III Programs:
  This professional development will center around the use of the *Lexia* (K-12), the Wilson '*Just Words'* (4-12) and the *American Reading Program* that will be employed district-wide as Tier II interventions. Professional development will also be established for teachers and administrators involved in the Tier III intervention district-wide program, the *Wilson Reading System* (2 -12).

- Professional Development for New Teacher and Administrator Evaluation:
  As one of the Connecticut Pilot Districts for the new evaluation system for teachers and administrators, representatives from the Bridgeport Schools (including the Chief Administrative Officer, the Deputy Chief Academic Officer, representatives from the BEA [Teachers' union], the BCAS [Administrators' union], and the Unit 1 UniServ representative from the CEA) attended the initial professional development on July 3, 2012 in Hartford to ascertain an overview of the new process and guidelines. (See Connecticut guidelines for Educator Evaluation, adopted June 27, 2012). Further professional development activities will take place in Summer 2012, and during the 2012-13 school year.

- Professional Development for Planning/Schedules:
  To ensure that the professional development afforded teachers in the new curricula (literacy, mathematics, science) and the new SRBI programs become embedded in the Bridgeport schools' instructional programs, block scheduling and additional weekly common planning time will be initiated in all schools. Block scheduling in literacy and mathematics will assist students to reach mastery in these subjects. Common planning time for teachers will permit grade levels/ departments to meet weekly to schedule and share common instructional experiences, check alignment of their instruction with CCSS, solve curricular problems, extend curriculum resources and review formative assessment data, so that subsequent instruction can be modified to meet student needs more specifically. To ensure that this additional teacher planning time is used efficiently, professional development is needed for teachers, coaches and administrators in specific planning topics. In addition, to ensure that this planning time does not adversely impact student instructional time, professional development is needed for those who create, monitor and modify school schedules.

- Professional Development in District Instructional Platform Use:
  The Bridgeport District platform will support access to curriculum supports/resources, PD and student progress reports. Professional development in accessing and using this platform is essential for teachers and administrators. Parents also need to learn how to use this important tool to access their child's curriculum and other information about their child's progress.

Five Year Strategies and Implementation Steps:

Year 1 (2012-13) :

- Initial professional development of district –wide curriculum mapping (CCSS/ Units/ Timelines)
- Initial professional development (K-12) for teachers, coaches, administrators and parents in new instructional texts/ on-line resources in literacy, mathematics and science.
- Initial professional development in use of new district-wide SRBI tiered interventions for teachers and administrators
- Initial professional development for teachers & administrators in the new Connecticut Guidelines for Educator Evaluation.
- Professional development for teachers and administrators re: new daily/ weekly schedules (including block schedules) and use of common planning time for teachers.
- Professional development for teachers, administrators and parents in the use of the new Bridgeport platform (by H.M.H.) as a port for curriculum resources and formative and summative assessment data.
- Initial professional development in progressive discipline re: PBIS

Year 2 (2013-14):

- Professional development in curriculum mapping Phase II: Embedding lesson plans in units.
- Differentiated professional development for teachers and administrators for new texts.
- PD Review of SRBI to ascertain strengths/weaknesses of intervention programs initiated in 2012-13. Modify and adjust intervention programs to better meet student needs.
- Continued professional development for teachers/ administrators re: Danielson Model (Teacher/ Principal Evaluation)
- Professional development in alternative ways of scheduling for enhanced instruction
- Additional professional development to enable teachers to use the district platform more efficiently
- Ongoing professional development in progressive discipline re: PBIS

Year 3 (2014-15):

- Professional development in curriculum mapping Phase III: Embedding links to resources in units and lesson plans

- PD Review of SRBI to ascertain strengths/weaknesses of adjusted 2013-14 intervention Programs. Additional adjustment/ monitoring as needed.

- Refining professional development to reflect new teacher/administrator evaluation models

- Professional development for teachers and administrators in modifying formative assessments to reflect the new Connecticut CCSS-based summative assessments, and reporting these and the revised formative assessments via the district platform
- Professional development in progressive discipline re: PBIS concerning school-based guidelines

Year 4 (2015-16):

- Professional development in curriculum mapping Phase IV: Embedding informational and fictional text bibliography in units of study
- Professional development in ways to examine SRBI student longitudinal success in Tier I, II, III interventions (three years of data available), and in ways to review criteria for student selection for each tiered intervention.
- Professional development in analysis of initial CCSS- based Connecticut assessment data to ascertain skills, strengths and weaknesses, and in ways to modify core and intervention programs as needed.
- Professional development in progressive discipline re: PBIS: Creating a district PBIS that incorporates aspects of individual school-based guidelines.

Year 5 (2016-17):

- Professional development in curriculum mapping Phase V: Creating crosswalks and making cross curricular content connections
- Continued professional development in an examination of SRBI student longitudinal successes in Tier I, II, III interventions (4 years of data available, including new test format results); in ways to further refine criteria for student selection; and in ways to develop exit criteria for each tier.
- Professional development in ways to review 2016 CCSS- based Connecticut assessment data in order to ascertain the degree to which gaps in student skills have been addressed, and in ways to modify and adjust curriculum as needed.
- Presentation of professional development-based Bridgeport Progressive Discipline (PBIS) plan to all constituents for their review.

Year 1 Implementation Steps Description:

Year 1 (2012-13) :

- Initial professional development of district –wide curriculum mapping: These teachers and administrators will learn how to use the Rubicon *Atlas* web-based curriculum mapping process to access CCSS and to use these standards as a basis for constructing grade and subject specific curriculum units and pacing calendars
- Initial professional development (K-12) for teachers, coaches, administrators and parents in

new instructional texts/ on-line resources in literacy, mathematics and science: This ongoing, in-depth professional development will be both grade level, content and school-specific, and will take place over the five-year period with refinements and best practices linked to each year.

- Initial professional development in use of new district-wide SRBI tiered interventions for teachers and administrators will ensure that the teachers and administrators who instruct students in *Lexia* (Gr. 2-12), Wilson *Just Words* (Gr. 4-12*)* the *American Reading Program* (Gr.9-12*)* and in the Wilson Reading Program, will be able to select appropriate students for each program, to instruct students in the selected program, to articulate student progress with the classroom teacher(s), and to communicate effectively with their counterparts in other Bridgeport schools if a student moves.
- Initial professional development for teachers & administrators in the new Connecticut Guidelines for Educator Evaluation including: Orientation on process (including the 4-Level Matrix System), Goal-setting conference, Mid-year check-ins, and End -of-year summative review: As the new Pilot District evaluation plan unfolds in 2012-13, teachers and administrators will collaborate to understand the new process and to work together to initiate it in the District.
- Professional development for teachers and administrators re: new daily/ weekly schedules (including block schedules) and use of common planning time for teachers: This will facilitate and further the use of the new curricular resources, and will ensure that the extended periods in reading and mathematics are used effectively to maximize student success.
- Professional development for teachers, administrators and parents in the use of the new Bridgeport platform (by H.M.H.) as a port for curriculum resources and formative and summative assessment data: This will ensure that the new, online resources are used more frequently by teachers, parents and students on a regular basis, and that the formative assessments are fused into modified instruction that reduces student need and builds on strengths for increased student achievement
- Initial professional development in progressive discipline re: PBIS will enable Bridgeport schools to begin construction of a progressive discipline guideline that is unified, but that admits of individual school needs.

Years of Implementation:

☒ Year 2

☒ Year 3

☒ Year 4

☒ Year 5

Key District Initiative III – Restructuring High Schools

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

New or Existing Reform? ☒ **New** ☐ **Existing**

Overview: The third reform that the new administration of the Bridgeport Schools will initiate is the restructuring of its three present high schools programs to nine high school programs on five campuses. To increase the graduation rate and to prepare all students for university and real work experience, high schools will be restructured to include:

- High School college/career choices such as Business Finance; The Arts; Academies (9^{th} -10^{th} grade, 11^{th}-12^{th} grade College-Bound); College Prep; Fine Arts; AP courses; Select enrollment /gifted high school with college prep; International Baccalaureate Academy, Health Academy and Environmental & Science Academy; Military Sciences; Police/ Fire Fighter/EMT training; High Schools for Physical Science, Math & Aerospace; High School for Zoological Studies and Applied Biology; and High School for Information Technology.
- A new Re-Start High School, designed to retrieve drop-out students, and prevent students (ages 17-21) from dropping out, will be structured to include a network of mini schools on scattered sites.
- All high schools will offer dual enrollment as well as early college and college coursework; aggressive year round credit recovery programs; and work study and job training opportunities. The new restructured high schools will also include flexible scheduling with access to union apprentice and pre-apprentice electives/programs and corporate sponsorship of high school academies with site-based work study training opportunities.
- To ensure that all students, especially those with the greatest educational needs, are prepared for the new rigorous high school programs, the district will initiate a Bridge to High School Program for 8^{th} grade students to prepare them for transition from 8^{th} grade to high school. To further prepare these students for success in high school, selected 8^{th} graders will be able to take courses online or on-site to begin earning high school credit.
- To ensure that all students, especially those with the greatest educational needs, achieve graduation status within their cohort, the District will establish a Junior Grade Academy at each site, with extended periods for English and mathematics. In addition, this Academy will provide students with acceleration opportunities through proficiency testing and on-line course work as well as a Summer Credit Recovery Program for 9^{th} & 10^{th} Grade students.
- To ensure that all students, especially those with the greatest educational needs, achieve

graduation status within their cohort, the District will establish a Twilight High School Program so that these students (who for a variety of reasons, including the need to work, inability to participate in regular school classes, and other reasons, need additional credits to obtain a high school diploma) and to recover credits lost due to non-attendance or failure during the regular school program, are given the opportunity to attend credit bearing classes from 3:30-7:30 PM daily.

- A Senior Grade Academy will provide students with acceleration opportunities through proficiency testing, online coursework, and Dual Enrollment (college credit). In addition it will provide students with a "Flexible Senior Year" with opportunities to engage in work study, internships, and pre apprentice/apprentice programs.
- Articulations with local universities and colleges to enable students to achieve early college admission and afford students the opportunity to take on-line and/or on-campus college courses as high school electives.

Five Year Strategies and Implementation Steps:

The Five Year Strategies and Implementation Steps include:

Year 1 (2012-13)

- Teacher/Administrative/District/Parent teams will begin the restructuring of the high schools and will design programs and courses (ex. online coursework for Business Finance, the Arts, Environmental Science, Re-Start H.S.) and will establish criteria for student choice(s).
- Selected Grade 8 students will be made aware of choices and will begin online courses. In addition the district will initiate the Bridge to High School program whereby grade 8 students will transition seamlessly from eighth grade to high school.
- Initiation of pilot dual enrollment program with local colleges and universities (ex. Housatonic Community College, University of Bridgeport)
- Complete plans and initiate pilot for Junior Grade Academy (JGA) with extended periods for English and mathematics, online course work and a summer credit recovery program for 9th and 10th grade students, especially those with the greatest educational needs.

Year 2 (2013-14)

- Newly designed H.S. programs will accept entering grade 9 students
- Online, onsite course work will continue
- Initiate planning for themed course work for new High Schools that will open in September 2014, High Schools for Physical Science, Math & Aerospace; High School for Zoological Studies and Applied Biology; and High School for Information Technology.
- Spring 2014: Monitor and adjust grade 9 course work.
- Pilot Dual Enrollment program (expanded to include Sacred Heart College)
- Establish Junior Grade Academy with extended periods for English and mathematics, online course work and a summer credit recovery program for 9th and 10th grade students, especially those with the greatest educational needs, throughout all Bridgeport High Schools.

Year 3 (2014-15)

- A complex featuring three new autonomous, inter-district, themed high schools (High School for Physical Science, Math & Aerospace; High School for Zoological Studies and Applied Biology; and High School for Information Technology) located in Trumbull, Connecticut on Bridgeport-owned property, is slated to open in September 2014. These newly designed H.S.

programs will accept entering grade 9 and grade 10 students.

- Online, onsite course work will continue
- Spring 2015: Monitor and adjust grades 9 and 10 course work.
- Dual Enrollment program (expanded to include Fairfield University)
- Initial evaluation of Junior Grade Academy (JGA) in terms of student achievement; modify and adjust academy program as needed.

Year 4 (2015-16)

- Newly designed H.S. programs will continue with grades 9 & 10 and will add grade 11 course work to the various programs.
- Spring 2016: Monitor and adjust grades 9, 10 and 11 course work
- Strengthen the partnerships and articulations with the local colleges and universities to expand number of college credits through Dual Enrollment.
- Using revised program guidelines (see year 2014-15) evaluate and adjust JGA Program as needed.

Year 5 (2016-17)

- Newly designed H.S. programs will continue with grades 9, 10 and 11 and will add a senior grade academy with acceleration opportunity, dual enrollment for college credit and flexible scheduling that will enable students to participate in work study, internships, and pre-apprentice/apprentice programs.
- Spring 2017: Evaluate newly designed course work (grades 9-12) in terms of: student achievement/ increase in cohort graduation rate; increase in acceptances to two and or four year colleges or other post secondary institutions; increase in CAPT student mastery at or above Connecticut State AYP targets in Reading and Mathematics.
- Increase the number of college partnerships involved in the Dual Enrollment Program, ex: Albertus Magnus, University of Connecticut, Western Connecticut State University, Central Connecticut State University, Quinnipiac University, Wesleyan University, and University of New Haven.
- Evaluate the effectiveness of JGA program.

Year 1 Implementation Steps Description:

- Teacher/Administrative/District/Parent teams will begin the restructuring of the high schools and will design programs and courses (ex. online coursework for Business Finance, the Arts, Environmental Science, and Re-Start H.S.) and will establish criteria for student choice(s). These new restructured schools will offer students a variety of career choices and will give them the opportunity to select areas of interest that will lead to successful and satisfying careers and thus decrease the drop-out rate
- Selected Grade 8 students will be made aware of choices and will begin online courses. In addition the district will initiate the Bridge to High School program, whereby grade 8 students will transition seamlessly from eighth grade to high school.
- Initiation of pilot Dual Enrollment Program with local colleges and universities (Housatonic Community College, University of Bridgeport) will afford students the opportunity to earn online and on-site college credits while simultaneously completing the requirements for high school graduation. This program will also expand students' vision and will motivate them towards a college education.

- Complete plans and initiate pilot for Junior Grade Academy (JGA) with extended periods for English and mathematics, online course work and a summer credit recovery program for 9th and 10th grade students, especially those with the greatest educational needs. These extended periods in reading and mathematics will afford students with the greatest educational needs the opportunity to progress to mastery in these two key areas and will lay the groundwork for successful completion of high school.

Years of Implementation:

- ☒ Year 2
- ☒ Year 3
- ☒ Year 4
- ☒ Year 5

Key District Initiative # 4: Partnerships with Colleges & Universities

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

New or Existing Reform? ☒ **New** ☐ **Existing**

Overview: The fourth reform that the new administration of the Bridgeport Schools will initiate is the formation of partnerships, articulations and collaborations with nearby colleges and universities. These partnerships will foster close ties between the restructured high schools and the colleges, so that dual enrollment and on-site coursework at the colleges can be facilitated for Bridgeport high school students. In addition, student teacher and graduate internship program collaborations will be undertaken so that the District can build a pool of certified new teachers who will be able to instruct Bridgeport students in technology-rich, 21st Century learning environments. The colleges and universities who will partner with the Bridgeport Public Schools include: Fairfield University, Housatonic Community College, Sacred Heart College, and the University of Bridgeport. In addition, Southern Connecticut State University is exploring a partnership with the Bridgeport Public Schools. To afford Bridgeport students and teachers accelerated and enriched educational experiences, and to increase the District teaching pool, these District/college partnerships will include:

- <u>Connecting high schools and colleges through dual enrollment programs:</u>
  The present three Bridgeport high schools (Bassick, Central and Harding) will initiate dual enrollment programs in the 2012-13 school year. This will enable high school seniors who meet the high school and college entrance criteria to take either remedial or college credit courses on campus during their senior year at Fairfield University, Housatonic Community College, and the University of Bridgeport. This pilot program is expected to expand during the next five years to include additional colleges and universities and increased numbers of high school students. Bridgeport high school Juniors and Seniors will also be able to take enrichment college credit courses at Housatonic Community College, Sacred Heart University and the University of Bridgeport during the summer.

- <u>Recruiting college/university graduate interns to work in Bridgeport schools:</u>
  Partnerships are being forged that will place graduate interns from selected

colleges/universities (Fairfield University, Sacred Heart University, the University of Bridgeport and the University of Connecticut at Waterbury) in the Bridgeport Public Schools. These qualified graduate interns will gain additional expertise in specific instructional areas, such as: one-on-one and small group instruction; SRBI Tier I and II instructional support; reading & mathematics tutoring; short term instructional assignments; and in grade level/ content area support. In addition, these interns will have opportunities to observe certified mentor and master teachers, as well as opportunities to become involved with and embedded in school climate and culture.

- Recruiting college/university student teachers to work in Bridgeport schools:
  Partnerships are also planned that will place increased numbers of student teachers from Fairfield University, University of Bridgeport, and Sacred Heart University in the Bridgeport schools. These student teachers will work under the direction of a qualified T. E. A. M mentor to experience a variety of classroom organizations; large/small group and individual instruction; differentiation of instruction to meet targeted student needs; the use of technology to undergird research-based curricula; tiered interventions; as well as formative assessment data & its function in adjusting modifying/instruction. Increased numbers of student teachers help to individualize instruction in the public schools, and at the same time, give college/university students an opportunity to hone their theoretical skills through real life experiences. In addition to student teachers, college sophomores and juniors from Sacred Heart and Fairfield Universities will volunteer their services for approximately 3 ½ hours per week in the Bridgeport schools to complete their community service graduation requirement. These students read to children, work with students on projects, assist in physical education activities, etc. under the direction of a licensed teacher.

