

Connecticut State Department of Education

Revised School Improvement Grants 2009-10 - June 17, 2010

COVER SHEET

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Signature of Superintendent:	Date:
Name of Board Chair: Barbara Bellinger	
Signature of Board Chair:	Date:

Part III. SIG Application

Please complete sections A-I.

A. SCHOOLS TO BE SERVED: Please include the following information with respect to the schools you will serve with a School Improvement Grant.

Using the CSDE list of Tier I, II and III eligible schools found in Appendix A, please identify in the chart below each Tier I, Tier II and Tier III school in your district that you commit to serve and identify the model that you will use in each Tier I and Tier II school.

SCHOOL NAME	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
				turnaround	restart	closure	transformation
Barnum School	X						X
Dunbar School	X						
Roosevelt School	X						
Bassick High School		X					X
Harding High School		X			X		

BARNUM SCHOOL

DESCRIPTIVE INFORMATION

Section 1

a) Needs analysis

Barnum's school enrollment has fluctuated from a K – 6 population to K – 8 as the grades served in the building changed when the new building opened. But, even in the K -6 configuration, the school lags 25 points behind the district and over 50 points behind state averages in Reading and Mathematics.

Barnum School has lagged behind the district in writing (the district's highest average scores) since 2006. Our in-house on-line assessments show the same trends.

The district has placed three literacy coaches and one numeracy coach onsite. The third literacy coach came on line for the 2009-10 school year, but her attendance has been inconsistent. One coach is on maternity leave.

Barnum needs an immediate influx of concentrated literacy assistance to move student achievement upward.

The school's analysis of similar data appears in the School Education Plan for 2009-2011.

The following are the needs and goals for Barnum School as identified there.

“The Barnum School Leadership Team analyzed our DRA, CMT and on-line assessments to determine our strengths and weaknesses. Meetings were held with different groups of classroom teachers, resource staff, parents, the Student Assistance Team, and Vertical Data and Positive Behavior Supports Teams to develop and create a process where all stakeholders could support student achievement as well as social development learning opportunities. As a result of our analysis process we have chosen to target two specific subgroups: Black students and Hispanic students.”

“CMT results reflect overall growth compared with the previous year. In Reading, Blacks achieved growth in the 7th and 8th grades in comparison to the noted decrease for Hispanics. In grades 3-6 the reading achievement trend was the opposite, indicating Hispanics outperformed Blacks. 28% of Black students and 25% Hispanic students in eighth grade achieved Proficiency. In 7th grade, Blacks achieved 34% Proficiency and Hispanics achieved 57%. Grades 3-6 numeracy results overall reflect Hispanic students outperforming their Black counterparts. CMT writing achievement results varied between Hispanics and Blacks depending on the grade level. DRA results for Kindergarten through grade three reflected a need for growth especially in grade one where 35% of the students achieved benchmark. Based on this data we have developed to following Tier 2 indicators which are aligned to the District's Plan. May, 2010 results indicated the percentage benchmark achievement to be 61 in kindergarten, 25 in grade one, 60 in grade two, and 63 in grade three.”

“Tier 1: An increase in Reading and Mathematics proficiency for all students by a minimum of 15 percentage points and continued achievement of Adequate Yearly Progress in Writing by the end of

school year 2010-2011 as measured by the Connecticut Mastery Test and Connecticut Academic Performance Test.”

“Tier 2: The percentage of students who demonstrate proficiency in Mathematics will increase from 44% to 49%, the percentage of students who demonstrate proficiency in Reading will increase from 26% to 31%, and the percentage of students who demonstrate proficiency in Writing will increase from 45% to 50% by the end of the 2009-2010 school as measured by the CMT4.”

b) Targeted Subgroup goals:

“The percentage of grades K-12 students who reach DRA benchmarks will increase from 61% to 66% for English and 50% to 55% for bilingual students in grade K; 25% to 30% English and 0% to 5% for bilingual students in grade one; and 50% to 55% English and 86% to 91% in grade two by the end of the 2009-2010 school year.

The average scores of the grade 3-8 students will increase by at least 5% in both Reading and Mathematics by the end of the 2009-2010 year as measured by the District’s Quarterly On-line Assessment.

The percentage of grades 3-8 students who meet proficiency in the CMT4 Mathematics will increase by a minimum of 5% annually for each targeted sub-group. This equates to 28% to 33% for Blacks and 17% to 23% for Hispanics in grade three, 10% to 15% for Blacks and 21% to 26% for Hispanics in grade four 37% to 42% for Blacks and 19% to 24% for Hispanics in grade five; 30% to 35% for Hispanics in grade six, 26% to 31% for Hispanics in grade 7 by the end of the 2009-2010 year.

The percentage of grades 3-8 students who score proficiency or higher on the CMT4 Reading will increase by 26% to 31%. The black subgroup will increase from 36% to 41% and Hispanics from 12% to 17% by the end of the 2009-2010 year.”

c) Benchmarks and Goals to Address these Needs

“Tier 1: A 15% reduction in suspension incidents and number of students suspended by the end of the school year 2010-2011.”

“Tier 2: An improvement in high school attendance by 15 percentage points by the end of school year 2010-2011.”

“Barnum School’s attendance for the 2008-2009 year was 93%. We will continue to implement current strategies to continue this trend. As a Pre-K through 8th grade school we encourage our students to maintain high standards of school attendance as a goal for attaining college preparation. Attendance toward life-long learning experiences is continually reinforced throughout all grade levels.”

d) Achievement goals

Barnum Elementary will match its achievement goals with the targets set by the Connecticut State Department of Education, based on analysis of the 2009-2010 assessment data.

The District Education Plan has set a target of 15% increase with a minimal gain of 5% a year, each year in reading and mathematics.

e) Detailed description of intervention and reasons for selection

Barnum Elementary will be improved using the Transformation Model.

Barnum School has gone through significant reform in the past two to three years. Grades 7 and 8 were removed from the school, then returned. The school community moved into a brand new, state-of-the-art building. The school community has adopted the CommPACT model in partnership with the University of Connecticut. External assessments of the school by Cambridge Education and the National Urban Alliance are summarized below. These assessments were done prior to the development of the Strategic Plan and the current District Improvement plan but both indicate lack of student engagement, low expectations for student learning and lack of understanding of foundational instructional practices. The Cambridge report also indicated the need to focus and limit the number of initiatives. In spite of the district's and the current school leadership's effort to improve student achievement, Barnum students' collective assessment scores still lag behind the district. CommPACT indicates based on meetings at the school level and in the Superintendent's office that there is some movement toward increase academic rigor, i.e., teachers willing to alter schedules and looking for other models beyond what the district provides for academic rigor.

In order to further support these efforts fiscally, the district is applying for these funds using the Transformation Model.

Therefore, the district plans to change the current leadership using the Transformation Model. Barnum's Intervention model will include an intense focus of Reading Strategies for students in grades K-8, specifically grade K-3 and 7-8 in year one, and adding additional intensity of strategies and materials for grades 4,5, and 6 in years two and three.

K-3 will work with a different reading program than the remainder of the district (MONDO) which will foster differentiated instruction matching the program to the DRA levels of students. The program increases the daily opportunities for teachers to use guided reading, and offers intervention strategies. The MONDO company will provide intense professional development for teachers.

K-3 will continue to use LEXIA to provide web-based interventions, particularly geared toward phonemic awareness; the district will also make available EAROBICS which will provide further intervention strategies in fluency, phonemic awareness, comprehension, word recognition and decoding for emerging readers. There is also a web-based component that parents can access at home.

Grades 7-8 will continue to use the SEM-R model of independent reading (Reiss/Renzulli/UCONN). After a year of piloting the SEM-R model the English Department will work with Barnum staff to continue to promote student choice reading and literacy circles and provide modeling and support for teachers and students. The

Program will be monitored through the review of the district's assured experiences.

Through this grant opportunity the district would like to add an additional reading teacher to the 7th and 8th grade schedule to accelerate student achievement.

The program will be monitored through the district’s on-line assessment system, on-going meetings with the CommPACT (UConn) organization and UConn’s pre and post tests. The ultimate determiner will be the 2011 Connecticut Mastery Test Results. Grade level data teams will review the data on an on-going basis. Direct observation through Academic Walks will further assess the progress of the intervention and determine if adjustments need to be made.

In Mathematics computer-assisted math programs will provide one means of intervention, with the target grades being 3,4,5. In Year Two 6, 7, and 8 will be more closely targeted for intervention strategies.

A focus on SRBI implementation in Mathematics will also be a focus of this intervention. Destination Math will be the web-based program to support instruction and Aimsweb will be the progress monitoring tool.

Year One

Year Two, 2011-2012

Reading	Mathematics	Reading	Mathematics
<p>K- MONDO reading program; emphasis on differentiation; guided reading strategies; oral fluency. Regular assessments to monitor progress.</p> <p>Computer software will support struggling readers</p>	<p>K-Saxon Math Emphasis on mathematical concepts and hands-on activities; measured by assured experiences</p>	<p>K-Continue implementation of MONDO reading program: continued emphasis oral fluency, phonemic awareness, differentiation.</p> <p>Regular assessments to monitor progress.</p> <p>Computer software to support struggling readers.</p>	<p>K-Saxon Math Emphasis on mathematical concepts and hands on activities; Measured by assured experiences.</p>
<p>1-MONDO reading program; emphasis on differentiation; guided reading strategies; oral fluency. Regular assessments to monitor progress.</p> <p>Computer software will support struggling readers</p>	<p>1-Saxon Math Emphasis on mathematical concepts and hands-on activities; measured by assured experiences.</p>	<p>1-MONDO reading program; continued emphasis on oral language, phonemic awareness, differentiation.</p> <p>Computer software to support struggling readers.</p>	<p>1-Saxon Math Emphasis on mathematical concepts and hands-on activities; measured by assured experiences.</p>
<p>2-MONDO reading program; emphasis on differentiation; guided reading strategies;</p>	<p>2-Saxon Math Emphasis on mathematical concepts, hands-on</p>	<p>2-MONDO reading program; continue emphasis on oral reading fluency,</p>	<p>2-Saxon Math Emphasis on mathematical concepts; hands-on activities;</p>

<p>oral reading fluency. Regular assessments to monitor progress.</p> <p>Computer software will support struggling readers</p>	<p>activities; measured by assured experiences</p>	<p>differentiation.</p> <p>Computer software to support struggling readers.</p>	<p>measured by assured experiences.</p>
<p>3-MONDO reading program; emphasis on differentiation; guided reading strategies and comprehension. Regular assessments to monitor progress.</p> <p>Computer software will support struggling readers</p>	<p>3- Pilot revised mathematics curriculum using e-curriculum framework; emphasis on mathematical concepts; measured by assured experiences and district on-line assessments</p>	<p>3-MONDO reading program; continued emphasis on differentiation, Comprehension.</p> <p>Computer software to support struggling readers.</p>	<p>3-Implement revised mathematics curriculum using e-curriculum framework; emphasis on mathematical concepts; measured by assured experiences and district on-line assessments.</p>
<p>4-Pilot revised Reading comprehension Curriculum; continued focus on differentiation District on-line assessments to monitor progress.</p> <p>Computer software will support struggling readers</p>	<p>4-Implement revised Mathematics Curriculum using e-curriculum framework; emphasis on applying mathematical concepts; measured by assured experiences and district on line assessments</p>	<p>4- Emphasis on content area literacy incorporating historical concepts, figures while reading and writing about informational texts; measured by assured experiences</p>	<p>4-Implement revised Mathematics Curriculum using e-curriculum framework; emphasis on applying mathematical concepts; measured by assured experiences and district on line assessments</p>
<p>5-Pilot revised Reading comprehension curriculum; continued focus on differentiation District on-line assessments to monitor progress.</p> <p>Computer software will support struggling readers</p>	<p>5-Implement revised Mathematics Curriculum using e-curriculum framework; emphasis on applying mathematical concepts; measured by assured experiences and district on line assessments</p>	<p>5-Emphasis on content area literacy incorporating historical concepts, figures while reading and writing about informational texts; measured by assured experiences</p>	<p>5-Implement revised Mathematics Curriculum using e-curriculum framework; emphasis on applying mathematical concepts; measured by assured experiences and district on line assessments</p>
<p>6-Pilot revised Reading</p>	<p>6-Implement revised Mathematics</p>	<p>6-Emphasis on content area literacy</p>	<p>6-Implement revised Mathematics</p>

<p>comprehension curriculum; continued focus on differentiation District on-line assessments to monitor progress.</p> <p>Computer software to support struggling readers</p>	<p>Curriculum using e-curriculum framework; emphasis on applying mathematical concepts; measured by assured experiences and district on line assessments</p>	<p>incorporating historical concepts, figures while reading and writing about informational texts</p>	<p>Curriculum using e-curriculum framework; emphasis on applying mathematical concepts; measured by assured experiences and district on line assessments</p>
<p>7-SEM-R/UCONN Reading Program; emphasis on student engagement, student choice of texts (fiction and non-fiction) and comprehension strategies District on-line assessments to monitor progress.</p> <p>Computer software to support struggling readers</p>	<p>7-Pilot grade 7 Algebra Curriculum Emphasis on algebraic reasoning</p> <p>Progress measured through assured experiences and district on-line assessments.</p> <p>Computer software to provide additional support</p>	<p>7- SEM-R/UCONN Reading Program; emphasis on student engagement, student choice of varied texts (fiction and non-fiction) and comprehension strategies.</p> <p>Computer software to support struggling readers.</p>	<p>7 Implement grade 7 Algebra Curriculum Emphasis on algebraic reasoning</p> <p>Progress measured through assured experiences and district on-line assessments.</p> <p>Computer software to provide additional support</p>
<p>8-SEM-R/UCONN Reading Program; emphasis on student engagement, student choice of texts (fiction and non-fiction), and comprehension strategies District on-line assessments to monitor progress.</p> <p>Computer software to support struggling readers</p>	<p>8-Implement grade 8 Algebra curriculum with fidelity Emphasis on algebraic reasoning District on line assessments to monitor progress.</p> <p>Computer software to provide additional support</p>	<p>8 SEM-R/UCONN Reading Program; emphasis on student engagement, student choice of texts, fiction and non-fiction.</p>	<p>88-Implement grade 8 Algebra curriculum with fidelity Emphasis on algebraic reasoning</p> <p>District on line assessments to monitor progress.</p> <p>Computer software to provide additional support</p>

a. Monitoring the improvement plan

Barnum has a School Education Plan (SEP). The SEP template includes quarterly reporting forms for progress on the school's plan. The principal submits the quarterly reports to the school's supervisor. The report includes achievement data such as CMT/CAPT results and online assessments, as well as narratives from building administrators that address progress, obstacles and needs related to the improvement plan.

These plans are developed as result of CSDE requirements as well as a means for the principal and school leadership to outline in detail the steps it will take to make the corrective action plan a reality.

Plans are monitored closely by the Assistant Superintendent of Schools and the District Improvement Team who meet monthly to review plans, review data pertaining to the plans and to work with the school in the area of support; i.e. sending curriculum specialists, identifying materials, observing classrooms, modeling lessons, assisting with the analysis of data.

For the length of the SIG funding the district intends to intensify monitoring by adapting and revising the School Education Plan on an on-going basis, more frequent reviews of all available data, and Academic Walks by content departments to support the reform.

b. External evaluations

Within the past five years, Barnum has been assessed by the National Urban Alliance for Effective Education (NUA) and Cambridge Education. The following is a summary of their reports on Barnum.

The NUA found that student test scores "do not meet district or state expectations" and that CMT performance was below average for the state. However, NUA reported no significant difference in CMT scores based on race/ethnicity. There was a significant difference in scores by gender, with females scoring higher than males in writing in grades 4 and 8.

The NUA noted that students at Barnum "pose considerable challenges" and require "emotional and social support" in addition to academic needs. They pointed out that the school is culturally very diverse, but that parental involvement in education was "limited." Teachers were frustrated at student underachievement and wanted professional development that addressed "student motivation, reading instruction, writing instruction, and developing students' ability to think at high levels." Classroom visits confirmed that most instruction was delivered to the whole class, with the teacher asking students to recite factual or solutions to problems. Little instruction to promote high level thinking was noted.

Cambridge reported that Barnum was a welcoming, safe, and secure environment. It had a leadership team the understood the needs of the school and supported the staff in efforts to improve classroom practice.

However, Cambridge also noted that teachers needed more professional development for differentiated instruction and more systematic feedback/follow-up to efforts to improve classroom instruction. The report called for increased expectations for student performance, more systematic standards for classroom behavior (PBIS), and better use of data to optimize instructional time.

c. Data teams status

As of January 2010, Barnum had data teams for grades Pre-K-6. The data teams for grades 7-8 will be attending further training. However, they have participated in grade level data analysis using most of the DDDM steps. Specialists and coaches are incorporated into all grade level teams. Teams are meeting bi-monthly or monthly.

As of May, 2010 91% of Barnum's staff has been trained in data driven decision making; an improvement over the 24% in Nov., 2009. Data teams will monitor the fidelity of implementation of identified interventions through appropriate data team protocols. This staff should be able to use these acquired skills to analyze student achievement and move it forward.

d. Monitoring of corrective action

The district has monitored Barnum's corrective action/restructuring plans by building it into its School Education Plan (SEP). SEPs include a mandate to report progress quarterly using a standardized form. They also include sections for plans regarding professional development, data teams, and needs assessment. By monitoring progress toward the objectives in the SEP, the district is monitoring corrective action and restructuring.

Barnum's restructuring plan included the following actions:

1. Principal was changed in 2006 and the new principal planned the school re-configuration from K-6 school servicing 270 students, 13 certified staff to a K-8 school opening in 2008 with 614 students, 35 certified staff and adding an assistant principal.
2. The school further re-configured in 2008 as a CommPACT school partnering in conjunction with the Institute for Urban School Improvement and the University of Connecticut's Neag School of Education.

In addition to monitoring the plan through the SEP and the District Improvement Team there have been on-going meetings with the Barnum principal and representatives from UCONN and district leadership.

There have been district walk-throughs at Barnum to monitor the implementation of the curriculum.

As of the latest quarterly reports, the status of Barnum is:

“Evidence of growth in student achievement can be seen in the area of Reading when comparing third quarter On-line Assessment results to the results of the third quarter last year. The third and fourth grades grew 19%, fifth grade grew 20%, and seventh grade grew 3%. Evidence of growth in the area of Mathematics is also noted when comparing their marking period results to the third marking period of the 2008-09 school year. In the third grade the average student score for Mathematics remained the same. Fourth graders grew 8%, fifth graders grew 4%. The average score of students in seventh grade Pre-Algebra increased by 5%, and 11% in eighth grade Pre-Algebra. Seventh grade General Math grew 8% and eighth grade General Math grew 26%.”

“Some grade levels experienced a decrease in student achievement when comparing second marking period results to the second marking period of the 2008-09 school year. The average student score in third-grade Reading decreased by 7%, sixth grade Reading decreased by 8%, seventh-grade General Math decreased by 17%, seventh-grade Pre-Algebra decreased by 9%, and eighth-grade Pre-Algebra decreased by 6%.”

e. CALI participation

The district is committed to participation in the Connecticut Accountability for Learning Initiative (CALI). Bridgeport Public Schools encourages every school to take advantage of CALI training. The district has identified much of the foundational work to be addressed in DDDM and DT basic training. Our goal is to 100% of certified staff trained by the end of the 2010-1011 school year. To meet that goal, the district has provided several supplemental structures to expand training opportunities and deepen the practices of certified staff. These supports include:

- Ensuring release time for CALI training provided by CSDE
- Providing supplemental funds for additional CALI training in response to needs identified by schools
- Providing release time and substitutes (when possible) for schools to use with Request for Service Days,
- Providing training sessions from the Leadership and Learning Center
- Supplying additional funds for schools to offer stipends to teachers meeting in data teams beyond contracted times

Section 2

Year One:

BPS will create a School Transformation Office (STO) for the district. The STO will be headed by BPS senior leadership staff in order to maintain consistent communication and align the work with other district priorities where it makes sense to do so.

The Director of School Transformation Office will report directly to the Superintendent's Office and lead a team which includes:

- the cohort of principals from the SIG schools
- liaisons from partners in the schools, such as CommPACT, EMO, C.E.S., the unions, CSDE, etc.

