

# Connecticut State Department of Education (CSDE) Alliance Districts

## Year 2 Application Amendment | Spring 2013

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## SUPPLEMENTAL APPLICATIONS

1. School Improvement Plan Template *(for districts with Review/Turnaround schools)*
2. TIME Collaborative Application *(for districts with Review/Turnaround schools)*
3. Priority School District Grant *(for Priority School Districts)*

\*\*\*Please find supplemental application materials on the Connecticut State Department of Education (CSDE)  
Web site at: <http://www.ct.gov/sde/AllianceDistricts>\*\*\*

## PART I: ALLIANCE DISTRICT APPLICATION OVERVIEW



## 1. Alliance District Program Overview

Public Act 12-116 established a new process for identifying 30 Alliance Districts — the districts with the lowest district performance index (DPI) scores statewide — and targeted increased Education Cost Sharing (ECS) funding for these districts. The Alliance District program is designed to help districts raise student performance and close achievement gaps by pursuing bold and innovative reform strategies. Each district's receipt of its designated ECS allocation is conditional upon district submission and the Commissioner of Education's approval of an Alliance District plan in the context of the district's overall strategy to improve academic achievement.

Alliance District plans are locally conceived, evidence-based reform plans that propose detailed initiatives for improving student achievement. The CSDE will review district plans on an annual basis and approve plans that align with the goals of the program. Approval of plans in years two through five will be predicated upon progress towards the described Year 1 performance targets, among other factors. Proposals for the use of Alliance District funding will be considered in the context of the quality of the overall strategy for reform proposed in the plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

## 2. Application Components

The Year 2 Alliance District application amendment is mandatory for all Alliance Districts. Those districts with "Review" and "Turnaround" schools must also submit school improvement plans for the identified schools. Priority School Districts must also submit grant renewal applications. Please read the following requirements carefully:

- **Year 2 Alliance District Plan Amendment:** All Alliance Districts must submit a Year 2 Alliance District plan amendment, completing the application amendment template contained in this document. The Year 2 amendment requires districts to reflect upon Year 1 progress and identify an aligned and coherent set of district-level priorities for the second year of implementation.
- **Review and Turnaround School Plans:** The Elementary and Secondary Education Act (ESEA) waiver identified a subset of Connecticut's schools as needing significant intervention and improvement. Specifically, those schools classified as "Turnaround" or "Review" schools must develop and submit school improvement plans as a part of the Year 2 Alliance District package. Districts must submit plans for all of their Turnaround schools and at least half of their Review schools that will begin implementation in fall 2013. Appendix B provides a list of all of the district's Review and Turnaround schools. Districts must indicate the strategy each school will pursue to dramatically improve student achievement. Districts may: (1) develop a new plan for the school; (2) submit a preexisting school plan that has shown evidence of results; or (3) apply to participate in the TIME Collaborative. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming. Please find forms for these school-level plans on the CSDE's Web site at: <http://www.ct.gov/sde/AllianceDistricts>.
- **Priority School District Grant:** Priority Districts must complete a grant renewal application. This should align to and reinforce all other district plans, including the Alliance District plan. Please access the grant application on the CSDE's Web site: <http://www.ct.gov/sde/AllianceDistricts>.



### 3. Application Instructions

Review and follow all directions carefully when completing the application. Complete all of the required sections. A draft of the Alliance District Year 2 application amendment **must be postmarked by June 28, 2013, at 5 p.m. (EST)**. The submission of the final draft must include one original and three (3) additional hard copies. Districts must also provide an electronic submission either via e-mail or flash drive. In the event that a district determines that it will not or cannot meet this deadline, the district should notify the Chief Turnaround Officer immediately (see contact information at the bottom of this page).

PLEASE NOTE: All applications become the property of the Connecticut State Department of Education (CSDE) and are subject to the rules of the Freedom of Information Act.

<b>Mailing Address:</b> Connecticut State Department of Education Turnaround Office P.O. Box 2219, Room 249 Hartford, CT 06145-2219 Attention: Debra Kurshan	<b>Overnight Mailing and Hand Delivery:</b> Connecticut State Department of Education Turnaround Office 165 Capitol Avenue, Room 249 Hartford, CT 06106 Attention: Debra Kurshan
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### 4. Timeline Summary

1. Districts participate in the Year 2 planning site visits facilitated by the CSDE	May 2013
2. CSDE releases the Year 2 Alliance District application	May 23, 2013
3. CSDE hosts a webinar explaining the Year 2 application	May 23, 2013
4. Districts complete a survey indicating proposed Year 2 priority areas	June 7, 2013
5. Districts submit TIME Collaborative applications (optional)	June 14, 2013
6. Districts submit Year 2 Alliance District application amendments	June 28, 2013
7. Districts submit school plans for their Review and Turnaround schools	July 26, 2013
8. Districts submit Priority School District applications	August 16, 2013

### 5. Questions

Any and all questions regarding the Alliance District program should be directed to:

Debra Kurshan  
 Chief Turnaround Officer  
 Connecticut State Department of Education  
 Telephone: 860-713-6777 | E-mail: [Debra.Kurshan@ct.gov](mailto:Debra.Kurshan@ct.gov)



## PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT

### 1. District Contact Information

**Instructions:** Using the space provided below, please identify a main point of contact for the Year 2 Alliance District plan amendment and provide that individual's contact information.

Name of School District:	Bridgeport Public Schools			
Name of Grant Contact Person:	Amy Marshall			
Phone # of Contact Person:	(203) 275 1033			
E-mail of Contact Person:	AMarshall@bridgeportedu.net			
Address of Contact Person:	Street Address:	45 Lyon Terrace		
	City:	Bridgeport	Zip Code:	06604
Name of Superintendent:	Paul G. Vallas			
Signature of Superintendent:	Signed in Hard Copy		Date:	
Name of Board Chair:	Kenneth Moales			
Signature of Board Chair:			Date:	
Local Board Approval of Plan: <sup>1</sup>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Date of Plan Presentation to the Local Board:				
Priority School District?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

<sup>1</sup> Due to the iterative process by which Alliance District plans will be submitted, reviewed 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.





## 2. District Vision, Mission & Values

**Instructions:** Please provide the district’s vision and mission statements below. Insert the district’s core values or guiding beliefs that are to be embodied by all staff, students and members of the district community. This can come directly from your district strategic plan or district improvement plan.

What is the district’s **vision statement**?

Over the past several decades Bridgeport has faced an onslaught of challenges. The city that once manufactured everything from Singer Sewing Machines to Sikorsky Helicopters saw thousands of jobs disappear as factories closed their doors. Suburban flight, as well as mismanagement by the city and state, further contributed to the decline of the city. Along with the decline came an increasingly dysfunctional education system, where students weren’t learning up to their potential, educators weren’t properly supported, and parents weren’t heard. Additionally, the school system continued to struggle with financial viability, culminating most recently in a multi-million dollar budget gap inherited for the 2012-13 school year.

This systemic failure has created Connecticut’s worst-in-the-nation achievement gap<sup>2</sup>. This achievement gap is prevalent across every grade level, most notably when comparing low-income students to their higher-income peers and African-American and Hispanic students to their White peers. Despite this disparity, state and local leaders have not focused the proper attention on improving educational opportunities, especially for our highest-need students. For the 2011-12 school year, only 60.5% of our students graduated from high school. Only 49.5% of our elementary and middle school students were proficient in basic literacy and math skills. Of our high school graduates who did attend college, approximately 90% were required to enroll in remedial courses when they get there.

Despite this complex history, recent factors have aligned to give cause for hope: an unprecedented education reform bill, city and state leadership committed to act with urgency, and engaged parents demanding better schools for their children. We foresee a future where students master rigorous material, problem-solve, collaborate, create and become active citizens. Where parents continue to organize and volunteer, teach and learn, engage with students and with each other. Where families have the opportunity to choose the school that’s right for their child.

Now is the time to deliver on the promise of an excellent education where all Bridgeport’s students can excel. By making critical improvements now, we are laying the foundation for a system of robust, vibrant, high-quality schools that function as anchors in the community and benefit students, teachers, parents, and the entire city of Bridgeport. The city thrives when we work together so students can achieve.

This transformative work begins today; it is not a five-year planning exercise. It is urgent work with real consequences for students and life outcomes. The children and families of Bridgeport have already waited too long for the excellent schools and education they deserve.

Therefore, Bridgeport Public Schools *envisions a system of great schools that develops the academic and social skills of all students to prepare them for college and careers as productive adults in a global society.*

<sup>2</sup> U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Report



**What is the district's mission statement?**

Bridgeport Public Schools will provide students with the knowledge and skills needed for success in school and beyond by providing students with high quality instructional programs, implementing a rigorous curriculum that is aligned to Common Core Standards, engaging students in their academic careers and personalizing learning so that the educational, social and emotional needs of every student is addressed.

**What are the district's core beliefs or values?**

Bridgeport Public Schools is focused on transforming its school system into one where every family has access and agency to choose a high-quality school option. Our mission is to provide all students with a high-quality education that prepares them for college and career opportunities and empowers them to succeed in a 21<sup>st</sup> century economy. With this in mind, there are six beliefs that inspire all of our activities:

**We believe in a culture of student achievement where all students regardless of their race, gender, and socio-economic status reach their academic potential.** We are successful when there is high-quality, rigorous instruction going on in every classroom and when all students graduate prepared for college or career. When our students have opportunities to select between multiple college acceptance letters. When our students are inspired to pursue their passions and interests because their school engaged them with high-quality teaching and learning.