- Forging new links with colleges and universities to plan for the new Bridgeport High School for the Sciences:
  In Fall 2014, the High School for the Sciences, with three separate & autonomous schools on one campus (High School for Physical Science, Math & Aerospace; High School for Zoological Studies & Applied Biology; and the High School for Information Technology) is slated to open. Local colleges and universities will be key partners in the design and curricula for these new schools. The University of Bridgeport, with its neighboring campus which already houses the "Swing Space" that will become a Lab school, will be closely involved in the evolution of these schools, as will Sacred Heart University, Fairfield University, Housatonic Community College and the Southern Connecticut State University.

Five Year Strategies and Implementation Steps:
The Five Year Strategies and Implementation Steps include:

Year 1 (2012-13):

- In Fall 2012, dual enrollment will occur as follows: 5 students from Bassick High School will take college credit courses at Fairfield University (12 slots available); 7 students from all three high schools will take either developmental or college credit courses at the University of Bridgeport; and 71 students from all three high schools will take either

developmental or college credit courses at Housatonic Community College.

- In Fall 2012, graduate interns will serve in the Bridgeport Public Schools as follows: 20 interns from Fairfield University; 8 interns from Sacred Heart University; 6 interns from the University of Bridgeport; and 2 interns from the University of Connecticut at Waterbury.
- In Fall 2012, student teachers will serve in the Bridgeport Public Schools as follows: 5 student teachers from Fairfield University; 10 student teachers from Sacred Heart University; 10 student teachers from the University of Bridgeport, and [anticipated] 10 student teachers from Southern Connecticut State University. In addition, it is anticipated that approximately 225 undergraduates will complete their community service graduation requirement in the Bridgeport Public Schools to assist students in reading, math, projects, etc. under the direction of a licensed teacher.
- In Fall 2012, local colleges and universities (ex. Fairfield University, Housatonic Community College, Sacred Heart University, Southern Connecticut State University and the University of Bridgeport) will be invited to become part of a community planning team for the anticipated three new high schools which are projected to open in Fall 2014.

Year 2 (2013-14):

- In Fall 2013, dual enrollment is projected to increase as follows: 12 students from Bassick High School will take college credit courses at Fairfield University (12 slots available); 30 students from all three high schools will take either developmental or college credit courses at the University of Bridgeport; and 100 students from all three high schools will take either developmental or college credit courses at Housatonic Community College.
- In Fall 2013, graduate interns will serve in the Bridgeport Public Schools as follows: 25 interns from Fairfield University; 15 interns from Sacred Heart University; 30 interns from the University of Bridgeport; and 10 interns from the University of Connecticut at Waterbury.
- In Fall 2013, student teachers will serve in the Bridgeport Public Schools as follows: 15 student teachers from Fairfield University; 20 student teachers from Sacred Heart University; 30 student teachers from the University of Bridgeport, and [anticipated] 20 student teachers from Southern Connecticut State University. In addition, it is anticipated that approximately 250 undergraduates will complete their community service graduation requirement in the Bridgeport Public Schools to assist students in reading, math, projects, etc. under the direction of a licensed teacher.
- In Fall 2013, local colleges and universities (ex. Fairfield University, Housatonic Community College, Sacred Heart University, Southern Connecticut State University and the University of Bridgeport) will continue to plan for the anticipated three new high schools which are projected to open in Fall 2014 with the community planning team.

Year 3 (2014-15):

- In Fall 2014, dual enrollment is projected to increase as follows: 20 students from Bassick High School will take college credit courses at Fairfield University; 50 students from all three high schools will take either developmental or college credit courses at the University of Bridgeport; and 120 students from all three high schools will take either

developmental or college credit courses at Housatonic Community College.

- In Fall 2014, graduate interns will serve in the Bridgeport Public Schools as follows: 27-30 interns from Fairfield University; 15-20 interns from Sacred Heart University; 30-40 interns from the University of Bridgeport; and 15 interns from the University of Connecticut at Waterbury
- In Fall 2014, student teachers will serve in the Bridgeport Public Schools as follows: 20 student teachers from Fairfield University; 20 student teachers from Sacred Heart University; 45 student teachers from the University of Bridgeport, and [anticipated] 25 student teachers from Southern Connecticut State University. In addition, it is anticipated that approximately 275 undergraduates will complete their community service graduation requirement in the Bridgeport Public Schools to assist students in reading, math, projects, etc. under the direction of a licensed teacher.
- In Fall 2014, local colleges and universities (ex. Fairfield University, Housatonic Community College, Sacred Heart University, Southern Connecticut State University and the University of Bridgeport) will serve as a planning/advisory board to the three newly opened high schools for the sciences.

Year 4 (2015-16):

- In Fall 2015, dual enrollment is projected to increase as follows: 40 students from Bassick High School will take college credit courses at Fairfield University; 80 students from all three high schools will take either developmental or college credit courses at the University of Bridgeport; and 150 students from all three high schools will take either developmental or college credit courses at Housatonic Community College.
- In Fall 2015, graduate interns will serve in the Bridgeport Public Schools as follows: 30 interns from Fairfield University; 20 interns from Sacred Heart University; 40 interns from the University of Bridgeport; and 15 interns from the University of Connecticut at Waterbury
- In Fall 2015, student teachers will serve in the Bridgeport Public Schools as follows: 25 student teachers from Fairfield University; 25 student teachers from Sacred Heart University; 50 student teachers from the University of Bridgeport, and [anticipated] 25 student teachers from Southern Connecticut State University. In addition, it is anticipated that approximately 285 undergraduates will complete their community service graduation requirement in the Bridgeport Public Schools to assist students in reading, math, projects, etc. under the direction of a licensed teacher.
- In Fall 2015, local colleges and universities (ex. Fairfield University, Housatonic Community College, Sacred Heart University, Southern Connecticut State University and the University of Bridgeport) will continue to serve as a planning/advisory board to the three new high schools for the sciences, and will use their expertise to refine the rigorous and enriching high school experiences.

Year 5 (2016-17):

- In Fall 2016, dual enrollment is projected to increase as follows: 45 students from Bassick High School will take college credit courses at Fairfield University; 85 students from all three high schools will take either developmental or college credit courses at the

University of Bridgeport; and 150 students from all three high schools will take either developmental or college credit courses at Housatonic Community College.

- In Fall 2016, graduate interns will serve in the Bridgeport Public Schools as follows: 30 interns from Fairfield University; 20 interns from Sacred Heart University; 40 interns from the University of Bridgeport; and 15 interns from the University of Connecticut at Waterbury
- In Fall 2016, student teachers will serve in the Bridgeport Public Schools as follows: 25 student teachers from Fairfield University; 25 student teachers from Sacred Heart University; 50 student teachers from the University of Bridgeport, and [anticipated] 25 student teachers from Southern Connecticut State University. In addition, it is anticipated that approximately 300 undergraduates will complete their community service graduation requirement in the Bridgeport Public Schools to assist students in reading, math, projects, etc. under the direction of a licensed teacher.
- In Fall 2016, local colleges and universities (ex. Fairfield University, Housatonic Community College, Sacred Heart University, Southern Connecticut State University and the University of Bridgeport) will continue to serve as a planning/advisory board to the three new high schools for the sciences, and will use their expertise to refine the rigorous and enriching high school experiences. In addition, the Lab School at the "swing space" at the University of Bridgeport will open to serve as a model school for the district.

Year 1 Implementation Steps Description:

- In Fall 2012, dual enrollment will occur as follows: 5 students from Bassick High School will take college credit courses at Fairfield University (12 slots available); 7 students from all three high schools will take either developmental or college credit courses at the University of Bridgeport; and 71 students from all three high schools will take either developmental or college credit courses at Housatonic Community College. These partnerships are being finalized in the summer 2012.
- In fall 2012, graduate interns will serve in the Bridgeport Public Schools as follows: 20 interns from Fairfield University; 8 interns from Sacred Heart University; 6 interns from the University of Bridgeport; and 2 interns from the University of Connecticut at Waterbury. These partnerships are now in place.
- In Fall 2012, student teachers will serve in the Bridgeport Public Schools as follows: 5 student teachers from Fairfield University; 10 student teachers from Sacred Heart University; 10 student teachers from the University of Bridgeport, and [anticipated] 10 student teachers from Southern Connecticut State University. In addition, it is anticipated that approximately 225 undergraduates will complete their community service graduation requirement in the Bridgeport Public Schools to assist students in reading, math, projects, etc. under the direction of a licensed teacher. While the numbers of student teachers are approximate, they are based on current data.
- In Fall 2012, local colleges and universities (ex. Fairfield University, Housatonic Community College, Sacred Heart University, Southern Connecticut State University and the University of Bridgeport) will be invited to become part of a community planning

team for the anticipated three new high schools which are projected to open in Fall 2014. Invitations have been sent to the above-named colleges and universities.

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

Key District Initiative # 5: From Cradle to Classroom
Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? ☒ **New** ☐ **Existing**

Overview: The fifth reform that the new administration of the Bridgeport Schools will undertake, in conjunction with the United Way of Fairfield County who is working with Bridgeport to secure appropriate funding for this exciting initiative, is the commitment to a quality, enriched early childhood education for its students with the greatest educational needs, that encompasses pre-natal care through birth, continues through the child's early development, Pre-Kindergarten and Early Childhood grades (K, 1, 2), and that culminates in Grade Three. It is posited that the students who receive this well-rounded and individualized social, emotional, physical and intellectual support from conception will exit Grade Three with mastery in the academic areas of literacy and mathematics, and will be well-placed to achieve success in the middle, high school and postsecondary grades. The components of this new Cradle to Classroom program will include:

- Pre-natal care:
  This component will include physical care of the parent to be, in addition to wellness care for the family. Developmental expectations for the anticipated child, as well as ongoing family/child nutrition will be stressed. Ongoing parenting classes will enable parents to care for the child appropriately and to recognize and cope with developmental mileposts.
- Birth and early development:
  This component will assist parents in ensuring that age-appropriate physical, social, emotional and intellectual behaviors are fostered at each stage of the child's development from birth through three years. Each child will receive an I.D. number at three months to facilitate appropriate school placement and program(s). Small, home-based, licensed *Family Child Care Centers* will provide a minimum of two and one half hours per week to ensure student socialization skills, and will initiate age-appropriate instruction in language development, vocabulary acquisition, listening/ speaking literacy and mathematics skills, and gross/fine motor development. Early intervention will be provided as needed.

In addition, the proposed *Parent-Child Home Program* is designed to serve 1,000 Bridgeport families. These families will each receive two half hour visits per week. During these visits, 123 Home Visitors (paid by the program and supervised by 41 part-time coordinators and three supervisors), will work in a non-judgmental manner with the parent and child to facilitate learning experiences; to check for developmental appropriateness in both academic and social behavior; to assist parents in developing a home learning environment that will foster academic and social skills acquisition; and to refer the parent and child to appropriate agencies when additional help is needed. Ongoing professional development for the Home Visitors and Part-Time Coordinators will be provided by the program. The program will also work with the Bridgeport Department of Health to provide *Parent-Child Home Program* information as well as information about increased pre-kindergarten availability at certain schools. This additional information will also be placed in OB/Gyn offices throughout Bridgeport and at WIC sites. The program will also coordinate with the new Early Education CONNections (formerly Day Care).

- Pre-kindergarten programs for three and four year olds:
  This component for four year old students in 12 Bridgeport elementary schools has been increased by 47 slots (+ one teacher and one paraprofessional) in the 2012-13 school year. The program for three year olds (in five schools) has been increased by 11 slots for the 2012-13 school year. All pre-kindergartens will have a new comprehensive literacy/ mathematics program in the coming school year, entitled *Splash!* by Houghton Mifflin Harcourt. The program features information text in social studies and science, as well as fiction, and incorporates a conscious discipline program as part of its goals. It also has a parent component. As with the professional development for the other new literacy and mathematics programs, pre-kindergarten teachers received initial training in June 2012, and will receive regular ongoing professional development in the coming school year. Appropriate early interventions will be provided as needed.
- The early childhood programs in Grades K – 3:
  To ensure that all students, especially those with the greatest educational needs, receive an appropriate, enriched early childhood education that will culminate in academic success in English language arts (reading for information; reading for literature; writing; speaking/listening; language) and mathematics, new, common core standards-based, comprehensive programs will be present (HMH *Journeys; Math in Focus*). Teachers in these early grades received initial professional development in June, and will continue to receive ongoing, enriched professional development throughout the coming years. Teachers and students in these grades will also receive a new science program (*Science Fusion*) that will acquaint young learners with the scientific method through hands-on experiences.
  To ensure that students with the greatest educational needs have appropriate, targeted interventions, a universal screening, (Aimsweb) designed to identify areas of difficulty will be established in Grade K. Tier I interventions have been built into the *Journeys* program. The Tier II intervention, *Lexia,* will be available in Grades K-3, and the Tier III intervention, the *Wilson Reading System*, will be available for identified students in Grades 2 and 3 to address their academic needs. To assist students for whom English is not the primary language and to provide a uniform model of instruction for English

language learners, appropriate ELL leveled readers form a part of the *Journeys* program. For students in bilingual classes whose primary language of instruction is Spanish; the HMH program entitled *Senderos* has been purchased. Professional development for this program will parallel the PD for the *Journeys* program.

A literacy and numeracy coach will assist teachers in each elementary school, as per the CSDE.

K-3 Literacy Initiative guidelines. Ongoing formative and benchmark assessments, (ex. DRA 2, Aimsweb, HMH *Journeys* assessments) also provide the data needed to inform, modify and adjust daily instruction, as per the CSDE guidelines. Parents are encouraged to work with students at home through online HMH resources to practice skills learned.

A minimum of four reading interventions (Tier I HMH leveled readers; Tier II *Lexia*, and the Tier III Wilson Reading Program and professional development to support these interventions will be available in each elementary school throughout the District, to ensure continuity of instruction despite student mobility, as per the CSDE Guidelines. The K-3 Summer program, Early Reading Success, will continue to address areas of weakness in reading & writing.

Five Year Strategies and Implementation Steps:

The Five Year Strategies and Implementation Steps include:

Year 1 (2012-13):

- Develop plan with the Dept. of Health to set up program for expectant parents
- Set up I. D. # process for 3 month-old infants that will follow them into school and will ensure proper schooling with appropriate interventions, if necessary
- Support licensed, home-based Family Child Care Centers (minimum 2 ½ hours per week) to increase preschoolers' language development, vocabulary acquisition, listening/speaking skills, gross & fine motor development & social skills
- Institute Parent-Child Home Program pilot with 100 families to provide two home visits per week by trained personnel to assist parent and child with appropriate activities to foster maximum experiential, academic and behavioral age-appropriate skills
- Initiate new, comprehensive program in literacy & mathematics in pre-kindergarten (HMH *Splash!*), to integrate language and literacy learning, increase vocabulary & numeracy skills and to augment social skills, and provide regular, ongoing professional development to support this initiative
- Initiate new literacy/mathematics programs in K – 3 classes and provide regular, ongoing professional development for teachers and administrators in program implementation to increase students' decoding, vocabulary, fluency and comprehension skills as well as their number & operations, algebra, geometry, measurement, data analysis and problem solving skills
- Initiate new, SRBI three-tiered interventions to ameliorate student gaps in understanding, and train appropriate staff in the delivery of these interventions
- Initiate formative assessments (HMH Unit assessments, Aimsweb assessments, DRA 2 benchmark assessments) to monitor & adjust instruction to meet student needs; review summative assessments (CMP; Bridgeport June assessments in reading & mathematics) to assess areas of individual and group strengths/weaknesses; and to plan for 2013-14 to

address individual, group, grade, school & district areas of weakness

Year 2 (2013-14):

- Begin Year One of implementation of program for expectant parents, in partnership with the Department of Health
- Begin I. D. # process for 3 month-old infants (as well as older pre-school siblings) to give each student a number that will follow him/her into school; that will list the programs that each child has participated in prior to pre-kindergarten, and that will ensure appropriate schooling with matched interventions, if necessary
- Continue to support licensed, home-based Family Child Care Centers (minimum 2 ½ hours per week) to increase preschoolers' language development, vocabulary acquisition, listening/speaking skills, gross & fine motor development & social skills, and attempt to increase minimum number of hours per week
- Increase Parent-Child Home Program to 300 families to provide two home visits per week by trained personnel to assist parent and child with appropriate activities to foster maximum experiential, academic and behavioral age-appropriate skills
- Continue second year of implementation of new, comprehensive program in literacy & mathematics in pre-kindergarten (HMH *Splash!*), to integrate language and literacy learning, increase vocabulary & numeracy skills and to augment social skills, and begin differentiated professional development to support instruction and student learning
- Continue second implementation year of new literacy/mathematics programs in K – 3 classes; provide regular, ongoing and differentiated professional development for teachers and administrators in program implementation to increase students' decoding, vocabulary, fluency and comprehension skills as well as their number & operations, algebra, geometry, measurement, data analysis and problem solving skills
- Review Year One of new SRBI programs; assess strengths & weaknesses of these three-tiered interventions; modify instruction to ameliorate student gaps in understanding, and train appropriate staff in the delivery of these interventions
- Implement plan devised in June 2013 to address areas of weakness. Correlate 2012-13 and 2013-14 formative assessments (HMH Unit assessments, Aimsweb assessments, DRA 2 benchmark assessments) with 2013 &2014 summative assessments (CMP; Bridgeport June assessments in reading & mathematics); analyze areas of individual and group strengths/weaknesses; plan for 2014-15 to further refine the plan to address individual, group, grade, school & district areas of weakness