The BPS School Transformation Office will provide concentrated and coherent resources and expertise to the three priority schools identified due to chronic low performance. The STO team will focus on monitoring the implementation of the three school plans and monitor closely and regularly for results and fidelity of the plans.

The team in this office will work with the key partners and identified school principals to support the change efforts through additional flexibility, waivers from some of the collective bargaining agreements, and assign additional resources. "They are treated differently because they are identified as a priority for the state due to their chronic low performance." The STO will pursue changes to formal policy and informal standard operating procedures to empower schools to implement their school change plans. There is a need for an accelerated change process thereby requiring changes in some of the governance rules and procedures while still maintaining the central focus on improved student achievement.

The STO team will provide intervention if data indicates that the results indicators are not being observed. The STO team will serve as problem solvers when barriers are disrupting the progress of the intended improvements.

The BPS School Transformation office will guide specific actions that build parent and community support and intentional involvement. The STO will establish partnerships with external providers where appropriate as long as clear benefits and results are established.

Often a fundamental issue with large scale change efforts is clear and accurate communication. The STO will be responsible for coordination of all communication related to the SIG plans. The STO will maintain a website created specifically for communication among the stakeholders in the schools' SIG improvement processes. It will include a wiki to store meeting minutes, interim reports, resource documents, planning and monitoring tools and other key documents. The wiki will also be designed to house school improvement data.

The STO will be headed by BPS senior leadership staff in order to maintain consistent communication and align the work with other district priorities where it makes sense to do so.

Year Two and Three: In its second and third years, the STO will continue as above and add the following responsibilities:

- making the school's improvement public through having each school receive visitors (SDE, Community, other districts, parents, politicians, etc) for the purpose of sharing their progress,
- Videos about celebrating the progress that has been made in each of the five schools

Reference: *Handbook on Effective Implementation of School Improvement Grants*

a. Support funds

The STO will be responsible for working with the leadership of Barnum School to ensure that funds will be used appropriately to support staffing and organizational structure during implementation of the Transformation Plan.

Monies will be moved through the Office of Public and Private Grants. Appropriate reports will be generated through the MUNIS system and additional hand generated reports as needed.

b. Staff training

The STO will ensure that district and Barnum staff receives the training necessary to implement the Transformation Plan.

The district is committed to providing Barnum staff with training from CES (other RESCs as needed and any available CALI sessions) and our partners at UCONN with training in:

Year One 2010-11	Year Two 2011-2012	Year Three 2012-13
Differentiated Instruction	Reading in the Content Area	SRBI(Scientifically Research Based Intervention Strategies)
Early Literacy Support		
Literacy for Intermediate Support		

The School Transformation Office will work with Barnum staff to provide professional development in other areas identified by the school.

c. Monitoring the intervention model

Barnum’s School’s intervention model will be an intense focus on Reading strategies for students in grades K-8.

K-3 will work with a different reading program than the remainder of the district (MONDO) which will foster differentiated instruction, offer intervention strategies, and provide intense professional development for teachers. K-3 will continue to use LEXIA to provide web-based interventions, particularly geared toward phonemic awareness; the district will also make available Earobics which provide further intervention for emerging readers.

Mathematics will use a computer-assisted instructional program to support students in grades 3,4, and 5 in Year One and expanded to subsequent grades in Years Two and Three.

The STO will be responsible for working with school leaders to monitor the Transformation Plan at Barnum, as described above.

d. Monitoring allocations

The STO will be responsible for working with school leaders to monitor the allocation of funds and resources necessary to implement Barnum’s Transformation Plan.

Monies will be moved through the Office of the Director of Public and Private Grants. Appropriate reports will be generated using the MUNIS system and through specific reports generated for individual programs.

Section 3

a. Interventions consistent with federal requirements for SIG

Bridgeport Public Schools will work through the School Transformation Office to ensure that each school’s transformation plan meets all federal requirements for SIG. Protocols will be developed in conjunction with the currently existing District Improvement Team and District Data Team structures to consistently review federal requirements, and the interventions that have been put into place.

b. External providers

Bridgeport Public Schools will not use an external provider requiring Appendix G at this school.

c. Aligning intervention with other resources

Bridgeport Public Schools will work through the School Transformation Office to align other federal, state, and local resources with this school’s transformation plan.

This will include, but is not limited to, Priority Grant Funds, Title I, and Title 2 A funds.

d. Modify contracts, practices, or policies

Bridgeport Public Schools must negotiate with its unions with regard to changes in contracts, practices, and policies related to the intervention. The transformation plan for this school will include proposed modifications. The School Transformation Office will facilitate any necessary negotiations with the unions.

The district is involved with on-going meetings with the teachers’ union regarding the adaptation of currently existing evaluation plan to include student outcomes.

The district will follow the CSDE’s Common Core of Teaching Guidelines.

Collaborative evaluations written by content directors and building administrators will allow for further monitoring of the fidelity of implementation of interventions.

The district is involved in on-going meetings with the BEA regarding the implementation of the most recent law regarding teacher evaluation. The BEA and the BOE are committed to working with the SDE and the subcommittees assigned to develop the most recent teacher evaluation program that will include multiple indicators of student performance as part of the evaluation model.

As the SDE continues to move through the process of developing the evaluation model the BEA and BOE are committed to working to pilot the new evaluation model in the schools participating in the SIG process. The district will seek to incorporate flexible time for teachers in SIG schools as needed to effectively implement the transformation.

e. Sustain the reforms

Bridgeport Public Schools commits to sustaining the reforms of its SIG schools. The transformation plans will be designed so that the greatest expenses will occur during the three-year period covered by SIG funds. At the end of the three years, the cost of maintaining the improvements should be in the same range as the normal costs of operating the schools.

The use of SIG funds will be most significant in year one with reduced need for materials in years two and three.

Through professional development, analysis of data, and the revision of the instructional plan Bridgeport will build the capacity within the Barnum School staff to maintain the reform efforts. Within three years there should be an improvement in student achievement and the capacity of the school staff to deliver instruction.

Prior to the end of the grant the district will review any new positions added to Barnum school and determine if they will be maintained and if not how will the work continue.

Section 4

Timeline

Year One, 2010 – 2011	Year Two, 2011 – 2012	Year Three, 2012 - 2013
<p>June 18, 2010---meet with school staff regarding new reading materials and assessments.</p> <p>By July 1, 2010—establish School Transformation Office (STO) and staff it. STO will immediately begin to identify a principal capable of leading Barnum’s transformation efforts.</p> <p>By July 19, 2010—STO,</p>	<p>August 17, 2011- Meeting with School Leadership Team to plan implementation of interventions for Year Two.</p> <p>August 22, 2011- STO and Barnum officials and staff meet to begin implementation of plans including, but not limited to, scheduling and materials needed for the Transformation effort</p>	<p>August 23, 2012- Meeting with School Leadership Team to plan implementation of interventions for Year Three and sustainability.</p> <p>August 27, 2012- STO and Barnum officials and staff meet to begin implementation of plans including, but not limited to, scheduling and materials needed for the Transformation effort.</p>

<p>working with Barnum officials and staff, develop program outline for 2010-2011.</p> <p>By August 16, 2010—STO and Barnum officials and staff have developed plans including, but not limited to, scheduling and materials needed for the Transformation effort.</p> <p>August, 2010—Barnum’s school leadership team hosts an informational session for stakeholders, introducing new leadership, materials, faculty.</p> <p>September 1, 2010- Meet with staff to discuss interventions.</p> <p>October 6, 2010-Working staff meeting regarding interventions</p> <p>November 3, 2010-Working staff meeting regarding interventions</p> <p>December 1, 2010- Working staff meeting; adaptation of interventions if needed.</p> <p>January 5, 2011-Working staff meeting; adaptation of interventions if needed,</p> <p>February 2, 2011-Working staff meeting; whole faculty review, report on data surrounding interventions</p> <p>March 2, 2011-Working staff meeting regarding interventions</p> <p>April 6, 2011-Working staff meeting regarding interventions</p>	<p>September 7, 2011- Meet with staff to discuss interventions plan for year two.</p> <p>October 5, 2011-Working staff meeting regarding interventions</p> <p>November 2, 2011-Working staff meeting regarding interventions</p> <p>December 7, 2011- Working staff meeting; adaptation of interventions if needed.</p> <p>January 4, 2011-Working staff meeting; adaptation of interventions if needed</p> <p>February 1, 2012-Working staff meeting; whole faculty review, report on data surrounding interventions</p> <p>March 7, 2012-Working staff meeting regarding interventions</p> <p>April 4, 2012-Working staff meeting regarding interventions</p> <p>May 2, 2012- Working staff meeting; planning for 2012-2013 implementation</p> <p>June 6, 2012- Working staff meeting regarding forward planning for 2012-2013 implementation of interventions</p>	<p>September 5, 2012 - Meet with staff to discuss interventions</p> <p>October 3, 2012 -Working staff meeting regarding interventions</p> <p>November 7, 2012 -Working staff meeting regarding interventions</p> <p>December 5, 2012- Working staff meeting; adaptation of interventions if needed.</p> <p>January 9, 2013-Working staff meeting; adaptation of interventions if needed,</p> <p>February 6, 2013-Working staff meeting; whole faculty review, report on data surrounding interventions</p> <p>March 6, 2013-Working staff meeting regarding interventions</p> <p>April 3, 2013-Working staff meeting regarding interventions</p> <p>May 8, 2013-Working staff meeting; planning for sustainability</p> <p>June 5 , 2013-Working staff meeting regarding forward planning for sustainability of interventions and progress</p>
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<p>May 4, 2011-Working staff meeting; planning for 2011-2012 implementation of interventions</p> <p>June 1, 2011-Working staff meeting regarding forward planning for 2011-2012 implementation of interventions</p>		
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Section 5

The district communicates to parents and the community regularly through the Bridgeport Partners for Student Success, an advisory council consisting of parents and community leaders with a strong interest in the education of Bridgeport students. After consulting with the Board of Education and the unions regarding the changes proposed for SIG schools, the superintendent's office has worked with Bridgeport Partners for Student Success to ensure that the community supports the district's transformation efforts. On-going meetings are held with this entity which represents a collaboration among several community agencies.

In addition, the following specific community agencies have united around the 06608 zip code to support the school in the neighborhood including Barnum. The agencies include:

United Way of Coastal Fairfield County, Optimus Health Care, East Side Revitalization Zone, ABCD, FSW. This group will meet around an initiative called Bridgeport's Promise and its goal is to monitor student's progress in school from pre-school through graduation. The intent is to meet with regard to data: academic and socio-emotional. The district will send representatives to these meetings and will include school personnel from Barnum School. The agencies will be able to bring whatever support they identify: human or fiscal to the efforts outlined in the School Education Plan and the Blueprint for Young Children.

District PAC (Parent Advisory Council) and school level PAC (Parent Advisory Council) will be instrumental in sharing information with stakeholders. Under the CommPACT Model this is one of the areas in which Barnum has been extremely successful. The intent is to use parent involvement to accelerate student achievement growth. Family Literacy workshops will be scheduled for Fall, 2010 in conjunction with the Literacy Department to demonstrate for parents how to use LEXIA and EAROBICS at home. Similar time will be allotted for parents of grade 7 and 8 with an emphasis on the use of materials and resources at home.

District PAC and local PAC will also be informed of Mathematics Interventions and provided support materials for home use.

CommPACT will also hold on-going meetings with the Barnum School stakeholders to deliver status reports and to determine what kind of additional support is required.

Section 6

Bridgeport Public Schools will not serve any Tier III schools under this program.

Section 7

Bridgeport Public Schools is applying to serve the following Tier I school: Barnum.

Roosevelt and Dunbar were considered for both Transformation and closure; however, both options were negated to allow further focus on the high schools.

PART E: INFORMATION ON THE TRANSFORMATIONAL MODEL

BARNUM SCHOOL

Section A: Developing and increasing teacher and school leader effectiveness by:

1. Replacing the principal

BPS will use a process to replace the principal at this school. This process is different than the normal procedure BPS uses to select a new principal.

1. Perspective principal candidates meet with the Superintendent.
2. Presentation of recommended applicant to Bridgeport Board of Education for approval.

This process is provided for in the current contract.

2. Evaluation systems

The evaluation of teachers and principals in the Bridgeport Public Schools is governed by the approved Staff Evaluation Plan. The evaluation systems developed for this transformation plan will require modification to the plan, based on discussions between the School Transformation Office and the teachers and principals at the SIG schools, along with the unions.

The district is involved with on-going meetings with the BEA (Bridgeport Education Association) regarding the implementation of the most recent law regarding teacher evaluation. The BEA and the BBOE (Bridgeport Board of Education) are committed to working with the CSDE (Connecticut State Department of Education) and the subcommittees assigned to develop the most recent teacher evaluation system that will include multiple indicators of student performance as part of the evaluation model.

As the CSDE continues to move through the process of developing the evaluation model the BEA and the BBOE are committed to working to pilot the new evaluation model in the schools participating in the SIG process. The district will seek to incorporate flexible time for teachers in SIG schools as needed to effectively implement the transformation (and/or restart).

The district is committed to providing agendas and minutes from meetings as indicators of progress.

3. Rewarding or removing leaders, teachers, and staff

Incentives and rewards for teachers, leaders, and staff in the Bridgeport Public Schools are governed by the approved Staff Evaluation Plan, as are procedures for removal of personnel. The benchmarks developed for this transformation plan will require modification to the plan, based on discussions between the School Transformation Office and the teachers and principals at the SIG schools, along with the unions.

The district intends to keep the practice of payment partial tuition of teachers seeking to advance their degrees or improve instructional practice by taking college courses at local universities through which we have partnerships.

Additional incentives, including stipends for extended day or flexible working time to extend the day will be determined in collaboration with the teacher’s union. The district intends to review the plan currently in place at CSA (Classical Studies Academy) to determine the efficacy of 4 day a week extended day program or modifications of that program that would be feasible for Barnum School.

Removing:

Through the current staff evaluation process, there are ongoing conferences to monitor teacher progress in meeting identified goals on the Goal Setting Cycle and to review observation documents on the observation cycle.

Currently, teachers are allowed to move forward with their identified goals and support is provided. This will continue; however, through meetings with the unions there should be a provision to require teachers who are not able to manage the new model to leave/transfer at the end of year one of the grant.

4. Professional Development

Professional development will focus intently on academics and differentiated instruction with extended day activities for students and teachers. The School Transformation Office will work with the school’s teachers and leaders to determine required professional development. Cooperative Educational Services will be one of the providers of professional development services for this school. Barnum staff requests to attend CALI training will be given priority.

The district will partner with UCONN and other partners to provide professional development to staff.

Year One 2010-11

Year Two, 2011-12

Year Three, 2012-13

Differentiated Instruction	Literacy Across the Curriculum	Literacy Across the Curriculum
Data Analysis for Impacting Instruction	Developing Student Tasks in Mathematics	Developing Student Tasks in Mathematics
DDDM/DT Support for Grade 7 and 8 teachers		
Flexible Grouping Strategies		

5. Incentives and opportunities for recruiting and retaining staff

Incentives related tools for recruiting and retaining teachers, leaders, and staff in the Bridgeport Public Schools are governed by the approved Staff Evaluation Plan. The recruiting and retention program developed for this transformation plan will require modification to the plan, based on discussions between the School Transformation Office and the teachers and principals at the SIG schools, along with the unions.

Any incentives negotiated or outlined will be identified by district personnel who are recruiting new candidates for these identified schools.

Priority will be given to filling open positions at SIG schools.

The district will keep the practice of payment of partial tuition for teachers seeking to advance their degrees or improve instructional practice by taking college course in local universities through which the district has partnerships.

Section B: Instructional reform strategies

1. Using data to identify and implement an instructional program

This model was chosen because it aligns with the interest and intentions of CSDE and the district.

The district will continue to use the data from its current assessments to monitor student progress and to additionally accelerate student progress at Barnum School. Intensive interventions will be applied in reading, writing and mathematics in Year 1 of the plan. Year 2 will be further implementation. Year 3 will focus on sustainability.

Collaborative evaluations by content area directors and building principals will be documentation of the fidelity of implementation of the interventions.

2. Promoting continuous use of student data

The SRBI framework will be applied with fidelity, monitored through the use of data and professional development applied where there are gaps in understanding.

The building principal will meet regularly with a district-level Administrative Team to review data, substantiate it and make adjustments as needed.

Data available for analysis includes but is not limited to online assessments, Aimsweb data, LEXIA data, EAROBICS data, review of student written work (portfolios), DRA, CMT, student grades and other relevant data, MONDO assessment data.

Section C: Increasing learning time and creating community-oriented schools

1. Increased learning time

The school will provide at least 30 minutes increased time in Reading in Year One, and 30 minutes for Mathematics to the students' daily schedule in Year Two. This time will be supplemented by access to computer software.

Provisions will be made for extended learning time for students through an afterschool program which must be developed in conjunction with the School Leadership, the School Transformation Office, and the BEA.

The district will seek to incorporate flexible time for teachers in SIG schools as needed to effectively implement the transformation.

2. Family and community engagement

During the 2009-2010 school year Barnum began to more deeply engage parents by inviting them to Literacy Programs, invitations to see software demonstrations, and other forms of outreach. Parents have also been given access to software at home for use with their students. This practice will be continued and deepened.

District PAC (Parent Advisory Council) and school level PAC (Parent Advisory Council) will be instrumental in sharing information with stakeholders. Under the CommPACT Model this is one of the areas in which Barnum has been extremely successful. The intent is to use parent involvement to accelerate student achievement growth. Family Literacy workshops will be scheduled for Fall, 2010 in conjunction with the Literacy Department to demonstrate for parents how to use LEXIA and EAROBICS at home. Similar time will be allotted for parents of grade 7 and 8 with an emphasis on the use of materials and resources at home.

District PAC and local PAC will also be informed of Mathematics Interventions and provided support materials for home use.

In addition, the following specific community agencies have united around the 06608 zip code to support the school in the neighborhood including Barnum. The agencies include:

United Way of Coastal Fairfield County, Optimus Health Care, East Side Revitalization Zone, ABCD, FSW. This group will meet around an initiative called Bridgeport's Promise and its goal is to monitor student's progress in school from pre-school through graduation. The intent is to meet with regard to data: academic and socio-emotional. The district will send representatives to these meetings and will include school personnel from Barnum School. The agencies will be able to bring whatever support they identify: human or fiscal to the efforts outlined in the School Education Plan and the Blueprint for Young Children.

There will also be progress meetings scheduled with stakeholders during the first year of the SIG grant and continued.

Section D: Operational flexibility and sustained support

1. Operational flexibility

The School Transformation Office will work with building leaders and teachers to provide the flexibility to implement a comprehensive transformational plan. One of the primary responsibilities of the STO will be to communicate with other district offices and unions to ensure that policies and procedures can be adjusted to allow SIG schools to undertake initiatives that meet the particular needs of their students.

2. Technical assistance and support

The STO will coordinate responses to requests for technical assistance from the SIG schools. The district will draw on the resources of Cooperative Educational Services, other RESC's in Connecticut, the University of Connecticut for significant support in delivering the professional development, coaching, or technical services required, in addition to its own resources and those of CSDE.

BASSICK HIGH SCHOOL
DESCRIPTIVE INFORMATION

Section 1

a. Needs analysis

According to its Strategic School Profiles since 2007-08, Bassick High has the following strengths and needs.

STRENGTHS

- 5 year enrollment change +23.2% (1287) – now 1,110 (decrease 13.8%, from school enrollment 5/3/2010)
- 100% of school took Algebra 1 or Equivalent

NEEDS

Teachers

- 59.3% of teachers assigned to the same school from previous year
- 9.8 – average number of days absent due to illness
- 17.6—Average number of years of experience

Students

49.5% of students took the SAT I

The table below reflects the average scores for all students:

Subject	Average Scores	% of schools in state with equal or lower scores
Math	379	5%
Critical Reading	367	3.4%
Writing	376	4.5%

Bassick has a high number of disciplinary offenses – 881 at school and 41 at other locations (651 for violation of school policies).

