

Connecticut State Department of Education

School Improvement Grants 2011-12

COVER SHEET

Name of District: Bloomfield Public Schools	
Name of Grant Contact: Mr. Sam Galloway, Sr., Principal, Bloomfield High School	
Phone: (860) 286-2630, extension 1101	
Fax: (860) 242-9491	
Email: sgalloway@blmfld.org	
Address of Grant Contact: Bloomfield High School 5 Huckleberry Lane Bloomfield, CT 06002	
Name of Superintendent: Dr. James Thompson	
Signature of Superintendent:	Date: 4/20/2011
Name of Board Chair: Ms. Shirley Thompson	
Signature of Board Chair:	Date: 4/20/2011

Table of Contents

Project Narrative.....	pp. 4-41
Timeline.....	pp. 30-31
Budget and Budget Narrative.....	pp. 42-56
APPENDICES:	
District Organizational Chart – Appendix A.....	p. 61
School Improvement Grant Organizational Chart – Appendix B.....	p. 62
Statement of Assurances – Appendix C.....	pp.63-66
Bloomfield High School NEAS&C 2007-2010 Evaluation – Appendix D.....	pp. 67-90
Bloomfield High School Cambridge Report December 2010 – Appendix E.....	pp. 91-101
Evaluation of External Partner – Leadership and Learning Inc. – Appendix F....	pp. 102-135
PD Seminar Descriptions – Leadership & Learning – Appendix G.....	pp. 136-147

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
Bloomfield High School		✓					✓

1. FOR EACH TIER I AND TIER II SCHOOL THAT THE DISTRICT COMMITS TO SERVE, PROVIDE THE FOLLOWING:

a) An analysis of the needs of each school down to the subgroup level using at least three years of disaggregated achievement data. Include a copy of the needs analysis for each school with a summary of the needs to be addressed at each school

Bloomfield Public High School has a unique demographic make-up for a suburban school. While the town itself is relatively racially balanced (Black/African American 54%, White 40%, Hispanic/Latino 3.7%) the racial make-up of the school’s October 1st 2010 enrollment data shows a predominantly minority population (Black/African American - 90% and Hispanic/Latino 7%). The town has a median household income of almost \$54,000 per year, while 49% of the school population reports eligibility for free/reduced-price meals. This disparity in demographic and socio-economic composition between the town and Bloomfield High School can be explained by two factors that also account for the decrease in enrollment within the past 3 years (Table 1). Essentially, students that have demonstrated success during the elementary and middle school years and whose families have the means to pay for a private or parochial school education do so primarily for the high school years. Also, the trend towards magnet schools has motivated parents of high achieving students to seek out other options for

TABLE 1 - End of Year Enrollment and Retention Data over 3 Years						
School Year	2007-2008		2008-2009		2009-2010	
Grade Level	Number of students per grade*	% Retained in grade	Number of students per grade*	% Retained in grade	Number of students per grade*	% Retained in grade
Grade 9	170	11.8	183	10.4	127	7.9
Grade 10	169	20.1	178	7.9	147	12.9
Grade 11	138	17.4	161	3.7	158	5.1
Grade 12	138	6.5	115	4.3	157	2.5
Total School Enrollment*	615	14.1	637	6.8	589	7.0

*Counts are from end of school year and not from October 1st Enrollment Data

their high school aged children rather than send them to the local public high school. Often when those students who have been sent to magnet, private or parochial schools are dismissed for disciplinary actions or academic failure, they are subsequently enrolled in their local public high school for the remainder of their secondary education. This has developed into a concentrated group of incoming 9th and 10th graders that need significant amounts of remediation before being able to utilize grade level text books. The rate of retention in 9th grade has decreased within the last completed school year (Table 1); however, the rates are still above the state averages and have a long-term impact on the school’s graduation rate and student eligibility for higher education.