Year 3 (2014-15):

- Implement Year Two of program for expectant parents, in partnership with the Department of Health
- Continue I. D. # process for 3 month-old infants (as well as older pre-school siblings) to give each student a number that will follow him/her into school; that will list the programs that each child has participated in prior to pre-kindergarten, and that will ensure appropriate schooling with matched interventions, if necessary
- Increase support for licensed, home-based Family Child Care Centers (minimum 2 ½ hours per week) to increase preschoolers' language development, vocabulary acquisition, listening/speaking skills, gross & fine motor development & social skills, and attempt to

increase minimum number of hours per week – Attempt to secure additional support throughout the Bridgeport community

- Increase Parent-Child Home Program to 500 families to provide two home visits per week by trained personnel to assist parent and child with appropriate activities to foster maximum experiential, academic and behavioral age-appropriate skills
- Continue third year of implementation of new, comprehensive program in literacy & mathematics in pre-kindergarten (HMH *Splash!*), to integrate language and literacy learning, increase vocabulary & numeracy skills and to augment social skills, and begin differentiated professional development to support instruction and student learning
- Continue third implementation year of new literacy/mathematics programs in K – 3 classes; provide regular, ongoing and differentiated professional development for teachers and administrators in program implementation to increase students' decoding, vocabulary, fluency and comprehension skills as well as their number & operations, algebra, geometry, measurement, data analysis and problem solving skills Use data on students from the past two years to note increases in reading/mathematics ability; note areas of strength/weakness & address these in the following year
- Review Year Two of new SRBI programs; using 2 years of data, assess strengths & weaknesses of these three-tiered interventions; modify instruction to ameliorate student gaps in understanding, and train new staff in the delivery of these interventions
- Implement plan devised in June 2014 to address areas of weakness. Address these weaknesses in September 2014-June 2015. Analyze 2012-13; 2013-14 and 2014-15 formative assessments (HMH Unit assessments, Aimsweb assessments, DRA 2 benchmark assessments) and correlate these data with 2013; 2014; 2015 summative assessments (CMP; Bridgeport June assessments in reading & mathematics). In June, 2015, plan for the 2015-16 school year to further adjust instruction to address individual, group, grade, school & district areas of weakness

Year 4 (2015-16):

- Implement Year Three of program for expectant parents, in partnership with the Department of Health
- Continue I. D. # process for 3 month-old infants (as well as older pre-school siblings) to give each student a number that will follow him/her into school; that will list the programs that each child has participated in prior to pre-kindergarten, and that will ensure appropriate schooling with matched interventions, if necessary
- Continue increased support for licensed, home-based Family Child Care Centers (minimum 2 ½ hours per week) to increase preschoolers' language development, vocabulary acquisition, listening/speaking skills, gross & fine motor development & social skills, and attempt to increase minimum number of hours per week – continue attempts to secure additional support throughout the Bridgeport community
- Increase Parent-Child Home Program to 750 families to provide two home visits per week by trained personnel to assist parent and child with appropriate activities to foster maximum experiential, academic and behavioral age-appropriate skills
- Continue fourth year of implementation of new, comprehensive program in literacy & mathematics in pre-kindergarten (HMH *Splash!*), to integrate language and literacy

learning, increase vocabulary & numeracy skills and to augment social skills, and begin differentiated professional development to support instruction and student learning

- Continue fourth implementation year of new literacy/mathematics programs in K – 3 classes; provide regular, ongoing and differentiated professional development for teachers, paraprofessionals and administrators in program implementation to increase students' decoding, vocabulary, fluency and comprehension skills as well as their number & operations, algebra, geometry, measurement, data analysis and problem solving skills Use data on students from the past three years to note increases in reading/mathematics ability; note areas of strength/weakness & address these in the following year
- Review Year Three of new SRBI programs; using 3 years of data, assess strengths & weaknesses of these three-tiered interventions; modify instruction to ameliorate student gaps in understanding, and train new staff in the delivery of these interventions
- Implement plan devised in June 2015 to address areas of weakness. Address these weaknesses in September 2015 through June 2016. Analyze 2012-13; 2013-14; 2014-15; 2015-16 formative assessments (HMH Unit assessments, Aimsweb assessments, DRA 2 benchmark assessments) and correlate these data with 2013; 2014; 2015; 2016 summative assessments (CMP; Bridgeport June assessments in reading & mathematics). In June, 2016, plan for the 2016-17 school year to further adjust instruction to address individual, group, grade, school & district areas of weakness

Year 5 (2016-17):

- Implement Year Four of program for expectant parents, in partnership with the Department of Health
- Continue I. D. # process for 3 month-old infants (as well as older pre-school siblings) to give each student a number that will follow him/her into school; that will list the programs that each child has participated in prior to pre-kindergarten, and that will ensure appropriate schooling with matched interventions, if necessary
- Advocate for increased time for licensed, home-based Family Child Care Centers (place new minimum at 4 hours per week) to increase preschoolers' language development, vocabulary acquisition, listening/speaking skills, gross & fine motor development & social skills, and attempt to increase minimum number of hours per week – continue attempts to secure additional support throughout the Bridgeport community
- Increase Parent-Child Home Program to 1,000 families to provide two home visits per week by trained personnel to assist parent and child with appropriate activities to foster maximum experiential, academic and behavioral age-appropriate skills
- Continue fifth year of implementation of new, comprehensive program in literacy & mathematics in pre-kindergarten (HMH *Splash!*), to integrate language and literacy learning, increase vocabulary & numeracy skills and to augment social skills, and begin differentiated professional development to support instruction and student learning
- Continue fifth implementation year of new literacy/mathematics programs in K – 3 classes; provide regular, ongoing and differentiated professional development for teachers, paraprofessionals and administrators in program implementation to increase students' decoding, vocabulary, fluency and comprehension skills as well as their number & operations, algebra, geometry, measurement, data analysis and problem

solving skills Use data on students from the past three years to note increases in reading/mathematics ability; note areas of strength/weakness & address these in the following year

- Review Year Four of new SRBI programs; using 4 years of data, re-assess strengths & weaknesses of these three-tiered interventions; continue to modify instruction to ameliorate student gaps in understanding, enlist parents' help to solidify skill gains; and continue to train new staff in the delivery of these interventions
- Implement plan devised in June 2016 to address areas of weakness. Address these weaknesses in September 2016 through June 2017. Analyze 2012-13; 2013-14; 2014-15; 2015-16; 2016-17 – 5 years of formative assessments (HMH Unit assessments, Aimsweb assessments, DRA 2 benchmark assessments) - and correlate these data with 2013; 2014; 2015; 2016; 2017 summative assessments (CMP; Bridgeport June assessments in reading & mathematics). In June, 2017, review gains made in the five program years, and plan for the 2017-18 school year to further adjust instruction to address individual, group, grade, school & district areas of weakness

Year 1 Implementation Steps Description:

- Develop plan with the Dept. of Health to set up program for expectant parents – Encourage suggestions from members of the community for most effective setup; advertising, etc.
- Set up I. D. # process for 3 month-old infants that will follow them into school and will ensure proper schooling with appropriate interventions, if necessary – Ask for suggestions to make this event attractive to parents, and one that will engage their interest
- Support licensed, home-based Family Child Care Centers (minimum 2 ½ hours per week) to increase preschoolers' language development, vocabulary acquisition, listening/speaking skills, gross & fine motor development & social skills – Encourage faith-based organizations to publicize these Centers
- Institute Parent-Child Home Program pilot with 100 families to provide two home visits per week by trained personnel to assist parent and child with appropriate activities to foster maximum experiential, academic and behavioral age-appropriate skills – Advertise these services on WICC; on the Bridgeport website; target grandparents through faith-based organizations; contact AARP
- Initiate new, comprehensive program in literacy & mathematics in pre-kindergarten (HMH *Splash!*), to integrate language and literacy learning, increase vocabulary & numeracy skills and to augment social skills, and provide regular, ongoing professional development to support this initiative – Create a district-wide, monthly curriculum newsletter that will feature these new, rigorous programs; have appropriate District staff speak at individual school PAC meetings
- Initiate new literacy/mathematics programs in K – 3 classes and provide regular, ongoing professional development for teachers and administrators in program implementation to increase students' decoding, vocabulary, fluency and comprehension skills as well as their number & operations, algebra, geometry, measurement, data analysis and problem solving skills - Create a district-wide, monthly curriculum newsletter that will feature

these new, rigorous programs; have appropriate District staff speak at individual school PAC meetings.

Initiate new, SRBI three-tiered interventions to ameliorate student gaps in understanding, and train appropriate staff in the delivery of these interventions - Tier I interventions have been built into the *Journeys* program. The Tier II intervention, *Lexia*, will be available in Grades K-3, and the Tier III the intervention, *Wilson Reading System*, will be available for identified students in Grades 2 and 3 to address their academic needs.

- Initiate formative assessments (HMH Unit assessments, Aimsweb assessments, DRA 2 benchmark assessments) to monitor & adjust instruction to meet student needs; review summative assessments (CMP; Bridgeport June assessments in reading & mathematics) to assess areas of individual and group strengths/weaknesses; and to plan for 2013-14 to address individual, group, grade, school & district areas of weakness

Years of Implementation:

☒ Year 2
☒ Year 3
☒ Year 4
☒ Year 5

Key District Initiative # 6: Technology for 21st Century Learning Environments
Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? ☒ **New** ☐ **Existing**

Overview: The sixth and final reform that the new administration of the Bridgeport Schools will undertake is an ongoing commitment to technology that will undergird the curriculum, professional development, high school restructuring, early childhood, and college/ university partnership district initiatives described in Key District Initiatives # 1 - 5. As "digital natives", Bridgeport students from pre-kindergarten through twelfth grade have been immersed in the 21st Century media culture. They are digital learners, who access the world through the filter of computing devices, such as iPhones /mobile devices, handheld gaming devices, PDAs, laptops, iPads, iPods, e-readers, as well as computers. Research shows that these students (ages 8-18) mainline electronic media for more than six hours a day; frequently multitasking as they do so (Henry J. Kaiser Family Foundation, 2011). To make the new reform initiatives meaningful to this population, technology must become an integral part of the learning process – one that is available to all stakeholders (students, parents, teachers, administrators, support staff) 24 hours a day. To engage students, it is necessary for all aspects of education (classrooms, libraries/media centers, offices) to be linked and interconnected globally with state of the art hardware and software. To deliver a 21st Century learning model of instruction using the new technology, extensive and differentiated professional development for the "digital immigrants" (teachers and administrators) is necessary for success. The components of this technology plan include:

- Integration of technology with curriculum:
  To support the new literacy CCSS-aligned curriculum, online resources that increase the school day for students and their parents are available from pre-kindergarten through Grade 12 from HMH. These web-based texts, homework assignments and enrichment projects are designed to extend student learning beyond the classroom. In addition, parent-teacher communication via email will ensure that student progress is closely monitored. Daily assignments, posted on the individual school website, will also facilitate parents' ability to closely supervise student work. Individual student progress charts will also be available on the new District platform to assist parents in this area. In the classroom, unit assessments, progress monitoring and benchmarks are available to teachers and students as they assess their own learning. Classroom Smart Boards, linked with the district platform, can provide primary and secondary sources to enrich student understanding of CCSS –aligned information text. Inter-class, inter-school and world-wide class/ group projects are also possible via the internet to extend students' critical thinking and problem solving abilities.
  To support the new mathematics CCSS-aligned curricula, teachers will have access to personal technology devices/digital tablets for individualized instruction in the classroom. As with the new literacy CCSS-aligned curricula, online resources that increase the school day for students and their parents are available from pre-kindergarten through Grade 12 from HMH. These web-based texts, homework assignments and enrichment projects are designed to extend student learning beyond the classroom. In addition, parent-teacher communication via email will ensure that student progress is closely monitored. Daily assignments, posted on the individual school website, will also facilitate

parents' ability to closely supervise student work. Individual student progress charts will also be available on the new District platform to assist parents in this area. Classroom Smart Boards, linked with the district platform, can provide primary and secondary sources to enrich student understanding of CCSS –aligned mathematics concepts.
In addition to the normal labs, the new K-8 science curriculum employs a series of virtual labs that will challenge students' critical thinking and problem-solving skills. Again, online texts and additional resources ensure that learning does not end with the close of the school day. Students can collaborate via the internet to collaborate on common projects during non-school hours.

- Professional development in technology:
  As "digital immigrants", teachers and administrators frequently become frustrated by their lack of ease with the new technologies. However, since the new District curricula/ programs demand proficiency in the use of these technologies, it is necessary for the district to provide ongoing, multi-year, differentiated support for its professionals, so that they will be able to serve as guides and models for students in these 21st Century learning environments. As instruction is differentiated within the classrooms to ensure that learners are taught new material at their instructional levels, professional development in technology must also be tailored to the needs/ strengths of the learner(s). A survey developed by ISTE (International Society for Technology in Education) will be given to all teachers & administrators to assess their present level(s) of technological expertise. Professional development will then be geared to the different levels. In addition to traditional professional development, "Train the Trainer", webinars, social networks, an online, multi-level Training on Demand program will support the growth of both certified and non-certified staff, and will help to ensure the application of best practices in the classroom. The District platform will also allow teachers to plan lessons on line, review model lesson plans that integrate technology & content, consult with coaches, post lessons for discussion through a closed twitter, and develop Wikis. The technology platform will also store virtual professional development sessions, making job-embedded professional development a reality. Additional on-site support for classroom teachers will be available through the selection of designated teacher(s) who will serve as the school Webmaster and Systems Operator (SYSOP) respectively.
- Hardware and software technology needs to implement a 21st Century learning environment:
  Even though the new CCSS-aligned programs/ curricula and the projected differentiated professional development are milestones in the development of a truly technology-integrated, rigorous, education experience, classrooms need to have sufficient amounts and types of technological devices necessary to carry out the projected analytical, evaluative and creative project-based, data-driven learning of the 21st Century. The District is lacking in many of these basics. For example, a survey of all schools (completed in December 2011) indicates that, of the 1,167 classrooms in the District, only 54% have Smart Boards, even thought the research indicates that the use of these interactive whiteboards can have a positive effect on student achievement. The survey also broke down the numbers of Smart Boards needed in each school. In addition, even though the district owns hundreds of licenses for CCSS – aligned lessons, many are unused due to lack of up to date hardware. In addition to the Smart Boards, the district

has a multi-year plan to purchase LCD or DLP projectors, digital cameras, handheld interactive response systems, word processing units (ex. *Neos),* temperature sensor data loggers, *ProScopes,* additional online subscriptions, digital video libraries, iPads, iPods and tutorials to support the development and mastery of needed skills.

Five Year Strategies and Implementation Steps:
The Five Year Strategies and Implementation Steps include:

Year 1 (2012-13):

- Initiate newly purchased literacy, mathematics and science programs' on-line resources (K-12) to provide texts, assignments and projects to extend student learning beyond the classrooms during school and non-school hours
- Post daily homework assignments on individual school websites.
- Initiate inter-class, interschool and world-wide class projects via internet to extend students' critical thinking and problem solving abilities.
- Provide the opportunities for all Bridgeport teachers and administrators to take the ISTE survey to assess individual levels of personal technological expertise for differentiated PD.
- Analyze results of the survey to begin planning for differentiated professional development in technology.
- Initiate Bridgeport district platform in collaboration with HMH.
- Provide onsite support for classroom teachers through the selection of a school Webmaster and Systems Operators (SYSOP).
- Begin purchase of a minimum of 100 smart boards/LCD or DLP projectors for classrooms (490 smart boards needed initially; 390 needed by June 2013.)
- Update classroom hardware to enhance students' access to technology.
- Begin planned multi year purchase of digital cameras, handheld interactive response systems, word processing units (ex. *Neos),* temperature sensor data loggers, *ProScopes,* additional online subscriptions, digital video libraries, iPads, iPods and tutorials to support the development and mastery of needed skills.

Year 2 (2013-14):

- Provide PD for parents in the newly purchased literacy, mathematics and science programs' on-line resources (K-12) to enable them to assist students with the texts, assignments and projects that extend student learning beyond the classrooms.
- Initiate parent-teacher email communication.
- Begin to post individual student progress charts on the new district platform (accessed only with secure pass code to enable parents to supervise ongoing student work).
- Continue to post daily homework assignments on individual school websites.
- Place inter-class, interschool and world-wide class projects on the web-based, CCSS-aligned Rubicon Atlas curriculum maps as additional resources for teachers.
- Based on the results and analysis of the ISTE survey, begin three levels of differentiated professional development in technology (novice, proficient, advanced) designed to enhance technology use in the classroom.

- Continue the collaboration with HMH to modify the Bridgeport district platform.
- Link school Webmaster and Systems Operator onsite support for classroom teachers to differentiated technology PD
- Continue the purchase of an additional 100 smart boards/LCD or DLP projectors for classrooms (290 smart boards needed throughout district).
- Continue update of classroom hardware to enhance students' access to technology.
- Continue planned multi year purchases of digital cameras, handheld interactive response systems, word processing units (ex. *Neos),* temperature sensor data loggers, *ProScopes,* additional online subscriptions, digital video libraries, iPads, iPods and tutorials to support the development and mastery of needed skills.