- 85.8% of students present on Oct. 1st
- 26.9% of Juniors and Seniors work 16 or more hours per week.
- 63.2% of graduates pursue higher education and 31.8% are employed, civilian and military.
- 36.8 % of students come from home where English is not their primary language (25 different non-English languages).
- Graduation Rate (class 2007): 61.1%

ASSESSMENTS

(CAPT DATA)

In the past 3 years:

Subject	At/Above Proficiency	At/Above Goal
Mathematics	17.7% (1:5)	1.9% (1:50)
Reading	24.7% (1:4) ⁺	2% (1:50)
Writing	36.1% (2:5)	4% (1:25)

⁺ increasing trend

The following are the needs and goals for Bassick High School as identified in the School Education Plan for 2009-2011 (and based largely on the same data).

“The School Leadership Team (consisting of administration, guidance, teachers, parents, and students) convenes monthly during the academic year to review student achievement data in order to identify measurable school improvement goals. The School Leadership Team (SLT) reviewed data from the Connecticut Academic Performance Test in the Reading and Mathematics CAPT areas and the Scholastic Aptitude test over the past 5 years. While the data show a steady upward trend over time, the SLT felt that this growth has been unacceptably slow. Data was consistent among all subgroups, with all groups showing slow but consistent improvement over time, at the same average rate. From 2002-2003 through 2004-2005, the percent of black students scoring at or above proficient in reading increased by 18%, Hispanic students by 7%, and economically disadvantaged students by 49%. With the advent of the second generation CAPT, from 2005-2006 to 2007-2008, black students scores in reading fell by 26.5%, Hispanic students by 37.2% and economically disadvantaged students fell by 31.1% in spite of the implementation of several research-based instructional initiatives to improve reading, such as the John Collins Writing Program, and West-Ed’s reading apprenticeship program. (Data for other subgroups is unavailable because of their small size [n<40]). From 2002-2003 through 2004-2005, the percent of black students scoring at or above proficient in Mathematics increased by 15%, Hispanic students by 13%, and economically disadvantaged students by 11%. With the advent of the second generation CAPT, from 2005-2006 to 2007-2008, black students scores in Mathematics fell by 18.2%, Hispanic students by 17.5% and economically disadvantaged students fell by 17.5% in spite of the Science (PIMSS) at Wesleyan University. (Data for other subgroups is unavailable because of their small size [n<40]). NCLB data is not reported for Science and Writing sections of the CAPT, and similar quantitative analysis was not conducted. It is clear that the school was making good progress on the first generation CAPT, however, with the implementation of the second generation CAPT scores have dropped significantly.”

“As a result, the SLT identified the core areas of reading, writing, mathematics, and science as areas in need of targeted improvement. In addition, the SLT utilized quantitative and qualitative data collected using surveys, focus groups, and interviews to gauge the social/emotional learning opportunities available to students. This data shows a significant upward trend and is evidence of positive growth toward the goal. Following analysis by the SLT, data was presented to the faculty for further feedback. The two goals were developed following discussion with and input from all stakeholder groups.”

“During the 2008-2009 academic year, members of the school data team received CALI training in Data Driven Decision Making (DDDM). As a result of the DDDM training and subsequent discussion with both the Data Team and the SLT, it has been determined that the CAPT test alone does not provide the school with either timely or accurate data upon which instructional decisions can be made. Beginning in 2008-2009 and continuing this year, academic departments within the school have been charged with developing, implementing and reporting grade-level data from common formative assessments which will be given on a quarterly basis initially, and at a more frequent interval as the assessments are developed and refined. The data will be disaggregated by all student subgroups. Data will be publicly displayed on data walls, discussed in discipline based and interdisciplinary teams, and examined by the faculty as a whole. This data will be used to drive decision making within the school, by identifying specific areas of student need, tailoring instruction to meet the identified needs, and measuring and publishing progress toward mastery of those needs in each content area.”

Benchmarks and Goals to Address these needs.

“Tier I: An increase in Reading and Mathematics proficiency for all students by a minimum of 15 percentage points and continued achievement of Adequate Yearly Progress in Writing by the end of school year 2010-2011 as measured by the Connecticut Mastery Test and Connecticut Academic Performance Test.”

“Data was analyzed for the 2002-03 through the 2007-2008 school years for the Reading portion of the CAPT. The data showed that from 2002-2003 through 2005-2006 the school demonstrated consistent positive growth on the reading portion of the CAPT, meeting the AYP target from 2002-2005. Additionally, for those student subgroups for whom data was reported, (Black, Hispanic, and Economically Disadvantaged), positive growth and AYP progress was similar to the school as a whole. When the Second Generation of the CAPT test was administered, beginning in 2006-2007, the data reflect a significant drop in the school’s progress toward AYP in Reading. Again, no significant differences were noticed among subgroups for whom data is reported. The school did experience a 6.6% positive growth in Reading Scores as a whole from 2006-2007 to 2007-2008, and we expect this trend to continue as students develop proficiency in the skill sets measured on the Second Generation CAPT Reading test.”

“Because these data reflect no statistically significant difference for any subgroup other than students with disabilities, the school’s tier two goals were developed to address the global needs of all students, including those with disabilities. The school’s tier two goal for this indicator, to ‘increase the percentage of students scoring proficient or above in the content area of mathematics in all defined subgroups by at least 15% as measured by the CAPT and by quarterly assessments,’ reflects the district’s tier one goal for the same indicator, and will be applied across all subgroups.”

“Data was analyzed for the 2002-03 through the 2007-2008 school years for the Mathematics portion of the CAPT. The data showed that from 2002-2003 through 2005-2006 the school demonstrated consistent positive growth on the Mathematics portion of the CAPT, demonstrating 14% improvement in overall scores during this time period. Additionally, for those student subgroups for whom data was reported, (Black, Hispanic, and Economically Disadvantaged), positive growth and AYP progress was similar to the school as a whole. When the Second Generation of the CAPT test was administered, beginning in 2006-2007, the data reflect a significant drop in the school’s progress

toward AYP in Mathematics. Again, no significant differences were noticed among subgroups for who data is reported. The school did experience a 4.7% positive growth in Mathematics Scores as a whole from 2006-2007 to 2007-2008, and we expect this trend to continue as students develop proficiency in the skill set measured on the Second Generation CAPT Mathematics test.”

“Tier I: A 15% reduction in suspension incidents and number of students suspended by the end of the school year 2010-2011.”

“Data was analyzed for the 2003-04-, 2004-05, and 2005-06 school years for the following indicators: Average daily attendance rate, number of incidences of student violence, number of incidences of alcohol or drug use, number of disciplinary actions (defined as suspension or expulsion). In addition, an Advisory program was implemented in 2004-2005 for all students, in all subgroups on a daily basis to address this indicator. Data for this indicator are not disaggregated by student subgroup.”

“In 2003-2004, the average daily attendance rate was 83.7%, there were 103 incidences of students violence, 11 incidences of alcohol or drug use, and 793 disciplinary actions (defined as suspension or expulsion). In 2004-2005, the average daily attendance rate was 86%, there were 130 incidences of students violence, 6 incidences of alcohol or drug use, and 1414 disciplinary actions (defined as suspension or expulsion). In 2005-2006, the average daily attendance rate was 83.4%, there were 148 incidences of students violence, 10 incidences of alcohol or drug use, and 1184 disciplinary actions (defined as suspension or expulsion). In 2008-2009 there was a significant reduction in the rate of out of school suspension to below 10%. The in-school suspension rate was reduced to below 5%. We attribute this strong positive growth to the strength of the school’s advisory program. Grade Nine and Ten Teams, Career Academics, the Bassick @ Night Alternative School, the Bassick Opportunity Academy, and the ECHO program.”

“Analysis of this data reflects a need for students to feel more connected to the school community, to their peers, and to adults within the school. The Advisory program implemented in the 2004-2005 school year will continue to address this identified need based on a growing body of research and practice. The school’s other Small Learning Community Reform efforts will also continue to contribute positively toward the reduction in suspension incidents.”

“Tier I: An improvement in high school attendance by 15 percentage points by the end of school year 2010-2011.”

“Data was analyzed for student attendance for the 2002-2003 through 2008-2009 school years. Attendance data have been consistently about 80%, but below 85%. The Bassick High School Attendance team was organized in 1998 to address the lack of growth in the school’s attendance rate, and functions as follows:

The Bassick High School Attendance Team is the body responsible for addressing truancy issues to improve student attendance. The Attendance Team consists of the Principal as chair of the committee, all assistant principals, all guidance counselors, all school social workers and school psychologists, the truancy officer(s), the special education department coordinator and anyone else with responsibility for student attendance.”

b. Achievement goals

Bassick High School will base its achievements goals on the analysis done by and targets set by the Connecticut State Department of Education, based on 2009-2010 assessment data.

c. Detailed description of intervention and reasons for selection.

Bassick High School will be improved using the Transformation Model.

External assessments of the schools by Cambridge Education and the National Urban Alliance are summarized below. These assessments were done prior to the development of the Strategic Plan and the current District Improvement plan but both indicate lack of student engagement, low expectations for student learning and lack of understanding of foundational instructional practices. The Cambridge report also indicated the need to focus and limit the number of initiatives. In spite of the district and the current school leadership’s effort to improve student achievement still lags behind the district. The school has a veteran staff and senior administrator who are not open to change. The district plans to change the leadership.

Major teacher-level staff changes will not be imminent, as the district, the union (local and state), have partnered with the University of Connecticut to make Bassick High School a CommPACT school. There will be a minimal number of changes due to attrition. At the high school level the CommPACT model will require teacher buy-in to move the intervention model forward. After initial meetings, teachers not interested in the new model will have the opportunity to request transfers to available openings in grades 7-12.

The immediate focus of the intervention in Year One will be Reading and Writing in grades 9 & 10. And to increase student achievement in grade 9 Algebra. Review of CMT grade 8 scores will generate areas of focus. The district will continue to develop on-line assessments to help monitor student progress in real time.

TIER 1 2010 – 2011		TIER 2 2011 – 2012		
	READING/WRITING	MATHEMATICS	READING/WRITING	MATHEMATICS
GRADE 9	<p>Reading and Writing about literature, particularly short stories & non-fiction texts</p> <p>CAPT-CAMP; progress measured by assured experiences and district tests.</p>	<p>Implement Revised Alg 1 curriculum</p> <p>Measured by assured experiences, and district tests.</p>	<p>Reading and Writing about literature, particularly short stories & non-fiction texts</p> <p>CAPT-CAMP; progress measured by assured experiences and district tests.</p>	<p>Implement Revised Alg 1 curriculum</p> <p>Measured by assured experiences, and district tests.</p>
GRADE 10	<p>Reading and Writing about literature, particularly short stories & non-fiction texts</p> <p>Progress measured by assured experiences and district tests.</p>	<p>Implement Revised Alg 2 curriculum</p> <p>Measured by assured experiences, and district tests.</p>	<p>Reading and Writing about literature, particularly short stories & non-fiction texts</p> <p>Progress measured by assured experiences and district tests.</p>	<p>Implement Revised Alg 2 curriculum</p> <p>Measured by assured experiences, and district tests.</p>
GRADE 11	<p>Reading and Writing about literature, particularly short stories & non-fiction texts</p> <p>Progress measured by assured experiences and district tests.</p> <p>Emphasis on American Literature, particularly the novel.</p> <p>Measured by assured experiences and district tests.</p>	<p>Implement Revised Geometry curriculum</p> <p>Measured by assured experiences, and district tests.</p> <p>Focus on Real World applications and preparation for standardized exams. (SAT/ACT)</p>	<p>Reading and Writing about literature, particularly short stories & non-fiction texts</p> <p>Progress measured by assured experiences and district tests.</p> <p>Emphasis on American Literature, particularly the novel.</p> <p>Measured by assured experiences and district tests.</p>	<p>Implement Revised Geometry curriculum</p> <p>Measured by assured experiences, and district tests.</p> <p>Focus on Real World applications and preparation for standardized exams. (SAT/ACT)</p>
GRADE 12	<p>Reading and Writing about literature, particularly short stories & non-fiction</p>	<p>Implement Revised Statistics, Algebra 3 curriculum</p>	<p>Reading and Writing about literature, particularly short stories & non-fiction</p>	<p>Implement Revised Statistics, Algebra 3 curriculum</p>

	<p>texts</p> <p>Progress measured by assured experiences and district tests.</p> <p>Emphasis on Authentic writing – i.e. college application essays, resumes, persuasive essays answering document based questions about World History measured by assured experiences, district tests.</p>	<p>Measured by assured experiences, and district tests.</p> <p>Focus on Real World applications and preparation for standardized exams. (SAT/ACT)</p>	<p>texts</p> <p>Progress measured by assured experiences and district tests.</p> <p>Emphasis on Authentic writing – i.e. college application essays, resumes, persuasive essays answering document based questions about World History measured by assured experiences, district tests.</p>	<p>Measured by assured experiences, and district tests.</p> <p>Focus on Real World applications and preparation for standardized exams. (SAT/ACT)</p>
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During the 2009-2010 school year the district developed an on-line assessment to measure student progress in Reading and Writing. Analysis of the initial data will indicate areas of focus. The CommPACT facilitator in collaboration with district officials will develop the intervention strategies.

Professional development will include:

Year One, 2010-11	Year Two, 2011-2012
DDDM/DT	Literacy Across the Curriculum
Effective Feedback for Students	Creating Mathematics Tasks
Effective Teaching Strategies	Creating Science Tasks
Common Formative Assessment Development Differentiated Instruction	

These will be offered per marking period in ongoing cycles, so that all grade 9 & 10 teachers will have the immediate opportunity for training. In years two and three of the grant workshops will be offered for teachers of students in grade 11 & 12 and the school should have built capacity to use some internal staff for turn-key training.

As the new leadership team takes control of the instructional program they will refine and delineate the professional development for the 2011-2012 and 2012-2013 school years.

The English and Mathematics curricula have been revised and there are assured experiences to ensure that all students have consistency of instruction. The district will ensure that there are appropriate materials in those grades so that students and teachers will have the opportunity to engage in high quality reading, writing, and mathematics assignments. There is an expectation that curricula will be implemented with fidelity as evidenced by student work products, testing data, e-assist, lesson plans, classroom visits. This is consistent with the District Education Plan and the Individual School Education Plan which will be adapted and modified as a result of this reform effort.

Computer software will assist in providing interventions in Mathematics. Students will use computer-based applications for practicing skills, analyzing information, producing a variety of products and developing portfolios.

d. Monitoring the improvement plan

Bassick has a School Education Plan (SEP). The SEP template includes quarterly reporting forms for progress on the school's plan. The principal submits the quarterly reports to the school's supervisor. The report includes achievement data such as CMT/CAPT results and online assessments, as well as narratives from building administrators that address progress, obstacles and needs related to the improvement plan.

The District Improvement team continued to be involved in the monitoring and adaptation of Bassick High School's School Education.

The task involved reviewing School Education Plans, School Education Plan Reporting forms and assisting the schools with support.

This work will be more specific as part of the SIG with School Teams reporting information to the School Transformation Office and to the District Improvement Team with data, program progress, and requests for content area support in Reading, Writing, and Mathematics.

The School Transformation Office in conjunction with other central office staff will review teacher observation reports to continually monitor teacher practice.

e. External evaluations

Within the past five years, Bassick has been assessed by the National Urban Alliance for Effective Education (NUA) and Cambridge Education. The following is a summary of their reports on Bassick.

The NUA analysis of CAPT scores found significant differences in student subgroups, as determined by percentage at or above proficiency.

- Females performed better than males in reading and writing.
- Non-ELL students performed better than ELL students in writing.
- Students not receiving special education services performed better in math, reading, and writing than students receiving special education services.

At the time of the report, scores were improving (but not meeting targets) despite a rapidly growing enrollment and students dealing with a lack of family commitment to education, high mobility rates, and (for many) families not fluent in English. There was a strong need for basic skills and behavioral support among students.

Classroom observation indicated that classroom goals were clear and students focused, but that students had little opportunity to interact with peers in learning or to engage with technology or multimedia tools.

The Cambridge report praised the school for its use of “effective, research-based instructional strategies in literacy which are being adopted across the curriculum” and a “purposeful and conducive” learning environment. It also noted a shared commitment among teachers and administrators, along with “positive links” to the community. In addition, the school had “created effective small learning communities across all grades.”

According to Cambridge, the school needed improvement in other areas, notably more frequent use of formative and diagnostic assessments, increased use of data teams to address student achievement, and redefined administrative roles to improve and increase consistency of instructional practices. The graduation rate and student attendance rates also warranted significant attention.

f. Data teams status

According to the school’s report, as of January 2010, Bassick had data teams for grades 9 and 10. The teams met daily. There are also content area data teams, but they have had little time to meet this year because of NEASC obligations.

This year’s (2009-2010) school visit indicated that teachers used data teams to discuss student engagement issues and socio-emotional issues, as opposed to quantitative data about student performance.

As of May, 2010 only 9% of Bassick High School's staff has completed Data Team basic training. Between the lack of consistent data and the inability of trained staff to analyze it, it has been difficult for Bassick High School to produce data.

A critical professional development need for Bassick High School will be: **Data Team Training**. The staff has begun to discuss and develop Common Formative Assessments, but need to develop a consistent model for scoring and posting scores.

As part of the SIG reform in Reading and English data team will be formed and will meet regularly to create and implement Common Formative Assessments.

As part of the Mathematics Reform an Algebra Data Team will be formed and will meet regularly to create and implement Common Formative Assessments.

District assessments will expand to capture student progress on-line.

g. Monitoring of corrective action

The district has monitored Bassick's corrective action/restructuring plans by building them into its School Education Plan (SEP). SEPs include a mandate to report progress quarterly using a standardized form. They also include sections for plans regarding professional development, data teams, and needs assessment. By monitoring progress toward the objectives in the SEP, the district is monitoring corrective action and restructuring.

In addition to quarterly monitoring of progress, the district is supporting the efforts of Bassick's staff by seeking and obtaining support for school improvement days to be built into the calendar (requires union collaboration and Board of Education approval).

As of the latest quarterly reports, the status of Bassick is:

“Student Performance: The school has identified twenty students in Reading and twenty students in Mathematics who appear capable of reaching goal on the CAPT with additional instructional support. These students have participated in one session of the CAPT Camp to receive focused instruction to support the development of the knowledge and skills they lack to reach goal on CAPT. Students and staff report that the first session of the CAPT camp was successful, and more sessions are planned from November through March in preparation for this year's administration of the CAPT. Teachers developed common assessment tools to measure each student's progress toward mastery of the knowledge/skills instruction delivered in the CAPT Camp.”

“Student Achievement: The BHS data team has been formed and received training in the implementation of DDDM. The team have been provided with a common planning period and meet weekly to plan professional development for the staff, they have begun to develop and pilot CFA's and analyze CFA data for trends to be used in DDDM.”

h. CALI participation

The district is committed to participation in the Connecticut Accountability for Learning Initiative (CALI). Bridgeport Public Schools encourages every school to take advantage of CALI training. The district has identified much of the foundational work to be addressed in DDDM and DT basic training. Our goal is to have 100% of certified staff trained by the end of the 2010-1011 school year. To meet that goal, the district has provided several supplemental structures to expand training opportunities and deepen the practices of certified staff. These supports include:

- Ensuring release time for CALI training provided by CSDE
- Providing supplemental funds for additional CALI training in response to needs identified by schools
- Providing release time and substitutes (when possible) for schools to use with Request for Service Days,
- Providing training sessions from the Leadership and Learning Center
- Supplying additional funds for schools to offer stipends to teachers meeting in data teams beyond contracted times

Section 2

Year One:

BPS will create a School Transformation Office (STO) for the district. The STO will be headed by BPS senior leadership staff in order to maintain consistent communication and align the work with other district priorities where it makes sense to do so.

The Director of School Transformation Office will report directly to the Superintendent's Office and lead a team which includes:

- the principals from the 2 SIG high schools
- Liaisons from partners in the schools, CommPACT, EMO.

The BPS School Transformation Office will provide concentrated and coherent resources and expertise to the 3 priority schools identified due to chronic low performance.

The STO team will focus on monitoring the implementation of the three school plans and monitor closely and regularly for results and fidelity of the plans.

The team in this office will work with the key partners and identified school principals to support the change efforts through additional flexibility, waivers from some of the collective bargaining agreements, and assign additional resources. "They are treated differently because they are identified as a priority for the state due to their chronic low performance." The STO will pursue changes to formal policy and informal standard operating procedures to empower schools to implement their school change plans. There is a need for an accelerated change process thereby requiring changes in some of the governance rules and procedures while still maintaining the central focus on improved student achievement.