The data on last year’s CAPT results summarizes the overall concern for students and parents at Bloomfield High School. Table 2 compares the percent of Bloomfield High students that achieved Goal or Proficiency level on the 2010 CAPT test to those students that attend peer high

schools within Bloomfield’s District Reference Group (DRG). As the table illustrates, Bloomfield High students are about 50% less likely to achieve Goal level in math than their counterparts within their own DRG, and over 60% less likely than their counterparts statewide. In reaching proficiency level in math, Bloomfield High students are behind their DRG by 40% and the state by 45%. In the reading subject area, Bloomfield High students fared about the same, reaching goal as they did in math, but they were not as far behind their DRG and state

Table 2: 2010 Data - Comparison of Percent of Students in Goal and Proficient CAPT Levels by Subject Area

	Math		Reading		Writing		Science	
	Goal	Proficient	Goal	Proficient	Goal	Proficient	Goal	Proficient
BLOOMFIELD H.S.	18.2	44.2	13.3	68.5	36.9	79.0	15.4	61.7
DRG G Average	37.3	74.3	33.7	78.2	49.9	81.2	35.0	78.7
STATEWIDE	48.9	78.8	45.9	82.9	59.6	86.2	45.5	81.5

counterparts in reaching reading proficiency level. Writing at Bloomfield High seems to be about on par with their DRG and state peers in goal (24% and 28% lower respectively), and even better at the proficiency level (<3% lower than their DRG and 8% lower than the state.) Similarly, Bloomfield High students have done relatively well in meeting the science proficiency levels when compared to their DRG and state high school students (22% and 24% respectively), but still demonstrate significantly lower percentages for meeting the science goal level on the 2010 CAPT comparison of results (56% for DRG and 66% for state).

Table 3: Comparison of CAPT Data by Percent of Students at Each Level by Subject Area								
School Year	Below Basic	Basic	Proficient	At or Above Goal	Below Basic	Basic	Proficient	At or Above Goal
Math				Reading				
Bloomfield Public High School CAPT Data								
2009-10	28.3	27	26.4	18.2	10.2	21.0	54.8	14.0
2008-09	22.0	28.3	39.0	10.7	10.1	28.3	45.9	15.7
2007-08	19.2	28.2	39.1	13.5	8.2	22.2	57.0	12.7
Statewide CAPT Data								
2009-10	9.2	12.0	30.0	48.8	4.9	12.2	37.0	46.0
2008-09	9.4	12.2	30.4	48.1	7.2	11.0	34.3	47.5
2007-08	8.4	12.0	29.5	50.2	7.4	10.0	37.1	45.5
Science				Writing				
Bloomfield Public High School CAPT Data								
2009-10	13.7	23.4	45.7	17.1	5.3	14.2	40.2	40.2
2008-09	19.5	24.9	42.6	13.0	2.4	21.2	48.5	27.9
2007-08	11.5	25.0	51.9	11.5	2.5	17.0	53.5	27.0
Statewide CAPT Data								
2009-10	7.9	10.6	36.0	45.5	4.9	8.9	26.6	59.6
2008-09	11.2	10.4	35.4	42.9	4.3	9.2	31.4	55.0
2007-08	9.4	10.1	34.0	46.5	3.8	8.0	30.2	58.0

When looking at the past three years of CAPT data by subject area (Table 3), the growing achievement gap is evident. Most notable, in the subject of math, there was an increase in the percentage of students scoring at the below basic level and a significant decrease in the percentage of students reaching the proficiency level. Overall, the level of achievement of Bloomfield High students lags significantly behind their peers statewide. However, it is important to point out that there are some positive trends in the areas of science and writing. While over 30% of the 10th graders scored at or below basic on the reading portion, there was a significant increase in the percent of students that reached proficiency. It is those 30% of 10th graders with lower reading skills, and lower math skills that account for a significant yearly retention and ultimately a lower graduation rate.