Year 3 (2014-15):

- Continue to provide PD for parents in the newly purchased literacy, mathematics and science programs' on-line resources (K-12) to enable them to assist students with the texts, assignments and projects that extend student learning beyond the classrooms.
- Expand parent-teacher email communication.
- Post individual student progress charts & formative assessments on the new district platform (accessed only with secure pass code) to enable parents to supervise ongoing student work/ progress.
- Continue to post daily homework assignments on individual school websites.
- Highlight inter-class, interschool and world-wide class projects on the web-based, CCSS-aligned Rubicon Atlas curriculum maps as additional resources for teachers.
- Begin teacher to teacher email conversations re: web based curriculum mapping extensions/ revisions/modifications
- Based on the results and analysis of the ISTE survey, continue to provide PD at three levels to differentiate technology skill advancement (novice, proficient, advanced) for teachers and administrators
- Continue the collaboration with HMH to extend and modify the Bridgeport district platform to meet district needs.
- Continue to support classroom teachers in individual schools through designated Webmaster and Systems Operator teachers' onsite assistance
- Continue the purchase of an additional 100 smart boards/LCD or DLP projectors for classrooms (190 smart boards still needed throughout district).
- Allocate appropriate funds for technology maintenance
- Continue updates of classroom hardware to enhance students' access to technology.
- Continue planned multi year purchases of digital cameras, handheld interactive response systems, word processing units (ex. *Neos),* temperature sensor data loggers, *ProScopes,* additional online subscriptions, digital video libraries, iPads, iPods and tutorials to support the development and mastery of needed skills.

Year 4 (2015-16):

- Continue to involve parents in the new literacy, mathematics and science programs' on-line resources (K-12) to enable them to assist students with the reading online texts, with homework assignments and projects so that student learning extends beyond the classroom.
- Continue to expand parent-teacher email communication.
- Post individual student progress charts & formative assessments on the new district platform (accessed only with secure pass code) to enable parents to supervise ongoing student work/ progress.
- Continue to post daily homework assignments on individual school websites.
- Highlight inter-class, interschool and world-wide class projects on the web-based, CCSS-aligned Rubicon Atlas curriculum maps as additional resources for teachers.
- Continue teacher to teacher email/ closed twitter conversations re: web based curriculum mapping extensions/ revisions/modifications
- Give the ISTE survey again to teachers and administrators who have taken advantage of the differentiated technology PD to note gains in technology skills and use, and to close possible gaps in knowledge/ skills. Also, give initial survey to teachers new to Bridgeport to begin differentiated technology PD (novice, proficient, advanced) for second cycle
- Continue the collaboration with HMH to extend and modify the Bridgeport district platform to meet district needs.
- Continue to support classroom teachers in individual schools through designated Webmaster and Systems Operator teachers' onsite assistance
- Continue the purchase of an additional 100 smart boards/LCD or DLP projectors for classrooms (90 smart boards still needed throughout district).
- Allocate appropriate funds for technology maintenance
- Continue updates of classroom hardware to enhance students' access to technology.
- Continue planned multi year purchases of digital cameras, handheld interactive response systems, word processing units (ex. *Neos),* temperature sensor data loggers, *ProScopes,* additional online subscriptions, digital video libraries, iPads, iPods and tutorials to support the development and mastery of needed skills.

Year 5 (2016-17):

- Continue parental involvement in the new literacy, mathematics and science programs' on-line resources (K-12) to enable them to become partners in student learning
- Continue to expand parent-teacher email communication.
- Post individual student progress charts & formative assessments on the new district platform (accessed only with secure pass code) to enable parents to supervise ongoing student work/ progress.
- Continue to post daily homework assignments on individual school websites.
- Highlight inter-class, interschool and world-wide class projects on the web-based, CCSS-aligned Rubicon Atlas curriculum maps as additional resources for teachers.

- Continue teacher to teacher email/ closed twitter conversations re: web based curriculum mapping extensions/ revisions/modifications
- Based on the second administration of the ISTE survey, redesign differentiated technology PD to further enhance teacher and administrator technology skills/ knowledge, and continue with second cycle for new teachers/ administrators
- Continue the collaboration with HMH to extend and modify the Bridgeport district platform to meet district needs.
- Continue to support classroom teachers in individual schools through designated Webmaster and Systems Operator teachers' onsite assistance
- Complete the purchase of an additional 90 smart boards/LCD or DLP projectors for classrooms
- Allocate appropriate funds for technology maintenance.
- Continue updates of classroom hardware to enhance students' access to technology.
- Continue planned multi year purchases of digital cameras, handheld interactive response systems, word processing units (ex. *Neos),* temperature sensor data loggers, *ProScopes,* additional online subscriptions, digital video libraries, iPads, iPods and tutorials to support the development and mastery of needed skills.

Year 1 Implementation Steps Description:

- Initiate newly purchased literacy, mathematics and science programs' on-line resources (K-12) to provide texts, assignments and projects to extend student learning beyond the classrooms during school and non-school hours, thus providing additional time on task for students and involvement in student learning for parents
- Post daily homework assignments on individual school websites to ensure that parents have added opportunities to check student assignments for accuracy and completion.
- Initiate inter-class, interschool and world-wide class projects via internet to extend students' critical thinking and problem solving abilities, and to enable students to become global learners with closer ties to students throughout the state, country and the world.
- Provide the opportunities for all Bridgeport teachers and administrators to take the ISTE survey to assess individual levels of personal technological expertise for differentiated PD to increase teachers' expertise and use of the latest technology in the classroom.
- Analyze results of the survey to begin planning for differentiated professional development in technology to support teachers and administrators.
- Initiate Bridgeport district platform in collaboration with HMH to provide a coherent port for District instructional, assessment and resource information availability.
- Provide onsite support for classroom teachers through the selection of a school Webmaster and Systems Operators (SYSOP) to assist teachers in the use of classroom technology.
- Begin purchase of a minimum of 100 smart boards w/LCD or DLP projectors for classrooms (490 smart boards needed throughout district) to augment student 21st Century classroom learning.
- Update classrooms' hardware to enhance students' access to technology through a variety of resources.
- Begin planned multi year purchase of digital cameras, handheld interactive response

systems, word processing units (ex. *Neos),* temperature sensor data loggers, *ProScopes,* additional online subscriptions, digital video libraries, iPads, iPods and tutorials to support the development and mastery of needed skills for teachers and students.
Years of Implementation: ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5

Section II: Differentiated School Interventions

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

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

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

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

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

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

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

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

in during the 2012-13 school year to support these Phase II schools as they diagnose and plan for the interventions that will be implemented in the following year. This section of the application does not require a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

3. Differentiated School Intervention Timeline

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

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

A. Tiered Approach to School Improvement

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

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

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

Tier	List of Schools in Tier	Classification Criteria for schools in Tier	District Approach to Supporting Schools in Tier
Schools that require the least support and oversight/should be given the most freedom: These schools should be identified because of their high performance and/or progress over time.	High Horizon Magnet School Interdistrict Discovery Magnet School Multicultural Magnet School Park City Magnet School	AYP 2010-11: Reading: 90.4% Math: 98% Reading: NA Math: NA New school. Students eligible to take CMT in 2011-12 Reading: 94.5% Math: 98.2% Reading: 88.2 % Math : 89.3% AYP was met in 2009-10 school year, decrease in Reading (88.5% to 88.2%) and Mathematics (92.2% to 89.3%)	Leadership: Principals and assistant principals will have new opportunities to redefine their roles as instructional leaders in their schools in accordance with the new district initiatives. The BP Central Office will provide professional development in the new pilot teacher evaluation protocols, including the Danielson Model. School leaders will also be empowered with fiscal responsibility for school based finances (see budget Supplies allocation, Key Initiatives 1,3,6) Instruction/Teaching: Professional Development for all new programs will be ongoing, site-based and grade/subject specific to support teachers in the new CCSS- aligned curricula. Redefined roles for the literacy and numeracy coaches will assist teachers in the delivery of differentiated instruction through this coaching model. Effective Use of Time: Schools will implement new daily schedule with a 60 or 90 minute literacy block as well as a 60 minute math block. Emphasis will be on time on task to afford each student increased instructional time. Weekly common planning time for teachers will be scheduled at each school. Curriculum: Schools will implement the

			new programs in Reading, Mathematics & Science (PreK -12).Schools will also continue to develop and refine curricula using the web- based Rubicon Atlas curriculum mapping. SRBI new, district wide Tiers I, II, III interventions will address intra-district pupil mobility. Use of Data: The reporting/ monitoring component of the Three-Tiered Accountability System (see p. 3) ensures that there is a systematic, transparent method in place to ensure that achievement for all students is carefully addressed. The new district platform will enable all school staff to monitor the new formative assessments/ benchmarks closely (six week intervals) and to modify and adjust instruction to ensure appropriate interventions and supports are extended in timely fashion to support student progress. Student longitudinal data will provide an accurate picture of program strengths and weaknesses as well as address gaps in student achievement. School Environment: Safe Schools will support a district wide Safe School Corridors. The Cradle to Classroom Initiative will support learning and health from birth through the early childhood grades. PBIS is in process of being redesigned to include a scaffolded ladder of discipline. Family and Community: Parents will be intimately

			involved with the new district initiatives and new curriculum through a series of workshops and web-based applications to communicate with teachers and school leaders and monitor their children's progress.
Schools that require moderate support and oversight: These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.	Classical Studies Academy Hall School * Madison School Winthrop School* *New Principal	AYP 2010-11 Reading: 67.7% Math: 78.3% Reading:72.0% Math: 83.8% AYP was met in 2009-10 Reading:: 63.6% Math: 85.1% AYP was met in 2009-10 Reading: 75.6% Math: 85.1% AYP was met in 2009-10	Leadership: Principals and assistant principals will have new opportunities to redefine their roles as instructional leaders in their schools in accordance with the new district initiatives. School administrators in these moderate support/oversight schools will receive additional professional development as Bridgeport (a pilot district) implements the new teacher evaluation system. Principals and assistant principals will receive additional professional development in evidence-based classroom observation protocols, particularly in Domains 2 & 3 of the Danielson Model. School leaders will also be empowered with fiscal responsibility for school based finances. However, there will be closer oversight by the Chief Financial Officer for these schools and

			their discretionary supplies allocation as opposed to the schools that have been identified as needing the least support/oversight. Although some of these schools have experienced a dip in reading and math CMT scores (2010-11), the new initiatives, targeted professional development for teachers and administrators and mentoring for the new principals will ensure that AYP is met in 2012-13. Instruction/Teaching: Professional Development for all new programs will be ongoing, site-based and grade/subject specific to support teachers in the new CCSS- aligned curricula. This PD will occur with more frequent regularity than in the "least support" schools. Redefined roles for the literacy and numeracy coaches will assist teachers in the delivery of differentiated instruction. Additional targeted support in delivering the three Tiers of SRBI will be given to these schools to ensure that all students have the skills to receive appropriate grade level instruction as demonstrated on the district benchmark assessment administered 3x per year. Additional school personnel will be trained in these SRBI tiered programs to build school capacity and sustain and augment student achievement. New teacher observation protocols as well as new lesson planning formats will be reviewed to ensure more targeted instruction. In conjunction with the new teacher

			evaluation pilot program, additional support will also be given to teachers in these "moderate support" schools to enable them to develop & construct SLOs, (both form A & Form B). Effective Use of Time: Schools will implement new daily schedule with a 60 or 90 minute literacy block as well as a 60 minute math block. Emphasis will be on time on task to afford each student increased instructional time. Professional development in the use of these learning blocks will support teachers and students in efficient skills development. Additional weekly common planning time for teachers will be scheduled at each school Curriculum: Schools will implement the new CCSS, research-based programs in Literacy/Reading, Mathematics & Science (PreK -12). These schools that require additional support and oversight will be monitored closely by the Chief Academic Officer to ensure that the block scheduling, CC Standards-based learning activities and assessments are implemented daily. Schools will also continue to develop and refine curricula using the web- based Rubicon Atlas curriculum mapping. SRBI new, district wide Tiers I, II, III interventions will address intra-district pupil mobility

			Use of Data: As has been stated in the overview (see p.3), the reporting/ monitoring component of the Three-Tiered Accountability System ensures that there is a systematic, transparent method in place to ensure that achievement for ALL students is carefully addressed. Schools in this tier may be monitored by the District team more than 2x per month. An item analysis of DRA 2 & CMT/CAPT reading and math district & school-specific data for the last three years will highlight gaps in student skill attainment (grade level, subgroups, classrooms/teachers and individual students). Instruction and interventions can then be tailored to close these gaps. The new district platform will enable all school staff to monitor the new formative assessments/ benchmarks closely (at six week intervals for assessments; benchmarks 3x per year) and to modify and adjust instruction based on these results. To ensure that appropriate interventions and supports are extended in timely fashion to support student progress, student longitudinal data will be examined to provide an accurate picture of program strengths and weaknesses, and will also address gaps in student achievement. These data will be shared at the school and district levels, as well as with parents. School Environment: Safe Schools will support a district wide Safe School Corridors program. The

			Cradle to Classroom Initiative will support learning and health from birth through the early childhood grades. PBIS is in process of being redesigned to include a scaffolded ladder of discipline. These schools will receive additional discretionary funding to purchase technology equipment e.g. smart boards, updated hardware and software to enable students and parents to access the new programs and to communicate with school administrators and teachers. A new position, Special Assistant to the Superintendent for Safety, Security and School Climate has been established to provide training and support to building principals on methods of maintaining a positive school climate in district schools and community. This person also develops and implements site -based professional development dealing with crisis management and school safety related programs and initiatives. Family and Community: Parents will be intimately involved with the new district initiatives and new curriculum through a series of workshops and web-based applications to communicate with teachers and school leaders and monitor their children's progress. The Special Assistant to the Superintendent for Safety, Security and School Climate will provide additional programs and initiatives to this group of schools designed to encourage and

			maintain student, parent and community involvement.
Schools that require most significant support and oversight: If your district contains Focus, Turnaround, or Review schools, these schools have been provided to you by the CSDE (as measured by the School Performance Index and 4-year graduation rates).	**Please see Phase I and Phase II intervention pages for Focus and Review schools.**		Leadership: Instruction/Teaching: Effective Use of Time: Curriculum: Use of Data: School Environment: Family and Community: Districts with Focus and/or other Category Four or Five schools please disregard this cell. Instead, fill out Phase I and Phase II specific forms below.

B. Interventions in Low Performing Schools

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

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

Focus School: Cesar Batalla	**Grades Served: PreK-8**	**# of Students: 1,063**
Diagnosis		

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

The areas of greatest need are reading and mathematics as measured on the CMT 2010-11. The school failed to meet AYP (Mathematics 52.9% at/ above proficient; Reading 38.7% at/above proficient). No grade (3-8) reached proficiency in Reading or in Mathematics.
All subgroups of students in the school, including African-American, Hispanic-Latino, English Language Learners, Students with Disabilities and Economically Disadvantaged failed to meet AYP in Reading and Mathematics.
In the DRA II Spring assessment, 141 students (13.2%) in grades K-3 scored below the benchmark and were eligible for state mandated summer school literacy program (Early Reading Success).

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

The school has a dedicated principal who is involved in the instructional program and a staff whose average number of years of experience in education is 11.9 years. 94 % of these teachers were assigned to the same school the previous year. 79.1% of the teachers have a master's degree or above and they averaged 5.6 days absent from school in the previous year. The student population is comprised of a large percentage of students who are not fluent in English (39.6%; 406 students) and many who are newcomers. The school is located in a very low socio-economic area, where more than 95% of the students are eligible for free/reduced price meals.
In January 2012, a new superintendent, new chief administrative officer and a

new chief financial officer were selected by the state appointed-Bridgeport Board of Education to reorganize the school system and raise student achievement. An initial round of school visits/evaluations revealed that there was an inconsistent, episodic curriculum (not aligned with CCSS), programs in reading, mathematics and science with outdated books and instructional materials, and a myriad of assessments that were not linked to instruction and student progress. The lesson planning format used in all Bridgeport schools was ineffective in driving rigorous, goal oriented instruction, and the teacher observation format was equally ineffective in improving teacher performance. In Batalla, there were a total of 373 disciplinary offences caused by 160 students in the 2009-10 school year (12.5% of the students). The great majority of these incidents dealt with student physical and verbal confrontations, threatening behavior and fighting. Additionally, student attendance (91.0%) is below the state average of 95%.

Performance Targets[1]

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

The interventions will include:
1. New, rigorous, CCSS-aligned literacy, math and science programs (PreK-8);
2. Ongoing professional development for teachers and administrators in implementation of these programs
3.Formative and benchmark assessments to monitor student progress (HMH unit assessments every 6 weeks; Aimsweb to attain baseline skill data for each student; DRA II benchmarks 3x per year)
4. New SRBI Tiered interventions (Tier I HMH leveled readers; Tier II Lexia, Wilson "Just Words Program; and Tier III Wilson Reading System)
5. A Guidance Counselor to assist with the large number of disciplinary offenses
6. Redesigned PBIS program with scaffolded ladder of discipline to reduce the number of disciplinary offenses
7. Initiation of the Cradle to Classroom program

In addition, to the increase of the CMT scores in reading and math at Cesar Batalla School, the district will use the following results to measure the success of the interventions:
1.New literacy, math and science unit assessments administered approximately every six weeks

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

2. Improved pedagogy as measured by informal and formal observations
3.Formative and benchmark assessments to monitor student progress (HMH unit assessments every 6 weeks; Aimsweb to attain baseline skill data for each student; DRA II benchmarks 3x per year)
4.Results of the new Tiered Interventions to measure student success and determine next steps
5. Numbers of students in the new guidance counselor's caseload – review
6.Decrease of at least 40% in the number of disciplinary offenses reported at Batalla
7. A Cradle to Classroom initiative will address (among other subjects) the health and well-being of students in the early grades, thus increasing student attendance to mirror the State attendance percentage.

b. How will the district monitor school progress?