Initial meetings have been held through the Superintendent's office with the Bridgeport Board of Education, unions, principals, and staff. The dates were:

March 22, 2010- Central Office, Unions

May 3, 2010 - BBOE

May 6, 2010 - Principals and Unions

May 10, 2010 - Principals, Unions, School Staff

Year 1, 2010 – 2011	Year Two, 2011 – 2012	Year Three, 2012 - 2013
August 18, 2010- Administrative team meets to discuss implementation of identified improvement plan.	August 17, 2011	August 23, 2012- Meeting with School Leadership Team to plan implementation of interventions for Year Three and sustainability.
August 23, 2010-Introduction of new leadership team; outline SIG interventions and work into School Education Plan	School Leadership Team meets to discuss implementation of improvement plan for year two.	August 27, 2012- STO and school officials and staff meet to begin implementation of plans including, but not limited to, scheduling and materials needed for the Transformation effort.
September 1, 2010-Working faculty meeting to discuss implementation of interventions	August 22, 2011-working faculty meeting to discuss implementation of improvement plan	September 5, 2012 - Meet with staff to discuss interventions
October 6, 2010-Working faculty meeting to discuss implementation of interventions	September 7, 2011 Working faculty meeting to discuss opening of school and effects of implementation of improvement plan	October 3, 2012 -Working staff meeting regarding interventions
November 3, 2010-Working faculty meeting to discuss implementation of interventions	October 5, 2011	November 7, 2012 -Working staff meeting regarding interventions
December 1, 2010- Working faculty meeting to discuss implementation and possible revision/changes to intervention plan.	Working faculty meeting to discuss implementation of plan.	December 5, 2012- Working staff meeting; adaptation of interventions if needed.
January 5, 2011- Working faculty meeting to discuss revisions and continue implementation.	November 2, 2011	January 9, 2013-Working staff meeting; adaptation of interventions if needed,
February 2, 2011- Working faculty meeting to review mid-	December 7, 2011	February 6, 2013-Working staff meeting; whole faculty review, report on data
	Working faculty meeting to review marking period 1 data and discuss continued implementation of plan.	

<p>point data.</p> <p>March 2, 2011-Working faculty meeting to discuss implementation and any changes that had been made.</p> <p>April 6, 2011- Working faculty meeting to review progress for the year and begin planning for 2010-2011</p> <p>May 4, 2011- Working faculty meeting to review progress for the year and continue planning for 2011-2012 school year.</p> <p>June 1, 2011- Continue review and forward plan for the 2011-2012.</p>	<p>intervention plan.</p> <p>January 4, 2012</p> <p>Working faculty meeting to discuss revisions and continue implementation</p> <p>February 1, 2012-Working faculty meeting to review mid-year data.</p> <p>March 7, 2012</p> <p>Working faculty meeting to discuss implementation and any changes to the plan that have been implemented during the 2011-12 school year.</p> <p>April 4, 2012</p> <p>Working faculty meeting to review progress for the year and begin planning for sustainability of interventions adopted.</p> <p>May 2, 2012</p> <p>Working faculty meeting to review progress for the year and continue planning for sustainability of interventions for the 2012-2013 school year.</p> <p>June 6, 2012</p> <p>Continue to review and plan for the 2012-2013 school year.</p>	<p>surrounding interventions</p> <p>March 6, 2013-Working staff meeting regarding interventions</p> <p>April 3, 2013-Working staff meeting regarding interventions</p> <p>May 8, 2013-Working staff meeting; planning for sustainability</p> <p>June 5 , 2013-Working staff meeting regarding forward planning for sustainability of interventions and progress</p>
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The STO team will provide intervention if data indicates that the results indicators are not being observed. The STO team will serve as problem solvers when barriers are disrupting the progress of the intended improvements.

The BPS School Transformation office will guide specific actions that build parent and community support and intentional involvement. The STO will establish partnerships with external providers where appropriate as long as clear benefits and results are established.

Often a fundamental issue with large scale change efforts is clear and accurate communication. The STO will be responsible for coordination of all communication related to the SIG plans. The STO will maintain a website created specifically for communication among the stakeholders in the schools' SIG improvement processes. It will include a wiki to store meeting minutes, interim reports, resource documents, planning and monitoring tools and other key documents. The wiki will also be designed to house school improvement data.

The STO will be headed by BPS senior leadership staff in order to maintain consistent communication and align the work with other district priorities where it makes sense to do so.

Year Two and Three: In its second and third years, the STO will continue as above and add the following responsibilities:

- making the school's improvement public through having each schools receive visitors (SDE, Community, other districts, parents, politicians, etc) for the purpose of sharing their progress,
- Continued community meetings with school community stakeholders to report on progress.

Reference: *Handbook on Effective Implementation of School Improvement Grants*

a. Support funds

The STO will be responsible for working with the leadership of Bassick High School to ensure that funds will be used appropriately to support staffing and organizational structure during implementation of the Transformation Plan.

Funds will be dispensed through the Office of Public and Private Grants. Quarterly reporting will be maintained. Reports will be pulled from the MUNIS system and additional hand generated reports as needed. Additional district funds from Priority, Title 2A, and Smaller Learning Community Grants will be applied as necessary.

b. Staff training

The STO will ensure that district and Bassick High staff receives the training necessary to implement the Transformation Plan.

Immediate training based on needs identified in the School Education Plan and student data include: Data Driven Decision Making/Data Teams, Effective Feedback to Students, Literacy across the Curriculum, Effective Teaching Strategies, Common Formative Assessments, and Creating Mathematics and Science Tasks. These sessions will be offered to teachers in grades 9 & 10 first on a quarterly basis so that sessions can be repeated. The intent is to generate immediate student achievement improvement, but also to build internal capacity so that teachers on staff can "turn-key" information and model best practice for their colleagues.

Additionally training will be provided in the use of any computer-based programs.

c. Monitoring the intervention model

The STO will be responsible for working with school leaders to monitor the Transformation Plan at Bassick High, as described above.

The Bassick High School Intervention model will include an intense focus on Reading, Writing and Mathematics in year one with a focus on grades 9 and 10. The School Leadership team will work with the district leadership and CommPACT, to accelerate processes and procedures already in place. Grade 10 assessments will be used to monitor student progress.

The Reading/Writing Program will include more focused student reading assignments with consistent writing assignments about literature and current events. During the past 2 years the district has used CAPT-camp a model to encourage select students to prepare for CAPT. This model will be extended to all grade 9 & 10 students at BHS with focused readings from core literary works, student-select works and anthologies.

During Year two of the SIG funding this focus will move up to grade 11 with a focus on American Literature and US History. District tests will be used to monitor the effectiveness of the intervention. Grade 12 will continue to focus on Reading and Writing with efforts directed toward authentic real world writing; i.e. college application essays, resumes, persuasive essays about historical and scientific documents. These efforts will be monitored through assured experiences/ student portfolios and district tests.

The Intervention Plan for Mathematics includes the following Action Steps:

1. Analysis of 2010 CMT data during the summer of 2010.
2. Teachers will implement the revised Algebra 1 curriculum. Curriculum implementation will be assessed through the examination of lesson plans, classroom visits, student work folders, and E-assist.
3. Teachers will place a minimum of 3 pieces of meaningful work in student work folders with explicit feedback to show evidence that students understand areas in which they need to improve.
4. Collaborative evaluation by the building principal and the content director.
5. Academic walks will be conducted by mathematics department staff.

In Year two of the grant scheduling will be reviewed with the intention of adding additional time to Algebra I and II classes.

d. Monitoring allocations

The STO will be responsible for working with school leaders to monitor the allocation of funds and resources necessary to implement Bassick High's Transformation Plan.

Monies will be allocated through the Office of Private and Public Grants with support from the School Transformation office and other appropriate senior staff. There will be quarterly reports, a combination of those generated by the MUNIS system and other reports specific to programs implemented.

Section 3

a. Interventions consistent with federal requirements for SIG

Bridgeport Public Schools will work through the School Transformation Office to ensure that each school's transformation plan meets all federal requirements for SIG.

Bassick High School's Leadership Team will have to meet with the School Transformation Officer and an identified central office team to review their progress and to make immediate adjustments in the initial stages.

b. External providers

Bridgeport Public Schools will not use an external provider requiring Appendix G at this school.

c. Aligning intervention with other resources

Bridgeport Public Schools will work through the School Transformation Office to align other federal, state, and local resources with this school's transformation plan.

At Bassick High School this alignment will include but is not limited to:

Smaller Learning Community Grant Funds, Priority District Funds and Title 2A funds. These will be used consistently to implement the plan identified and sustain efforts after SIG funds are no longer available.

d. Modify contracts, practices, or policies

Bridgeport Public Schools must negotiate with its unions with regard to changes in contracts, practices, and policies related to the intervention. The transformation plan for this school will include proposed modifications. The School Transformation Office will facilitate any necessary negotiations with the unions.

Initial conversations were held March, 2010 and May, 2010. Further negotiations are scheduled to commence June 1, 2010.

The district is involved in on-going meetings with the BEA regarding the implementation of the most recent law regarding teacher evaluation. The BEA and the BOE are committed to working with the SDE and the subcommittees assigned to develop the most recent teacher evaluation program that will include multiple indicators of student performance as part of the evaluation model.

As the SDE continues to move through the process of developing the evaluation model the BEA and BOE are committed to working to pilot the new evaluation model in the schools participating in the SIG process. The district will seek to incorporate flexible time for teachers in SIG schools as needed to effectively implement the transformation.

e. Sustain the reforms

Bridgeport Public Schools commits to sustaining the reforms of its SIG schools. The transformation plans will be designed so that the greatest expenses will occur during the three-year period covered by SIG funds. At the end of the three years, the cost of maintaining the improvements should be in the same range as the normal costs of operating the schools.

The use of SIG funds will be most significant in years one and two.

Through professional development, analysis of data and the revision of the school's SIG plan Bridgeport will build capacity within Bassick High School to maintain reform efforts. Within three years there should be an improvement in student achievement, as well as, a well-trained coherent staff to lead instruction at Bassick High School.

Partnerships will be reviewed to determine how they will be phased out at the end of the grant cycle.

Section 4: Timeline

Year One, 2010 – 2011	Year Two, 2011 – 2012	Year Three, 2012 - 2013
<p>By July 1, 2010 —establish School Transformation Office (STO) and staff it. STO will immediately begin to identify a principal capable of leading Bassick High’s transformation efforts.</p>	<p>August 15, 2011 BHS Leadership Team meets to review plan and implementation strategies for 2011-2012 school year</p>	<p>August 23, 2012 - Meeting with School Leadership Team to plan implementation of interventions for Year Three and sustainability.</p>
<p>By July 19, 2010—STO working with BHS officials and staff will review program outline as developed in the SIG narrative</p>	<p>August 22, 2011 Working faculty meeting regarding the plan and interventions.</p>	<p>August 27, 2012- STO and school officials and staff meet to begin implementation of plans including, but not limited to, scheduling and materials needed for the Transformation effort.</p>
<p>By August 16, 2010—STO and Bassick High officials and staff have developed plans including, but not limited to, scheduling and materials needed for the Transformation effort.</p>	<p>September 7, 2011 Working faculty meeting to begin implementation of plan for year two.</p>	<p>September 5, 2012 - Meet with staff to discuss interventions</p>
<p>August, 2010—Bassick’s School Leadership Team hosts an informational session for stakeholders introducing new leadership, new staff, and new materials.</p>	<p>October 5, 2011- Working faculty meeting to discuss implementation of plan.</p>	<p>October 3, 2012 -Working staff meeting regarding interventions</p>
<p>November 3, 2010-Review data, adjust plan as needed.</p>	<p>November 2, 2011-Working faculty meeting to discuss interventions and to discuss first marking period data as an entire faculty.</p>	<p>November 7, 2012 -Working staff meeting regarding interventions</p>
<p>December 1, 2010-Review data and continue to implement plan.</p>	<p>December 7, 2011- Working faculty meeting to discuss data and to make adjustments to year two strategies if needed.</p>	<p>December 5, 2012- Working staff meeting; adaptation of interventions if needed.</p>
<p>January 5, 2011-Review data, adjust plan as needed.</p>	<p>January 4, 2012- Working faculty meeting; adaptation of plan if needed.</p>	<p>January 9, 2013-Working staff meeting; adaptation of interventions if needed,</p>
<p>March 2, 2011-Review data, adjust plan as needed.</p>	<p>February 1, 2012 Working faculty meeting; whole faculty review, report on mid-year data surrounding interventions.</p>	<p>February 6, 2013-Working staff meeting; whole faculty review, report on data surrounding interventions</p>
<p>June 1, 2011-review data for year one; adjust plan for year</p>	<p>March 7, 2012- Working faculty meeting regarding progress of plan and</p>	<p>March 6, 2013-Working staff meeting regarding interventions</p>
		<p>April 3, 2013-Working staff meeting regarding</p>

<p>two implementation; discussion of “what worked”- based on data</p>	<p>implementation of interventions</p> <p>April 4, 2012- Working faculty meeting to report on continued progress or to determine what adjustments are necessary to complete the year and reporting.</p> <p>May 2, 2012 Working faculty meeting to report on year two’s findings, successes and to plan for sustainability.</p> <p>June 6, 2012- finalize sustainability plan for 2012-2013.</p>	<p>interventions</p> <p>May 8, 2013-Working staff meeting; planning for sustainability</p> <p>June 5 , 2013-Working staff meeting regarding forward planning for sustainability of interventions and progress</p>
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Section 5

The district communicates to parents and the community regularly through the Bridgeport Partners for Student Success, an advisory council consisting of parents and community leaders with a strong interest in the education of Bridgeport students. After consulting with the Board of Education and the unions regarding the changes proposed for SIG schools, the superintendent’s office has worked with Bridgeport Partners for Student Success to ensure that the community supports the district’s transformation efforts.

District PAC (Parent Advisory Council) will work with school-based PAC to communicate to parents and community stakeholders regarding reform efforts. The school will use the CommPACT model for parent and community meetings which has been used successfully at 2 other Bridgeport CommPACT Schools (Barnum and Longfellow).

In addition, Bassick partners with local and state Gear-Up in conjunction with Yale University. Yale University commits to providing extended year support for students and supports the school and districts efforts in revising curriculum and identifying materials.

Section 6

Bridgeport Public Schools will not serve any Tier III schools under this program.

Section 7

Bridgeport Public Schools is applying to serve one of its Tier I schools to allow further emphasis on Tier 2 work (namely, the high schools).

PART E: INFORMATION ON THE TRANSFORMATIONAL MODEL

BASSICK HIGH SCHOOL

Section A: Developing and increasing teacher and school leader effectiveness by:

1. Replacing the principal

BPS will use a process to replace the principal at this school.

1. Applicant(s) interview(s) with the Superintendent.
2. Presentation of recommended applicant to Bridgeport Board of Education for approval.

This process is provided for in the current contract.

2. Evaluation systems

The evaluation of teachers and principals in the Bridgeport Public Schools is governed by the approved Staff Evaluation Plan. The evaluation systems developed for this transformation plan will require modification to the plan, based on discussions between the School Transformation Office and the teachers and principals at the SIG schools, along with the unions.

Initial discussions have been held (began March, 2010) but more substantive discussions should commence June 1, 2010 as contract negotiations will continue through the summer.

SIG schools will become the model for relating student outcomes to teacher performance.

Bridgeport Public Schools will follow the revised Connecticut Common Core of Teaching.

3. Rewarding or removing leaders, teachers, and staff

Incentives and rewards for teachers, leaders, and staff in the Bridgeport Public Schools are governed by the approved Staff Evaluation Plan, as are procedures for removal of personnel. The benchmarks developed for this transformation plan will require modification to the plan, based on discussions between the School Transformation Office and the teachers and principals at the SIG schools, along with the unions and central office personnel.

The Superintendent's Office, the School Transformation Office and the School Leadership will identify appropriate incentives, determine flexibility of schedules and materials commensurate with what is identified in the plan, budgets, and other appropriate identified resources, (i.e. Title 2 A) funds for professional development, to allow teachers to advance their skills through college credit, stipends.

The district intends to keep the practice of paying partial tuition for teachers seeking to advance their degrees or improve instructional practice by taking college courses at local universities through which we have partnerships.

The district will pay stipends for extended day/year work.

4. Professional Development

Bridgeport Public Schools
SIG Application

Professional development will focus intently on academics and differentiated instruction with extended day activities for students and teachers. The School Transformation Office will work with the school’s teachers and leaders to determine required professional development. Cooperative Educational Services and the University of Connecticut will be the primary providers of professional development services for this school.

Based on this school’s data analysis, its specific professional development needs include:

Year One

Year Two

Data Driven Decision Making/ Data Teams	Effective teaching Strategies
Common Formative Assessments	Effective Feedback for Students
Literacy Across the Curriculum	
Mathematics and Science Training for teachers	

5. Incentives and opportunities for recruiting and retaining staff

Incentives related tools for recruiting and retaining teachers, leaders, and staff in the Bridgeport Public Schools are governed by the approved Staff Evaluation Plan. The recruiting and retention program developed for this transformation plan will require modification to the plan, based on discussions between the School Transformation Office and the teachers and principals at the SIG schools, along with the unions.

Any incentives negotiated or outlined will be identified by district personnel who are recruiting new candidates for these identified schools.

The district is committed to combining already identified funds with SIG funds to recruit and retain staff. These funds will come primarily from Title 2 A and Smaller Learning Community Grant dollars.

Section B: Instructional reform strategies

1. Using data to identify and implement an instructional program

Bridgeport Public Schools will transform Bassick High School using UCONN’s CommPACT model. The district will continue to support BHS in its development and use of the data team process. The school will use data from district assessments, assured experiences and school-based common formative assessments to monitor student progress and accelerate it at BHS.

In year two of the SIG grant the intensity of the intervention will remain on grades 9 & 10 and be moved to grades 11 & 12 with content areas of Social Studies/History and Science supporting student efforts to increase their proficiency in Reading/Writing.

Mathematics Intervention will continue expanding to Geometry and Statistics.

2. Promoting continuous use of student data

The SRBI framework will be applied with fidelity, monitored through the use of data and professional development applied where there are gaps in understanding.

The building principal will meet regularly with an Administrative Team to review data, substantiate it and make adjustments as needed.

Content Directors will develop an Academic Walk protocol to be used with staff for the improvement of instructional practice.

Section C: Increasing learning time and creating community-oriented schools

1. Increased learning time

The school will provide at least 30 minutes increased time in Reading in Year One with the intention of adding 30 minutes for Mathematics in Year Two. This time will be supplemented by access to computer software.

Provisions will be made for extended learning time for students.

2. Family and community engagement

During the 2009-2010 school year, Bassick began to more deeply engage parents by inviting them to Literacy Programs, invitations to see software demonstrations, and other forms of outreach. Parents have also been given access to software at home for use with their students. This practice will be continued and deepened.

There will also be progress meetings scheduled with stakeholders during the first year of the SIG grant and continued. The District PAC and school-based PAC will be instrumental in the success of this endeavor.

Bassick High School is adopting the CommPACT model and intends to replicate some of the strategies currently used at Barnum and Longfellow schools. Through this model there are on-going meetings with parents in the form of workshops and information sessions to help parents support their children's academic progress. This will be a collaboration between the school and the Department of Learning and Teaching beginning with a fall, 2010 session to share information about CommPACT.

Bassick High School also partners with Yale University and the GEAR UP organization who provides intense support for reading and mathematics. This support generally takes the form of extended year activities for students and professional development for teachers. Yale University and the GEAR UP organization will be brought into the transformation office's discussions of the SIG plan so that all efforts and funding are coordinated.

Section D: Operational flexibility and sustained support

1. Operational flexibility

The School Transformation Office will work with building leaders and teachers to provide the flexibility to implement a comprehensive transformational plan. One of the primary responsibilities of the STO will be to communicate with other district offices and unions to ensure that policies and procedures can be adjusted to allow SIG schools to undertake initiatives that meet the particular needs of their students.

The school chosen for this model needs to have significant changes implemented and the change process outlined in this model aligns well with the interest of the Bridgeport public schools. There are three areas of focus for this model: Autonomy, Collaboration and Instructional Practice. The School Transformation Office team will look at the school's needs in the area of **autonomy** in conjunction with the other negotiations being discussed with the teachers and administrators associations related to the other three schools too.

Currently there is a model at two elementary schools in Bridgeport and it is the intent of this grant to replicate those efforts.