**We believe families need school choices and the tools and information required to decide which school is best for their child.** And whether a school decision is made because of a great arts curriculum, a sibling's strong experience, or a convenient location, the school needs to be of the highest quality. We are successful when Bridgeport Public Schools is transformed from a school system to a system of high-quality schools.

**We believe what matters most for student learning is the educator in the classroom and leadership at the school level.** We are successful when we support educators and provide opportunities for collaboration, innovation and professional growth. And when there is a pipeline of excellent educators from existing schools, local colleges, universities, and alternative certification programs ready to lead and teach in our schools.

**We believe we must move from our current compliance culture to a performance orientation where all adults are held accountable for student outcomes.** We are successful when there are a set of measures that ensure accountability for student outcomes at the classroom, school, and district level. Accountability and autonomy go hand-in-hand; we will empower school leaders to make resource and team decisions while holding them accountable for student outcomes.

**We believe the role of the district office is to serve the specific needs of schools and to ensure that resources follow students.** This includes 'backpack' funding based on student need, 21st century classrooms, access to technology and safe and effective learning environments. We are successful when every school and classroom has the tools to enable student success and when every central office function can be directly linked to its value to students.

**We believe parent and community engagement are critical to the success of our students.** We are successful when schools are a vibrant center of the community, when parents are welcomed to participate in governance,





as tutors, as classroom experts, and as organizers. When school activities are integrated with community organizations and cultural institutions. When academic days, after school programs, and wrap around services cohesively work together.

In order to achieve our mission and reflect the beliefs above, we are committing to a Managed Performance Empowerment Theory of Action, where the district's work with a school is based on student outcomes and the specific support that school may need to accelerate student learning.

Describe the district's overarching strategy and/or **theory of change** to dramatically improve student achievement district-wide. The theory of change should describe a core set of inputs or strategies leading to several desired outcomes. What major changes or shifts will result in improved student outcomes district-wide?

Bridgeport Public Schools (BPS) is committed to a Managed Performance Empowerment (MPE) theory of change. In this MPE framework, autonomy and accountability go hand-in-hand. Both academic and operational autonomy are earned based on how well students are performing in a school. Higher performing schools with strong leaders will have additional opportunities to build teams and deploy resources as they see fit and to best address their students' needs. Schools that have gaps in a specific population or a subject area will receive targeted interventions and a pathway to additional autonomy. And for schools that are currently not serving students well and not making necessary progress, the district will activate district or state interventions and where persistent failure continues, the district will explore all options to ensure every child has a higher quality school available to them.

BPS believes that if we group our schools on the basis of academic performance and place them in tiers, we can provide targeted assistance to those schools in most need to support their improvement and subsequent turnaround. As a result, BPS has developed a tiered system for all of the schools in the district based on a detailed qualitative and quantitative analysis of how well students are being served in existing schools and what types of differentiated supports may be required to accelerate student achievement. There will be four tiers of schools: high performing (Autonomy Schools), Tier I, Tier II and Tier III. Tier II schools are those which have remained stagnant in student achievement as measured by various data. Tier III schools are those which are chronically underperforming and have either been identified as SIG Schools or Commissioner's Network Schools, or are being considered for identification as such. The tiered intervention for the Tier II and Tier III schools will be based on the needs of the individual schools.

Central to the district's theory of change is the creation of the position of the Chief Turnaround Officer (CTO). The CTO will report to the Superintendent and will be responsible for the overall turnaround efforts for the Tier II and Tier III schools and supervise the principals of these schools. To support the CTO in this effort, as well as the Chief Academic Officer (CAO) and Deputy CAO in support of Tier 1 and Autonomy Schools, the district has implemented a comprehensive new "School Support Team" model. District School Support Teams (DSSTs) will support a cluster of schools, and be strategically deployed to carry out content training, professional development, and data-driven interventions. These DSSTs will be made up of educators who have knowledge and expertise in instruction and curriculum in the core academic areas as well as Special Education, Bilingual Education, English as a Second Language and data usage.

In addition, BPS believes that by significantly improving teacher performance the academic achievement of students will increase. Through the use of the instructional management system, which emphasizes teacher



observation and support, the teachers are continually improving their instructional practices through a blended model of professional learning. During the 2012-2013 academic year, BPS piloted a new Teacher Evaluation Plan. This plan will be revised for the 2013-2014 school year with continued focus on supporting improving teaching practices that will actively engage students in learning activities that follow Common Core Standards. In order to continue to meet the needs of all students, we will continue the consistent use of the BPS district wide SRBI program. This program was fully implemented during the 2012-2013 school year for students from Kindergarten to Grade 12.

BPS believes that high-quality, embedded, Common Core aligned professional development is key to the success of efforts to improve teacher performance and student achievement. As teachers participate in the blended professional development, particularly at the 3 comprehensive high schools where new schedules have been developed for Grades 9 and 10 that will allow for weekly professional learning for teachers, the teachers will improve their practice and work in interdisciplinary teams. Continued focused and customized professional development opportunities will be provided in Common Core Standards, differentiated Instruction, literacy and numeracy interventions, and effective teaching strategies. We will continue our efforts to recruit and hire educators who are high qualified and represent the diversity that is seen in our student population.

BPS believes that creating options and opportunities for students will enable us to provide the targeted support needed for success. We are continuing to create choices for our high school students by opening new themed schools, increasing dual enrollment and Early College programs, providing the flexible senior year option for selected students, expanding the course offerings and academies in the three comprehensive high schools, refining the Twilight Program for students who are not able to attend school during the day and offering intensive credit recovery for students who need to make up course work. An additional Virtual Academy will be created at Central High School for those current students who need additional SRBI and more personalized instruction using a combination of on-line and teacher-delivered instruction in English, Math and Science. We are also creating the PRIDE Academy which will house two programs: one for over-age middle school students who are struggling and need intensive intervention prior to admission into the regular high schools; and a program for high school students who have not responded to academic and social interventions at their regular schools and who need intensive counseling and behavior modification.



### 3. District Data Profile

**Instructions:** Complete the district data profile below by providing student and staff information for the current school year (2012-13), and aggregate performance data from the past four school years (2009-10 to present).

<b>District Overview (2012-13):</b>					
Total Enrollment:	20,095	Per Pupil Allocation: <sup>3[1]</sup>	\$13,000		
Total # Schools:	34	Operating Budget:	\$224,223,000 (incl. Alliance Funds)		
# Review Schools: <sup>4[2]</sup>	10	# Turnaround Schools:	7		
<b>Student Demographics (2012-13):</b>					
% White:	8.53%	% F/R Lunch:	99.32%		
% Black:	38.91%	% IEP:	13.21%		
% Hispanic:	48.81%	% ELL:	13.34%		
% Other:	3.75%	Attendance Rate:	93.46%		
<b>District Personnel (2012-13):</b>					
# Certified School-based Staff:	1507	Median Teacher Salary: <sup>5[3]</sup>	\$66,000		
Student/Teacher Ratio: <sup>6[4]</sup>	25:1	# Central Office Administrators:	20		
# School Administrators:	73	# Central Office Support Staff:	99		
<b>Student Achievement:</b>					
	2009-10	2010-11	2011-12	2012-13	
District Performance Index:	n/a	n/a		n/a	
Math	Gr. 3 CMT at/above Goal:	414 – 27.3%	446 – 27.5%	525 – 22.5%	n/a
	Gr. 5 CMT at/above Goal:	563 – 40.2%	598 – 40.6%	554 – 40.5%	n/a
	Gr. 8 CMT at/above Goal:	412 – 30.6%	384 – 31.1%	467 – 34.9%	n/a
	Gr. 10 CAPT at/above Goal:	113 – 10.3%	91 – 10.3%	99 – 10.3%	n/a
Reading	Gr. 3 CMT at/above Goal:	368 – 24.6%	361 – 33.5%	365 – 23.4%	n/a
	Gr. 5 CMT at/above Goal:	344 – 24.7%	368 – 25.3%	440 – 32.3%	n/a
	Gr. 8 CMT at/above Goal:	520 – 38.6%	535 – 43.2%	603 – 44.5%	n/a
	Gr. 10 CAPT at/above Goal:	110 – 9.9%	95 – 10.5%	79 – 8.2%	n/a

<sup>3[1]</sup> Per pupil allocation should include all sources of funds (including local operating, state, federal and private funds).

<sup>4[2]</sup> Review category includes "Review" and "Focus" schools.

<sup>5[3]</sup> Median salary should reflect the median for all certified staff.

<sup>6[4]</sup> Ratio should include all certified staff.



Chronic Absenteeism Rate: <sup>7[5]</sup>	8.46%	9.3%	7.99%	6.57% (est)
4-Yr Graduation Rate:	6.79%	60.5%	60%	65% (est)
% Pursuing Higher Education:	70.6%	66%	68%	70%

#### 4. District Needs Analysis

**Instructions:** Using the spaces provided below, identify the district’s greatest strengths and areas of need using findings from the CSDE planning site visit and other relevant district information and data. Be sure to include a root cause analysis identifying the factors contributing to current performance levels. Although you are encouraged to consider strengths and growth areas across all four district domains, you may choose to prioritize and are not required to cite strengths and growth areas in each of the four areas.