The district will monitor school progress by:
1. Analyses of baseline, unit, and other formative assessments (every six weeks). Also, an analysis of results of new benchmarked assessments administered three times a year will highlight school progress toward meeting standards.
2. An individual school report will be generated and shared with the school principal by the Chief Administrative Officer and the Deputy Chief Academic Officer, with the understanding that these data will be shared among school staff and parents to adjust instruction for student success
3. Monthly attendance and disciplinary incident reports will be generated by the Bridgeport Program Analyst and the Director of the Department of Data Management, Assessment and Accountability for the purpose of monitoring school climate, and will be shared with the school community.

Areas of School Redesign

What actions will the district and school take to ensure:

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

The school has a strong principal. The new district initiatives (see pp 7-38) as well as the new, evolving Connecticut Plan for Educator Evaluation will empower the principal to support his staff more effectively and redirect successful instructional models for teachers to increase student achievement.

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

On-going, systemic professional development for teachers in:
1. CCSS-aligned web-based curriculum mapping
2. PreK-8 literacy, mathematics and science programs/instruction
3. SRBI Tier II and Tier III programs
4. New Educator Evaluation process
5. School planning and scheduling in district platform use

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

A new, mandated, daily instructional 90-minute literacy block (K-6) and a new, mandated, daily instructional 60-minute literacy block (7-8); a new, mandated, daily instructional 60-minute mathematics block (K-8) will ensure that student time for learning is increased. On-going professional development in the implementation of these instructional blocks will be given to teachers, coaches and administrators from the Batalla school on 8/20, 8/24 and 8/27 and throughout the 2012-13 school year.

d. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

The new reform instructional program in place for the Batalla school is based on student needs, and ensures that the CCSS are aligned in each content area. This new instructional program for the Batalla school includes:
1. CCSS-aligned web-based (Atlas) curriculum mapping, K-12, purchased from Rubicon, which will ensure that Batalla teachers and administrators are involved in the development of the new district-wide curriculum.
2. The purchase of new CCSS-aligned K-12 textbooks (with specific instruction for ELL and special needs students) in reading, mathematics and science, that will support the continuous improvement of all students, especially those with the greatest educational needs. This new initiative will feature a daily Literacy block (90-minutes, K-6; 60-minutes, 7-12) and a daily math block of 60 minutes. The on-line resources which are part of these educational texts will further support students, teachers and parents.
3. Standardization of SRBI tiered intervention services throughout the district will equitably support students with the greatest educational needs, given the high mobility rate. Like the other district schools, Batalla will have as Tier I intervention, leveled readers from the H.M.H. *Journeys* or Holt McDougal Programs. As Tier II interventions, K-8 students will use the Lexia technology-based intervention. Certain students in Grades 4-8 will also use the Wilson, "Just Words" Program. As a Tier III intervention, students from grades 2-8 will use the Wilson Reading System. Aimsweb will be used as the initial probe to place students in the appropriate Tier/type of intervention. Additional probes will take place during the course of the school year.

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

The new reform initiative includes formative assessments, progress monitoring and benchmarks as well as summative assessment data (CMT, and District June assessments aligned with the Connecticut assessments). Student performance

on these measures will provide baseline data to inform initial instruction. On-going assessments, developed by H.M.H. and benchmarked three times a year, will be used to modify, adjust and differentiate instruction to meet student needs. These data will also be examined to ensure that all necessary skills and strategies are addressed as teachers continue to refine the curriculum maps. Weekly common planning times for teachers to collaborate on the use of data as well as other curriculum initiatives is provided in the new mandated school schedules.

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

A district wide Safe School Corridor Program will support a safe school climate for the Cesar Batalla school. In addition a new position, Special Assistant to the Superintendent for Safety, Security and School Climate, has been created and filled. Part of this SASSC job description is to provide assistance to schools with high numbers of disciplinary offences; Batalla is one of these schools. An on-site guidance counselor will further support this effort. The Cradle to Classroom Initiative will support learning and health from birth through the early childhood grades. PBIS is in process of being redesigned to include a scaffolded ladder of discipline.

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

The new, ongoing mechanisms which will provide for family and community engagement include: the Cradle to Classroom Initiative to support learning and health in the early childhood years at Batalla. Online resources that increase the school day for students and their parents at Batalla are available from pre-kindergarten through Grade 8 from HMH. These web-based texts, homework assignments and enrichment projects are designed to extend student learning beyond the classroom. In addition, parent-teacher communication via email will ensure that student progress is closely monitored. Daily assignments, posted on the Batalla school website, will also facilitate parents' ability to closely supervise student work. Individual student progress charts will also be available to the parents of Batalla students on the new District platform to assist them in this area.

Funding

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

$1,643,571

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

Alliance, Title I, Title IIA, Title III, State FRC, ABCD/Total Learning, ABCD

	FRC, School Readiness

2. <u>Phase I – Focus Schools (2012-13 School Year)</u>

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

Focus School: Black Rock School	**Grades Served: K-6**	**# of Students: 283**

Diagnosis

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

The areas of greatest need are reading and mathematics as measured on the CMT 2010-11. The school failed to meet AYP (Mathematics, 81.8% at/above proficient; Reading 62.4 at/above proficient). No grade (3-6) reached proficiency in Reading or in Mathematics.
The two subgroups of students in the school, the Hispanic- Latino and Economically Disadvantaged, failed to meet AYP in Reading and Mathematics.
In the DRA II Spring (2012) assessment, 25 students out of 193 students (12.9%) in grades K-3 scored below the benchmark and were eligible for the state mandated summer school literacy program (Early Reading Success).

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

The school has a new principal who was appointed to the school on October 11, 2011. The new principal is a dedicated instructional leader, who is aware of the strengths and weaknesses of her staff, and who has set high expectations for student achievement. She has already provided a weekly grade level common planning time for teachers.
The staff averages 14.2 years of experience in education.
88.5 % of these teachers were assigned to the same school the previous year. 92.3% of the teachers have a master's degree or above, and they averaged 4.9 days absent from school in the previous year. The student population is comprised of a large percentage of Hispanic students (48.1% or 136 students are Hispanic); 28.3% of the students are white (80 students) and 21.9% are African –American (62 students). 14.8 % of students are not fluent in English (42 students). Although more than 95% of the students are eligible for

free/reduced price meals, the school is located in what appears to be a middle class neighborhood. It is important to note that the school will be undergoing a major renovation this year, which will make it into a K-8 school, and will add additional classrooms and a physical education facility. This construction will have an impact on the physical plant and school personnel.
In January 2012, a new superintendent, new chief administrative officer and a new chief financial officer were selected by the state appointed-Bridgeport Board of Education to reorganize the school system and raise student achievement. An initial round of school visits/evaluations revealed that there was an inconsistent, episodic curriculum (not aligned with CCSS) being implemented; fragmented programs in reading, mathematics and science that evidenced outdated books, instructional materials and a myriad of assessments that were not linked to instruction and student progress. The lesson planning format used in the Black Rock School was ineffective in driving rigorous, goal oriented instruction and the teacher observation format was equally ineffective in improving teacher performance. The principal has indicated her desire for a new lesson plan format and is anxious to implement the new district initiatives. There were a total of 6 disciplinary offences caused by 6 students in the 2009-10 school years (1.9% of students). The great majority of these incidents (4 out of 6) dealt with student fighting and personally threatening behavior. Additionally, student attendance (92.9%) is slightly below the state average of 95%.

Performance Targets[2]

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

The interventions for the Black Rock school will include:
1. New, rigorous, CCSS-aligned literacy, math and science programs (PreK-8);
2. Ongoing professional development for teachers and administrators in implementation of these programs
3. New SRBI Tiered interventions (Tier I HMH leveled readers; Tier II Lexia and the Wilson "Just Words Program; Tier III Wilson Reading System)
4. A portion of a guidance counselor will be allocated to ensure that student disciplinary offenses remain minimal and do not impact student learning.
5. Redesigned PBIS program with scaffolded ladder of discipline to reduce the number of disciplinary offenses
6. Cradle to Classroom initiative

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

In addition to the increase of the CMT scores in reading and math at Black Rock School, the district will use the following results to measure the success of the interventions:

1.New literacy, math and science unit assessments administered approximately every six weeks

2. Improved pedagogy as measured by informal and formal observations

3.Formative (every six to eight weeks) and benchmarked (3x per year) assessments to monitor student progress, unit assessments; Aimsweb to attain baseline skill data for each student; DRA II benchmarks 3x per year)

4.Results of the new Tiered Interventions will be used to measure student success and determine next steps

5. The part time guidance counselor will assist students who are experiencing difficulties adjusting to new classes/school, and will stop small problems from becoming larger ones – Caseload review.

6. The Cradle to Classroom initiative will address (among other subjects) the health and well-being of students in the early grades, thus increasing student attendance to mirror the State attendance percentage.

d. How will the district monitor school progress?

The district will monitor school progress by:

1. Analyses of baseline, unit, benchmarked (3 x per year) and other formative assessments (every six weeks) by the Department of Data Management, Assessment and Accountability.

2. An individual school report will be generated and shared with the school principal by the Chief Administrative Officer and the Deputy Chief Academic Officer, with the understanding that these data will be shared among school staff and parents to adjust instruction for student success

3. Monthly attendance and disciplinary incident reports will be generated by the Bridgeport Program Analyst and the Director of the Department of Data Management, Assessment and Accountability for the purpose of monitoring school climate, and will be shared with the school community.

Areas of School Redesign

What actions will the district and school take to ensure:

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

The school has a new instructional leader. The new district initiatives (see pp 7-38) as well as the new evolving Connecticut Plan for Educator Evaluation will empower the principal to support her staff more effectively and redirect successful instructional models for teachers to increase student achievement.

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

On-going, systemic professional development for teachers in:

1. CCSS-aligned web-based curriculum mapping

2. K-6 literacy, mathematics and science programs/instruction

3. SRBI Tier II and Tier III programs
4. New Educator Evaluation process
5. School planning and scheduling in district platform use

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

A new, mandated, daily, instructional 90-minute literacy block (K-6) and a new, mandated, daily, instructional 60-minute mathematics block (K-6) will ensure that student time for learning is increased . On-going professional development in the implementation of these instructional blocks will be given to teachers, coaches and administrators from the Black Rock School on 8/20, 8/24 and 8/27 and throughout the 2012-13 school year.

k. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

The new reform instructional program in place for the Black Rock school is based on student needs and ensures that the CCSS are aligned in each content area.

This new instructional program for the Black Rock School includes:

1. CCSS-aligned web-based (Atlas) curriculum mapping, K-12, purchased from Rubicon, which will ensure that teachers and administrators are involved in the development of the new district-wide curriculum.
2. The purchase of new CCSS-aligned K-6 textbooks, with specific instruction and materials for ELL and special needs students, in reading, mathematics and science, that will support the continuous improvement of all students, especially those with the greatest educational needs. This new initiative will feature a daily Literacy block (90 minutes, K-6) and a daily math block (60 minutes, K-6). The on-line resources which are part of these educational texts will further support students, teachers and parents.
3. Standardization of SRBI tiered intervention services throughout the district will equitably support students with the greatest educational needs. Like the other district schools, Black Rock will have as Tier I intervention, leveled readers from the H.M.H. *Journeys*. As Tier II interventions, K-6 students will use the Lexia technology-based intervention. Grades 4-6 will also use the Wilson, "Just Words" Program. As a Tier III intervention, students from grades 2-6 will use the Wilson Reading System. Aimsweb will be used as the initial probe to place students in the appropriate Tier/type of intervention. Additional probes will take place during the course of the school year.

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

The new reform initiative includes formative assessments, progress monitoring and benchmarks as well as summative assessment data (CMT, and District June assessments aligned with the Connecticut assessments). Student performance on these measures will provide baseline data to inform initial instruction. On-going assessments, developed by H.M.H. and benchmarked three times a year, will be used to modify, adjust and differentiate instruction to meet student needs. These data will also be examined to ensure that all necessary skills and strategies are addressed as teachers continue to refine the curriculum maps. Weekly common planning times for teachers to collaborate on the use of data as well as other curriculum initiatives is provided in the new mandated school schedules. Since these common planning times have already begun at Black Rock, the enhancement of the planning time should be an easy transition for the teachers.

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

A district wide Safe School Corridor Program will support a safe school climate for the Black Rock School. In addition a new position, Special Assistant to the Superintendent for Safety, Security and School Climate, has been created and filled to provide assistance to schools. Although the school environment at Black Rock presents as secure and welcoming, the extra support is available if needed. The Cradle to Classroom Initiative will support learning and health from birth through the early childhood grades. PBIS is in process of being redesigned to include a scaffolded ladder of discipline.

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

The new, ongoing mechanisms which will provide for family and community engagement include the Cradle to Classroom Initiative to support learning and health in the early childhood years at Black Rock. Online resources that increase the school day for students and their parents are available from kindergarten through Grade 6 from HMH at Black Rock. These web-based texts, homework assignments and enrichment projects are designed to extend student learning beyond the classroom. In addition, parent-teacher communication via email will ensure that student progress is closely monitored. Daily assignments, posted on the Black Rock School website, will also facilitate parents' ability to closely supervise student work. Individual student progress charts will also be available to parents of Black Rock students on the new District platform to assist them in this area.

Funding

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

$390,471

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

Alliance, Title I

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

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

Focus School: Paul Lawrence Dunbar	**Grades Served: K-8**	**# of Students: 315**

Diagnosis

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

The areas of greatest need are reading and mathematics as measured on the CMT 2010-11. The school has failed to meet AYP (Mathematics 48.8% at/ above proficient; Reading 44.4% at/above proficient) for the past 8 years. No grade (3-8) reached proficiency in Reading or in Mathematics.
All subgroups of students in the school including African-American, Hispanic-Latino, English Language Learners, Students with Disabilities and Economically Disadvantaged failed to meet AYP in Reading and Mathematics.
In the DRA II Spring assessment 43 students (28.4%) in grades K-3 scored below the benchmark and were eligible for state mandated summer school literacy program (Early Reading Success).

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

The school principal has been the leader of Dunbar for three years, and directly supervises the K-4 classrooms; while the AP, who has been at Dunbar for only two years, supervises the Grade 5-8 classes. The staff's average number of years of experience in education is only 8.7 years. A majority of the teachers have only 1-3 years teaching experience. Only 4 of the teachers have been teaching more than 20 years, and 2 of these are on "structured support". Only 58 % of these teachers were assigned to the same school the previous year, which makes it difficult to assess teacher improvement, or to conduct ongoing professional development. Only 69.1% of the teachers have a master's degree or above (compared with the district's 85.8%). However, they averaged only

3.9 days absent from school in the previous year. Although 38.4% of the school is Hispanic, the student population has very few students who are not fluent in English (only 1%). The school is located in a very low socio-economic area where more than 95% of the students are eligible for free/reduced price meals. In January 2012, a new superintendent, new chief administrative officer and a new chief financial officer were selected by the state appointed-Bridgeport Board of Education to reorganize the school system and raise student achievement. An initial round of school visits/evaluations revealed that there was an inconsistent, episodic curriculum (not aligned with CCSS); fragmented programs in reading, mathematics and science with outdated books, instructional materials and a myriad of assessments that were not linked to instruction and to student progress. The lesson planning format used in all Bridgeport schools was ineffective in driving rigorous, goal oriented instruction and the teacher observation format was equally ineffective in improving teacher performance. There were many new, inexperienced teachers who needed a great deal of support and professional development. There were a total of 591 disciplinary offences caused by 160 students in the 2009-10 school year (41.1% of students). The great majority of these incidents dealt with student physical and verbal confrontations, threatening behavior, fighting and school policy violations. Additionally, student attendance (81.0%) was well below the state average of 95%, and the District average of 89.1%.

Performance Targets[3]

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

The interventions will include:

1. New, rigorous, CCSS-aligned literacy, math and science programs (PreK-8);
2. Ongoing professional development for teachers and administrators in implementation of these programs
3. Formative and benchmark assessments to monitor student progress (HMH unit assessments; Aimsweb to attain baseline skill data for each student; DRA II benchmarks 3x per year)
4. New SRBI Tiered interventions (Tier I HMH leveled readers; Tier II Lexia, Wilson "Just Words Program; Tier III Wilson Reading System)
5. A Guidance Counselor to assist with the large number of disciplinary offenses
6. Redesigned PBIS program with guidance counselor support, and a scaffolded ladder of discipline to reduce the number of disciplinary offenses

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

7. Cradle to Classroom initiative

In addition to the increase of the CMT scores in reading and math at the Paul J. Dunbar School, the district will use the following results to measure success of the interventions:

1.New literacy, math and science unit assessments administered approximately every six weeks
2. Improved pedagogy as measured by informal and formal observations
3.Formative and benchmark assessments to monitor student progress (HMH unit assessments; Aimsweb to attain baseline skill data for each student; DRA II benchmarks 3x per year)
4.Results of the new Tiered Interventions to measure student success and determine next steps
5. Numbers of students assigned to the guidance counselor's caseload - Review
6.Decrease of at least 60% in the number of disciplinary offenses reported at Dunbar
7. Cradle to Classroom initiative will address, among other subjects, the heath and well-being of students in the early grades, thus increasing student attendance to mirror District and State attendance percentages.

f. How will the district monitor school progress?

The district will monitor school progress by:

1. Analysis of baseline, unit, benchmarked (3 x per year) and other formative assessments (every six weeks) by the Department of Data Management, Assessment and Accountability.
2. An individual school report will be generated and shared with the school principal by the Chief Administrative Officer and the Deputy Chief Academic Officer with the understanding that these data will be shared among school staff and parents to adjust instruction for student success
3. Monthly attendance and disciplinary incident reports will be generated by the Bridgeport Program Analyst and the Director of the Department of Data Management, Assessment and Accountability for the purpose of monitoring school climate and will be shared with the school community.