Table 4: Comparison of Percent of Students at Each CAPT Level by Eligibility to Free/Reduced Lunch							
School Year	Free/Reduced Lunch Eligibility	Percent At or Below Basic	Percent Proficient	Percent At or Above Goal	Percent At or Below Basic	Percent Proficient	Percent At or Above Goal
				Math			
Reading							
Bloomfield Public High School Data							
2009-10	Eligible	62.2	18.0	19.7	37.3	59.3	3.4
2009-10	Not Eligible	51.0	31.6	17.3	27.6	52.0	20.4
2008-09	Eligible	67.2	26.2	6.6	42.6	49.2	8.2
2008-09	Not Eligible	39.8	46.9	13.3	35.8	43.9	20.4
2007-08	Eligible	54.4	38.6	7.0	24.6	68.4	7.0
2007-08	Not Eligible	43.5	39.4	17.2	33.6	50.5	15.8
Statewide Data							
2009-10	Eligible	46.0	35.5	18.6	37.5	45.0	17.5
2009-10	Not Eligible	11.9	27.9	60.2	9.3	34.0	56.6
2008-09	Eligible	48.0	34.9	17.0	40.2	40.7	19.1
2008-09	Not Eligible	12.6	28.9	58.5	10.7	32.1	57.1
2007-08	Eligible	46.6	35.5	17.9	39.5	44.2	16.2
2007-08	Not Eligible	11.7	27.5	60.8	10.0	34.8	55.2
				Science			
Writing							
Bloomfield Public High School Data							
2009-10	Eligible	37.3	50.7	11.9	19.0	46.0	34.9
2009-10	Not Eligible	37.0	42.6	20.4	19.8	36.8	43.4
2008-09	Eligible	59.1	36.4	4.5	28.6	54.0	17.5
2008-09	Not Eligible	35.0	46.6	18.4	20.6	45.1	34.3
2007-08	Eligible	38.6	54.4	7.0	24.1	56.9	19.0
2007-08	Not Eligible	35.3	50.5	14.1	16.9	51.5	31.7
Statewide Data							
2009-10	Eligible	42.8	40.9	16.4	30.5	37.9	31.5
2009-10	Not Eligible	9.2	34.1	56.7	7.3	22.3	70.3
2008-09	Eligible	49.5	37.0	13.5	30.8	44.0	25.2
2008-09	Not Eligible	12.0	34.9	53.2	7.6	27.1	65.3
2007-08	Eligible	46.7	37.4	15.8	27.8	44.8	27.3
2007-08	Not Eligible	10.5	32.9	56.6	6.6	25.4	68.0

An evaluation of CAPT data by subgroup points out additional challenges that face Bloomfield High School. Table 4 provides three years of CAPT results by Title 1 eligibility of the student population at Bloomfield High. When compared to the state, Bloomfield High students that are eligible for Free/Reduced Lunch are more likely to fall in the “at or below basic” or “proficient” levels than their state counterparts in math. And when compared to students in their own schools that are not eligible for Free/Reduced Lunch, poorer students are 43% less likely to score at a proficient level in math. Most notable in the results for all of the subject areas is the high percentage of students that scored “at or below basic” levels, regardless of their Title 1 eligibility, compared to their state peers.

The subgroup data for ELL students and Special Education students at Bloomfield High could not be evaluated due to the small sample size, while the data on race and ethnicity is limited to CAPT results for the Black/African American population (Table 5).

Table 5: Percent at each CAPT Level by Race/Ethnicity by Subject Area							
School Year	Race/ Ethnicity	Math			Reading		
		% At or Below Basic	Percent Proficient	% At or Above Goal	% At or Below Basic	Percent Proficient	% At or Above Goal
Bloomfield High School							
2009-10	Black	56.0	26.2	17.7	32.6	53.9	13.5
2008-09	Black	51.1	39.3	9.7	38.4	47.3	14.4
2007-08	Black	48.6	40.0	11.4	32.2	55.7	12.1
Statewide							
2009-10	Black	50.8	35.5	13.8	37.1	46.7	16.3
2008-09	Black	53.7	33.4	12.9	40.0	41.8	18.2
2007-08	Black	50.4	34.9	14.6	39.1	45.9	15.1
		Science			Writing		
Bloomfield High School							
2009-10	Black	37.6	45.2	17.2	19.1	42.1	38.8
2008-09	Black	44.5	43.2	12.3	23.1	49.7	27.2
2007-08	Black	38.1	52.5	9.4	19.8	54.6	25.5
Statewide							
2009-10	Black	45.1	41.2	13.7	28.4	39.7	31.9
2008-09	Black	51.9	37.2	10.9	29.2	45.1	25.7
2007-08	Black	47.1	39.9	13.0	24.9	46.2	28.9

The subgroups of Hispanic/Latino, Asian and White students had too few representatives to accurately analyze their results. The race/ethnicity comparison data can only be compared to how other Black/African American students are doing in the state. Within that comparison, a

higher percentage of Bloomfield High students scored at the “at or below basic” on the 2010 CAPT than their peers in the state. It is important to note, however, that in writing and science, Bloomfield High students outperformed the state average. In reading, there were mixed results with a lower percentage of students scoring “at or below basic” as compared to other Black/African American high school students in the state, but also a lower number scoring “at or above goal.”