2. Technical assistance and support

The STO will coordinate responses to requests for technical assistance from the SIG schools. The district will draw on the resources of Cooperative Educational Services for significant support in delivering the professional development, coaching, or technical services required, in addition to its own resources and those of CSDE.

At this particular SIG school the school will also have access to support from the University of Connecticut and the Connecticut Education

HARDING HIGH SCHOOL
DESCRIPTIVE INFORMATION

Section 1

a. Needs analysis

Based on its Strategic School Profiles from 2007-08, Harding High School presents the following strengths and weaknesses:

STRENGTHS

Harding experienced a decrease in enrollment of 16.9% between October 1, 2007 and May 3, 2010. Among students at Harding:

- 98.7 % of students took algebra I or equivalent
- 99.4 took 4 or more credits in science
- 90.7 took 4 or more credits in social studies

NEEDS

Teachers

- Average number of days absent due to illness or personal time is 10.6
- 63.6% of teachers are assigned to same school the previous year
- Average number of years experience in education is 11.7
-

Students

- 7.3% of Juniors and Seniors enrolled in a course or courses for college credit (including students in IB program)
- 33% of Juniors and Seniors work 16 or more hours during the week
- 46.8% of graduates took the SAT 1

The table below reflects the average scores for all students:

AREA	SCORE
Mathematics	398
Reading	403
Writing	406

- Graduation rate (class of 2007): 75.2%

- High number of disciplinary offenses – 1,616 at school and 26 at other locations (1,313 for violation of school policies)
- 79.7% students present on October 1

ASSESSMENTS

(CAPT DATA)

In the past 3 years:

Subject	At/Above Proficiency	At/Above Goal
Mathematics	27.3% (3:10) ⁻	4.5% (1:20) ⁻
Reading	37% (2:5)	5% (1:20) ⁺
Writing	45.8% (2:5) ⁺	9% (1:25) ⁺

⁺ increasing trend
⁻ decreasing trend

Based on data such as that presented above, the following are the needs and goals for Harding High School as identified in the School Education Plan for 2009-2011.

“In December 2008 a needs assessment survey, was designed and administered to teachers to determine their competences, areas of strength and the type of support they required, in order to improve their practice. Teachers named the following as areas within which they need support; *collaboration, observing other teachers teach, and discussing their practice with others.* The data provided a frame of reference for planning professional development workshops offered through Warren Harding High School’s Learning and Teaching Institute.”

“Commencing November 2008 through April 2009, Learning Walks were conducted school wide, by all administrators and teachers. Informal classroom observations were scheduled to ensure that classroom visits were conducted throughout the entire course of a school day. The purpose of the Walks was to examine the daily learning and teaching at Warren Harding High School. During these visits, data was collected on the following elements of learning and teaching; Lesson Design, student engagement, and students’ ability to verbalize and interpret the objective of the lesson being taught. A total of 191 classrooms were visited. The data collected showed that while students could read the posted objective, in many cases however, they were unable to connect the objective to the work in progress. The data further showed that 80% of the lesson design was either teacher centered or students engaged in independent work. From the findings it was evident that lesson design and differentiated instructional practices should be incorporated in the professional development program for the 2009-2011 academic years. This finding was further confirmed by a second teacher need survey in May 2009. Seventy five teachers, representing 67% of the teaching staff responded to the survey, 92% stated that professional development in differentiated instruction would be helpful or very helpful, and 88% stated that professional development in effective teaching strategies would be helpful or very helpful.”

“Warren Harding High School’s Theory of Action has student achievement at its core; its four components include: *establishing a core curriculum, student engagement, building capacity, and building relationships*. In order to build capacity, establish a core curriculum and build capacity, during the 2008-2009 academic year, the Mathematics and English Departments began the following data team development work. 10th grade English teachers met during a common time, and began creating uniform expectations by developing common grading rubrics for the 10th grade; and designed and administered common formative assessments. This collaboration allowed teachers to collectively look at student work, share common teaching strategies and discuss instruction and best practices. Likewise the Mathematics Department developed algebra and geometry data teams. There is ongoing administration of quarterly assessments. Data team development work will continue for the 2009-2011 school years.”

“There were 1014 suspensions during the 07-08 school year, and 688 in the 08-09 school year, 326 less than the prior year. The implementation of focused strategies will continue in order to reduce disciplinary infractions and support the social emotional health of students.”

“Attendance data for the 07-09 academic years continues to show that improving student attendance is a top priority.”

Benchmarks and Goals to Address these Needs

“Tier I: An increase in Reading and Mathematics proficiency for all students by a minimum of 15 percentage points and continued achievement of Adequate Yearly Progress in Writing by the end of school year 2010-2011 as measured by the Connecticut Mastery Test and Connecticut Academic Performance Test.

A review of Warren Harding High School’s 2008 CAPT data showed that 40% of students were scoring at or above proficiency in Reading, with 46.9% Black and 32.7% Hispanic students scoring at or above proficiency. In comparison 37.5% of students scored at or above proficiency in Reading on the 2009 CAPT, and only 41.3% Black and 33.1% Hispanic students scoring at or above proficiency. The data representing all students including sub groups shows that there was an average 3% decrease in the number of students achieving at or above proficiency on the 2009 CAPT when compared to the 2008 scores.

In Mathematics 28% of students scored at or above proficiency on the 2008 CAPT, with 25.5% Black and 27.3% Hispanic students scoring at the same rate. The 2009 CAPT shows that 24.9% of students scored at or above proficiency, with 22.5% Black and 26.6% Hispanic students scoring at or above proficiency, on the same test. Again here was a slight decrease in the number of students achieving proficiency, approximately 3%. In order to meet state mandated graduation eligibility requirements, students must demonstrate proficiency in either Reading or Writing and Mathematics. The CAPT data shows that more than 50% of Warren Harding High School students entering their junior year have not yet met the CAPT requirements. To address this deficit, teachers and administrators have been examining the instructional practice of teachers, and will provide support for teachers in the form of Professional Development offerings as well as implement the data team model school wide. The use of data teams will provide teachers with a framework and focus to begin to examine more closely student work.”

“Tier I: A 15% reduction in suspension incidents and number of students suspended by the end of the school year 2010-2011. A review of the suspension data for the 2007-2009 academic

years shows that there has been a significant reduction in the numbers of disciplinary referrals and student suspensions. For the 2009-2011 academic years the school will improve the in-place peer mediation program. The Positive Behavioral Supports (PBS) model will be restructured to ensure whole school understanding and participation in its tenets. As part of the school wide data team implementation plan, Guidance counselors, Social workers, School Psychologists, Attendance personnel and other school support staff, will comprise the Attendance/Discipline data team. Discipline reports will be analyzed monthly and the five step data team protocols will be implemented to develop measureable goals and strategies that will reduce further disciplinary incidents.”

“Tier I: An Improvement in high school attendance by 15 percentage points by the end of school year 2010-2011. A review of attendance data for the 2007-2009 academic years indicate that the average daily attendance remained at approximately 75%. As part of the school wide data team implementation plan, the attendance/discipline data team will, look at cohort attendance data, and conduct focus groups to determine the reasons students are not attending school; and continue to implement attendance incentives, and PBS strategies to improve student attendance.”

b. Achievement goals

Harding High School will match its achievement goals with the targets set by the Connecticut State Department of Education, based on analysis of the 2009-2010 assessment data. Harding expects to increase student achievement gains of 5% points per year in Reading and Mathematics as identified in their School Education Plan.

c. Detailed description of intervention and reasons for selection.

Harding High School will be improved using the Restart Model.

External assessments of the schools by Cambridge Education and the National Urban Alliance are summarized below. These assessments were done prior to the development of the Strategic Plan and the current District Improvement plan but both indicate lack of student engagement, low expectations for student learning and lack of understanding of foundational instructional practices. The Cambridge report also indicated the need to focus and limit the number of initiatives. In spite of the district and the current school leadership’s effort to improve, student achievement still lags behind the district. Although the current principal is very engaged with the community, and actively seeks grant opportunities, there is not enough cohesiveness in her action plans to improve student achievement. The district plans to change the leadership and restart the school under the direction of the EMO.

The district met with possible EMO’s (External Management Organization). The Superintendent and his designee’s further reviewed EMO’S descriptions online.

A request for proposals will be issued and potential EMO’s will be evaluated by a committee.

The EMO will be expected to use an online or web-based program to provide strategies and professional development on reading and mathematics instruction. The point of entry for this program will be grades 9 and 10 in year one and will align with current efforts; i.e. CAPT Camp,

revised curriculum, assured experiences, GEAR UP and further development of the on-line assessment system.

Coaching for both the leadership and the teachers in content and pedagogy for a duration of 75-100 days in year one.

In year two there should be some internal capacity so that teachers will be able to turn-key strategies for their colleagues in grades 11 and 12, Grade 11, the focus will be on American Literature and US History as the content focus in Reading and the Mathematics focus will be Advanced Mathematics; i.e. Algebra 2, Geometry, and Statistics with real world applications.

Harding High School's Health Magnet Program will partner with the current Aquaculture Program for 11th and 12th grade students to take advanced science courses. This will increase capacity at the building level for additional students to take advanced courses in science. It will give those students traveling outside of the building an opportunity to apply their knowledge to new situations.

d. Monitoring the improvement plan

Harding High School will monitor their improvement plan through the use of the School Education Plan in conjunction with the District Improvement Team oversight.

The SEP (School Education Plan) requires quarterly reporting forms for progress on the school's plan. The principal submits the quarterly reports to the school's supervisor. The report includes achievement data such as CAPT results and online assessments, as well as narratives from building administrators that address progress, obstacles and needs related to the improvement plan.

In addition, BPS (Bridgeport Public Schools) has assigned someone from the district improvement team to assist the school with compliance and reporting issues.

The plan (including HHS) are read by the District Improvement Team and data is reviewed. appropriate support from content directors is dispatched as a result. For example: the English Department Supervisor will support the reading/writing interventions with the assistance of district curriculum specialists.

District Improvement Team meetings were held: September 25, October 23, and December 18, 2009 and January 22, 2010. These meetings were used to review Harding's School Education Plan and offer feedback and also to assist the School Leadership in developing a monitoring system (School Ed Plan Reporting Forms).

The Harding High School principal has also been called to the Superintendent's Strategic Improvement Team meetings and District Data Team meetings to explain various data sets and solicit support from Central Office Administration.

Both internal and external consultants work with HHS to support its academic needs as outlined in the plan.

In spite of these efforts there is minimal increase in student achievement scores.

e. External evaluations

Within the past five years, Harding has been assessed by the National Urban Alliance for Effective Education (NUA) and Cambridge Education. The following is a summary of their reports on Harding.

According to the NUA report, the only two significant differences between subgroups of students revealed by the CAPT were:

- females scoring higher than males in reading and writing, and
- regular education students scoring higher than special education students in all areas.

The NUA found that turnover in administration in year prior to the report had causes inconsistencies in the instructional program, but the then-current team had begun to stabilize the situation. Several challenges remained, including a lack of basic literacy and numeracy skills for many students, lack of parental support for education, and a number of ELL and special education needs.

NUA visitors were able to observe in less than half of the school's classrooms; in those they could enter, they found mostly enthusiastic teachers who were inconsistent in the use of proven teaching techniques. They also noted that educational technology was "not in use by students in the large majority of classes." NUA also found that teachers needed more time for collaboration and improvement of instructional practice.

The Cambridge report praised the principal's leadership, the "curricular and extracurricular programs" that presented "a range of challenging courses and enriching activities," and the school's strong community relationships.

However, the report also stated that the school needed to improve its strategic benchmarks and evaluation methods and use data to improve decision making. There was a need for a "rigorous, standards-based curriculum" and analysis of its effectiveness via common formative assessments.

More support was needed for both teachers and students. Teachers needed professional development for implementation of the school's initiatives, especially around differentiated instruction. Students needed support for appropriate behavior, making effective academic choices (and guidance for post-high school planning), and attendance.

f. Data teams status

As of January 2010, Harding had both grade level and content area data teams. The grade level teams meet every two weeks. Most content area teams also meet every two weeks, but the Tech Ed, PE, and Creative Arts teams meet every three weeks.

As of May, 2010 only 22% of the Harding High School staff had been formally trained in data driven decision making/data teams. This is an immediate on-going priority for professional development.

The district will also commit to providing Harding High School with appropriate district data sets (i.e. CAPT scores and on-line assessment data).

g. Monitoring of corrective action

The district has monitored Harding’s corrective action/restructuring plans by building them into its School Education Plan (SEP). SEPs include a mandate to report progress quarterly using a standardized form. They also include sections for plans regarding professional development, data teams, and needs assessment. By monitoring progress toward the objectives in the SEP, the district is monitoring corrective action and restructuring.

In addition to quarterly monitoring of progress, the district is supporting the efforts of Harding’s staff by seeking and obtaining support for school improvement days to be built into the calendar (requires union collaboration and Board of Education approval).

“Student Performance:

Literacy:

During the third marking period teachers continued to integrate literacy strategies using the Data Team Format. Sophomore teachers focused their lessons on common strategies for CAPT building from a model developed on the district level. Teachers created activities to assist students with the response to literature part of exam which included developing their awareness of ways to make text to self connections and incorporating literature from past units into their answers to the CAPT questions. Attention was also paid to teaching students specific literacy devices to use when evaluating stories and authors purpose.”

“Ninth grade students were given the Gates Mac-Ginitie Reading Assessment to identify students for individual literacy interventions and small group instruction. Results are being shared with ninth grade English teachers in an effort to provide support in the classroom. Ninth grade teachers continue to develop common formative assessments and focus on improving students active reading skills.”

“The literacy coach continues to work with teachers using the Data Team process to help identify student needs in the areas of reading and writing. Social studies teachers are developing common assessments in the ninth, tenth and eleventh grade teams which will develop student’s ability to evaluate primary source documents. Teachers in the Biology data teams have implemented a prediction strategy and concept maps to assist students in comprehension skills. A specific school wide literacy strategy (Using Context Clues to Learn Word Meaning) was introduced to the Extended Cabinet and teacher leaders. Teachers will be asked to pilot this activity and incorporate it into their daily lessons. The literacy coach will work with teachers who are interested in seeing the strategy modeled or taught through a team teaching approach.”

“Mathematics:

Data Teams:

The Mathematics coach supports the data team process in the building.

Our focus included continuing to implement strategies used in second marking period and applying new strategies, such as using the five step problem solving process to solve word problems, and using the CAPT grading rubric to grade open ended questions to prepare our Geometry students for the CAPT exam. We also looked at student work graded with the CAPT rubric. We administered Pre and Post Common Formative Assessment (CFA) #3, which consisted of word problems and focused on Numerical and Proportional Reasoning, Number and Quantity – Direct and Inverse Variation was also administered. The data scorer machine consultant assisted the math data teams on how to make better use of the data machine and continue to work on how to produce valuable

data and reports to display on our data walls. We are currently working to create and implement new strategies focusing on bilingual, special education, enrichment, and vocabulary needs.”

“Initiatives:

We have been exploring a Summer PreCalculus Enrichment Program for our current juniors who are excelling in Algebra 2. If we are successful in acquiring this program our students could earn credits for PreCalculus, and have the opportunity to take Calculus in their senior year. In the International Baccalaureate (IB) Program, it was determined through IB Certification Training that the IB students would be better equipped for Junior/Senior Math Studies if they have a prior course in Algebra 2. We are exploring the possibilities for offering an Algebra 2 class during the summer to incoming IB juniors and seniors.”

h. CALI participation

The district is committed to participation in the Connecticut Accountability for Learning Initiative (CALI). Bridgeport Public Schools encourages every school to take advantage of CALI training. The district has identified much of the foundational work to be addressed in DDDM and DT basic training. Our goal is to 100% of certified staff trained by the end of the 2010-1011 school year. To meet that goal, the district has provided several supplemental structures to expand training opportunities and deepen the practices of certified staff. These supports include:

- Ensuring release time for CALI training provided by CSDE
- Providing supplemental funds for additional CALI training in response to needs identified by schools
- Providing release time and substitutes (when possible) for schools to use with Request for Service Days,
- Providing training sessions from the Leadership and Learning Center
- Supplying additional funds for schools to offer stipends to teachers meeting in data teams beyond contracted times

CALI: the Connecticut Accountability for Learning Initiative includes many models including but not limited to, data teams, Effective Teaching Strategies, SRBI-Scientific Research Based Intervention, and Common Formative Assessments – CFA.

Section 2

Year One:

BPS will create a School Transformation Office (STO) for the district. The STO will be headed by BPS senior leadership staff in order to maintain consistent communication and align the work with other district priorities where it makes sense to do so.

The Director of School Transformation Office will report directly to the Superintendent’s Office and lead a team which includes:

- the cohort of principals from the SIG schools
- liaisons from partners in the schools, such as CommPACT, GPS, C.E.S., the unions, CSDE, etc.

The BPS School Transformation Office will provide concentrated and coherent resources and expertise to the three priority schools identified due to chronic low performance. The STO team will focus on monitoring the implementation of the three school plans and monitor closely and regularly for results and fidelity of the plans.

The team in this office will work with the key partners and identified school principals to support the change efforts through additional flexibility, waivers from some of the collective bargaining agreements, and assign additional resources. “They are treated differently because they are identified as a priority for the state due to their chronic low performance.” The STO will pursue changes to formal policy and informal standard operating procedures to empower schools to implement their school change plans. There is a need for an accelerated change process thereby requiring changes in some of the governance rules and procedures while still maintaining the central focus on improved student achievement.

The STO team will provide intervention if data indicates that the results indicators are not being observed. The STO team will serve as problem solvers when barriers are disrupting the progress of the intended improvements.

The BPS School Transformation office will guide specific actions that build parent and community support and intentional involvement. The STO will establish partnerships with external providers where appropriate as long as clear benefits and results are established.

Often a fundamental issue with large scale change efforts is clear and accurate communication. The STO will be responsible for coordination of all communication related to the SIG plans. The STO will maintain a website created specifically for communication among the stakeholders in the schools’ SIG improvement processes. It will include a wiki to store meeting minutes, interim reports, resource documents, planning and monitoring tools and other key documents. The wiki will also be designed to house school improvement data.

The STO will be headed by BPS senior leadership staff in order to maintain consistent communication and align the work with other district priorities where it makes sense to do so.

Year Two and Three: In its second and third years, the STO will continue as above and add the following responsibilities:

- making the school’s improvement public through having each school receive visitors (SDE, Community, other districts, parents, politicians, etc) for the purpose of sharing their progress,
- Videos about celebrating the progress that has been made in each of the five schools

Reference: *Handbook on Effective Implementation of School Improvement Grants*

a. Support funds

The STO will be responsible for working with the leadership of Harding High School to ensure that funds will be used appropriately to support staffing and organizational structure during implementation of the Restart Plan.

The Office of Public and Private Grants will facilitate the disbursement of SIG funds and monitor expenditures through 705's with signatures, purchase orders, and the MUNIS system.

Funds will be aligned with other district funding i.e., Priority School Funding, Title 2 A, Smaller Learning Community Grant Funding.

b. Staff training

The STO will ensure that district and Harding High staff receives the training necessary to implement the Restart Plan.

It will be expected that the EMO will provide staff with training in:

Secondary Intervention Strategies

SRBI (Scientifically Research Based Intervention)

Making Standards work

Differentiated Instruction for ELL and other vulnerable populations

c. Monitoring the intervention model

The STO will be responsible for working with school leaders to monitor the Restart Plan at Harding High, as described above.

The district will monitor the Intervention Structure through the School Transformation Office, District Improvement Team and an external evaluator which will set up a series of ongoing meetings to monitor the progress of the intervention and assist the district in the reshaping and revising as needed.

d. Monitoring allocations

The STO will be responsible for working with school leaders to monitor the allocation of funds and resources necessary to implement Harding High's Restart Plan.

Funds will be dispersed through the Office of Public and Private Grant Programs. Reports will be generated through the MUNIS system and through other written reports.

Section 3

a. Interventions consistent with federal requirements for SIG

Bridgeport Public Schools will work through the School Transformation Office to ensure that each school's transformation or restart plan meets all federal requirements for SIG.

Through on-going meetings with the Superintendent's Cabinet, District Data Team, District Improvement and the School Transformation Office schools will be held accountable for intervention plans identified and will be reviewed monthly to ensure that they meet federal requirements.

b. External providers

Bridgeport Public Schools will use a process for identifying external providers.