Areas of School Redesign

What actions will the district and school take to ensure:

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

The school principal will receive a mentor to assist her with revising horizontal and vertical responsibilities; with scheduling to promote literacy and mathematics blocks; with teacher common planning time; and with conducting informal observations. In addition, the leader will have a clear support plan that will be implemented in conjunction with the Chief Administrative Officer and the Chief Academic Officer. The new district initiatives (see pp 7-38) as well as the new evolving Connecticut Plan for Educator Evaluation will empower the

principal to support her staff more effectively and redirect successful instructional models for teachers to increase student achievement.

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

On-going, systemic professional development for teachers in:
1. CCSS-aligned web-based curriculum mapping
2. PreK-8 literacy, mathematics and science programs/instruction
3. SRBI Tier II and Tier III programs
4. New Educator Evaluation process
5. School planning and scheduling in district platform use

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

A new, mandated, daily, instructional 90-minute literacy block (K-6) and a new, mandated, daily, instructional 60-minute literacy block (7-8); a new, mandated, daily, instructional 60-minute mathematics block (K-8) will ensure that student time for learning is increased . On-going professional development in the implementation of these instructional blocks will be given to teachers, coaches and administrators from the Paul L. Dunbar school on 8/20, 8/24 and 8/27 and throughout the 2012-13 school year.

r. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

The new reform instructional program in place for the Dunbar School is based on student needs and ensures that the CCSS are aligned in each content area. This new instructional program for the Dunbar School includes:
1. CCSS aligned web-based (Atlas) curriculum mapping, K-12, purchased from Rubicon, which will ensure that teachers and administrators are involved in the development of the new district-wide curriculum.
2. The purchase of new CCSS-aligned PreK-8 textbooks, with specific instruction for ELL and special needs students in reading, mathematics and science that will support the continuous improvement of all students, especially those with the greatest educational needs. This new initiative will feature a daily Literacy block (90 minutes K-6; 60 minutes 7-8) and a daily math block of 60 minutes. The on-line resources which are part of these educational texts will further support students, teachers and parents.
3. Standardization of SRBI tiered intervention services throughout the district will equitably support students with the greatest educational needs, given the high mobility rate. Like the other district schools, Dunbar will have as Tier I intervention, leveled readers from the H.M.H. *Journeys* or Holt McDougal Programs. As Tier II interventions, K-8 students will use the Lexia technology based intervention. Grades 4-8 will also use the Wilson, "Just Words" Program.

As a Tier III intervention, students from grades 2-8 will use the Wilson Reading System. Aimsweb will be used as the initial probe to place students in the appropriate Tier/type of intervention. Additional probes will take place during the course of the school year.

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

The new reform initiative includes formative assessments, progress monitoring and benchmarks as well as summative assessment data (CMT, and District June assessments aligned with the Connecticut assessments). Student performance on these measures will provide baseline data to inform initial instruction. On-going assessments, developed by H.M.H. and benchmarked three times a year, will be used to modify, adjust and differentiate instruction to meet student needs. These data will also be examined to ensure that all necessary skills and strategies are addressed as teachers continue to refine the curriculum maps. Weekly common planning times for teachers to collaborate on the use of data as well as other curriculum initiatives is provided in the new, mandated school schedules.

t. That a school environment exists which addresses school safety and discipline and also addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs?

A district wide Safe School Corridor Program will support a safe school climate for the Dunbar school. In addition a new position, Special Assistant to the Superintendent for Safety, Security and School Climate, has been created and filled. Part of this SASSC job description is to provide assistance to schools with high numbers of disciplinary offences; Dunbar is one of these schools. A guidance counselor will further support this initiative in the school. The Cradle to Classroom Initiative will support learning and health from birth through the early childhood grades. PBIS is in process of being redesigned to include a scaffolded ladder of discipline and guidance counselor support.

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

The new, ongoing mechanisms which will provide for family and community engagement include the Cradle to Classroom Initiative to support learning and health in the early childhood years at Dunbar. Online resources that increase the school day for students and their parents are available from pre-kindergarten through Grade 8 from HMH at Dunbar. These web-based texts, homework assignments and enrichment projects are designed to extend student learning beyond the classroom. In addition, parent-teacher communication via email will

	ensure that student progress is closely monitored. Daily assignments, posted on the Dunbar School website, will also facilitate parents' ability to closely supervise student work. Individual student progress charts will also be available to parents of Dunbar students on the new District platform to assist them in this area.
Funding	
e. How much funding will be made available for the interventions in this school?	$569,574
f. What sources of funding will you use for this purpose (funding sources may include, but are not limited to, Alliance District funding, Title I funds that were previously reserved for Supplemental Education Services (SES) or Public School Choice, Priority School District funds)?	Alliance, Title I, Title IIA, State FRC

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

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

Focus School: Geraldine Johnson	**Grades Served: PreK-8**	**# of Students: 868**

Diagnosis

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

The areas of greatest need are reading and mathematics as measured on the CMT 2010-11. The school failed to meet AYP (Mathematics 61.1% at/ above proficient; Reading 48.7% at/above proficient). No grade (3-8) reached proficiency in Reading or in Mathematics.
All subgroups of students in the school including African-American, Hispanic-Latino, English Language Learners, Students with Disabilities and Economically Disadvantaged failed to meet AYP in Reading and Mathematics.
In the DRA II Spring 2012 assessment, 49 students (13.8%) in grades K-3 scored below the benchmark and were eligible for state mandated summer school literacy program (Early Reading Success).

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

Although the school has an instructional principal who is involved with the delivery of the curriculum and with teacher professional development, the school has failed to make AYP since its opening three years ago. At that time, to staff the school, teachers were excessed from three neighboring schools. The staff, whose average number of years of experience in education is 8.5 years, has had to strive to become a cohesive new unit. 73.5 % of these teachers were assigned to the same school the previous year. 79.6% of the teachers have a masters' degree or above, and they averaged 3.9 days absent from school in the previous year. Approximately 124 students (14.6% of the student population) are not fluent in English and many are newcomers. The school is located in a very low socio-economic area, where more than 95% of the students are eligible for free/reduced price meals.
In January 2012, a new superintendent, new chief administrative officer and a new chief financial officer were selected by the state appointed-Bridgeport Board of Education to reorganize the school system and to raise student achievement. An initial round of school visits/evaluations revealed that there was an inconsistent, episodic curriculum (not aligned with CCSS); fragmented programs in reading, mathematics and science with outdated books, instructional materials and a myriad of assessments that were not linked to instruction and student progress. The lesson planning format used in all

Bridgeport schools was ineffective in driving rigorous, goal oriented instruction and the teacher observation format was equally ineffective in improving teacher performance. There were a total of 356 disciplinary offences caused by 159 students in the 2009-10 school year (16.4 % of students). The great majority of these incidents dealt with student physical and verbal confrontations, threatening behavior and fighting. Additionally, student attendance (87.2 %) is below the state average of 95%.

Performance Targets[4]

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

The interventions will include:
1. New, rigorous, CCSS-aligned literacy, math and science programs (PreK-8);
2. Ongoing professional development for teachers and administrators in implementation of these programs
3.Formative and benchmark assessments to monitor student progress (HMH unit assessments; Aimsweb to attain baseline skill data for each student; DRA II benchmarks 3x per year)
4. New SRBI Tiered interventions (Tier I- HMH leveled readers; Tier II- Lexia, Wilson "Just Words Program; Tier III- Wilson Reading System)
5. Guidance Counselor to support decrease of disciplinary offenses
6. Redesigned PBIS program with scaffolded ladder of discipline to reduce the number of disciplinary offenses
7. Cradle to Classroom initiative to support early childhood grades

In addition to the increase of the CMT scores in reading and math at the Geraldine Johnson School, the district will use the following results to measure success of the interventions:
1.New literacy, math and science unit assessments administered approximately every six weeks
2. Improved pedagogy as measured by informal and formal observations
3.Formative and benchmark assessments to monitor student progress (HMH unit assessments; Aimsweb to attain baseline skill data for each student; DRA II benchmarks 3x per year)
4.Results of the new Tiered Interventions to measure student success and determine next steps
5. Caseload of the new guidance counselor – Review
6.Decrease of at least 40% in the number of disciplinary offenses reported at

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

Johnson
7. Cradle to Classroom initiative will address, among other subjects, the heath and well-being of students in the early grades, thus increasing student attendance to mirror state attendance percentage.

h. How will the district monitor school progress?

The district will monitor school progress by:
1. Analyses of baseline, unit, benchmarked (3x per year) and other formative assessments (every six weeks) by the Department of Data Management, Assessment and Accountability.
2. An individual school report will be generated and shared with the school principal by the Chief Administrative Officer and the Deputy Chief Academic Officer with the understanding that these data will be shared among school staff and parents to adjust instruction for student success
3. Monthly attendance and disciplinary incident reports will be generated by the Bridgeport Program Analyst and the Director of the Department of Data Management, Assessment and Accountability for the purpose of monitoring school climate, and will be shared with the school community.

Areas of School Redesign

What actions will the district and school take to ensure:

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

The school has an instructional principal. The new district initiatives (see pp 7-38) as well as the new evolving Connecticut Plan for Educator Evaluation will empower the principal to support her staff more effectively, and redirect successful instructional models for teachers to increase student achievement.

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

On-going, systemic professional development for teachers in:
1. CCSS-aligned web-based curriculum mapping
2. PreK-8 literacy, mathematics and science programs/instruction
3. SRBI Tier II and Tier III programs
4. New Educator Evaluation process
5. School planning and scheduling in district platform use

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

A new, mandated, daily, instructional 90-minute literacy block (K-6) and a new, mandated, daily instructional 60-minute literacy block (7-8); a new, mandated, daily, instructional 60-minute mathematics block (K-8) will ensure that student time for learning is increased . On-going professional development in the implementation of these instructional blocks will be given to teachers, coaches and administrators from the Geraldine Johnson School on 8/20, 8/24

and 8/27 and throughout the 2012-13 school year.

y. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

The new reform instructional program in place for the Johnson School is based on student needs and ensures that the CCSS are aligned in each content area. **This new instructional program for the Geraldine Johnson School includes:**

1. CCSS-aligned web-based (Atlas) curriculum mapping, PreK-8, purchased from Rubicon, which will ensure that teachers and administrators are involved in the development of the new district-wide curriculum.
2. The purchase of new CCSS-aligned PreK-8 textbooks, with specific instruction for ELL and special needs students in reading, mathematics and science that will support the continuous improvement of all students, especially those with the greatest educational needs. This new initiative will feature a daily Literacy block (90 minutes K-6; 60 minutes 7-8) and a daily math block of 60 minutes. The on-line resources which are part of these educational texts will further support students, teachers and parents.
3. Standardization of SRBI tiered intervention services throughout the district will equitably support students with the greatest educational needs, given the high mobility rate. Like the other district schools Johnson will have as a Tier I intervention, leveled readers from the H.M.H. *Journeys* or Holt McDougal Programs. As Tier II interventions, K-8 students will use the Lexia technology based intervention. Grades 4-18 will also use the Wilson, "Just Words" Program. As a Tier III intervention, students from grades 2-8 will use the Wilson Reading System. Aimsweb will be used as the initial probe to place students in the appropriate Tier/type of intervention. Additional probes will take place during the course of the school year.

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

The new reform initiative includes formative assessments, progress monitoring and benchmarks as well as summative assessment data (CMT, and District June assessments aligned with the Connecticut assessments). Student performance on these measures will provide baseline data to inform initial instruction. On-going assessments, developed by H.M.H. and benchmarked three times a year, will be used to modify, adjust and differentiate instruction to meet student needs. These data will also be examined to ensure that all necessary skills and strategies are addressed as teachers continue to refine the curriculum maps. Weekly common planning times for teachers to collaborate on the use of data

as well as other curriculum initiatives is provided in the new, mandated school schedules.

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

A district-wide Safe School Corridor Program will support a safe school climate for the Geraldine Johnson School. In addition a new position, Special Assistant to the Superintendent for Safety, Security and School Climate, has been created and filled. Part of this SASSC job description is to provide assistance to schools with high numbers of disciplinary offences; Johnson is one of these schools. A Guidance Counselor will also support this effort. The Cradle to Classroom Initiative will support learning and health from birth through the early childhood grades. PBIS is in process of being redesigned to include a scaffolded ladder of discipline.

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

The new, ongoing mechanisms which will provide for family and community engagement include: the Cradle to Classroom Initiative to support learning and health in the early childhood years at Johnson. Online resources that increase the school day for students and their parents are available from pre-kindergarten through Grade 8 from HMH at Johnson. These web-based texts, homework assignments and enrichment projects are designed to extend student learning beyond the classroom. In addition, parent-teacher communication via email will ensure that student progress is closely monitored. Daily assignments, posted on the Geraldine Johnson School website, will also facilitate parents' ability to closely supervise student work. Individual student progress charts will also be available to parents of Johnson students on the new District platform to assist them in this area.

Funding

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

$605,261

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

Alliance, Title I, Priority

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

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

Focus School: Jettie S. Tisdale	**Grades Served: PreK-8**	**# of Students: 654**

Diagnosis

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

The areas of greatest need are reading and mathematics as measured on the CMT 2010-11. The school failed to meet AYP (Mathematics 68.0% at/ above proficient; Reading 46.4 % at/above proficient). No grade (3-8) reached proficiency in Reading or in Mathematics.
All subgroups of students in the school including African-American, Hispanic-Latino, English Language Learners, Students with Disabilities and Economically Disadvantaged failed to meet AYP in Reading and Mathematics.
In the DRA II Spring 2012 assessment, 61 students (21.4 %) in grades K-3 scored below the benchmark and were eligible for state mandated summer school literacy program (Early Reading Success).

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

The principal, an experienced administrator in the district, came to Tisdale in the 2011-2012 school year. The staff, whose average number of years of experience in education is 14.3 years, had not been held accountable for academic rigor, according to the school evaluation team organized by the new administration. 82.6 % of these teachers had been assigned to the same school the previous year. 84.8 % of the teachers have a master's degree or above, and they averaged 5.6 days absent from school in the previous year. There are few students who are not fluent in English (2.3%). The school is located in a very low socio-economic area where more than 95% of the students are eligible for free/reduced price meals.
In January 2012, a new superintendent, new chief administrative officer and a new chief financial officer were selected by the state appointed-Bridgeport Board of Education to reorganize the school system and raise student achievement. The initial round of school visits/evaluations also revealed that there was an inconsistent, episodic curriculum (not aligned with CCSS), fragmented programs in reading, mathematics and science with outdated books, instructional materials and a myriad of assessments that were not linked to instruction and student progress. The lesson planning format used in all Bridgeport schools was ineffective in driving rigorous, goal oriented instruction and the teacher observation format was equally ineffective in improving teacher

	performance. There were a total of 125 disciplinary offences caused by 79 students in the 2009-10 school year (10.7 % of students). The great majority of these incidents dealt with student physical and verbal confrontations, threatening behavior and fighting. Additionally, student attendance (89.0%) is below the state average of 95%.

Performance Targets[5]

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

The interventions will include:
1. New, rigorous, CCSS-aligned literacy, math and science programs (PreK-8);
2. Ongoing professional development for teachers and administrators in implementation of these programs
3.Formative and benchmark assessments to monitor student progress (HMH unit assessments; Aimsweb to attain baseline skill data for each student; DRA II benchmarks 3x per year)
4. New SRBI Tiered interventions (Tier I HMH leveled readers; Tier II Lexia, Wilson "Just Words Program; Tier III Wilson Reading System)
5. Guidance Counselor services to address the large number of incidents
6. Redesigned PBIS program with scaffolded ladder of discipline to reduce the number of disciplinary offenses
7. Cradle to Classroom initiative

In addition to the increase of the CMT scores in reading and math at the Jettie Tisdale School, the district will use the following results to measure success of the interventions:
1.New literacy, math and science unit assessments administered approximately every six weeks
2. Improved pedagogy as measured by informal and formal observations
3.Formative (every 6 to 8 weeks) and benchmarked assessments (3x per year) to monitor student progress (HMH unit assessments; Aimsweb to attain baseline skill data for each student; DRA II benchmarks 3x per year)
4.Results of the new Tiered Interventions to measure student success and determine next steps
5. Caseload of guidance counselor - Review
6. Decrease of at least 45% in the number of disciplinary offenses reported at Tisdale
7. The Cradle to Classroom initiative will address, among other subjects, the

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

health and well-being of students in the early grades, thus increasing student attendance to mirror state attendance percentage.

j. How will the district monitor school progress?

The district will monitor school progress by:
1. Analysis of baseline, unit, benchmarked (3 x per year) and other formative assessments (every six weeks) by the Department of Data Management, Assessment and Accountability.
2. An individual school report will be generated and shared with the school principal by the Chief Administrative Officer and the Deputy Chief Academic Officer, with the understanding that these data will be shared among school staff and parents to adjust instruction for student success
3. Monthly attendance and disciplinary incident reports will be generated by the Bridgeport Program Analyst and the Director of the Department of Data Management, Assessment and Accountability for the purpose of monitoring school climate and will be shared with the school community.

Areas of School Redesign

What actions will the district and school take to ensure:

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

The school has a strong, new principal who will have a clear support plan to be implemented in conjunction with the Chief Administrative Officer and the Chief Academic Officer. The new district initiatives (see pp 7-38) as well as the new evolving Connecticut Plan for Educator Evaluation will empower the new principal to support her staff more effectively and redirect successful instructional models for teachers to increase student achievement.