The data on SAT results for Bloomfield High students gives a sobering outlook for a future in higher education. Although the percent of students taking the test at BHS is higher than the state average, most students scored significantly lower on this standardized test than their state peers. Over the past 4 years the data shows a consistent lower performance by BHS students, making them much less competitive applicants to colleges and universities and less likely complete a 2 or 4 year postsecondary degree once accepted.

Table: 6 - Comparison of SAT by Percent of Students Tested, Subject Area and Composite Scores

Class Of	Percent of All Students Tested	Average Math Scores	Average Reading Scores	Average Writing Score	Average Composite Score on SAT
Bloomfield High School Data					
2010	71.2	397.1	395.3	391.1	1184
2009	68.6	380.4	402.5	402.6	1185
2008	80.5	390.8	396.1	394.0	1181
2007	82.6	407.2	412.9	403.0	1223
State of Connecticut Data					
2010	66.3	510.5	505.2	509.8	1525
2009	65.6	507.9	503.3	505.9	1517
2008	70.0	507.1	502.5	506.5	1516
2007	73.0	504.3	501.8	502.9	1509

The review of three years of achievement data, which included CAPT results by subgroup and SAT results, has clearly highlighted the growing achievement gap at Bloomfield High School. BHS has an increasing Dropout rate (Table 7) and a decreasing Graduation rate (Table 8), which are symptom to a larger issue. In the CAPT results for 2010, 31% of the 10th graders scored at or below basic in math on their 8th grade CMTs. In reading, 24% of this cohort of 10th graders had

Class of	Cumulative Dropout Rate (%)*
2008	7.6
2007	3.5
2006	4.6
2005	6.2

*Data obtained from SDE CEDaR

Class of	Total Graduates	Graduation Rate*
2008	121	87.7
2007	149	94.3
2006	124	92.5
2005	148	91.9
2004	128	85.9

*Data obtained from SDE CEDaR

scored at or below basic on their 8th grade CMTs and 36% scored at or below basic in writing. Based on these trends, it becomes imperative for Bloomfield High to provide some strategy for remediation while also providing challenging course material for those individuals that scored at or above goal in math, reading and writing on their 8th grade CMTs (40%, 50%, and 37% respectively). In order to address the needs of the incoming 9th graders for 2011, BHS will development a Freshmen Academy which will focus on literacy. The Academy teachers will receive extensive professional development and support from an on-site Literacy Specialist, as well as, technical support in the development and use of common formative assessments and data team implementation from an on-site School Intervention specialist. An additional Literacy Specialist will function as instructional coordinator of a school-wide Literacy Academic Support Center that will be staffed by 3 tutors in order to provide literacy remediation and general academic support to all Bloomfield High School students.

Table : 9 - Percent of Students at Bloomfield High School that Failed 1 or more classes in the 2009-2010 School Year by Semester, Grade and Gender						
	First Semester			Second Semester		
	Total # Students	Failed 1+ Classes	% Failed 1+ Classes	Total # Students	Failed 1+ Classes	% Failed 1+ Classes
Grade 9:						
Male	74	26	35.14%	73	35	47.95%
Female	65	11	16.92%	66	14	21.21%
Total:	139	37	26.62%	139	49	35.25%
Grade 10:						
Male	97	47	48.45%	96	41	42.71%
Female	83	35	42.17%	88	37	42.05%
Total:	180	82	45.56%	184	78	42.39%
Grade 11:						
Male	78	31	39.74%	70	25	35.71%
Female	69	22	31.88%	66	21	31.82%
Total:	147	53	36.05%	136	46	33.82%
Grade 12:						
Male	78	23	29.49%	74	19	25.68%
Female	74	21	28.38%	74	17	22.97%
Total:	152	44	28.95%	148	36	24.32%
BHS Totals						
Male	327	127	38.84%	313	120	38.34%
Female	291	89	30.58%	294	89	30.27%
Total: Gr 9-12	618	216	34.95%	607	209	34.43%