For the following domains, identify the district’s greatest strengths.

Academics	<ul style="list-style-type: none"> <li>• System of tiered schools based on educational need and providing differentiated support.</li> <li>• CCSS-aligned uniform curriculum in Language Arts, Math and Science.</li> <li>• New benchmark assessments for Language Arts and math will be taken online every 6 weeks, - beginning in September 2013.</li> <li>• Commitment to high school transformation with three new high schools opening in September 2013.</li> </ul>
Human Capital	<ul style="list-style-type: none"> <li>• New teacher leadership pipeline through reclassification of coaches into school based Instructional Support Leaders.</li> <li>• New access to principal pipeline through partnerships with non-profit organizations.</li> <li>• System to empower principals and teachers in high-performing schools with greater decision-making autonomy.</li> <li>• Partnerships with Teach For America and local colleges and universities to provide talent for teaching and tutoring.</li> </ul>
Operations	<ul style="list-style-type: none"> <li>• Restructured central office resulting in additional resources and personnel going directly to schools and students.</li> <li>• School-based budgeting system for financial management that ensure real cost savings and aligns resources to proven school improvement strategies.</li> <li>• Strategic Plan aligns financial and operational initiatives with key academic initiatives.</li> <li>• Formed Good Schools Bridgeport to secure public and private funding to expand high-quality school options.</li> <li>• Commitment to partnering with the community for more intensive interventions in chronically underperforming schools.</li> <li>• Ongoing efforts to increase parental involvement through multiple community forums and events.</li> <li>• Major investments and improvement in several facilities.</li> </ul>

<sup>7[5]</sup> Chronic absenteeism is defined as the percentage of students missing



For the following domains, identify the district's most significant growth areas.

Academics	<ul style="list-style-type: none"><li>• Inconsistent instructional leadership at the school level.</li><li>• Develop a data driven culture to inform instructional practices.</li><li>• Align professional development with individual school and classroom needs.</li><li>• Streamline all systems to organize and make more accessible school-level information, including data on assessment, attendance and behavior.</li><li>• Continue work to implement SRBI with fidelity.</li></ul>
Human Capital	<ul style="list-style-type: none"><li>• Form partnerships for high quality, more consistent professional development of staff at Tier II and Tier III schools.</li><li>• Use evaluations to individualize support and growth plans for teachers and administrators.</li><li>• Place more high-quality teachers and principals at the lowest-performing Tier II and Tier III schools.</li><li>• Hold low-achieving school leaders accountable for results.</li><li>• Recruit and hire talented candidates for school-level positions.</li></ul>
Operations	<ul style="list-style-type: none"><li>• Ongoing need to identify additional fixed costs that can be redirected to school-level initiatives.</li><li>• Need to continue to evaluate cost effectiveness of smaller and low-performing schools.</li><li>• Execute plans to invest in school-level technologies and the infrastructure to support such resources.</li></ul>
Culture and Climate	<ul style="list-style-type: none"><li>• Invest all personnel and stakeholders in a culture of high expectations that prioritizes students.</li><li>• Tier III school model selection or intervention focus on improving climate and culture.</li><li>• Execute plans for wraparound service provider partnerships.</li><li>• Monitor staff attendance, particularly at the high school level.</li><li>• Continue work to align and increase the effectiveness of Parent Advisory Councils and School Governance Councils through better coordination.</li></ul>



## 5. District Strategy and Year 1 Reflection

**Instructions:** Summarize the district's overarching strategy and key initiatives from Year 1 of the Alliance District program. Describe successes and progress made in Year 1. Provide specific data points to support the analysis.

Articulate the district's key initiatives from Year 1 of the Alliance District program.

- I. **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.
- II. **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; Instructional Support Leader; 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. Instructional Support Leaders 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 Instructional Support Leader, 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 Instructional Support Leaders 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 *Symphony Math* (K-12), *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, Instructional Support Leaders 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.



**III. 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<sup>th</sup> -10<sup>th</sup> grade, 11<sup>th</sup>-12<sup>th</sup> 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<sup>th</sup> grade students to prepare them for transition from 8<sup>th</sup> grade to high school. To further prepare these students for success in high school, selected 8<sup>th</sup> 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<sup>th</sup> & 10<sup>th</sup> 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.

**IV. 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, 21<sup>st</sup> 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:

- Connecting high schools and colleges through dual enrollment programs: 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.
- Recruiting college/university graduate interns to work in Bridgeport schools: 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 TEAM 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.

- V. **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. Identified students from Kindergarten through grade 12 in need of Math support will be provided *Symphony Math* as a Tier II intervention. 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. The Instructional Support Leader 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.

Briefly describe the district's Year 1 Alliance District **accomplishments** citing specific data, where appropriate.

#### Key Initiative I

- Teams of teachers worked during summer, 2012 to create the initial curriculum map in all core subjects, complete with anticipated pacing guides. Teachers in 100% of the Bridgeport Schools were introduced to the curriculum in fall, 2012 and were given a password to sign on. During the course of the school year, teachers were asked to use the new curriculum and provide electronic feedback to the curriculum writers for pacing guide and content modifications.





- Approximately 70% of teachers participated in the utilization of the new district curriculum.
- Textbooks and instructional programs were purchased, delivered and supported through professional development for 100% of the schools in every grade from PK through Grade 12. 100% of teachers received professional development prior to the end of last school year and on a continuous basis throughout the year.
  - Additionally, we created a menu of tiered SRBI interventions that expanded previous supports for students and provided specific processes for identifying students in need of intervention. These processes also included assessing students' specific deficits, determining which intervention(s) were most appropriate to meet their needs and monitoring students' progress. Professional development in each of the SRBI intervention programs was conducted during the course of the school year for 100% of schools and schools were able to train a minimum of one teacher to become certified in the Wilson Reading Program.
  - Two benchmarked assessments, aligned to the CMT and CAPT, were created and administered for students in Grades 3-10 district wide in reading/ELA and mathematics.
  - SRBI intervention programs and all instructional programs and resources for students and teachers were included on the district's Pinpoint Platform.

#### **Key Initiative II**

- Initial training and support was provided to 100% of teachers in all schools on how to access and use the new Atlas curriculum.
- Continuous professional development was provided to 100% of elementary teachers and 100% of middle and high school English, mathematics and science teachers in using the new resources to plan, deliver and assess high-quality, CCSS aligned instruction. Literacy and Numeracy Coaches at each elementary school supported the teachers' learning on a daily basis. They also supported external consultants who came to the schools to provide professional development as well.
- In addition to the professional development provided by each individual SRBI intervention program on its protocols and procedures, including PBIS, a district SRBI team, led by the Chief Academic Officer, visited every school to provide support for identifying, screening, placing and progress monitoring students in need. This team also supported schools in providing time during the school day for SRBI through creative scheduling of both instruction and personnel.
- 99% of schools (all except one high school) was able to schedule a double planning period each week by grade and/or department for collaboration, review of data, development of common formative assessments and using data for grouping students and lesson planning to ensure alignment with CCSS.
- 100% of elementary school teachers and middle/high school teachers of English, Mathematics and science were provided with digital resources and training to access them. All of the new texts are on-line as well as student resources and resources for parents. These digital resources are now part of the district's Pinpoint platform.

#### **Key Initiative III**

- The three comprehensive high schools began the year with double blocks of English and Mathematics for all 9<sup>th</sup> and 10<sup>th</sup> graders to ensure that they had the necessary time for both instruction and remediation of basic skills necessary for success. During those blocks, students were screened and provided with interventions, such as the American Reading Company

program which focuses on developing reading comprehension skills for students who are less than proficient readers.

- New linkages were developed between high schools and external partners in order to begin the development of sound, meaningful academies that have, as exit requirements, connections to university and career pathways. Some examples include Bassick's new linkage with the Klein Performing Arts Organization for their Arts Academy and with the Discovery Museum for their Science Academy focusing on astronomy. Harding HS's new connection to Bridgeport Hospital for their Medical Careers Academy and with C-CAP to develop a Hospitality Academy focusing on culinary skills initially. Additionally, there was a reconnection to the International Baccalaureate Organization to further develop and enhance the IB program at Harding HS.
- Students in need were offered a summer Credit Recovery program with special emphasis on 9<sup>th</sup> and 10<sup>th</sup> grade students. 9<sup>th</sup> grade was declared a mandatory summer school attendance grade for any student failing one or more courses in either English or Math. Currently, there are 199 9<sup>th</sup> grade and 250 10<sup>th</sup> -12<sup>th</sup> grade students enrolled.
- 300 students were enrolled in the high school Twilight Program which utilized a combination of direct instruction and on-line courses for students who were not able to attend school during the regular school day.
- An 8<sup>th</sup> grade Bridge to High School program was conducted successfully last year for 350 students to orient them to High School and provide additional support. This year's program has been expanded and there are currently 250 8<sup>th</sup> grade students enrolled in an extended program which will focus on reading and Algebra in addition to organizational skills.
- High School dual enrollment opportunities have expanded this year for students. Approximately 85 12<sup>th</sup> grade students from all three high schools took at least courses for at least one semester at Housatonic Community College, Fairfield University, University of Bridgeport and, in the spring, Sacred Heart University. More than 300 11<sup>th</sup> graders (with several 12<sup>th</sup> graders) took the Accuplacer Test in the spring and 123 students who will be 12<sup>th</sup> graders next year are registered to take courses at Housatonic Community College.