- 1) A request for proposals will be issued;
- 2) Proposals will be reviewed by a committee;
- 3) A recommendation will be made to the board;
- 4) An external evaluator will assist in monitoring the EMO's activities.

c. Aligning intervention with other resources

Bridgeport Public Schools will work through the School Transformation Office to align other federal, state, and local resources with this school's restart plan.

Harding High School currently has coaches provided through Priority District Grant funds.

Smaller Learning Community Grants also have been awarded and these funds should be directed to support the new plan. Currently existing Title 2 A funds support Professional Development, incentives, and stipends for teachers. These funds will be used to supplement SIG funds should they be needed.

d. Modify contracts, practices, or policies

The district is involved in on-going meetings with the BEA regarding the implementation of the most recent law regarding teacher evaluation. The BEA and the BOE are committed to working with the SDE and the subcommittees assigned to develop the most recent teacher evaluation program that will include multiple indicators of student performance as part of the evaluation model.

As the SDE continues to move through the process of developing the evaluation model the BEA and BOE are committed to working to pilot the new evaluation model in the schools participating in the SIG process. The district will seek to incorporate flexible time for teachers in SIG schools as needed to effectively implement the transformation.

e. Sustain the reforms

Bridgeport Public Schools commits to sustaining the reforms of its SIG schools. The transformation plans will be designed so that the greatest expenses will occur during the three-year period covered by

SIG funds. At the end of the three years, the cost of maintaining the improvements should be in the same range as the normal costs of operating the schools.

Section 4

Timeline

Year One, 2010 – 2011	Year Two, 2011 – 2012	Year Three, 2012 - 2013
<p>By July 1, 2010—establish School Transformation Office (STO) and staff it. STO will immediately begin to identify a principal capable of leading Bassick High’s transformation efforts.</p> <p>By July 19, 2010—STO working with school officials and staff will review program outline as developed in the SIG narrative</p> <p>By August 16, 2010—STO and high school officials and staff have developed plans including, but not limited to, scheduling and materials needed for the Transformation effort.</p> <p>August, 2010—High School Leadership Team hosts an informational session for stakeholders introducing new leadership, new staff, and new materials.</p> <p>November 3, 2010-Review data, adjust plan as needed.</p> <p>December 1, 2010-Review data and continue to implement plan.</p> <p>January 5, 2011-Review data, adjust plan as needed.</p>	<p>August 15, 2011 High School Leadership Team meets to review plan and implementation strategies for 2011-2012 school year</p> <p>August 22, 2011 Working faculty meeting regarding the plan and interventions.</p> <p>September 7, 2011 Working faculty meeting to begin implementation of plan for year two.</p> <p>October 5, 2011- Working faculty meeting to discuss implementation of plan.</p> <p>November 2, 2011-Working faculty meeting to discuss interventions and to discuss first marking period data as an entire faculty.</p> <p>December 7, 2011- Working faculty meeting to discuss data and to make adjustments to year two strategies if needed.</p> <p>January 4, 2012- Working faculty meeting; adaptation of plan if needed.</p> <p>February 1, 2012 Working faculty meeting; whole faculty review, report on</p>	<p>August 23, 2012 - Meeting with School Leadership Team to plan implementation of interventions for Year Three and sustainability.</p> <p>August 27, 2012- STO and school officials and staff meet to begin implementation of plans including, but not limited to, scheduling and materials needed for the Transformation effort.</p> <p>September 5, 2012 - Meet with staff to discuss interventions</p> <p>October 3, 2012 -Working staff meeting regarding interventions</p> <p>November 7, 2012 -Working staff meeting regarding interventions</p> <p>December 5, 2012- Working staff meeting; adaptation of interventions if needed.</p> <p>January 9, 2013-Working staff meeting; adaptation of interventions if needed,</p> <p>February 6, 2013-Working staff meeting; whole faculty review, report on data surrounding interventions</p>

<p>March 2, 2011-Review data, adjust plan as needed.</p> <p>June 1, 2011-review data for year one; adjust plan for year two implementation; discussion of “what worked”-based on data</p>	<p>mid-year data surrounding interventions.</p> <p>March 7, 2012- Working faculty meeting regarding progress of plan and implementation of interventions</p> <p>April 4, 2012- Working faculty meeting to report on continued progress or to determine what adjustments are necessary to complete the year and reporting.</p> <p>May 2, 2012 Working faculty meeting to report on year two’s findings, successes and to plan for sustainability.</p> <p>June 6, 2012- finalize sustainability plan for 2012-2013.</p>	<p>March 6, 2013-Working staff meeting regarding interventions</p> <p>April 3, 2013-Working staff meeting regarding interventions</p> <p>May 8, 2013-Working staff meeting; planning for sustainability</p> <p>June 5 , 2013-Working staff meeting regarding forward planning for sustainability of interventions and progress</p>
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Section 5

The district communicates to parents and the community regularly through the Bridgeport Partners for Student Success, an advisory council consisting of parents and community leaders with a strong interest in the education of Bridgeport students. After consulting with the Board of Education and the unions regarding the changes proposed for SIG schools, the superintendent’s office has worked with Bridgeport Partners for Student Success to ensure that the community supports the district’s restart efforts.

District PAC (Parent Advisory Council) and School Level PAC (Parent Advisory Council) will be instrumental in sharing information with parents and other relevant stakeholders about the school’s progress, students’ progress, and ways and means that parents can support student achievement at home.

In addition, the following specific community agencies have united around the 06608 zip code to support the school in the neighborhood including Barnum. The agencies include: United Way of Coastal Fairfield County, Optimus Health Care, East Side Revitalization Zone, ABCD, FSW. This group will meet around an initiative called Bridgeport’s Promise and its goal is to monitor student’s progress in school from pre-school through graduation. The intent is to meet with regard to data: academic and socio-emotional. The district will send representatives to these meetings and will include school personnel from Barnum School. The agencies will be able to bring whatever support they identify: human or fiscal to the efforts outlined in the School Education Plan and the Blueprint for Young Children.

Section 6

Bridgeport Public Schools will not serve any Tier III schools under this program.

Section 7

Bridgeport Public Schools is applying to serve one of its Tier I schools. Two schools will not be served based on district's community conversations and a determination to place a greater emphasis on the high schools.

PART D: INFORMATION ON HARDING HIGH SCHOOL AND THE RESTART MODEL

HARDING HIGH SCHOOL

1. Process for selecting external providers

Bridgeport Public Schools will use a process for identifying external providers.

1. A request for proposals will be issued;
2. Proposals will be reviewed by a committee;
3. A recommendation will be made to the board;
4. An external evaluator will assist in monitoring the EMO's activities.

The tentative plan is to assist Harding High School by building a restart process that will:

- Promote high expectations among all stakeholders
- Build capacity among staff to be collectively responsible for student outcomes
- Harness high-yield strategies that effect change
- Create structures that promote effective teaching and learning

Initially, the process will be based on consultation, a thorough review of existing resources, a school effectiveness diagnostic, and development of an action plan.

The supports for reform provided in Year 1 will include, but not be limited to:

- Leadership and instructional coaching
- Collaborative Planning
- Establishing a Reading Academy/and or Mathematics Academy (depending on diagnostic)
- Better Use of Formative Assessments
- Increased Parent Engagement

Year 2 and Year 3

TBD at end of Year 1 based on the data

- 2. Explain the process for enrolling, within the grades it serves, any former student who wishes to attend the new school.**

The Bridgeport Public Schools and the EMO will enter an agreement to keep all currently enrolled students at Harding High School and to admit through the normal school enrollment any eligible student entering grade 9 who wishes to attend Harding High School.

3. Provide the contract or agreement terms and provisions you will use to hold the charter school operator, CMO or EMO accountable for complying with the final SIG requirements.

The Bridgeport Public School District will contract with an outside evaluator to hold the EMO accountable for regulations of the SIG. An outside evaluator will develop rubrics and set up a series of interviews throughout the course of the year between the EMO, the school district's Transformation Office, and other pertinent central office staff to review and monitor expenditures, as well as data of progress.

ED114 DISTRICT SUMMARY BUDGET WORKSHEET
SCHOOL IMPROVEMENT GRANTS (SIG)

CODE	OBJECT	FUND 12060 SPID 20910 FY 2011 (School Year 2010-11) Program 22223 Chartfield 1: 170002	FUND 12060 SPID 20910 FY 2012 (School Year 2011-12) Program 22223 Chartfield 1: 170002	FUND 12060 SPID 20910 FY 2013 (School Year 2012-13) Program 22223 Chartfield 1: 170002
100	Personal Services/ Salaries	135,000	135,000	135,000
200	Personal Services/ Employee Benefits	6,000	6,000	6,000
300	Purchased Professional & Technical Services	19,000	19,000	19,000
400	Purchased Property Services			
500	Other Purchased Services			
600	Supplies	10,000	\$10,000	\$10,000
700	Property			500,000
890	Other Objects			
	TOTALS	170,000	170,000	170,000

DISTRICT SUMMARY GRANT BUDGET NARRATIVE

DISTRICT: Bridgeport TOWN CODE: 015

FY 2010 — 2011

Year One

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$135,000
	This includes salaries of the Transformation Office Administrator, and 1 Data Manager	
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$6,000
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.	\$19,000
	Opportunities for School Transformation Personnel to attend Professional Development Session	
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$

CODE	OBJECT	Amount
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$10,000
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.	
	TOTAL	\$170,000

B. WAIVERS

Please check each waiver that your district will implement. If the district does not intend to implement the waiver with respect to each applicable school, please indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Tier I schools implementing a turnaround or restart model (please check only one)

_____ All Tier I schools

_____ The following Tier I

Schools: _____

- Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold (please check only one).

_____ All Tier I schools

_____ The following Tier I

Schools: _____

DISTRICT SUMMARY GRANT BUDGET NARRATIVE

DISTRICT: Bridgeport TOWN CODE: 015

FY 2011 — 2012

Year Two

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$135,000
	This includes salaries of the Transformation Office Administrator, and 1 Data Manager	
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$6,000
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.	\$19,000
	Opportunities for School Transformation Personnel to attend Professional Development Session	
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$

CODE	OBJECT	Amount
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$10,000
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.	
	TOTAL	\$170,000

C. WAIVERS

Please check each waiver that your district will implement. If the district does not intend to implement the waiver with respect to each applicable school, please indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Tier I schools implementing a turnaround or restart model (please check only one)

_____ All Tier I schools

_____ The following Tier I

Schools:_____

- Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold (please check only one).

_____ All Tier I schools

_____ The following Tier I

Schools:_____

DISTRICT SUMMARY GRANT BUDGET NARRATIVE

DISTRICT: Bridgeport TOWN CODE: 015

FY 2012 — 2013

Year Three

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$135,000
	This includes salaries of the Transformation Office Administrator, and 1 Data Manager	
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$6,000
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.	\$19,000
	Opportunities for School Transformation Personnel to attend Professional Development Session	
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$

CODE	OBJECT	Amount
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$10,000
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.	
	TOTAL	\$170,000

D. WAIVERS

Please check each waiver that your district will implement. If the district does not intend to implement the waiver with respect to each applicable school, please indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Tier I schools implementing a turnaround or restart model (please check only one)

_____ All Tier I schools

_____ The following Tier I

Schools: _____

- Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold (please check only one).

_____ All Tier I schools

_____ The following Tier I

Schools: _____

A. INTERVENTION MODEL CHECKLISTS

In order to ensure that the district has addressed the requirements for the intervention models selected for each Tier I and Tier II school the district commits to serve, complete the relevant checklist that follows for each school.

District: Bridgeport Public Schools

School: Harding High School

Restart Model

Requirements Addressed in Application:

Please Check

1. A rigorous review process must be used to select a restart operator for a school to be converted or closed and reopened under a charter school operator, a charter management organization (CMO), or an education management organization (EMO).

X

2. Restart school must enroll, within the grades it serves, any former student who wishes to attend the school.

X

3. District must include in its contract or agreement terms and provisions to hold the charter school operator, CMO, or EMO accountable for complying with the final School Improvement Grant requirements.

X

District: Bridgeport Public Schools	
School: Bassick High School	
Transformation Model	
Requirements Addressed in Application:	Please Check
A. Develop and increase teacher and school leader effectiveness:	
1. Replace the principal who led the school prior to commencement of the transformation model.	X
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that — <ul style="list-style-type: none"> • take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and • are designed and developed with teacher and principal involvement. 	X
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	X
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	X
5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.	X
B. Implement comprehensive instructional reform strategies:	
1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.	X

C. Increase learning time and create community-oriented schools:	
1. Establish schedules and strategies that provide increased learning time.	X
2. Provide ongoing mechanisms for family and community engagement.	X
D. Provide operational flexibility and sustained support:	
1. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	X
2. Ensure that the school receives ongoing, intensive technical assistance and related support from the district, the CSDE or a designated external lead partner organization.	X

District: Bridgeport Public Schools

School: Barnum School

Transformation Model

Requirements Addressed in Application:

**Please
Check**

A. Develop and increase teacher and school leader effectiveness:

1. Replace the principal who led the school prior to commencement of the transformation model.

X

2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —

X

- take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
- are designed and developed with teacher and principal involvement.

3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

X

4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

X

5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

X

B. Implement comprehensive instructional reform strategies:

1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.

X

C. Increase learning time and create community-oriented schools:	
1. Establish schedules and strategies that provide increased learning time.	X
2. Provide ongoing mechanisms for family and community engagement.	X
D. Provide operational flexibility and sustained support:	
1. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	X
2. Ensure that the school receives ongoing, intensive technical assistance and related support from the district, the CSDE or a designated external lead partner organization.	X

List of Appendices

Appendix A: Statement of Assurances

Appendix B: Needs Analyses

Appendix C: Organizational Chart

Appendix G (from Application): Evaluation of External Partners

Appendix A

Statement of Assurances

PROJECT TITLE:

THE APPLICANT: BRIDGEPORT PUBLIC SCHOOLS HEREBY ASSURES THAT:

The district must assure that—

- A. It uses its School Improvement Grant to implement fully and effectively an intervention in each Tier I, Tier II and Tier III schools that the district commits to serve consistent with the final requirements;
- B. Establishes annual goals for student achievement on the CMT and/or CAPT in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I, Tier II and Tier III schools that it serves with school improvement funds;
- C. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- D. It reports to the CSDE the school-level data required under section III of the final requirements;
- E. It has the necessary legal authority to apply for and receive the proposed grant; 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;
- F. 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;
- G. 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 Connecticut State Board of Education (CSBE) and the CSDE;
- H. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- I. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- J. The applicant will submit reports, as specified, to the CSDE , including information relating to the project records and access thereto as the CSDE may find necessary;
- K. The CSDE 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;
- L. The applicant will protect and save harmless the CSBE 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; and
- M. 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 CSDE any monies not expended in accordance with the approved program/operation budget as determined by the audit.

Required Contract Language

- References in this section to “contract” shall mean this grant agreement and references to “contractor” shall mean the Grantee.

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

For the purposes of this section “minority business enterprise” means any small contractor or supplier of materials fifty-one per cent 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.

I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Signature: _____

Name (typed): John J. Ramos, Ed.D.

Title (typed): Superintendent of Schools

Date: _____

**CAPT DATA 2007-2009 HARDING AND BASSICK
HIGH SCHOOL**

MATHEMATICS

	YEAR	# TESTED	% AT/ABOVE PROFICIENCY	# AT/ABOVE PROFICIENCY	% AT/ABOVE GOAL	# AT/ABOVE GOAL
Bassick	2007	333	15.3%	51	1.2%	4
	2008	246	19.9%	49	3.7%	9
	2009	213	18.8%	40	0.9%	2
	3 YR. TOTALS	792	17.7%	140	1.9%	15

	YEAR	# TESTED	% AT/ABOVE PROFICIENCY	# AT/ABOVE PROFICIENCY	% AT/ABOVE GOAL	# AT/ABOVE GOAL
Harding	2007	319	29.2%	93	5.6%	18
	2008	337	27.9%	94	4.7%	16
	2009	338	24.9%	84	3.3%	11
	3 YR. TOTALS	994	27.3%	271	4.5%	45

READING

	YEAR	# TESTED	% AT/ABOVE PROFICIENCY	# AT/ABOVE PROFICIENCY	% AT/ABOVE GOAL	# AT/ABOVE GOAL
Bassick	2007	345	19.10%	66	1.20%	4
	2008	247	28.70%	71	2.80%	7
	2009	208	29.30%	61	2.40%	5
	3 YR. TOTALS	800	24.7%	198	2%	16

	YEAR	# TESTED	% AT/ABOVE PROFICIENCY	# AT/ABOVE PROFICIENCY	% AT/ABOVE GOAL	# AT/ABOVE GOAL
Harding	2007	332	33.70%	112	3.60%	12
	2008	369	39.60%	146	5.40%	20
	2009	325	37.50%	122	7.40%	24
	3 YR. TOTALS	1026	37.0%	380	5%	56

WRITING

	YEAR	# TESTED	% AT/ABOVE PROFICIENCY	# AT/ABOVE PROFICIENCY	% AT/ABOVE GOAL	# AT/ABOVE GOAL
Bassick	2007	328	30.50%	100	4.90%	16
	2008	240	42.50%	102	4.20%	10
	2009	204	37.70%	77	1.50%	3
	3 YR. TOTALS	772	36.1%	279	4%	29

	YEAR	# TESTED	% AT/ABOVE PROFICIENCY	# AT/ABOVE PROFICIENCY	% AT/ABOVE GOAL	# AT/ABOVE GOAL
Harding	2007	306	36.90%	113	6.20%	19
	2008	352	48.30%	170	7.10%	25
	2009	300	52%	156	12.70%	38
	3 YR. TOTALS	958	45.8%	439	9%	82

Appendix B: Needs Analysis

Part 2: Other Data

Looking at our Online Assessments

Grade 3

% of students reaching Proficiency or higher

Year	READING				MATHEMATICS			
	1 st MP	2 nd MP	3 rd MP	4 th MP	1 st MP	2 nd MP	3 rd MP	4 th MP
07-08	11	9	8	23	3	20	21	29
08-09	18	16	23	43	33	52	51	70
09-10	24	26	56	NA	44	73	53	NA

Grade 4

% of students reaching Proficiency or higher

Year	READING				MATHEMATICS			
	1 st MP	2 nd MP	3 rd MP	4 th MP	1 st MP	2 nd MP	3 rd MP	4 th MP
07-08	16	12	34	61	46	29	66	83
08-09	25	37	13	34	38	34	50	61
09-10	48	51	64	NA	67	58	76	NA

Grade 5

% of students reaching Proficiency or higher

Year	READING				MATHEMATICS			
	1 st MP	2 nd MP	3 rd MP	4 th MP	1 st MP	2 nd MP	3 rd MP	4 th MP
07-08	12	15	12	43	12	28	36	37
08-09	16	37	86	57	24	42	59	55
09-10	35	41	63	NA	34	59	69	NA

Grade 6

% of students reaching Proficiency or higher

Year	READING				MATHEMATICS			
	1 st MP	2 nd MP	3 rd MP	4 th MP	1 st MP	2 nd MP	3 rd MP	4 th MP
07-08	23	19	27	58	37	21	16	23
08-09	20	41	52	58	16	22	18	18
09-10	44	25	36	NA	51	21	7	NA

Grade 7

% of students reaching Proficiency or higher

Year	READING				MATHEMATICS			
	1 st MP	2 nd MP	3 rd MP	4 th MP	1 st MP	2 nd MP	3 rd MP	4 th MP
07-08	NA							
08-09	37	18	26	39	3	21	12	0
09-10	32	37	24	NA	15	2	41	NA

Grade 8

% of students reaching Proficiency or higher

Year	READING				MATHEMATICS			
	1 st MP	2 nd MP	3 rd MP	4 th MP	1 st MP	2 nd MP	3 rd MP	4 th MP
07-08	NA							
08-09	51	37	28	50	0	0	0	0
09-10	53	55	44	NA	6	7	18	NA

BASSICK HIGH SCHOOL

ACCORDING TO 07-08 SCHOOL STRATEGIC PROFILE

STRENGTHS

5 year enrollment change +23.2% (1287) – now 1,110 (decrease 13.8%) ** from school enrollment 5/3/2010
100% of school took Algebra 1 or Equivalent

NEEDS

Teachers

59.3% of teachers assigned to the same school from previous year
9.8 – average number of days absent due to illness
17.6—Average number of years of experience

Students

- 49.5% of students took the SAT I

The table below reflects the average scores for all students:

Subject	Average Scores	% of schools in state with equal or lower scores
Math	379	5%
Critical Reading	367	3.4%
Writing	376	4.5%

- 85.8% of students present on Oct. 1st
- High number of disciplinary offenses – 881 at school and 41 at other locations (651 for violation of school policies)
- 26.9% of Juniors and Seniors work 16 or more hours per week. 63.2% of graduates pursue higher education and 31.8% are employed, civilian and military.
- 36.8 % of students come from home where English is not their primary language (25 different non-English languages).