Data in Table 9 highlights the challenges BHS students face as they move towards possible graduation. The loss of credit and poor performance early on in their high school careers ultimately affects their options for the future. The development of a Freshmen Academy would

address the large freshmen failure rate early in a student's high school career having a significant impact on Dropout rates, Graduation rates and enrollment to post secondary education.

b) Three-year student achievement goals in reading/language arts and mathematics on the CMT or CAPT for all students and subgroups

1.) For the 2010 cohort, a 5 percentage point increase in the number each year of students at or above proficiency on CAPT reading and mathematics as measured by 2011 and 2012 CAPT. All students who score below proficiency on CAPT reading and mathematics in 2011 will be required to retest on the 2012 CAPT.

2.) For the 2011 cohort, a 5 percentage point increase in the number each year of students at or above proficiency on CAPT reading and mathematics above the 2010 cohort and a 5 percentage point increase in the number each year of students at or above proficiency on CAPT reading and mathematics in each area of required retesting on the 2012 CAPT.

3.) Minimum increase of 10 percentage points in graduation rate over the two-year period (2012-2013).

4.) Minimum reduction of 10 percentage points of enrolled students who have received one or more out-of-school suspensions over the two-year period (2012-2013).

c) A detailed description of the intervention model selected for each school and how implementing the model will assist in meeting the identified needs of the school

The Bloomfield Public Schools will implement a Transformation Model for School Improvement at Bloomfield High School, a Connecticut State Department of Education Tier II high school. The proposed Transformation Model will lead to a *re-conceptualized* high school.

The overall School Improvement Grant (SIG) for Bloomfield High School will have its foundation in three essential levers:

- Teaching and Learning
- Data-driven improvement and Action Research
- School Structure Change

The major focus of the SIG grant will be on the increased literacy achievement among all students at Bloomfield High School.

The major strategies of the proposed three-year School Improvement Grant (SIG) include:

- Establish a School Improvement Office (SIO) that will assist the Bloomfield High School community to plan, implement, and assess the effectiveness of the three-year SIG initiative;

- Conduct a School Climate Survey sent to the widest group of stakeholders—parents, community leaders, teachers, students, administrators, school board members—that will help plan and implement improvements under the SIG project umbrella;
- Adopt a school-wide comprehensive approach to strengthen literacy instruction through professional development, instructional change, and extended day and extended year learning time for low-performing students accomplished under the leadership of two full-time Literacy Specialists;
- Establish a Freshman Academy that provides stronger and earlier intervention and academic support for entering 9th graders and following these students during their high school careers with the support of a fulltime Literacy Specialist that will focus primarily on literacy instructional integration in all subject areas through imbedded professional development for teachers and through the development of Literacy Academic Support Center that is coordinated by a fulltime Literacy Specialist;
- Offer comprehensive, continuous professional development and follow-up coaching for teachers and administrators. The Leadership and Learning Center will offer professional development and follow-up focusing on differentiated instruction, literacy across-the-curriculum, common formative assessments, “unwrapping the standards”, “power strategies for effective teaching”, and data-driven decision-making. Other professional development and mentoring will be offered by the CSDE School Improvement Office, the Center for School Change;
- Create a Summer Bridge to High School Academy for incoming 9th graders prior to entrance to high school offering intensive literacy and numeracy instruction and support;
- Implement extended-day academic support, including tutoring and technology-based/self-paced instruction focusing on increased literacy and numeracy skills for low-performing students;
- To purchase instructional support materials that better address the needs of immigrant students entering the school district for the first time and provide teachers in core subject areas the professional development associated with the use of these new instructional materials;
- Retain an executive coach as a consultant to the Bloomfield High School Principal to provide regular feedback, guidance, and other support;
- Make scheduling changes that will facilitate the overall SIG agenda, including common planning time for teachers for curriculum enhancement by subject area and interdisciplinary teaching.
- Facility scheduling for extended day and extended year teaching and learning;