#### Key Initiative IV

- As indicated above, the pilot partnerships with local colleges and universities this first year resulted in 85 11<sup>th</sup> and 12<sup>th</sup> grade students attending Housatonic Community College, Fairfield University, Sacred Heart University and University of Bridgeport. Next year, based on Accuplacer scores, 123 12<sup>th</sup> grade students are scheduled to attend Housatonic Community College already.
- We developed partnerships with Sacred Heart University, University of Bridgeport, University of New Haven and Fairfield University for graduate interns who could work in our schools to learn and to support instruction in SRBI, reading and math tutoring and other core instructional areas. To date we have had 74 interns from these institutions and more are expected for next year.
- We also were able to develop relationships with these same universities and with Southern Connecticut University to bring in student teachers. This year, we have approximately 96 student teachers working in our schools at all grade levels.

### Key Initiative V

- Bridgeport is part of a state grant, *Maternal Infant Early Childhood Home Visiting Grant*, through which parents are being trained to be Home Visitors by the *Parents as Teachers Organization*. These parents, with the support of guidance counselors, will be able to go into homes to support young pregnant girls and young parents (male and female). Bridgeport has 4 home visitors who will each provide developmental, social and academic support to 10 families.
- Additionally, United Way of Fairfield County is supporting a pilot program in two Bridgeport Public schools to also train parents to go into homes and work with parents and infants on academic and social skills that will help to prepare them to be better equipped to eventually enter school.
- This year, Bridgeport was able to convert four part-day prekindergarten programs to full day programs in order to meet the needs of parents and families.
- 100% of pre-k through Grade 2 teachers were provided with all curriculum resources, training and support for instruction and intervention with SRBI programs appropriate to grades and areas of need.

Explain any key initiatives that the district will **stop or discontinue** and why. Note that districts must consider discontinuing less effective strategies before adding new initiatives.

All of Bridgeport's initiatives are on-going and will continue until they are fully implemented.



## 6. Year 2 Priorities

**Instructions:** District improvement requires a targeted investment aligned to the district’s most pressing needs. Please reflect upon district data, the CSDE planning site visit, Year 1 progress, and the needs analysis to identify three to four priority areas for the Year 2 Alliance District plan.

The CSDE has identified three focus areas the second year of the Alliance District program: (1) the transition to Common Core State Standards and new assessments; (2) educator evaluation and support (for both teachers and administrators); and (3) interventions in low-performing schools. Your application must explain how these three areas will be addressed, either through the Alliance District spending plan or via separate district initiatives. Below, identify three to four district-specific priority areas for Year 2 and indicate whether they are new or continued initiatives from Year 1. Then, explain how these priorities align to and reinforce the district’s broader strategic plan and/or vision.

Priority #1	<b>System of tiered interventions in low-performing schools</b>	<input type="checkbox"/> Continued from Year 1 <input checked="" type="checkbox"/> New priority
Priority #2	<b>Implementation of an instructional management system with an emphasis on teacher evaluation and support, and SRBI</b>	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #3	<b>Human capital recruitment and professional development</b>	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #4 (optional)	<b>Development of alternative schools and programs</b>	<input type="checkbox"/> Continued from Year 1 <input checked="" type="checkbox"/> New priority



Briefly describe how the priorities listed above support the district's theory of change and strategic direction.

Strategic and focused professional development as well as additional technical support will be provided to the Tier II and III schools, which positively impact instructional practices. Professional learning will also ensure a consistent implementation of the district wide SRBI plan. Through the recruitment of high quality educators, our schools will be staffed by individuals who have the needed skill set to move them forward. The continued instructional management system focused on teacher evaluation will give school-level administrators the tools necessary to assist them in supporting their teachers as instruction is aligned to the Common Core Standards. In the alternative schools, the investment in talented human capital will provide the direction to transform the programs into ones that motivate students to become productive citizens.

If not explicitly identified as priority areas, explain how the district will address the CSDE's three focus areas for Year 2 of the Alliance District program. Briefly describe the district's strategy and level of preparedness to (1) transition to Common Core State Standards and new assessments, and (2) fully implement educator evaluation and support systems.

The district continues to address the transition to the Common Core State Standards using a multifaceted approach. All instructional materials continue to be purchased so as to align with the Common Core and also include related professional development supports. Currently these purchases are complete for ELA, Math and Science. These supports have been and will continue to be delivered using multiple modalities such as face to face large group sessions, classroom embedded support and access to online learning. The curricula in the four core areas support learning in the Common Core and are regularly revised to meet the emerging needs of students and staff. A Benchmark Assessment Committee is drafting six benchmark assessments for ELA and Math in grades three through twelve that will assess those standards reflected in the revised curriculum. In addition, the district has developed an innovative support for grade 9 and 10 that will provide teachers will an innovative schedule and regular release time for professional development to craft lessons and units of instruction that integrate rigorous learning opportunities through the Common Core. Ultimately this approach will integrate the unique learning needs of staff as noted by the new evaluation process.

Furthermore, the district has created District School Support Teams (DSST) comprised of certified staff from across content areas and will be available to support cohorts of schools. Several district schools piloted the Smarter Balance Assessment this past spring to better prepare themselves for what is expected on the assessments. The District has also designed a College Readiness Day for Fall 2013, whereby all students in grades 8 through 12 will take a College Board assessment (ReadiStep, PSAT or SAT) so as to determine each student's preparedness for success beyond high school. This assessment will be used by teachers to support learning in the classroom and will be used by the district to support future programming planning.



If not explicitly identified as priority areas, explain how the district will address the CSDE's three focus areas for Year 2 of the Alliance District program. Briefly describe the district's strategy and level of preparedness to (1) transition to Common Core State Standards and new assessments, and (2) fully implement educator evaluation and support systems. You will be asked to describe your district's strategy to intervene in its lowest-performing schools in Section #7.

The district piloted the new educator evaluation system this past year and as a result has provided most certified staff with extensive professional development to support their understanding. In addition to the training of administrators, over 100 peer observers were trained to conduct classroom observations using the new system. While this training itself was professional learning, the majority of peer observers have expressed that conducting the classroom observations during the pilot was a significant learning experience as well. Administrators and peer observers participated in Teachscape training, clinics on writing classroom observations and collecting evidence and numerous support sessions on the many aspects of the system itself. The district used external groups such as CES, CAS and New Leaders to support professional learning in the new evaluation system. The district's professional development calendar for the 2013-14 school year continues to reflect a variety of these learning sessions for both administrators and teachers on the approved Bridgeport model and has revised the new teacher orientation program to include orientation and support for the new evaluation system. The revised teacher evaluation model will follow SEED for the 45%, the 10% and the 5% and will have a greater emphasis on teaching and learning in the 40%. The district will continue to use the Danielson rubrics and will focus on teacher performance in most of the training in the belief that when teacher practice improves so will student achievement.





**Instructions:** For each of the priority areas identified in Section #6, identify a core set of strategies that will lead to results and successful implementation. Identify any expected outcome(s) and metrics to track the progress and fidelity with which that strategy is executed. Also indicate when the district will implement that strategy during Year 2 of the Alliance District program (summer 2013, fall 2013, winter 2014, spring 2014 and/or summer 2014). The information provided will serve as the foundation for the Year 2 CSDE support and monitoring.

**Priority #1:** Insert the Year 2 priority below.

**System of tiered interventions in low-performing schools**

**Summary:** Briefly describe the district's comprehensive approach to implement this priority.

Bridgeport Public Schools has developed a tiered system for all of the schools in the district. There will be four tiers of schools: high performing (Autonomy Schools), Tier I, Tier II and Tier III. Tier II schools are those which have remained stagnant in student achievement as measured by various data. Tier III schools are those which are chronically under performing and have either been identified as Commission Network Schools or are being considered for identification as such. The tiered intervention for the Tier II and Tier III schools will be based on the needs of the individual schools. As a result of Quality Reviews of Tier II schools, they were required to develop corrective action plans based on the findings of the review team, which were reviewed by the Superintendent and CAO for their likelihood to support school improvement. Based on the agreed upon strategies for each school, the district has committed specific supports and requirements, such as academic targets that must be met by each school and a monitoring protocol. Central office support will be provided through the Office of Academics through District School Support Teams (DSST). These DSSTs will be made up of educators who have knowledge and expertise in instruction and curriculum in the core academic areas as well as Special Education, Bilingual Education, English as a Second Language and data usage. Further, each school will receive an Instructional Support Leader who will assist the principal in the overall management of the curriculum and instructional program in that school as well as Guidance Counselor services to work with the school team to provide an approach that addresses the needs of the whole child. These teams and/or identified team members will work together with the school's Instructional Leadership Team (comprised of school administrators and key school-based instructional staff) to determine the content and delivery system for professional development needed to support the academic improvement of the school and/or individual teachers. Additionally, through the district's partnerships with local colleges and universities, the University Intern Program will provide schools with full time interns who will learn necessary skills but who also offer schools additional competent staff as well as potential employees. To further support the tiered schools, guidance counselors will help ensure the development and implementation of Student Success Plans as well as support school SAT / SRBI teams, enhancement teachers will be utilized to support an expanded curriculum and target support in identified intervention programs and schools will implement extended day programs in Spring 2014 to support the identified academic needs of students.