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

On-going, systemic professional development for teachers in:
1. CCSS-aligned web-based curriculum mapping
2. PreK-8 literacy, mathematics and science programs/instruction
3. SRBI Tier II and Tier III programs
4. New Educator Evaluation process
5. School planning and scheduling in district platform use

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

A new, mandated, daily, instructional 90-minute literacy block (K-6) and a new, mandated, daily, instructional 60-minute literacy block (7-8); a new, mandated, daily, instructional 60-minute mathematics block (K-8) will ensure that student time for learning is increased . On-going professional development in the implementation of these instructional blocks will be given to teachers, coaches and administrators from the Jettie Tisdale School on 8/20, 8/24 and

8/27 and throughout the 2012-13 school year.

ff. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

The new reform instructional program in place for the Tisdale School is based on student needs and ensures that the CCSS are aligned in each content area.
This new instructional program for the Tisdale School includes:
1. CCSS-aligned, web-based (Atlas) curriculum mapping, K-12, purchased from Rubicon, which will ensure that teachers and administrators are involved in the development of the new district-wide curriculum.
2. The purchase of new CCSS-aligned PK-8 textbooks, with specific instruction for ELL and special needs students in reading, mathematics and science that will support the continuous improvement of all students, especially those with the greatest educational needs. This new initiative will feature a daily Literacy block (90 minutes K-6; 60 minutes 7-8) and a daily math block of 60 minutes. The on-line resources, which are part of these educational texts, will further support students, teachers and parents.
3. Standardization of SRBI tiered intervention services throughout the district will equitably support students with the greatest educational needs, given the high mobility rate. Like the other district schools, Tisdale will have as a Tier I intervention, leveled readers from the H.M.H. *Journeys* or Holt McDougal Programs. As Tier II interventions, K-8 students will use the Lexia technology based intervention. Grades 4-8 will also use the Wilson, "Just Words" Program. As a Tier III intervention, students from grades 2-8 will use the Wilson Reading System. Aimsweb will be used as the initial probe to place students in the appropriate Tier/type of intervention. Additional probes will take place during the course of the school year.

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

The new reform initiative includes formative assessments, progress monitoring and benchmarks as well as summative assessment data (CMT, and District June assessments aligned with the Connecticut assessments). Student performance on these measures will provide baseline data to inform initial instruction. On-going assessments, developed by H.M.H. and benchmarked three times a year, will be used to modify, adjust and differentiate instruction to meet student needs. These data will also be examined to ensure that all necessary skills and strategies are addressed as teachers continue to refine the curriculum maps. Weekly common planning times for teachers to collaborate on the use of data as well as other curriculum initiatives is provided in the new, mandated school schedules.

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

A district wide Safe School Corridor Program will support a safe school climate for the Jettie Tisdale School. In addition a new position, Special Assistant to the Superintendent for Safety, Security and School Climate, has been created and filled. Part of this SASSC job description is to provide assistance to schools with high numbers of disciplinary offences; Tisdale is one of these schools. A guidance counselor will further support this effort. The Cradle to Classroom Initiative will support learning and health from birth through the early childhood grades. PBIS is in process of being redesigned to include a scaffolded ladder of discipline.

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

The new ongoing mechanisms which will provide for family and community engagement include the Cradle to Classroom Initiative to support learning and health in the early childhood years at Tisdale. Online resources that increase the school day for students and their parents are available from pre-kindergarten through Grade 8 from HMH at Tisdale. These web-based texts, homework assignments and enrichment projects are designed to extend student learning beyond the classroom. In addition, parent-teacher communication via email will ensure that student progress is closely monitored. Daily assignments, posted on the Tisdale School website, will also facilitate parents' ability to closely supervise student work. Individual student progress charts will also be available to parents of Tisdale students on the new District platform to assist them in this area.

Funding

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

$673,382

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

Alliance, Title I, Priority, School Readiness

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

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

Focus School: Columbus	**Grades Served: PreK-8**	**# of Students: 663**

Diagnosis

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

It must be noted at the outset that the Columbus School was housed in five neighboring elementary schools in 2011-2012, due to the removal of toxic contamination discovered in the building. Therefore, the students and their teachers found themselves in the unenviable position of guests in someone else's home, who, while welcomed initially, probably overstayed their visit. The principal and assistant principal had to schedule days and half days to oversee the classes. The areas of greatest need are reading and mathematics, as measured on the CMT 2010-11. The school failed to meet AYP (Mathematics 66.8% at/ above proficient; Reading 47.1 % at/above proficient). No grade (3-8) reached proficiency in Reading or in Mathematics.
All subgroups of students in the school, including African-American, Hispanic-Latino, English Language Learners, Students with Disabilities and Economically Disadvantaged failed to meet AYP in Reading and Mathematics.
In the DRA II Spring 2012 assessment, 67 students (27.4 %) in grades K-3 scored below the benchmark and were eligible for state mandated summer school literacy program (Early Reading Success).

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

The principal has served at Columbus for the last 4 years. The average number of years of experience in education of the staff is 14.5 years. 91.8 % of these teachers had been assigned to the same school the previous year. 91.8 % of the teachers have a master's degree or above, and they averaged 7.1 days absent from school in the previous year. 31.1% (194 students) are not fluent in English. Columbus School is located in a very low socio-economic area where more than 95% of the students are eligible for free/reduced price meals.
In January 2012, a new superintendent, new chief administrative officer and a new chief financial officer were selected by the state appointed-Bridgeport Board of Education to reorganize the school system and raise student achievement. The initial round of school visits/evaluations also revealed that there was an inconsistent, episodic curriculum (not aligned with CCSS), fragmented programs in reading, mathematics and science with outdated books, instructional materials and a myriad of assessments that were not linked to

	instruction and student progress. The lesson planning format used in all Bridgeport schools was ineffective in driving rigorous, goal oriented instruction and the teacher observation format was equally ineffective in improving teacher performance. There were a total of 144 disciplinary offences caused by 75 students in the 2009-10 school year (9.3 % of students). The great majority of these incidents dealt with student physical and verbal confrontations, theft, threatening behavior and fighting. Additionally, student attendance (83.0%) is well below the state average of 95%.

Performance Targets[6]

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

The interventions will include:
1. New, rigorous, CCSS-aligned literacy, math and science programs (PreK-8);
2. Ongoing professional development for teachers and administrators in implementation of these programs
3.Formative and benchmark assessments to monitor student progress (HMH unit assessments; Aimsweb to attain baseline skill data for each student; DRA II benchmarks 3x per year)
4. New SRBI Tiered interventions (Tier I HMH leveled readers; Tier II Lexia, Wilson "Just Words Program; Tier III Wilson Reading System)
5. Guidance Counselor services to address the large number of incidents
6. Redesigned PBIS program with scaffolded ladder of discipline to reduce the number of disciplinary offenses
7. Cradle to Classroom initiative

In addition to the increase of the CMT scores in reading and math at the Columbus School, the district will use the following results to measure success of the interventions:
1.New literacy, math and science unit assessments administered approximately every six weeks
2. Improved pedagogy as measured by informal and formal observations
3.Formative and benchmark assessments to monitor student progress (HMH unit assessments; Aimsweb to attain baseline skill data for each student; DRA II benchmarks 3x per year)
4.Results of the new Tiered Interventions to measure student success and determine next steps
5. Caseload of new guidance counselor - review

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

6.Decrease of at least 40% in the number of disciplinary offenses reported at Tisdale
7. The Cradle to Classroom initiative will address, among other subjects, the heath and well-being of students in the early grades, thus increasing student attendance to mirror state attendance percentage.

l. How will the district monitor school progress?

The district will monitor school progress by:
1. Analyses of baseline, unit, benchmarked (3x per year) and other formative assessments (every six weeks) by the Department of Data Management, Assessment and Accountability.
2. An individual school report will be generated and shared with the school principal by the Chief Administrative Officer and the Deputy Chief Academic Officer, with the understanding that these data will be shared among school staff and parents to adjust instruction for student success
3. Monthly attendance and disciplinary incident reports will be generated by the Bridgeport Program Analyst and the Director of the Department of Data Management, Assessment and Accountability for the purpose of monitoring school climate and will be shared with the school community.

Areas of School Redesign

What actions will the district and school take to ensure:

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

The school principal has served at Columbus for the past 4 years (one year [2011-12] during which the school building was closed for removal of toxic contamination). The new district initiatives (see pp 7-38) as well as the new evolving Connecticut Plan for Educator Evaluation will now empower the principal to support her staff more effectively and redirect successful instructional models for teachers to increase student achievement.

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

On-going, systemic professional development for teachers in:
1. CCSS-aligned web-based curriculum mapping
2. PreK-8 literacy, mathematics and science programs/instruction
3. SRBI Tier II and Tier III programs
4. New Educator Evaluation process
5. School planning and scheduling in district platform use

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

A new, mandated, daily instructional 90-minute literacy block (K-6) and a new, mandated, daily instructional 60-minute literacy block (7-8); a new, mandated, daily, instructional 60-minute mathematics block (K-8) will ensure that student

time for learning is increased. On-going professional development in the implementation of these instructional blocks will be given to teachers, coaches and administrators from the Columbus School on 8/20, 8/24 and 8/27 and throughout the 2012-13 school year.

That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

The new reform instructional program in place for the Columbus School is based on student needs and ensures that the CCSS are aligned in each content area.

This new instructional program for the Columbus School includes:

1. CCSS-aligned, web-based (Atlas) curriculum mapping, K-12, purchased from Rubicon, which will ensure that teachers and administrators are involved in the development of the new district-wide curriculum.
2. The purchase of new CCSS-aligned PK-8 textbooks, with specific instruction for ELL and special needs students in reading, mathematics and science that will support the continuous improvement of all students, especially those with the greatest educational needs. This new initiative will feature a daily Literacy block (90 minutes K-6; 60 minutes 7-8) and a daily math block of 60 minutes. The on-line resources, which are part of these educational texts, will further support students, teachers and parents.
3. Standardization of SRBI tiered intervention services throughout the district will equitably support students with the greatest educational needs, given the high mobility rate. Like the other district schools, Columbus will have as a Tier I intervention, leveled readers from the H.M.H. *Journeys* or Holt McDougal Programs. As Tier II interventions, K-8 students will use the Lexia technology based intervention. Grades 4-8 will also use the Wilson, "Just Words" Program. As a Tier III intervention, students from grades 2-8 will use the Wilson Reading System. Aimsweb will be used as the initial probe to place students in the appropriate Tier/type of intervention. Additional probes will take place during the course of the school year.

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

The new reform initiative includes formative assessments, progress monitoring and benchmarks as well as summative assessment data (CMT, and District June assessments aligned with the Connecticut assessments). Student performance on these measures will provide baseline data to inform initial instruction. On-going assessments, developed by H.M.H. and benchmarked three times a year, will be used to modify, adjust and differentiate instruction to meet student

needs. These data will also be examined to ensure that all necessary skills and strategies are addressed as teachers continue to refine the curriculum maps. Weekly common planning times for teachers to collaborate on the use of data as well as other curriculum initiatives is provided in the new, mandated school schedules.

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

A district wide Safe School Corridor Program will support a safe school climate for the Columbus School. In addition a new position, Special Assistant to the Superintendent for Safety, Security and School Climate, has been created and filled. Part of this SSSSC job description is to provide assistance to schools with high numbers of disciplinary offences; Columbus is one of these schools. A guidance counselor will further support this effort. The Cradle to Classroom Initiative will support learning and health from birth through the early childhood grades. PBIS is in process of being redesigned to include a scaffolded ladder of discipline.

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

The new, ongoing mechanisms which will provide for family and community engagement include the Cradle to Classroom Initiative to support learning and health in the early childhood years at Columbus. Online resources that increase the school day for students and their parents are available from pre-kindergarten through Grade 8 from HMH at Columbus. These web-based texts, homework assignments and enrichment projects are designed to extend student learning beyond the classroom. In addition, parent-teacher communication via email will ensure that student progress is closely monitored. Daily assignments, posted on the Columbus School website, will also facilitate parents' ability to closely supervise student work. Individual student progress charts will also be available to parents of Columbus students on the new District platform to assist them in this area.

Funding

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

$954,618

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

Alliance, Title I, Priority, School Readiness

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

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

Focus School: Curiale	**Grades Served: K-8**	**# of Students: 596**

Diagnosis

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

The James J. Curiale School has been selected as a Commissioner's Network School and as such will operate through separate funding and a separate plan.

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

See "m" above

Performance Targets[7]

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

. See "m" above

n. How will the district monitor school progress?

Areas of School Redesign

o. What actions will the district and school take to ensure:

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

. See "m" above

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

See "m" above

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

. See "m" above

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

ss. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

See "m" above

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

See "m" above

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

See "m" above

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

See "m" above

Funding

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

See "m" above

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

See "m" above

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

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

Focus School: Longfellow	**Grades Served:Pre- K-8**	**# of Students: 426**

Diagnosis

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

It must be noted at the outset that the Longfellow School will not be in existence during the 2012-13 school year and for many succeeding years, since the ground on which the present school building stands is contaminated and toxic. Although monies have been allocated for grounds clean up and for the demolition and eventual replacement of the school building, these events are far in the future. In the interim the students and staff from the Longfellow school will be integrated into the school communities at Columbus (including the PreK-2 Zion Space which will be an annex to Columbus) and Curiale. These alternative school sites were selected due to their proximity to Longfellow. The possible creation of a sibling rule will enable parents to have all of their children attend a single school. The prior Longfellow students and staff will become part of the Columbus and Curiale schools under the supervision of the Columbus and Curiale principals. All new reform district key initiatives will be available to these students and staff.
*See Focus Schools Columbus and Curiale

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

The prior Longfellow statistics mirror those of the other focus Bridgeport schools. See Focus Schools Columbus and Curiale.

Performance Targets[8]

o. How will the district measure the success of the intervention?
See focus schools Columbus and Curiale

p. How will the district monitor school progress?

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

See Focus Schools Columbus and Curiale.

Areas of School Redesign

What actions will the district and school take to ensure:

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

See Focus Schools Columbus and Curiale.

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

See Focus Schools Columbus and Curiale

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

See Focus Schools Columbus and Curiale

zz. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

See Focus Schools Columbus and Curiale

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

See Focus Schools Columbus and Curiale

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

See Focus Schools Columbus and Curiale

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

See Focus Schools Columbus and Curiale

Funding

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

See Focus Schools Columbus and Curiale

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

See Focus Schools Columbus and Curiale

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

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

Selection of Schools

- Please list the subset of low performing schools that will be part of the Phase II cohort.

The list of low performing schools that will be part of Phase II are:

- Central High School, Grades 9-12
- Hallen School, Grades PreK-6
- Cross School, K-8
- Waltersville School, PreK-8
- Edison School, K-6

Data Examination

- How will your district support Phase II schools as they examine data to select areas of focus for improvement?

Phase II schools under the direction of the Superintendent and Chief Administrative Officer have already begun to examine the focus academic areas. Student achievement in reading and mathematics are the first identified areas which must improve. Support from the district in terms of new textbooks; curriculum planning/mapping; professional development for teachers and administrators in data driven instruction and the new district-wide PreK-12 programs; consistent SRBI three-tiered interventions; a safe and orderly school environment; and updated and upgraded technology will be initiated in the 2102-13 school year.

Diagnosis

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

In January 2012 the new Superintendent and Chief Administrative Officer constructed a school Needs Assessment Template that addressed the following:

- School Instructional Leadership
- School Organizational Structure
- School Climate
- Instruction
- Curriculum
- Use of Data to Inform Instruction

- Professional Development
- Supporting at Risk Students

Instructional teams comprised of exemplar principals and district superintendents conducted initial needs assessments for each Bridgeport school. (Please see Attachment A.) An analysis of these initial evaluations for the five Phase II schools revealed that:

- Although the principals espoused high expectations for teacher performance and student achievement, they did not have a clear process by which these expectations could be achieved.
- The principals saw themselves as building managers rather than instructional leaders (Literacy and numeracy coaches were viewed as the school instructional leaders.)
- The majority of the elementary school principals elected to supervise the lower grades, leaving the supervision of the middle school grades to the assistant principals. There was little evidence that principals monitored the assistant principals' supervision of these grades.
- Principals did not appear to conduct daily, focused learning walks and only verbal feedback was given to teachers.
- While the lower grade classrooms evinced a generally safe and orderly environment, the middle school grades were frequently chaotic, with little evidence of instruction/learning.
- These schools had an inconsistent, episodic curriculum (not aligned with CCSS).
- Fragmented programs in reading, mathematics and science with outdated books and instructional materials were observed.
- Many discreet assessment data that were not linked to instruction and student progress were also observed.
- The lesson planning format used in these schools was ineffective in driving rigorous, goal oriented instruction.
- The teacher evaluation format was equally ineffective in improving teacher performance.

Which person(s) will be responsible for conducting the needs assessments?

The initial needs assessment (January 2012) was conducted by teams selected by the Superintendent and Chief Administrative Officer. After one year (2012-13) of the implementation of the six key district initiatives (see pp. 7-38), the Superintendent and Chief Administrative Officer will develop a protocol for a follow up visit to each identified school to ascertain the degree of improvement in these key areas. As a result of this second Needs Assessment and a review of student achievement data, targeted interventions will be provided as needed.

Goal Setting

How will you provide support for schools in the goal-setting process?

The district will provide support as follows:

- New strategies for school scheduling, inclusive 90/60 minute daily literacy block; 60 minute daily math block; weekly common planning time for teachers
- Professional development for administrators in supervision of the new core instructional programs and in the Educator Evaluation Process
- Professional development for teachers in the implementation of the new core instructional programs; in curriculum mapping; in data driven instruction and in the integration of technology.