- Graduation Rate (class 2007): 61.1%

ASSESSMENTS

(CAPT DATA)

In the past 3 years:

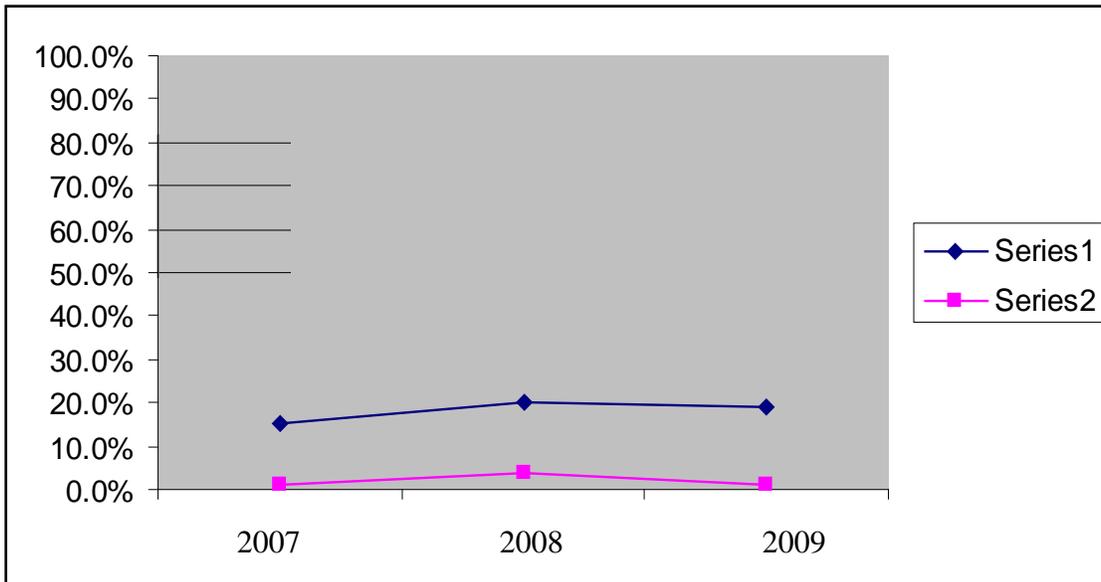
Subject	At/Above Proficiency	At/Above Goal
Mathematics	17.7% (1:5)	1.9% (1:50)
Reading	24.7% (1:4) ⁺	2% (1:50)
Writing	36.1% (2:5)	4% (1:25)

⁺ increasing trend

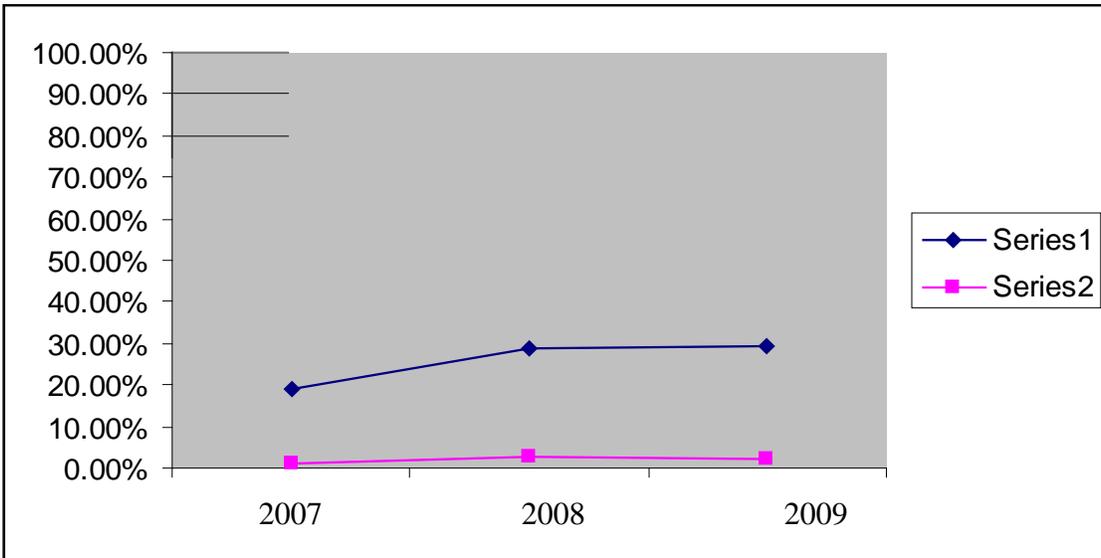
BASSICK HIGH SCHOOL

Series 1 – At/Above Proficiency
Series 2 – At/Above Goal

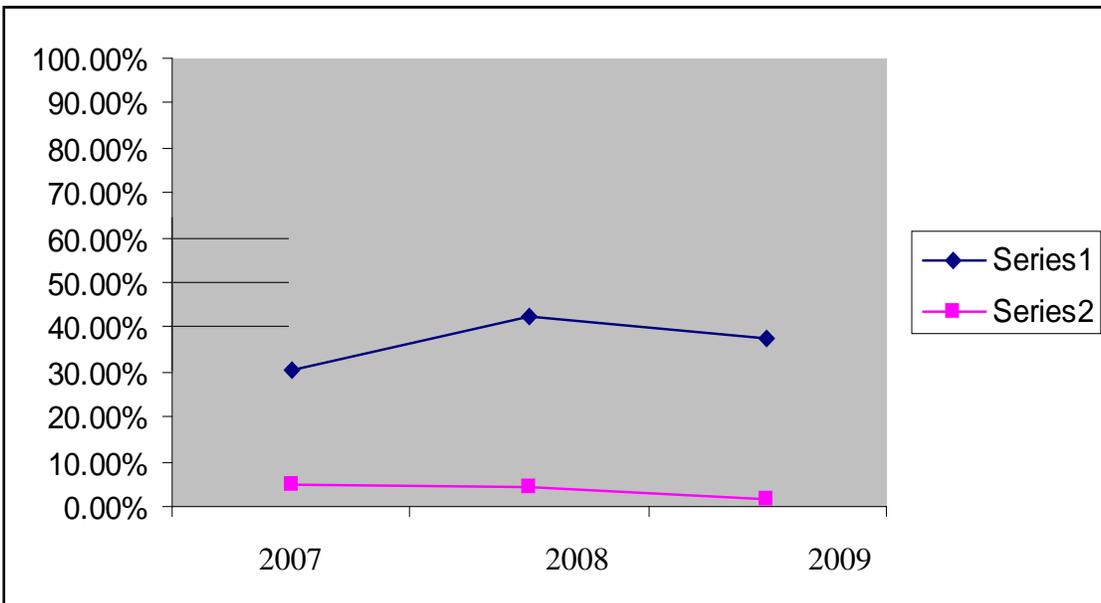
MATHEMATICS



READING



WRITING



HARDING HIGH SCHOOL

According to SSP 07-08:

STRENGTHS

Enrollment Change: Oct. 1, 2007: 1722 – 5/3/2010: 1430 (Decrease 16.9%)

98.7 % of students took algebra I or equivalent

99.4 took 4 or more credits in science

90.7 took 4 or more credits in social studies

NEEDS

Teachers

- Average number of days absent due to illness or personal time is 10.6
- 63.6% of teachers are assigned to same school the previous year
- Average number of years experience in education is 11.7

Students

- 7.3% of Juniors and Seniors enrolled in a course or courses for college credit (including students in IB program)
- 33% of Juniors and Seniors work 16 or more hours during the week
- 46.8% of graduates took the SAT 1

The table below reflects the average scores for all students:

AREA	SCORE
Mathematics	398
Reading	403
Writing	406

Graduation rate (class 2007): 75.2%

- High number of disciplinary offenses – 1,616 at school and 26 at other locations (1,313 for violation of school policies)
- 79.7% students present on October 1

ASSESSMENTS

(CAPT DATA)

In the past 3 years:

Subject	At/Above Proficiency	At/Above Goal
Mathematics	27.3% (3:10) ⁻	4.5% (1:20) ⁻
Reading	37% (2:5)	5% (1:20) ⁺
Writing	45.8% (2:5) ⁺	9% (1:25) ⁺

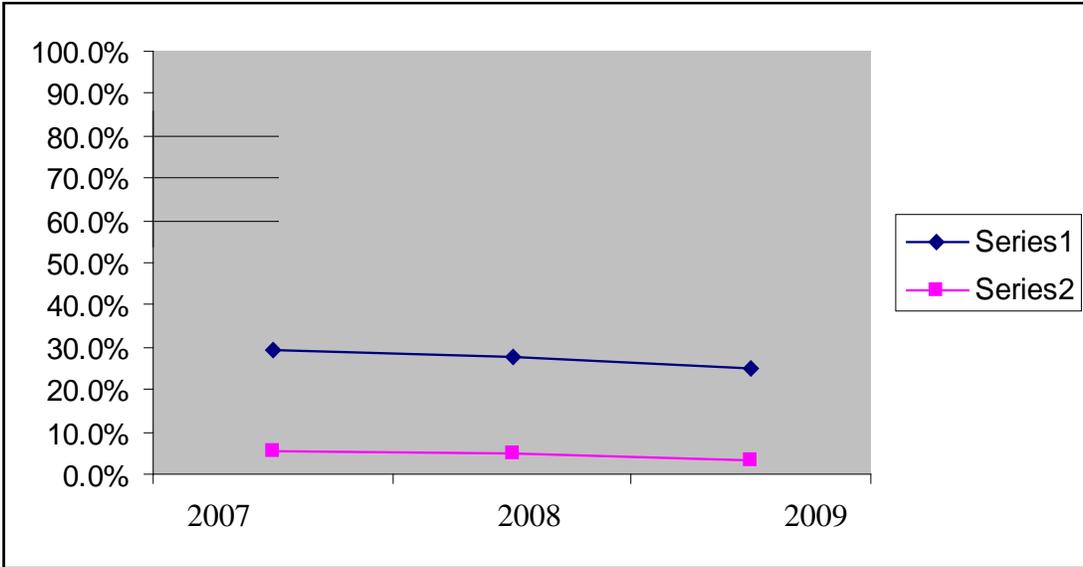
⁺ increasing trend

⁻ decreasing trend

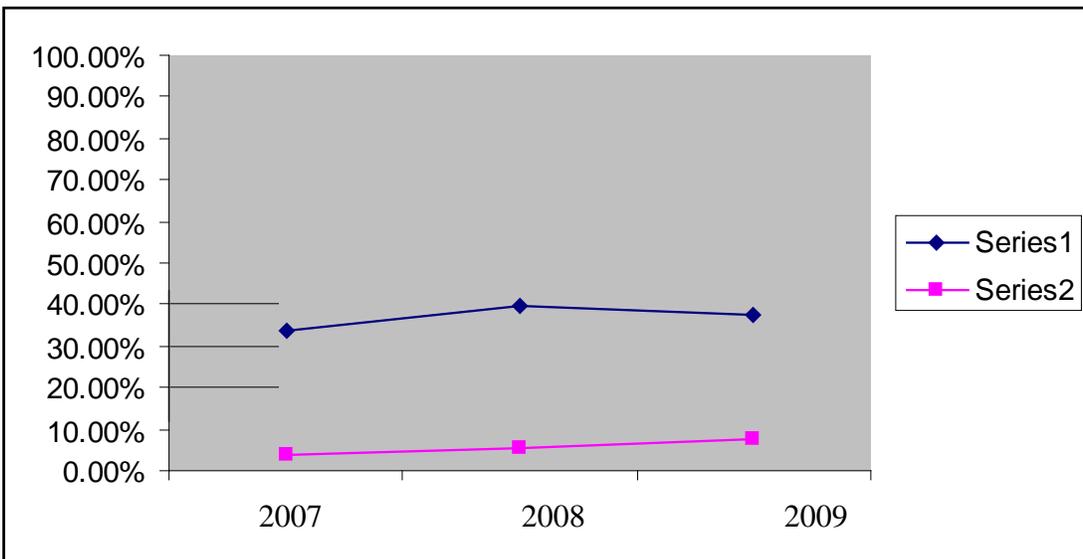
HARDING HIGH SCHOOL

Series 1 – At/Above Proficiency
Series 2 – At/Above Goal

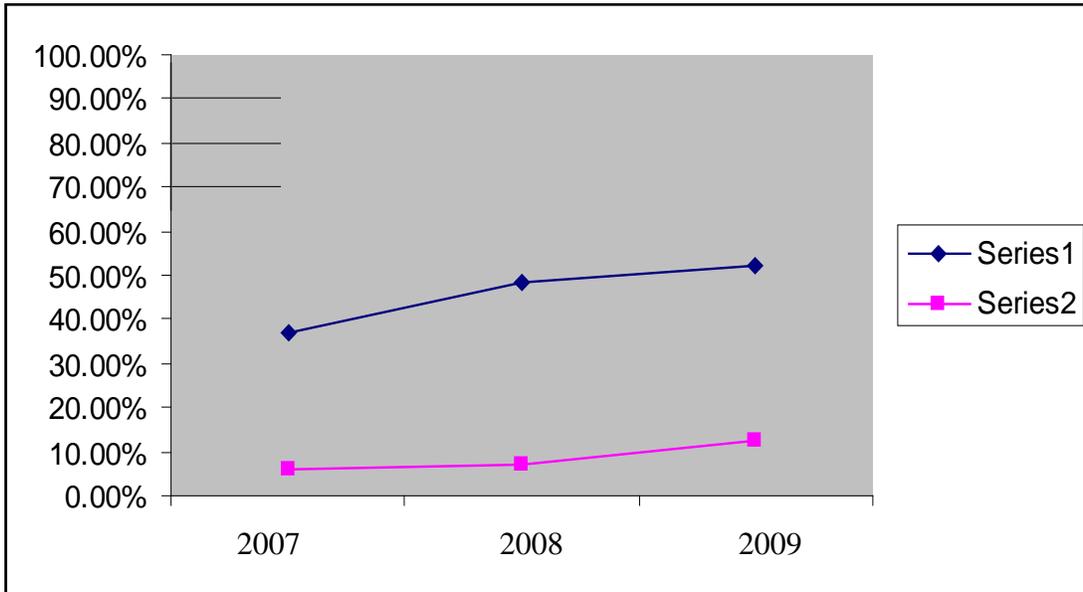
MATHEMATICS



READING



WRITING



Appendix C: Organizational Chart

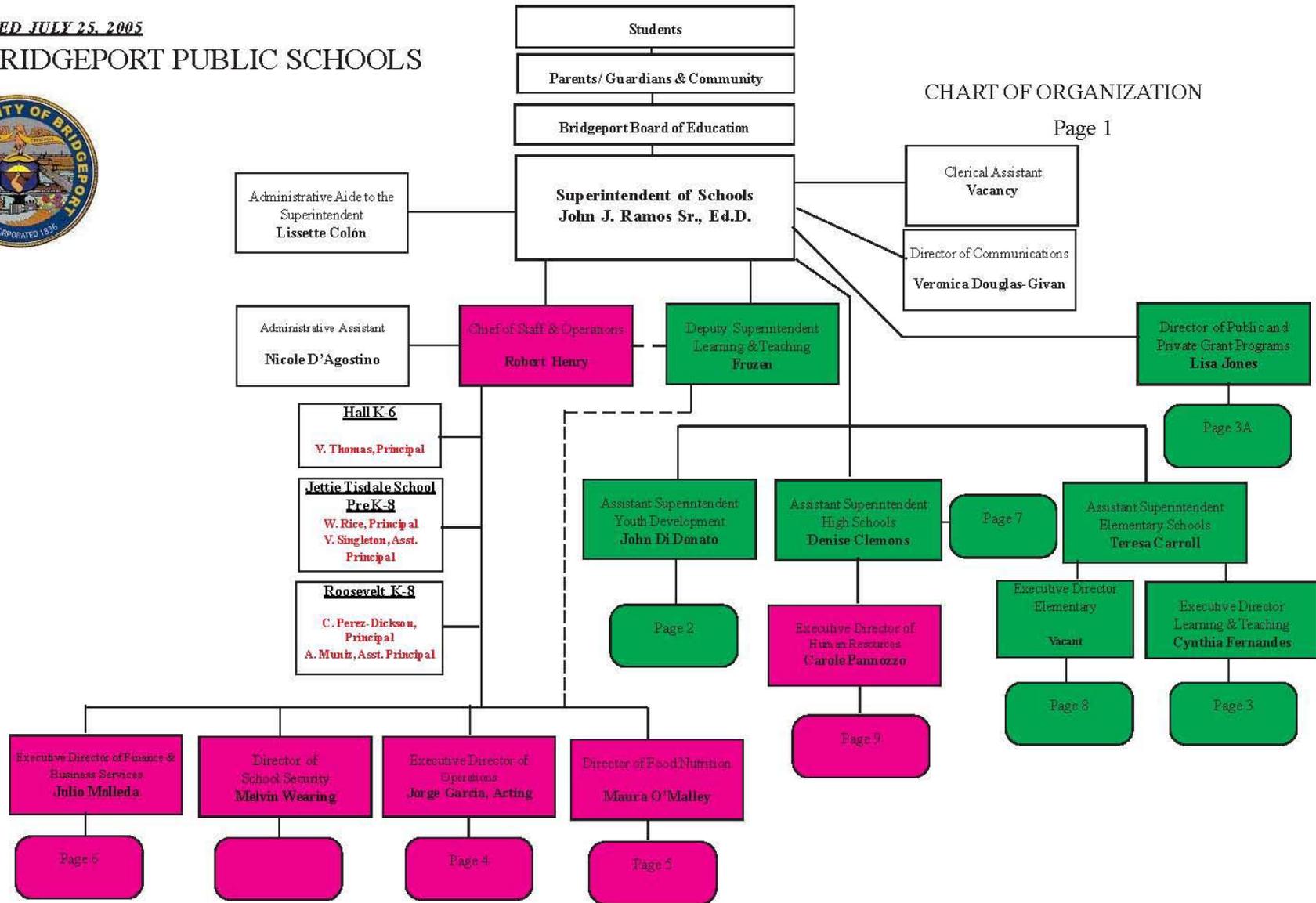
The current organizational chart is being revised. The Bridgeport Public School District will share with Connecticut State Department of Education as soon as a new organizational chart is presented to and approved by the Bridgeport Board of Education. Until then the current chart is attached.