<b>Outcome Metric:</b> What is the desired result of the implementation of Priority #1?		<b>Timeline:</b>				
By June 2014, all Tier II schools will meet the increased SPI index as set by the CSDE. In addition, by June 2014, Tier II schools will meet 80% of their benchmarks as outlined in their Corrective Action Plans.		Su `13	F `13	W `14	Sp `14	Su `14
<b>Aligned Strategies:</b> Identify a core set of strategies to implement this district priority.	<b>Progress Metrics:</b> Identify a progress indicator for each strategy.					
Quality Reviews will be conducted in all Tier II schools in the spring of each year.	Reports indicating strengths and needs will be completed and supports and academic targets will be determined.	X	X		X	
Corrective Action Plans, with their related benchmark data, will be reviewed quarterly by the District for each Tier II school for midcourse adjustments and ongoing targeted supports.	Principals and Instructional Support Leaders, as part of school's Instructional Leadership Team, will present data quarterly to the district.		X	X		X
Meetings will be held with each school to discuss findings and possible courses of action.	Corrective Action plans will be completed by each school and approved by the CAO.		X			X
DSSTs will be created and assigned to schools to work with school Instructional Leadership Teams (ILT), including Instructional Support Leaders, for school improvement based on strategies in each Corrective Action Plan and other identified needs.	Plan for DSST to work with ILT will be developed with timeline for implementation.		X	X	X	X
District will conduct leadership changes in Tier II and III schools, if necessary, if performance targets are not met.	New principals will be interviewed and hired.	X			X	X
District to provide targeted, differentiated resources to schools based on identified needs as a result of the Quality Reviews, the resulting Corrective Action plans for Tier II schools and/or other needs identified by the Superintendent.	Staff, programs and other supports will be identified and provided.		X	X	X	X
Enhancement teachers placed at schools for intervention support.	Schools report on intervention progress quarterly		X	X	X	
Schools will implement a six week extended day program.	Schools report on targeted support outcomes.				X	
Schools will implement SAT / SRBI Team meetings to identify, monitor and support student needs.	Schools report on intervention progress quarterly		X	X	X	
University interns placed at schools for classroom and academic support.	Interns identified and provided.		X	X	X	



<p><b>Priority #2:</b> Insert the Year 2 priority below.</p>											
<p><b>Implementation of an instructional management system with an emphasis on teacher evaluation, and support, and SRBI.</b></p>											
<p><b>Summary:</b> Briefly describe the district's comprehensive approach to implement this priority.</p>											
<p>Through the use of an instructional management system which emphasizes teacher observation and support, the teachers are continually improving their instructional practices. During the 2012-2013 academic year, Bridgeport Public Schools piloted a new Teacher Evaluation Plan. This plan will be revised for the 2013-2014 school year with continued focus on supporting improving teaching practices that will actively engage students in learning activities that teach Common Core Standards. The district will follow SEED for the student achievement, parent feedback and whole school feedback portions of the model but will place greatest emphasis on the teacher performance and practice portion understanding that as teacher performance improves so will student achievement. Observations of teacher practice will be designed to support teacher growth and will be linked to appropriate professional learning based on the observed needs of each teacher for progress and increased proficiency. This system will be supported through a new document management system that will electronically store teacher and student information. In order to continue to meet the needs of all students, we will continue the consistent use of the BPS district wide SRBI program. Additional computer technology will be purchased as needed to support SRBI program assessments (Aimswb) and intervention programs such as Lexia and the American Reading Company. This program was fully implemented during the 2012-2013 school year for students from Kindergarten to Grade 12. To recapture instructional time, the district will use Kronos time management system that will instantly log staff in and eliminate wasted time completing hand written pay sheets especially during after school, vacation and summer time learning programs. The district will fund two computer technicians to support the expansion of essential technologies.</p>											
<p><b>Outcome Metric:</b> What is the desired result of the implementation of Priority #2?</p>											
<p>By June 2014, 80% of all Bridgeport teachers will be rated proficient or higher on the Teacher Evaluation Plan. During the 2013-2014 school year 100% of Bridgeport Public Schools will implement the district wide SRBI Plan to meet the needs of the students as measured by data pulls from Lexia, AIMSwab and other data collection tools. In addition, by June 2014, selected departments and building administrators will be introduced to utilization of the new document management system, as the electronic mode for records retention.</p>											
<p><b>Aligned Strategies:</b> Identify a core set of strategies to implement this district priority.</p> <p>100% of building administrators will be trained in the new Teacher Evaluation system.</p>	<p><b>Progress Metrics:</b> Identify a progress indicator for each strategy.</p> <p>By October 15 of each year, all building administrators will have attended professional development on the new Teacher Evaluation Plan.</p>										
<p><b>Timeline:</b></p> <table border="1"> <thead> <tr> <th>Su `13</th> <th>F `13</th> <th>W `14</th> <th>Sp `14</th> <th>Su `14</th> </tr> </thead> <tbody> <tr> <td></td> <td>X</td> <td></td> <td></td> <td>X</td> </tr> </tbody> </table>		Su `13	F `13	W `14	Sp `14	Su `14		X			X
Su `13	F `13	W `14	Sp `14	Su `14							
	X			X							



100% of all teachers will be trained in the new teacher evaluation system.	By November 15, all certified staff (teaching or support staff) will have attended professional development on the new Teacher Evaluation.	X				
Individualized support for administrators will be provided throughout the year to ensure that they are collecting appropriate evidence and providing timely, high quality feedback to their teachers.	Monthly reviews of observation reports submitted to the CAO/DCAO for assessments of progress and needed support.	X	X	X		X
Clinics will be offered for administrators and peer observers on scripting lessons, collecting appropriate evidence and writing actionable observation reports.	By June 2014, a minimum of four clinics will have been conducted.	X	X	X		X
Selected departments and building administrators will receive orientation to the new document management system.	By April, 2014, selected departments and building administrators will receive training and information.			X		
DSSTs will provide school based professional learning on the district wide SRBI model in the fall of each year and throughout the year as needed.	By November 15, all school based SRBI teams will have participated in differentiated SRBI training.	X	X	X		X
Universal screenings will be utilized to identify students K-12 who are in need of SRBI services.	By the end of Marking Period I, all students who are struggling will be identified through the use of a universal screening assessment. This process should be revisited each marking period.	X				
Two computer technicians to support instructional management system.	Two computer technicians in place.	X	X	X		X



<p><b>Priority #3:</b> Insert the Year 2 priority below.</p>
<p><b>Human capital recruitment and professional development.</b></p>
<p><b>Summary:</b> Briefly describe the district's comprehensive approach to implement this priority.</p> <p>The district has implemented a plan to recruit more highly qualified teachers in all areas and especially in hard-to-staff subjects. This recruitment plan also focuses on bringing more minority administrators and teachers to the district. Coordinated by the District Office Academic Team, principals and administrators will be provided with more effective support and leadership development to optimize their effectiveness. Additionally, teachers will receive more opportunities for professional learning both directed as a result of district initiatives and individually observed needs and self-selected based on teachers' practice/performance goals. Opportunities for increased professional learning will be offered in traditional modes as well as through digital offerings. Teachers will participate in blended professional development, particularly at the comprehensive high schools where new schedules have been developed for Grades 9 and 10 core subject teachers that will allow for weekly time for professional learning for teachers, and will improve their practice and work through flexible interdisciplinary teams. Continued focused and customized professional development opportunities will be provided in Common Core Standards, differentiated instruction, literacy and numeracy interventions, and effective teaching strategies. The school support teams described previously will also support professional learning in the schools and will serve as a leadership pipeline for prospective administrators. Similarly, we will continue our partnerships with local colleges and universities to bring interns and student teachers to our schools to further develop a teacher pipeline. We will continue our efforts to recruit, hire, and train educators, both instructional leaders and teachers, who are highly qualified and represent the diversity that is seen in our student population.</p>
<p><b>Outcome Metric:</b> What is the desired result of the implementation of Priority #3?</p> <p>By June 2014, all BPS teachers will have participated in high-quality, customized 18 hours of professional development as mandated by CSDE. By June 2014, 100% of grade 9 and 10 core teacher teams in the comprehensive high schools will have more frequent, focused and customized professional development. By June 2014, a minimum of 10% of the current number of teachers will be high-quality minority teachers recruited to work in Bridgeport Public Schools By June 2014, there will be an increase of at least 55% in the number of minority principals and assistant principals By June 2014, 100% of staff selected for summer 2014 programs will be trained to utilize the Kronos time management system.</p>





Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
District Office Academic Team will expand the district-wide PD Committee which will meet monthly, at minimum.	A catalogue of professional learning experiences that are digital, print based and interactive will be created and disseminated.		X		X	X
District Office Academic Team will facilitate the implementation of teaching schedules reflecting five day cycle of professional learning for identified grade 9 and 10 teachers.	Implementation of a schedule for a five day cycle for professional learning and an ongoing professional development calendar.		X		X	X
Recruit high-quality, diverse, teachers through job fairs, liaisons with colleges, universities, Teach for America and other sources.	All positions will be filled by school opening		X		X	X
District Office Academic Team will coordinate support for leadership development by creating a new position for Principal Mentor and through partnerships with proven organizations for supporting existing administrators.	A schedule of individualized leader support sessions will be developed and a series of leadership support workshops will be planned.		X		X	X
Create an internal (School Support Teams, Instructional Leadership Teams, etc) and external pipeline to recruit new principals and administrators	A minimum of 10% of new administrators will be identified and recruited each year to fill vacancies	X	X		X	X
Extended learning directors for Summer 2014 programs and staff will be trained on the Kronos time management system.	Extended learning directors for Summer 2014 programs will be trained on Kronos time management system and be able to train staff.					X





<p><b>Priority #4 (optional):</b> Insert the Year 2 priority below.</p>
<p><b>Development of alternative schools and programs.</b></p>
<p><b>Summary:</b> Briefly describe the district's comprehensive approach to implement this priority.</p> <p>In order to meet the various needs of all our students, BPS is working to create alternate programs. A focus in the 2013-14 school year is meeting the needs of the overage students who are struggling in regular secondary educational programs. To that effect we are creating alternative courses in Central High School for students who need additional SRBI and other supports and a separate PRIDE Academy for a maximum of 100 students which will provide an education for both overage middle school students who need additional academic and social interventions before entering high school and for existing high school students who are struggling and need intensive counseling and behavior modification support, in addition to academic support, to be successful. The District's Twilight Program is an alternative program for students at Bassick, Central and Harding High Schools and operates between 3:30 and 7:30 pm. Required and elective courses utilize an instructional design that is self-paced with individualized computer instruction as well as teacher support. Additionally, the district is revamping the existing referral process for the Twilight Program in the high schools to include parents and all stakeholders. The existing Juvenile Detention Center is also being improved with the addition of new staff and resources. The existing program, Park City Academy, will also be expanded to become a full day program and will receive the additional support of community agencies, such as REACH, to create a therapeutic environment for identified students. The district also plans to continue its piloted Saturday Academy for 8<sup>th</sup> and 9<sup>th</sup> grade students who are referred for behavioral issues and need additional support. Finally, the district will increase training for these and all schools in behavioral SRBI strategies to prevent and to address behavioral issues at the school level to reduce referrals to other schools and programs. The Director of Adult Education, who directly oversees alternative education, will monitor these programs and report directly to the Chief Academic Officer. The District will develop or enhance specialized programs to support student engagement and interest in program such as International Baccalaureate, Arts Conservatory, After School at the Klein (performing arts), Culinary Institute and Certified Nursing Assistant programs.</p>
<p><b>Outcome Metric:</b> What is the desired result of the implementation of Priority #4?</p> <p>By June 2014, 60% of students admitted to alternative schools and programs will be able to mainstream back to the regular high school program. By June 2014, the status of the remaining 40% of students will be reviewed to ensure appropriateness of continued enrollment and / or revision of interventions. By June 2014, 100% of the listed enhanced specialized programs will be operational.</p>



Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su '13	F '13	W '14	Sp '14	Su '14
Identify middle school students who meet the criteria for alternative placement (over-age, disruptive, in need of intensive intervention).	Admit students into PRIDE Academy for on-going support.	X	X			
Identify high school students who are over-age, under-credited and need intensive support.	Admit students into PRIDE Academy for on-going support.	X	X			
Monitoring process will be established for alternatively placed students, including the Twilight Program, including annual reviews for students not exiting the program.	Quarterly reviews of student outcomes to regularly assess appropriateness of interventions and student placement.		X	X	X	X
Identify students in Central High School who need additional SRBI and other supports and identify teachers to work with them.	Schedule students for alternative classes.	X	X			
Identify 8 <sup>th</sup> and 9 <sup>th</sup> grade students who do not need full time alternative placement but who require additional supports for Saturday Academy.	At least 15 Saturday Academy sessions will be held for identified students by June 2014.		X	X	X	X
Written information and workshop presentations will be developed to inform high school parents about the referral process and about the instructional program for Twilight Program.	Brochures about the program and referral process will be created and disseminated and a minimum of three workshops will be held.		X	X	X	
District SRBI teams will meet with individual school staffs to present and review behavioral and academic SRBI strategies to be used with identified students prior to referral to other programs or schools.	During the year, a minimum of one meeting/presentation will be made for every district school.		X	X	X	
Implement specialized programs such as After School at the Klein (ASK), International Baccalaureate, Arts Conservatory, Culinary Institute and Certified Nursing Assistant programs.	Quarterly report on students served.		X	X	X	X



## 7. School Turnaround Strategy

**Instructions:** Describe the district's strategy or approach to school improvement. Using the spaces provided below, explain how the district will support and enable dramatic school improvement, focusing resources and attention on the district's chronically underperforming schools. In Appendix B, districts with Review and Turnaround schools will be asked to identify a strategy to develop school-specific plans for identified school.

Explain the **district's capacity** to support school turnaround. Specifically, how is the central office structured to drive significant gains in the district's lowest-performing schools?

BPS has a streamlined and focused central office with a department of academics, student support, specialized services, human resources, and financial operations. To meet the differentiated needs of the district's schools, the central office is developing District School Support Teams (DSSTs) to provide content training and professional development for schools. In addition, the central office will hire a Chief Turnaround Officer (CTO), who will focus only on those lowest-performing schools to ensure that all supports are provided and to hold them accountable for performance.

Reporting directly to the Superintendent, the CTO will be responsible for the overall turnaround efforts for the Tier II and Tier III schools within the district. The CTO will supervise the principals of the Tier II and Tier III schools, and ensure that resources dedicated to support the turnaround initiative are aligned to effective school improvement strategies, leading to increased student achievement. Specifically, the CTO will carry out the following responsibilities:

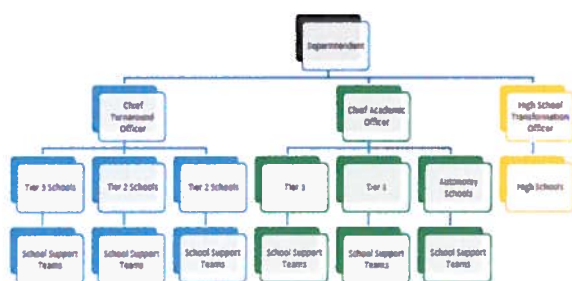
- Work with Tier II and Tier III schools, with records of persistent underperformance, by providing supports, guidance, interventions and new strategies.
- Oversee the development and monitor the implementation of School Improvement Plans, built on comprehensive school planning models.
- Identify immediate needs, develop action plans and support continuous improvement models.
- Drive change by example using leadership characteristics and strategies that are proven effective in turning around low-performing schools.
- Work with Tier II and Tier III principals to diagnose, plan and implement scientifically-based school improvement strategies to increase the achievement of all students.
- Guide the provision of technical assistance, coordination of district resources and support, and collection and dissemination of best practices.
- Provide day-to-day guidance and support in decision making to the Tier II and Tier III schools, to facilitate overall school management in the fiscal, operational and programmatic areas.
- Facilitate collaborative planning meetings with school leadership teams.
- Collaborate with school leadership teams and district support teams to identify, assess and implement leadership growth, assessment, curriculum, professional development, technology or other changes necessary to improve educational outcomes.
- Continually assess data to determine the effectiveness of all educational programs and class offerings in the schools.
- Track and report on the progress of the School Improvement Plans of Tier II and Tier III schools.
- Conduct informal and formal school quality reviews.
- Communicate progress to key stakeholder groups and incorporates their input.
- Develop, support, and facilitate the implementation of policies and procedures to guide school leadership teams and provide direct support systems for each school principal in the area of school

improvement.

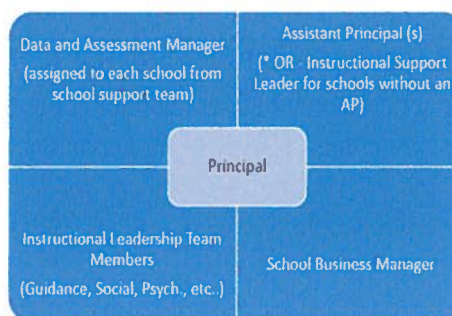
- Collaborate with the district department leaders to coordinate strategies and services to assist the schools.
- Assist schools in reviewing and evaluating the performance of teachers, other certified staff and non-certified staff.
- Evaluate the performance of the principals of the Tier II and Tier III schools.