- Establish a School Governance Council in keeping with State regulations regarding the establishment and the composition of School Governance Councils;
- Engage parents of entering 9th graders and all students attending Bloomfield High School in the strengthening of the school through participation on the School Governance Council, greater support for the PTO, and other new parent involvement strategies;
- Establish a standing committee comprised of school leaders, teachers, teacher union representatives and other relevant constituencies to design and implement new teacher and administrator evaluations to comply with SIG mandates and to define incentives for teachers based on meritorious service;
- Integrate new, high-quality instructional programs such as Project Open Doors (AP expansion), a new Saturday core learning course, and the new CCSU-led Pilot Algebra I course at the high school.

d) A description of how the district has monitored the implementation of each school’s improvement plan

The Bloomfield Public Schools prepares an annual school district improvement plan as required by the Connecticut State Department of Education. The school district uses a step-by-step approach to the development of each school’s school improvement plan and the completion of a district-wide plan.

The Superintendent and the district Director of Curriculum and Instruction conduct regular site visits to the schools, visiting classrooms and meeting teachers, staff, and school leadership. The Superintendent and the Director of Curriculum also conduct monthly principals’ meetings to review school-level progress towards their stated school improvement goals and action plans.

The School Superintendent review’s annual school improvement plans submitted, discusses these plans with respective school principals and also seeks comments from a range of other school district constituencies prior to acceptance of the school improvement plans.

e) The results of any external evaluations conducted at each school within the past five years

Two major external evaluations of Bloomfield High School have taken place within the past five years. These external evaluations have included a NEAS&C school accreditation evaluation and a district-sponsored assessment of Bloomfield High School undertaken by Cambridge Education, LLC.

NEAS&C Accreditation

The Bloomfield High School Five-Year Progress Report was recently submitted to NEAS &C for review and comment. This report addressed questions raised by the NEAS&C accreditation team from the most recent visit by this accreditation organization. The high school was asked to

provide information as to progress toward meeting standards for accreditation in the areas of: Mission and Expectations for Student Learning; Incorporation of instructional strategies, assessment techniques, and school-wide rubrics; Development of a more comprehensive and effective evaluation process to improve instruction; Identification and implementation of a program to entice students and parents to more fully participate in the decision-making process at Bloomfield High School; provision of an ongoing, short-term and long-term professional development in the areas of assessment; Development of a process for recruiting students and marketing support services programs; Community Resources for Learning, including parent involvement. These identified Standards for Accreditation focused on the high school's progress in strengthening services in each of the above described areas. (A copy of the Bloomfield High School 5-Year Progress Report addressing these issues is attached to this application.)

Cambridge Report for Bloomfield High School (December 2010)

The most recent comprehensive external assessment report concerning Bloomfield High School was commissioned by the Bloomfield Board of Education and conducted by The Cambridge Education, LLC—a leader in the assessment of public school districts nationally. The following are summary findings of this recent external assessment of the high school and a more detailed analysis of the school, broken out in six major “domains”. A full copy of the report is attached in the application appendices.

Cambridge Education's Overview of Bloomfield High School *(The following narrative has been taken verbatim from the Cambridge Education report.)*

What the School Does Well

- The principal is a strong and effective leader who has, in a very short time, established a very clear and strategic vision for improving the school.
- The principal has helped to create a calm and secure atmosphere in the school where students feel safe.
- The vast majority of students behave in an appropriate manner, enjoy coming to school and want to make their school lives a success.
- There are pockets of good and better teaching and learning and of faculty effectiveness, which should act as a benchmark for all.
- The school is rightly proud of its many successes in sport and the performing arts and of the courses of learning it provides in areas such as automotive, fashion, design and culinary skills.

Areas for Improvement

In order to raise student achievement the school should:

- Improve the quality of learning and teaching by:

- ensuring work is challenging and matched to the abilities of the students
 - providing a wider array of practical, problem solving and investigative tasks that enthuse the students
 - ensuring students are clear about what they are learning and new knowledge and skills are explained well
 - ensuring that all teachers utilize data to guide their planning and instruction.
 - Embed rigorous procedures for tracking student achievement, set challenging goals and hold teachers to account for the progress of the students they teach
 - Establish a school culture where relationships between staff and students are of a consistently high standard.
 - Ensure that the monitoring and evaluating of teaching and learning are used as a tool for bringing about sustained improvement in teacher practice.
 - Enable students to play a far greater role in their own learning and the school community by: providing more high quality feedback which makes clear what is needed to improve - providing more opportunities for self and peer assessment
 - Ensuring the school council is effective in giving students a genuine voice.
- Establish strong and effective partnerships with parents that have a positive impact on student learning and strengthen relationships between school and home.