BRIDGEPORT PUBLIC SCHOOLS



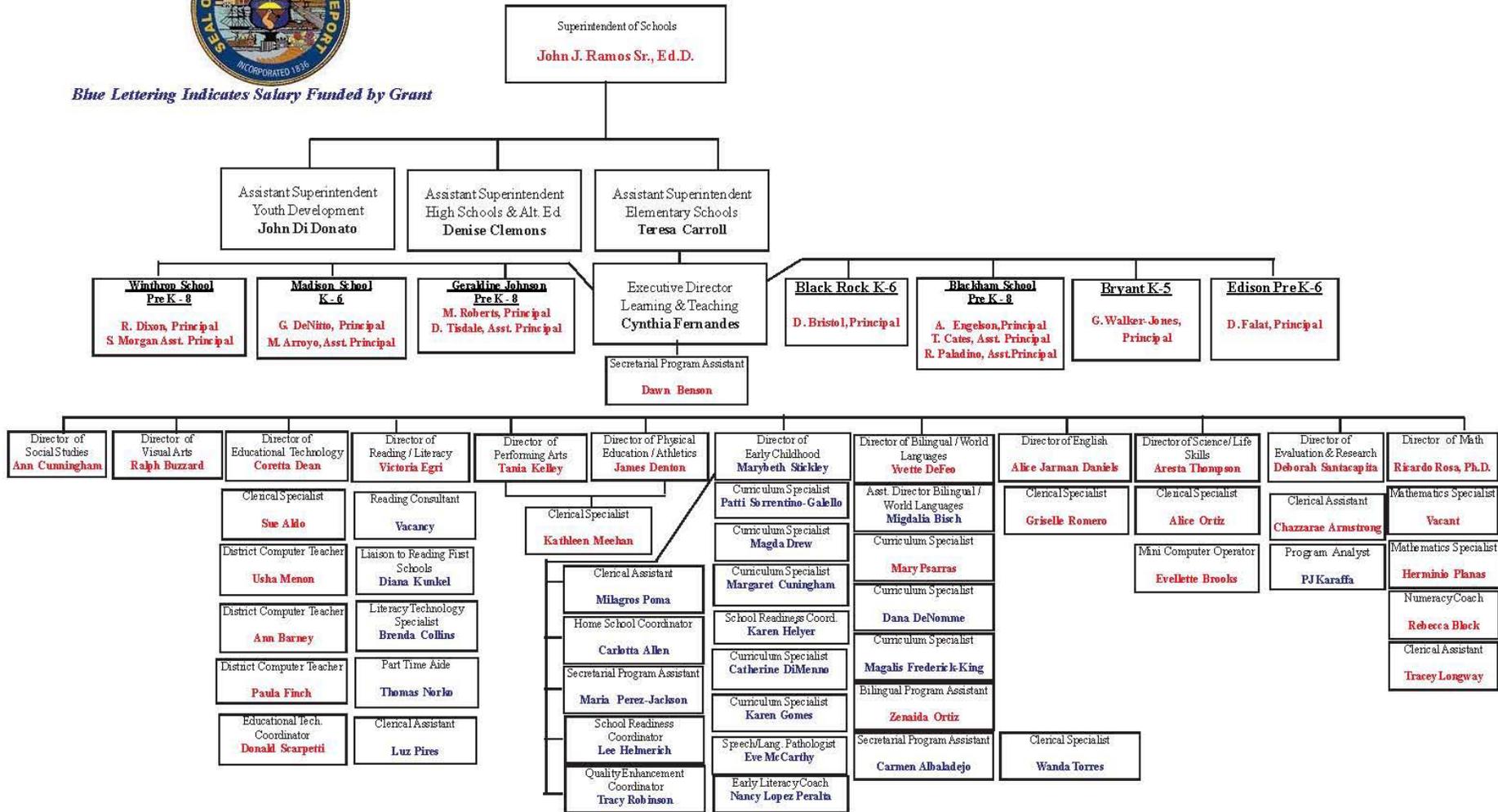
CHART OF ORGANIZATION

Page 1



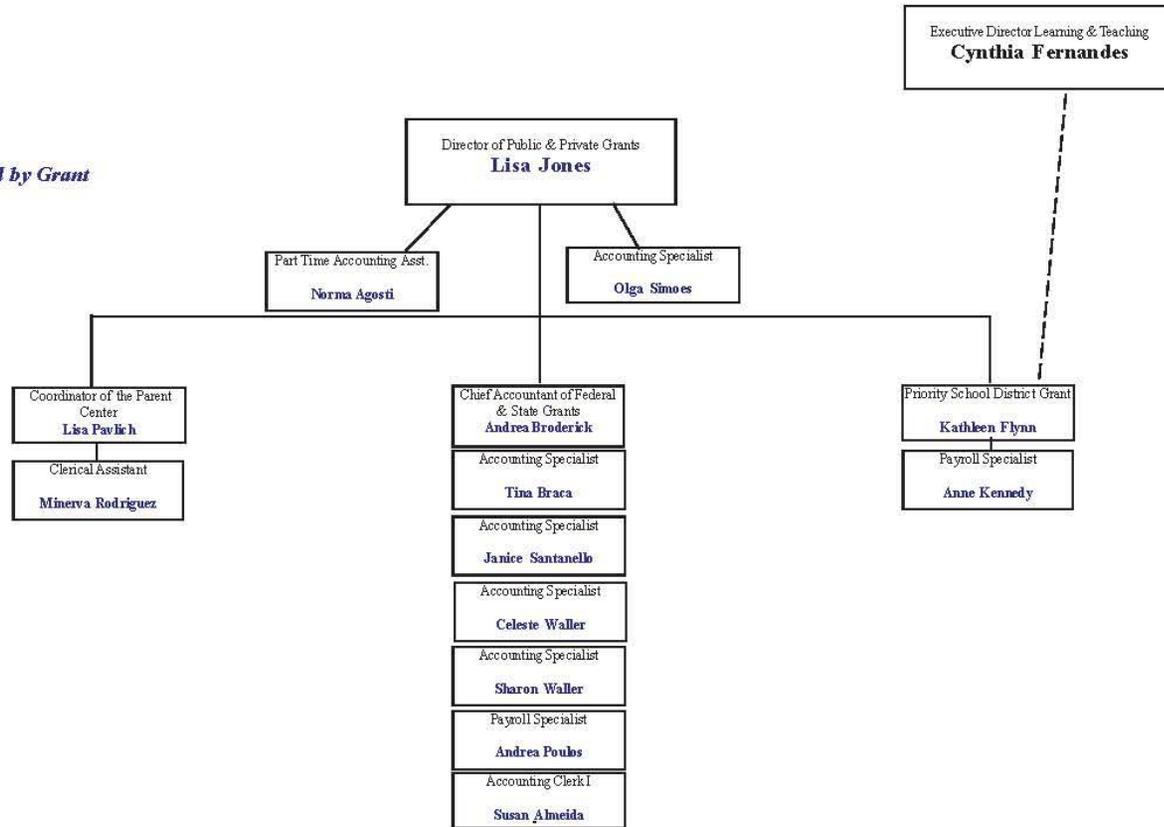


Blue Lettering Indicates Salary Funded by Grant



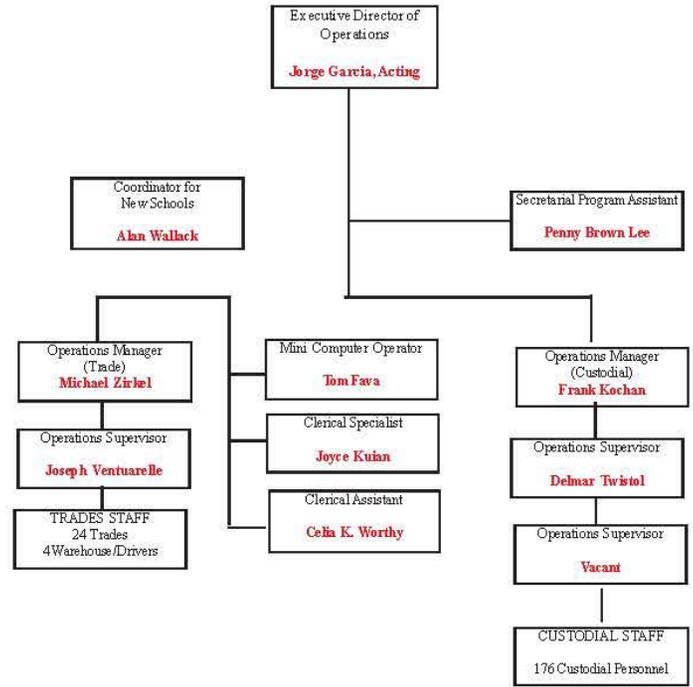


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Blue Lettering Indicates Salary Funded by Grant



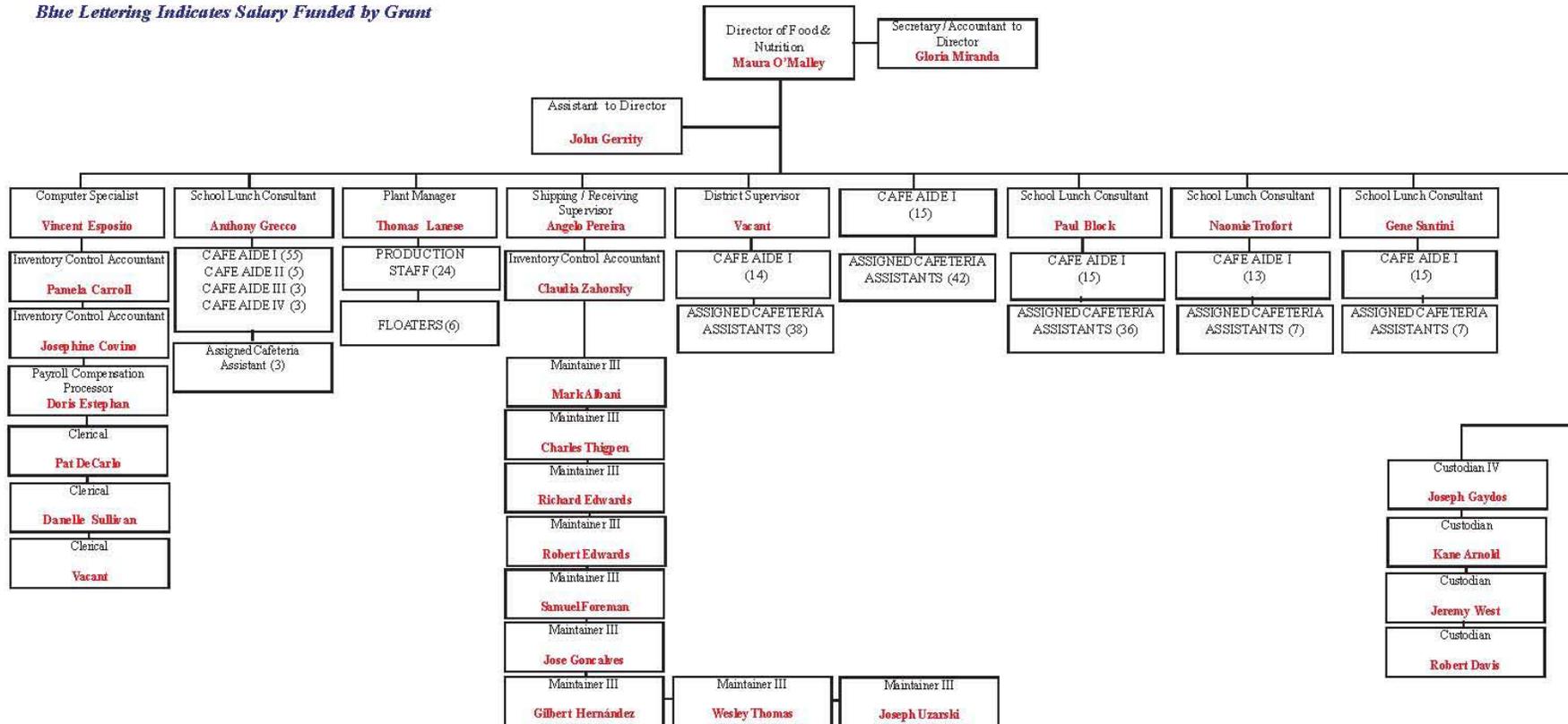
BRIDGEPORT PUBLIC SCHOOLS



CHART OF ORGANIZATION

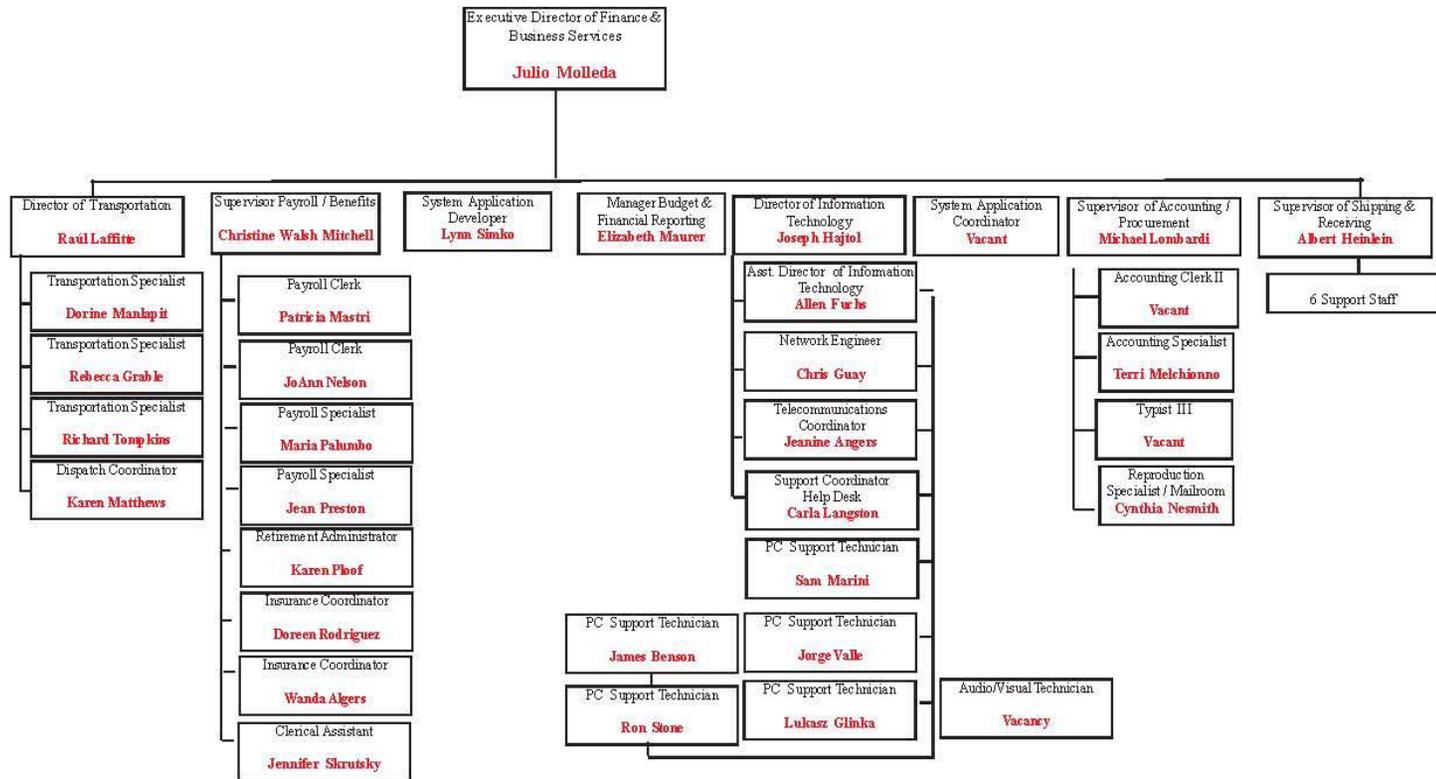
Page 5 of 9

Blue Lettering Indicates Salary Funded by Grant



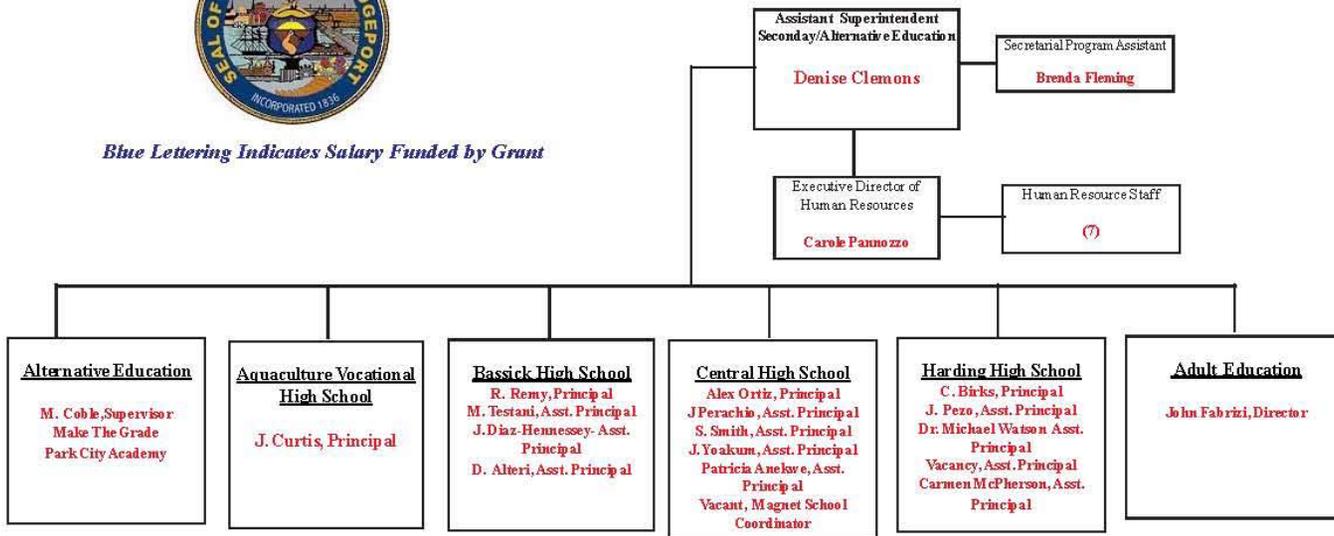


Blue Lettering Indicates Salary Funded by Grant





Blue Lettering Indicates Salary Funded by Grant



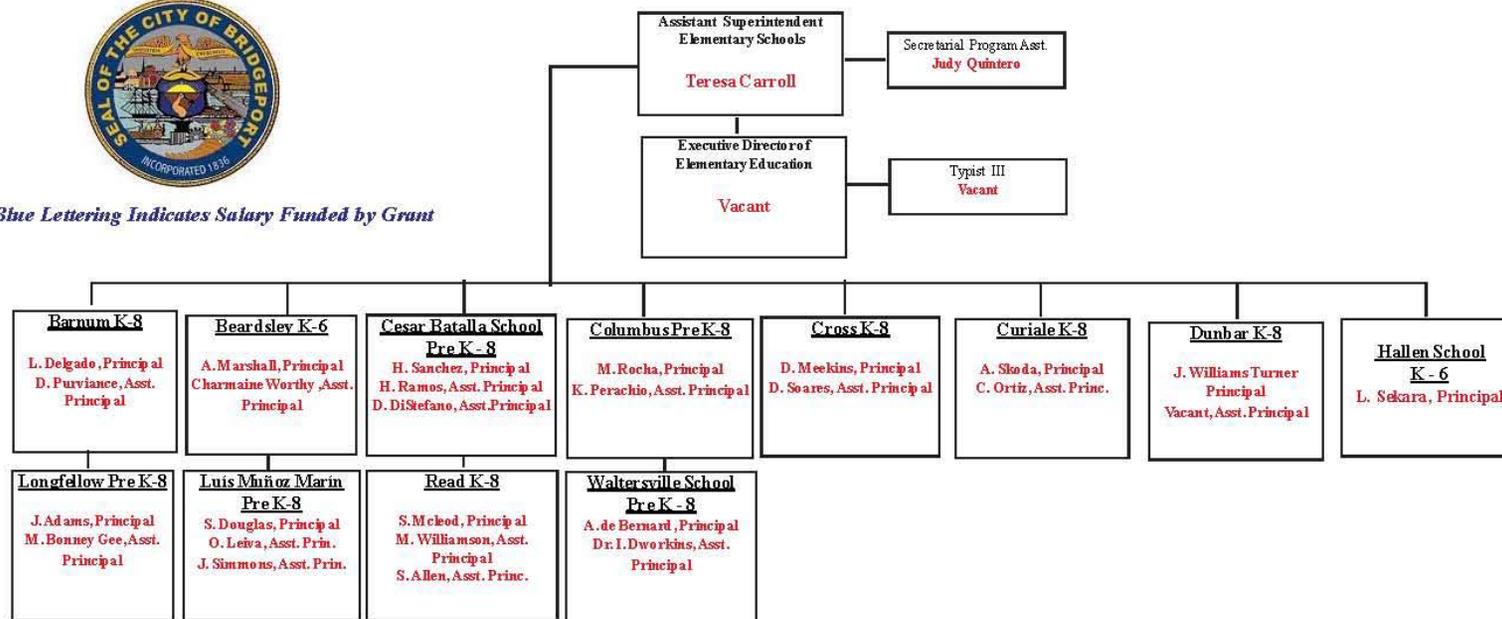
BRIDGEPORT PUBLIC SCHOOLS

CHART OF ORGANIZATION

Page 8 of 9



Blue Lettering Indicates Salary Funded by Grant





Blue Lettering Indicates Salary Funded by Grant