To support the CTO’s efforts in Tier II and Tier III schools, as well as the Chief Academic Officer’s (CAO) and Deputy CAO’s efforts Tier I and Autonomy Schools, the district has implemented a comprehensive new “School Support Team” model. These teams will each support a cluster of schools, and be strategically deployed to carry out content training, professional development and interventions by the CTO and CAO in support of driving significant academic achievement. An overview of this organizational structure, as well as the local school leadership team model that is being embedded district-wide, is below:

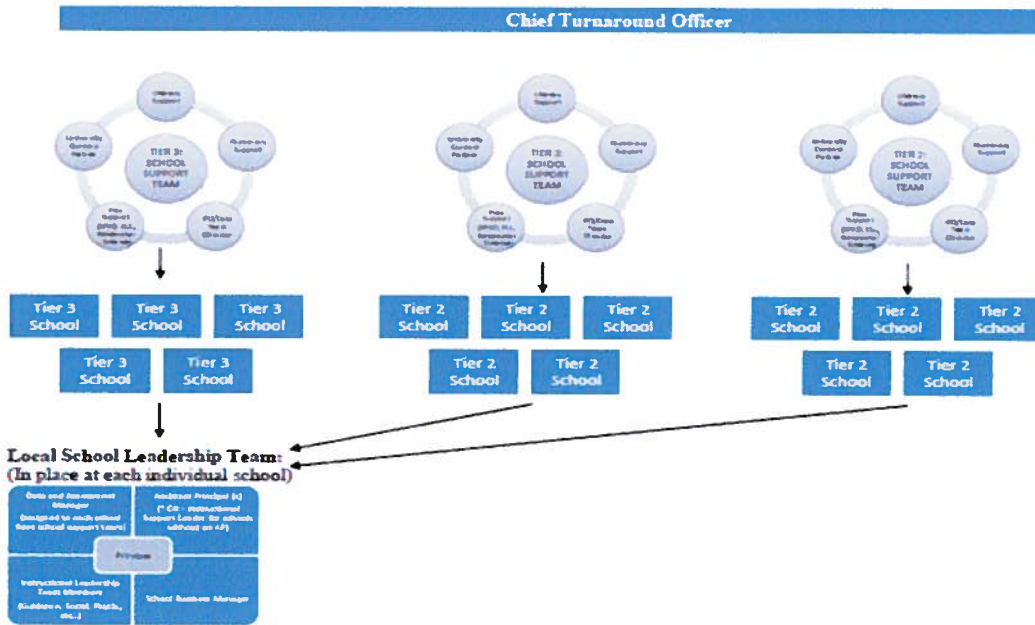
Central Administrative Office - Academic Leadership



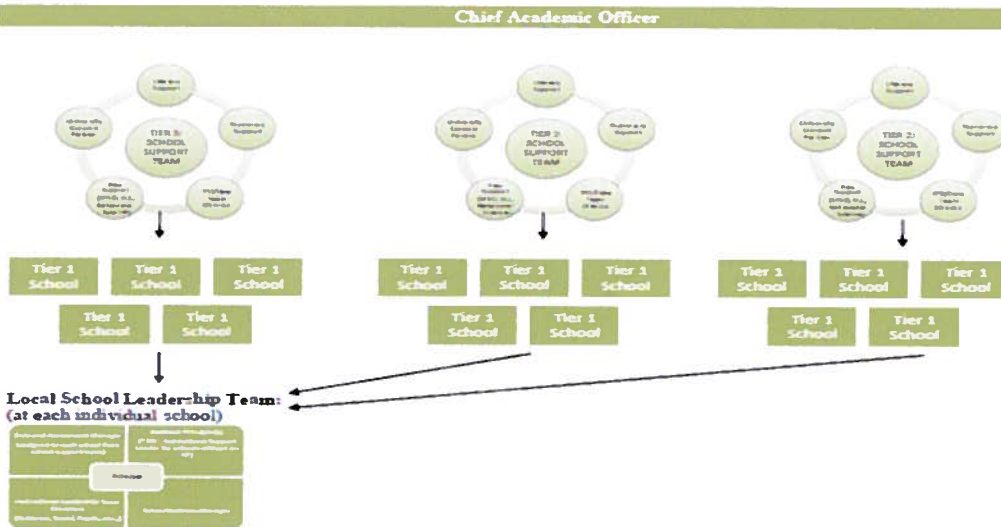
Local School Leadership Team Model



### Tier 3 and Tier 2 Schools – Academic Support Chart



### Tier 1 & Autonomy Schools – Academic Support Chart







Describe the **district's school turnaround strategy**. How will the district differentiate support and accountability for its schools? How does this relate the district's overall theory of change? What new flexibility and resources will low-performing schools receive?

### **SCHOOL TURNAROUND STRATEGY**

The Connecticut State Department of Education has categorized six Bridgeport schools as "Turnaround" schools (i.e. schools needing the most help) and eight Bridgeport schools as "Focus" schools (i.e. schools needing significant reforms). BPS is committed to transforming all struggling schools into high performing schools. In addition to the CSDE's categorization, BPS has developed detailed qualitative and quantitative analyses to better understand how well students are being served in existing schools and what types of differentiated supports may be required to accelerate student achievement. The four school types in the BPS tiered intervention and support framework are:

- **Autonomy Schools:** High performing schools.
- **Tier I: Focus on Growth and/or Specific Subgroup:** Schools that are underperforming but have demonstrated progress and are poised to meet targets.
- **Tier II: Focus on Achievement:** Schools that have demonstrated chronic academic underperformance.
- **Tier III: Whole School Intervention:** Schools that are undergoing a whole-school intervention.

This system of differentiating supports and interventions for schools is rooted in the district's MPE theory of change. With this in mind, as indicated previously, the district's work with a school under this framework is based on student outcomes and the specific support that each school may need to accelerate student learning. As a result, autonomy and accountability go hand-in-hand. Both academic and operational autonomy are earned based on how well students are performing in a school. Higher performing schools with strong leaders will have additional opportunities to build teams and deploy resources as they see fit and to best address their student's needs. Schools that have gaps in a specific population or a subject area will receive targeted interventions and a pathway to additional autonomy when leadership and other critical success factors are in place. BPS will reduce the barriers and impediments that schools face to serving their student populations and to allowing for innovation to happen in classrooms. Finally, BPS will implement district or state interventions in schools that do not make necessary progress and continue to fail their students. In cases of persistent failure, BPS will explore all options to ensure every child has a higher quality school available to them.

### **QUANTITATIVE AND QUALITATIVE REVIEWS**

To ensure that strategically aligned plans and corresponding supports were in place for all chronically underperforming schools, BPS leadership conducted a thorough quantitative analysis and qualitative review of all chronically underperforming schools. This quantitative analysis through regression analysis aimed to provide a clear and detailed picture of student achievement in the District's schools. The analysis revealed the following trends district-wide:

- The majority of grade school students are scoring below a Proficient level of achievement in either math or reading.
- Most high school students are not proficient in math or in reading.





- Black and ELL students are scoring below the district average.
- Black, ELL and Special Education students are achieving a lot more success in some schools than in others.
- There is a significant amount of variation in student turnover across different schools.
- There is a strong correlation between attendance rates and school-level achievement.

In addition to these findings, our analysis produced the following analytic tools to help us identify and support school improvement efforts:

- **Beat the Odds** analysis pinpointing schools that are achieving above average achievement and growth with populations that have below average achievement district wide.
- A **Challenge Index** that provides a way to adjust school-level achievement for population differences across schools.
- **Mobility Analysis** that measures what schools students are gravitating towards and what schools students are leaving.
- **Targets** using several different suggested methodologies depending on whether the District wants to emphasize simplicity and clarity or comprehensiveness.

Following the completion of this analysis, a school data-profile was then provided to each school leadership team. Based upon the results of this initial quantitative analysis, a number of schools were determined to be high-performing and categorized as “Autonomy” schools. Schools that were found to be underperforming but overall showed evidence of progress were categorized as “Tier I” schools. In addition, a number of schools were determined to be in need of greater support and intervention and classified as potential “Tier II” schools. “Tier III” schools were those which were already undergoing a whole-school intervention (e.g. the Commissioner’s Network, high school transformation, etc.).

Given their status as underperforming schools without whole-school interventions in place, each of the potential “Tier II” schools subsequently underwent a comprehensive Qualitative Review to fully assess the schools strengths and areas for growth moving forward. These reviews were conducted by a team of veteran educators from the surrounding region with a track record of successfully leading schools and conducting quality reviews. Each of these educators were supported by internal high performing principals from the district, both to add local context to the review team and to help build our capacity to continue these reviews in the future.

The reviews took place over the course of one day, and were designed to reveal to what extent each school was designed and operating as a high performing school for students. During the reviews, teams conducted meetings and interviews with school leaders, teachers, parents and students, while also observing instruction and school culture/climate.

Following the conclusion of each review, school leaders were provided with a report highlighting the evidence acquired during each visit around the school’s greatest strengths and growth areas. The reports were then discussed with school leaders to ensure alignment with their own school analysis and have served as the basis for each Tier 2 school’s development of its own Corrective Action Plan.