Overall Evaluation

The school requires support in targeted areas.

During his short time in post the principal has very quickly and astutely assessed the strengths and areas for improvement across the school. He is a strong and influential leader who has created a vision for moving the school forward in a purposeful manner and has set as the goal the necessity to improve student achievement as a matter of urgency. Both students and parents talk positively about the changes to the school since his arrival. They are accurate in their assertion that the learning environment has improved because the school is now a calm and secure place where students behave in an appropriate manner, where students want to learn and achieve better results. There are certainly exemplars of high quality relationships between staff and students, none more so than the model offered by the principal. However, there is still work to be done to ensure that this is consistently the case.

Across the building there are instances of good and better learning and teaching where students thrive academically and socially but this is not yet replicated in enough classrooms. Too often

the work that is set is not pitched at the right academic level of the students, the tasks are not practical and investigative and what is being taught lacks clarity and leaves the students a little confused. The principal has recognized the necessity to improve the process of data analysis and utilization. The school has access to a wide array of data. However, at present it is not analyzed in a rigorous enough manner to identify strengths and weaknesses, to carefully track student progress, to set goals or to ensure that teachers take a greater responsibility and accountability for the students they teach. The science department has made some headway in this aspect of school life and has met with some success.

There is little doubt that the school has enjoyed great success in sport and the performing arts and rightly gained a strong reputation far beyond Bloomfield. This is added to by the courses it offers students beyond the core subjects. These include automotive, fashion and culinary skills to name but a few. Students are proud of the school's successes and talk enthusiastically about their diverse learning opportunities. The students are more than ready to take on more academic challenges, to take more responsibility and initiative for their own learning, to be involved more often in peer and self-assessment and to have a greater voice in the life of the school as a community through a better functioning school council.

The principal shows a great determination to move the school forward and is seeking to build a team of staff and other stakeholders who share his vision for high academic and personal achievement for all students. Relationships with parents and the community have not been particularly strong over the last few years and although the task remains work in progress, the reaching out to parents in a spirit of partnership has begun in earnest. School leadership beyond the principal is looking to the future with a renewed sense of vigor while recognizing there is much work to be done. Key to this is the awareness that all school leaders have a role to play in monitoring and evaluating teaching and learning using different strategies and procedures that all have one goal - to bring about improvements in practice that lead to better student achievement. Bloomfield High school has challenges to face but they are challenges which if tackled with unity, rigor, strategic planning, consistency and determination could bring greater academic success.

Domain 1: Progress and Student Achievement

The students' achievement and progress requires support in targeted areas.

The available test and assessment data indicates that student performance is below the State level and that students are underperforming. The Connecticut Academic Performance test (CAPT) scores over time do not indicate an upward trend of improvement. The percentage of students at proficient or above in writing has decreased since 2008, has stayed pretty flat in reading and declined in math. Performance at goal and above in writing has shown some noticeable growth. Performance overall in science has been more consistent and at a higher level than other subjects. The Scholastic Aptitude Test (SAT) scores are below those of the state and similar schools. Evidence from the review clearly indicates that students are underachieving. This is directly linked to the quality of teaching and learning. In too many classrooms students are not making the expected progress because teacher expectations are too low and there is not enough challenge

provided through vibrant and engaging learning tasks that get students thinking. There is inconsistency in how teachers utilize data to better match work to the abilities of the students. There has not been a strong culture within the building of analyzing data at school, subject, grade, content, or subgroup level. Subsequently there is not a great deal of evidence indicating where particular strengths and weaknesses lie. The principal has already started to address this issue and has identified the necessity to introduce rigorous procedures for tracking student progress in different content areas as they move through the school. He has also highlighted the need to identify students that are on proficient/goal boundaries who with targeted interventions could achieve higher.