This support will enable schools to develop appropriate measurable goals grounded in knowledge about curriculum-instruction

Intervention Selection

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

The criteria that were used to select appropriate interventions for low performing schools include:

- CMT/CAPT scores in reading and math
- DRA II Spring Assessment; numbers of K-3 students below benchmark
- High School Graduation rates
- Student attendance percentages
- Teacher turn-over rate
- Number/percentage of disciplinary offenses

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

All Bridgeport schools have already selected appropriate interventions that will lead increased student performance. These interventions include CCSS-aligned web-based curriculum mapping; PreK-12 new, district-wide literacy, mathematics and science programs/instruction; Consistent SRBI Tier II and Tier III programs; New Educator Evaluation process; new, updated and upgraded technology; School planning and scheduling in district platform use; On-going professional development for teachers and administrators in all interventions.

Planning for Implementation

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

Through a series of planned conferences, observations, workshops, bulletins, inter-visitations, resources and demonstrations, the district will support schools in the development of comprehensive implementation plans.

Monitoring

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

On going school visits to ascertain level of development in the following areas: instructional leadership; organizational structure; school climate; instruction; curriculum development; professional development; support for at risk students will be conducted by appropriate personnel selected by the Chief Administrative Officer and the Deputy Chief Academic Officer.

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

The district will monitor these schools in eight week cycles and will receive reports regularly.

- New literacy, math and science unit assessments administered approximately every six weeks
- Improved pedagogy as measured by informal and formal observations
- Formative (every six to eight weeks) and benchmarked assessments (3x per year) to monitor student progress (HMH unit assessments every 6 weeks; Aimsweb to attain baseline skill data for each student; 3x per year)
- Results of new SRBI Tiered interventions (Tier I HMH leveled readers; Tier II Lexia, Wilson "Just Words Program; and Tier III Wilson Reading System)
- Reduction in number of disciplinary offences. The effectiveness of guidance counselor to assist with the large number of disciplinary offenses
- SASSC will assist in this effort

Timeline

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

The district will ensure that all Phase 2 schools have complete School Redesign Plans by June 2013 as follows:

<u>September 2012</u>:

- Superintendent's/ Chief Administrative Officer's meeting with Phase 2 schools to initiate school redesign plans
- Individual school liaison selected
- School level teams formed with representation from all constituencies

<u>October 2012:</u>

- Individual schools selection of areas of improvement focus
- Yearly plan/schedule for individual school committee meetings and sharing meetings with school community

	• Establish protocol for monthly reporting to the Superintendent • Initial design of long-term goals established for each school <u>November 2012</u>: • Team sharing of goals with school community • Refine goals as per feedback • Developing objectives to meet Redesign Plan goals • Refine objectives as per feedback <u>December 2012:</u> • Sharing of objectives with school community • Refine objectives as per feedback <u>January 2013- March 2013</u>: • Establish activities to implement goals and objectives <u>April 2013</u>: • Establish PERT chart to actualize goals, objectives and activities (include responsible person or agency/department) <u>May 2013:</u> • Share final plan with school community • Modify/ adjust final plan as per school community feedback <u>June 1, 2013:</u> • Submit final plan to Superintendent/Chief Administrative Officer for feedback approval

Section III: Budget (See accompanying budget materials)

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

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

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

   - **b.** In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach operating budget for 2012-2013. Also provide a one page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary. (*Districts may submit operating budget for 2012-13 in electronic format only*)

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

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

List of Appendices:

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

Appendix B – Legislation

Appendix C – Statement of Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

(2) Upon receipt of an application pursuant to subsection (d) of this section, the Commissioner of Education may award such funds to the local or regional board of education for an alliance district on the condition that such funds shall be expended in accordance with the plan described in subsection (d) of this section and any guidelines developed by the State Board of Education for such funds. Such funds shall be used to improve student achievement in such alliance district and to offset any other local education costs approved by the commissioner.

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

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

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

(g) Any local or regional board of education receiving funding under this section shall submit an annual expenditure report to the commissioner on such form and in such manner as requested by the commissioner. The commissioner shall determine if (A) the local or regional board of education shall repay any funds not expended in accordance with the approved application, or (B)

such funding should be reduced in a subsequent fiscal year up to an amount equal to the amount that the commissioner determines is out of compliance with the provisions of this subsection.

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

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: _____

_____

THE APPLICANT: _____ HEREBY ASSURES THAT:

_____
(insert Agency/School/CBO Name)

A. The applicant has the necessary legal authority to apply for and receive the proposed grant;

B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;

C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;

D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;

E. Grant funds shall not be used to supplant funds normally budgeted by the agency;

F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;

G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;

H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)
1) References in this section to "contract" shall mean this grant agreement and references to "contractor" shall mean the Grantee.

For the purposes of this section, "Commission" means the Commission on Human Rights and Opportunities.

For the purposes of this section "minority business enterprise" means any small contractor or supplier of materials 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)* _____

Title: *(typed)* _____

Date: _____

1. Key Initiative Budget Summary

		Alliance District Funding		Existing Funding		
	Key District Initiatives	Program Elements to be Funded with Alliance District Resources	District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Resources Funding Commitment (B)	Total Resources Available for Initiative (A+B)
1.	Standardization of the Pk-12 curriculum aligned with Common Core State Standards	• Prep/Enhancement Teacher Allocation in elementary schools to enable double common planning periods, 90-minute literacy block and 60-minute literacy block. • Houghton-Mifflin Harcourt Curriculum Initiative - Literacy, Math, Science • Guidance counselors at the elementary level, grades 4-8, to provide counseling to address socio-emotional problems impacting academic learning and transition to high school for grade 8 students • Discretionary operating allocation for schools to empower principals to manage operating resources effectively and thereby derive discretionary resources to deploy to meet school-specific academic needs	$2,879,201	• Home-School Coordinators (Title I) • HighPoint Learning Mathematics Program (Title I) • SRBI Materials & Professional Development (Title I, IDEA 611) • Atlas Rubicon Curriculum Mapping/Management System (GEAR-UP) • Bilingual/ESL teacher positions - excess cost (Title III, State Bilingual)	$2,712,416	$5,591,617

2.	**Professional Development - for teachers, literacy/numeracy coaches, administrators and parents**	**● Development & oversight of PD by district office academic team in a reorganized structure aligned to school needs** **● Education mentors for school administrators - launch/sustain reforms**	$220,438	**● Literacy & Numeracy Coaches - 2/elementary school (Title I, Title IIA, Priority, Federal SIG)** **● Teach for America (TFA) - PD for TFA teachers (Title IIA, Operating)** **● New Teacher recruitment, induction and continuing education** **● ESL Data Specialist - PD (State Bilingual)** **● Professional Development Program - mentors for principals, PD for coaches, curriculum mapping (BPEF)** **● Education mentors for school administrators (Title IIA)**	$5,623,751	$5,844,189
3.	**Restructuring of high schools to increase graduation rates and student achievement**	**● Houghton-Mifflin Harcourt Curriculum Initiative - Literacy, Math, Science** **● Twilight Program (combines with Priority funds)**	$360,000	**● Twilight Program with Apex Learning (Priority, Operating)** **● RYASAP: Student Space support & leadership centers in 3 high schools (Priority)** **● GlobalClassroom Learning Management System (LMS) Platform (Priority)** **● Park City Academy Dropout Prevention Program** **● Attendance Intervention Officers , 1/HS (Priority)**	$1,663,777	$2,023,777
4.	**Partnerships/alliances with local colleges and universities**	**University Interns in elementary and high schools**	$504,000	**● Yale GEAR-UP Program** **● Dual Enrollment at Colleges/Universities**	$452,421	$956,421

5	**Cradle to Classroom Initiative including foundational K-3 programs in literacy/math**	**Guidance counselors at the elementary level, grades K-3, to provide counseling to address socio-emotional problems impacting academic learning**	$220,726	**● Pre-kindergarten Teachers and Paraprofessionals (Title I, IDEA 611, IDEA 619, School Readiness, Discovery Magnet)** **● Kindergarten paraprofessionals, 1/2 classes (Title I, Operating)**	$5,571,141	$5,791,867
6	**Technology for the 21st century learning environment**	**● New computers** **● Document management system**	$219,913	**● Capital Budget - SmartBoards** **● Initiatives specified in #1 include the integration of technology: HighPoints, GlobalClassroom, Atlas Curriculum Mapping, Apex**	$1,402,870	$1,622,783
7.			$0		$0	$0
8.			$0		$0	$0
		Total	**$4,404,277**		**$17,426,376**	**$21,830,653**

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative:	**Standardization of Pk-12 Curriculum**

Element	Positions	Amount
Personal Services-Salaries	22.95	$1,525,142
15.60 positions-teachers in elem. Schls. To enable double planning periods& align CCSS and curric.; 7.35 elem. G.C. gr 4-8		
Personal Services-Benefits	0.00	$506,497
Purchased Professional Services	0.00	$0
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$0
Supplies	0.00	$847,562
SEE ATTACHED SHEET FOR DETAILED EXPLANATION		
Property	0.00	$0
Other Objects	0.00	$0
Total	**22.95**	**$2,879,201**

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	$1,567,846	$1,611,746	$1,656,875	$1,703,267
Personal Services-Benefits	$532,822	$559,463	$587,436	$616,808
Purchased Professional Services	$0	$0	$0	$0
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$0	$0	$0	$0
Supplies	$850,000	$850,000	$850,000	$850,000
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	**$2,950,668**	**$3,021,209**	**$3,094,311**	**$3,170,075**

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative:	**Professional Development**

Element	Positions	Amount
Personal Services-Salaries	1.50	$203,574
1.50 (30%) acad team to support school administrators in CC reforms		
Personal Services-Benefits	0.00	$16,864
Purchased Professional Services	0.00	$0
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$0
Supplies	0.00	$0
Property	0.00	$0
Other Objects	0.00	$0
Total	**1.50**	**$220,438**

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	$207,035	$210,555	$214,134	$217,774
Personal Services-Benefits	$17,707	$18,592	$19,522	$20,498
Purchased Professional Services	$0	$0	$0	$0
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$0	$0	$0	$0
Supplies	$0	$0	$0	$0
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	**$224,742**	**$229,147**	**$233,656**	**$238,272**

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative:	**Restructuring of High Schools**

Element	Positions	Amount
Personal Services-Salaries	0.00	$101,585
See attached sheet for detailed explanation of salaries		
Personal Services-Benefits	0.00	$8,415
Purchased Professional Services	0.00	$0
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$0
Supplies	0.00	$250,000
Apex Learning for Twilight Program; leadership centers w/ instructional supplie Global clrm Mgmt.System; Consumables; books		
Property	0.00	$0
Other Objects	0.00	$0
Total	**0.00**	**$360,000**

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	$104,429	$107,353	$110,359	$113,449
Personal Services-Benefits	$8,836	$9,278	$9,742	$10,229
Purchased Professional Services	$0	$0	$0	$0
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$0	$0	$0	$0
Supplies	$250,000	$250,000	$250,000	$250,000
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	**$363,265**	**$366,631**	**$370,101**	**$373,678**

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative:	**Partnerships and Alliances**

Element	Positions	Amount
Personal Services-Salaries	0.00	$0
Personal Services-Benefits	0.00	$0
Purchased Professional Services	0.00	$504,000
Graduate Internes serve in BPS: 20/Fairfield U; 8/Sacred Heart U; 6/U.B.; 2/U.Conn.@Waterbury		
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$0
Supplies	0.00	$0
Property	0.00	$0
Other Objects	0.00	$0
Total	**0.00**	**$504,000**

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	$0	$0	$0	$0
Personal Services-Benefits	$0	$0	$0	$0
Purchased Professional Services	$525,000	$525,000	$550,000	$550,000
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$0	$0	$0	$0
Supplies	$0	$0	$0	$0
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	**$525,000**	**$525,000**	**$550,000**	**$550,000**

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative:	**Cradle to Classroom**

Element	Positions	Amount
Personal Services-Salaries	2.45	$166,600
2.45 elem (K-3) Guidance Counselors		
Personal Services-Benefits	0.00	$54,126
Purchased Professional Services	0.00	$0
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$0
Supplies	0.00	$0
Property	0.00	$0
Other Objects	0.00	$0
Total	**2.45**	**$220,726**

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	$171,265	$176,060	$180,990	$186,058
Personal Services-Benefits	$56,832	$59,674	$62,657	$65,790
Purchased Professional Services	$0	$0	$0	$0
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$0	$0	$0	$0
Supplies	$0	$0	$0	$0
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	**$228,097**	**$235,734**	**$243,647**	**$251,848**

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative:	**Technology for the 21st Century**

Element	Positions	Amount
Personal Services-Salaries	0.00	$0
Personal Services-Benefits	0.00	$0
Purchased Professional Services	0.00	$164,913
Document MGMT System (iSTREAM) electronic media for all Sp.Ed record		
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$0
Supplies	0.00	$55,000
computers/software from contracted vendors(ex. HP)		
Property	0.00	$0
Other Objects	0.00	$0
Total	**0.00**	**$219,913**

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	$0	$0	$0	$0
Personal Services-Benefits	$0	$0	$0	$0
Purchased Professional Services	$120,000	$125,000	$130,000	$135,000
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$0	$0	$0	$0
Supplies	$100,000	$110,000	$120,000	$130,000
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	**$220,000**	**$235,000**	**$250,000**	**$265,000**

3. Budget for Alliance District Funding for Other Purposes

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

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

4. **Budget for Total Alliance District Funding**

District:

Town Code:

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

CODE	OBJECT	FUND: 11000 SPID : 17041 FY 2012-13 (School Year 2012-13) Program: 82164 Chart field 1: 170002
100	Personal Services/Salaries	$1,996,901
200	Personal Services/Employee Benefits	$585,901
400	Purchased Property Services	$668,913
600	Supplies	$1,152,562
700	Property	$0
890	Other Objects	$0
	TOTALS	**$4,404,277**

Addendum to Bridgeport Year 1 Alliance District Application

By adding my signature to this document, I am making the following commitments on behalf of my school district and incorporating such commitments as part of this district's Alliance District application to the Connecticut State Department of Education (CSDE).

- Low-Performing Schools Interventions: In accordance with federal timelines and requirements, the district will work with the CSDE to craft and implement school redesign plans, subject to CSDE approval, for its Focus Schools in the fall semester of 2012-13, and to address its Review Schools in the 2013-14 and 2014-15 school years. This work will require the following steps for Focus and Review Schools: the district will attend CSDE training sessions; schools will undergo instructional and operational audits to understand the root causes of low student achievement and assess the schools' needs to address these issues; the district will work with the CSDE to develop school redesign plans; and the district will implement the proposed interventions upon receiving CSDE approval. Funds allocated for this purpose will be held until the interventions are approved.

- Evaluation-Informed Professional Development: In light of the new statutory requirement that districts transition from the current CEU system to a job-embedded, evaluation-informed professional development model by the 2013-14 school year, the district will begin preparation for this transition during the current school year. The district will attend CSDE training sessions related to this subject.

- New school accountability system: The district will work with the CSDE to ensure a successful transition to the new school accountability system described in Connecticut's approved ESEA waiver application. The district's student performance goals will be set in accordance with the waiver's prescribed targets.

- Common Core: The district will work with the CSDE to ensure the successful implementation in the district of Common Core State Standards and the Smarter Balanced Assessment Consortium's assessments.

- Strategic Planning and Preparation of Year 2 Alliance Application: The district will participate in a substantial planning process, in partnership with the CSDE, to prepare its Year 2 application. The district will be prepared to modify the current five year implementation plan described in its Year 1 application.

- Monitoring: The district will work with the CSDE to develop structures, measures, and procedures for the ongoing monitoring of reform initiatives included in Alliance District Plans. On the basis of such data, monitoring systems will track, on an interim and annual basis, fidelity of plan implementation, anticipated improvement in adult practices, and progress towards achievement of student outcomes.

- Compliance: The district is responsible for ensuring that its initiatives meet all applicable federal and state regulations, including in the areas of special education, student nutrition, and others.

- The district will work with the CSDE and its partners in an ongoing process of refinement and evolution of Alliance District plans to ensure that all proposed initiatives comport with identified best practices in program design and implementation.

Signed,

Paul G. Vallas

Superintendent of Schools

Additional Conditions Related to Public Act 12-1 sec. 289(d)

The Superintendent of Bridgeport Public Schools (BPS) hereby agrees to following additional conditions, which are incorporated into the BPS Alliance District Proposal ("the Proposal") to the Connecticut State Department of Education ("CSDE"). In addition to other components of its Proposal, the CSDE will consider BPS' compliance with these terms when determining BPS' eligibility for Alliance District funding approvals, and when determining whether repayment of the loan authorized by Public Act 12-1 sec. 289(d) may be waived. Where mentioned below, Review and Turnaround School designations will be made by CSDE in accordance with Connecticut's ESEA Waiver.

1. BPS commits to making substantial progress toward the annual student achievement goals for schools and the district set forth in the Proposal and Waiver. BPS will provide an annual report to the Education Commissioner on progress toward these student achievement goals, as well as explanations for underperformance and plans for corrective action, in a format agreeable to the CSDE.
2. BPS will provide a semi-annual progress report to the Education Commissioner on key metrics for student outcomes, adult action indicators, and other actions undertaken in support of the implementation of the Proposal, in a format agreeable to the CSDE.
3. BPS will provide a semi-annual progress report to the Education Commissioner on progress toward the activities specified in the Alliance District Application Addendum, in a format agreeable to the CSDE.
4. BPS will implement substantial interventions and turnaround models, subject to the approval of the CSDE via the Alliance District process or another CSDE process, in the district's Turnaround and Review Schools. This work will include the submission of an application for at least one additional school in the CSDE's Commissioner's Network program, and other interventions such as changes in school leadership and the development of talent recruitment pipelines for highly effective educators.