### **ALIGNED INTERVENTIONS**

The Corrective Action Plan will serve as the primary school improvement document for each of the District’s Tier II schools. These plans will include both qualitative and quantitative progress targets, determined by District



and School Leadership and aligned to SPI targets. Progress towards these targets annually will result in increased autonomy, including successfully moving to Tier I status or higher. In turn, failure to demonstrate progress may result in a Tier II school being subject to additional reviews and support, and ultimately designated as Tier III with more intensive supports and interventions. A summary of the differentiated supports and interventions by Tier can be found here:

	Autonomy Schools	Tier I Schools	Tier II Schools	Tier III Schools
<b>Strategy</b>	<ul style="list-style-type: none"> <li><b>High Performing Schools:</b> Increased financial, programmatic and operational autonomy for principals.</li> </ul>	<ul style="list-style-type: none"> <li><b>Underperforming but Demonstrating Progress:</b> Continue to implement School-Improvement Plans with a focus on implementing new Teacher Evaluation Plan, transitioning to Common Core Curriculum, and full delivery of District SRBI services.</li> </ul>	<ul style="list-style-type: none"> <li><b>Chronically Underperforming:</b> Responsible for implementing a Corrective Action Plan aligned to identified needs with set quantitative targets. District will provide additional supports and resources to support core improvement strategies.</li> </ul>	<ul style="list-style-type: none"> <li><b>Whole School Intervention:</b> Undergoing significant restructuring or redesign to “turn around” a chronically failing school (e.g. SIG, Commissioner’s Network, High School Transformation)</li> </ul>

Curiale School and Dunbar School are currently participating in the Commissioner’s Network. The Network is a partnership between the CSDE and the district to provide additional resources and flexibilities to the schools in order to support teachers and school leaders in achieving dramatic gains in student achievement. Curiale is now in its second year of participation in the Network. In Year 1, Curiale achieved gains in student achievement as well as real progress in several leading and lagging indicators of school turnaround. In Year 2, the CSDE has invested more than \$1 million in the teachers and school leaders at the school with the belief that they will achieve even more significant gains in achievement. Dunbar is in its first year of participation in the Network and is being managed by a nonprofit organization as a result of a State Board of Education approved Turnaround Plan as well as a contract approved by the Bridgeport Board of Education with overwhelming support. The CSDE has invested more than \$1.5 million in the teachers, school leaders, and nonprofit organization.

As indicated above, Tier II schools will each develop a corrective action plan with the flexibility to examine their data, understand the root causes of their underperformance and request new resources that they believe will strengthen the weak aspects of their instructional program. The district will give them new targets and benchmarks that will be monitored regularly. These schools will be provided with resources needed specific to their areas of deficiency in addition to the Instructional Support Leader, a School Media Specialist and a pre-CMT preparatory program for at-risk students to provide additional instructional time prior to testing. The resources may be in form or staff (e.g. interventionists, and additional administrator, etc.), technology (e.g. new desktop computers, Chromebook lap tops, Smart Boards), programmatic support (e.g. new instructional program for ELs and for such bilingual programs as Dual Language, etc.), or other resources to support their corrective actions. The district will also provide both targeted PD to administrators and teachers in areas of need and develop opportunities for customized professional learning for teachers. In Tier II and Tier III schools,



principals will be replaced, if necessary. Additionally, the district's recruitment efforts will focus on bringing high-quality teachers to those schools. Finally, the school's progress will be monitored regularly through site visits and reviews and through the district benchmark testing data. District supports will be adjusted based on progress made and needs that arise during the course of the year.



## 8. Accountability and Support

**Instructions:** Explain how the district will promote accountability and ongoing progress monitoring to ensure the successful implementation of the Alliance District plan and school-specific improvement plans. What systems and processes are in place or will be developed to promote optimal accountability? At the district level, who will be responsible for ensuring that these systems and processes are executed throughout the year?

Explain the **district-level** monitoring strategy.

The district staff responsible for monitoring school's progress and the implementation of the Alliance District plan will be the Chief Academic Officer (CAO), the Deputy Chief Academic Officer (DCAO), the Chief Turnaround Officer (CTO), Director of Adult Education, who also directly oversees Alternative Education, and the Chief Financial Officer. In addition, the District School Support Teams, consisting of district curriculum specialists and programmatic specialists, will monitor schools on a daily basis since they will be in schools 90% of the time. Other means of monitoring schools' progress will be through the new Kronos time and attendance system that will be introduced into the schools this fall. Schools will also be expected to report on their progress quarterly and the district will monitor academic progress of all schools through the results of the district-wide benchmark testing that is projected to occur at least six times per year. The Superintendent and the CTO will be responsible for ensuring that the district team effectively monitors the corrective action plans for each Tier II school. The Chief Academic Officer will be responsible for ensuring that principal evaluations in all Tier II and Tier III schools occur on a routine basis.

Describe the district's strategy for **monitoring schools**.

District staff will make frequent school visits. The CAO, DCAO, and CTO will meet monthly with the District School Support Teams to ensure coordination of services and to obtain continuous feedback on the progress of the schools. Additionally, the CAO and DCAO will meet weekly with the CTO for strategic planning and they will meet with the principals of Tier II and III schools both individually and collectively on a monthly basis for data analysis and progress reports. These reports shall be focused on gauging progress towards the goals outlined in each Tier II school's corrective action plan or whole-school-intervention plan for Tier III schools.

For schools making progress, action plans will continue in earnest. In situations where schools are not making progress toward the defined goals, the corrective action plan will stipulate strategic goals and targeted actions including the potential for leadership changes and whole-school-intervention. Schools that do not meet their accountability targets and do not make sufficient progress in other areas are subject to being placed in the tier below in the next year. For example, schools in Tier II that do not make sufficient progress will be placed in Tier III and will be subject to either leadership changes, whole school reforms and/or nomination for the Commissioner's Network, SIG, or an equivalent district or state mandated change in school model.

Lastly, BPS will develop and pilot a school accountability tool and profile for every school including achievement and progress metrics as well as a qualitative review of how well the school is designed to succeed with all of its students. This will translate into rewards and consequences for schools that will: a) allow us to differentiate our support for schools and b) allow all parents and families to understand how well schools are contributing to student learning on a yearly basis.



How can the **CSDE support the implementation** of the Alliance District plan and school-specific turnaround plans? Specifically, what trainings and technical assistance would you suggest the CSDE provide to school- and/or district-level staff?

It would be helpful to provide district-specific professional development offerings based on district needs and requirements for specific schools. These PD offerings could be on such topics as CCSS implementation, differentiated instruction, etc. Additionally, school leadership support tailored to district needs would provide assistance from SDE.



## 9. Budget

**Instructions:** Please complete and submit the Excel budget workbook as a part of the Year 2 Alliance District application package. Follow the instructions outlined below.

1. **Budget Summary:** Please use the Excel budget workbook to provide a high-level budget summary that identifies the costs associated with each of the strategies outlined in Section 6.
2. **Budget for Alliance District Funding (for new priorities and the expansion of existing priorities):** For each strategy that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the use of the Alliance District funding for 2013-14, as well as the use of other funds and leveraging of efficiencies. For each initiative, provide a cost basis, identify any/all funding streams that will support the strategy, and indicate which priority area(s) the expenditure supports. Note that the total of the budgets should equal a substantial majority of the Alliance District Funding allocated to the district.
3. **Budget for Alliance District Funding for Other Purposes:** 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 an operating budget for these uses for 2013-14. 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 2013-14 in electronic format only).*

**Note:** *The total of the budgets provided in Parts 2 and 3 should equal the total Alliance District funding allocated to the district.*

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 equal the total Alliance District funding allocated to the district.

**\*SEE ATTACHED EXCEL FILE**





## 10. Stakeholder Engagement

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

There have been regular consultation meetings by the Superintendent with both the Bridgeport Education Association and the Bridgeport Council of Administrators and Supervisors at which the provisions of this plan have been discussed. School administrators have met with the Superintendent both collectively and individually to discuss the elements of this plan. Further, the Superintendent has held regular, bi-weekly, community forums, to which the School Governance Council members and the general public are invited, during which the contents of this plan have been discussed. The Superintendent will continue his dialogues with the SGCs on an on-going basis.



### PART III: APPENDIX SECTION

#### A. Statement of Assurances

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

**PROJECT TITLE:** Alliance District Plan Amendment – Year 2

**THE APPLICANT:** Bridgeport Public Schools      **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 51 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.

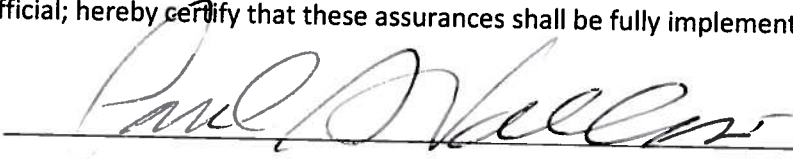
8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders 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)* Paul G. Vallas

Title: *(typed)* Superintendent

Date: June 1, 2013



## B. Review and Turnaround Schools

**Instructions:** The list below identifies all of the district's Review and Turnaround schools. The district must submit plans for all of its Turnaround schools and at least half of its Review schools. Indicate which of the district's Review schools will begin implementation in fall 2013. Also indicate how the district will satisfy planning requirements for each school. This can include: (1) developing a new plan for the school; (2) submitting an existing plan that has shown progress; or (3) applying to participate in the TIME Collaborative.

In the final column, indicate whether the district is considering participation in the Commissioner's Network.<sup>8</sup> Please note that if a school is not selected for the TIME Collaborative, then that school must complete the School Improvement Plan template. If the school is submitting an existing plan, then the district must only complete the cover page or Section #1 of the School Improvement Plan template for that school. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming.

***Please complete and submit the Appendix B form provided and customized for your district.***

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<sup>8</sup> Expression of interest does not signify a requirement or intent to apply. Expansion of the Commissioner's Network will be contingent upon the availability of funds.