All these initiatives are at an early stage of development in terms of impacting on student achievement and of their potential as tools for more challenging student goal setting and for teacher accountability. Discussions around data and student learning are being held more frequently at department meetings than in the past but the impact on student achievement is not yet realized. In the science department, such discussions and interventions are more established and it is no coincidence that performance in science is stronger than other subjects.

Domain 2: Quality of Learning, Teaching and Assessment for Learning

The quality of learning, teaching and assessment for learning requires support in targeted areas.

The picture that emerges in the school is one of inconsistency in the quality of teaching and learning across the building. There are also inconsistencies between content areas. Learning is most effective when students are given the opportunity to work on practical tasks, to find things out for themselves or where there are genuine opportunities for collaboration which result in a deeper understanding. In the best lessons there is a real sense of challenge and the teacher has gone the extra mile in ensuring work is well matched to the differing abilities and needs of students. Such examples are not frequent enough to ensure good learning and progress is the norm. Learning objectives are at times displayed but are not always referred to and as a result students lack an understanding of what they are learning. This is further compounded when teachers do not explain new knowledge and skills in a clear and concise manner. Consequently students are left confused and their interest and motivation wavers. Again, where teaching and learning is most effective, teachers use questioning to draw students into dialog as well as assessing their level of understanding and developing higher order thinking skills. However, in a number of lessons there is too much teacher talk and students are not active participants in the learning process. Many students want to learn and improve but insufficient guidance is given to them in terms of high quality feedback to aid this process or for them to take more responsibility for their own work through peer and self-assessment. Where teachers use rubrics and empower students to assess their own work and that of others, the learning atmosphere is undoubtedly more effective. Many teachers make effective use of technology in their classrooms to make learning more visually attractive and to keep the interest of the students. Teachers make effective use of computer labs to enable students to use different computer programs to test out, for example, theories of conservation of energy. The school has access to a good deal of data but this is not being used by all teachers to ensure that work is matched to the differing abilities of the students as too often all students are completing the same piece of work.

Domain 3: Curriculum Provided and Experienced

The quality of the curriculum provided and experienced requires support in targeted areas.

The curriculum is generally aligned to the State standards and teachers follow curriculum guidelines that are provided for content areas such as English, math, social science and world language. These documents outline guidance around ensuring understanding, sample assessments, essential questions and learning objectives. All these are key aspects of planning but are not consistently translated into practice in the classroom to support and enhance student learning. The curriculum provides students with a wide range of learning opportunities outside of the core curriculum. The emphasis that the school places on developing student abilities in sports and the performing arts is reflected in the many successes students have brought to the school in these areas of school life. Students, staff and parents are rightly proud of these achievements and the principal's vision now is to replicate these commendable successes in academic areas. The principal has identified the need to provide more project based learning opportunities around real life and wider world issues which seek to develop students' problem solving and critical thinking skills and in doing so, better prepare them for college. Such high quality opportunities are not yet established. Although homework is set on a regular basis, it is not used as an effective tool for enhancing learning in the classroom. Too often it lacks challenge or rigor and is more of a time filler rather than adding to or consolidating classroom based work. There are not a great number of formal extended day activities to help improve student academic achievement, although a number of teachers are only too ready to stay behind and help students who may be struggling a little with their studies. This is much appreciated by students. Many teachers use technology in the classroom but more could be done to promote student application in using it, and the high quality library, in their academic learning and to look at events, problems and issues outside of the school context.

Domain 4: Leadership, Management and Accountability

The quality of leadership, management and accountability requires support in targeted areas

The principal has only been in post for a short period of time but he has quickly brought a sense of calm and security to the building. He has a very visible presence around the school that plays an important role in helping the school run well on a day-to-day basis. The principal is under no illusions that there is much work to do to bring about the required improvements in student achievement. He has got to know students, staff and parents well and has already got a good grasp of where the strengths lie in the school and importantly where the weaknesses are. His judgments are accurate and reliable. He has a clear and strategic vision for bringing about improvements and has set challenging goals to steer the journey. He recognizes that all leaders and stakeholders must buy into this vision and that the key will be in school leaders, at all levels, supporting him in rigorously monitoring and evaluating teaching and learning through

observations, work analyses and student conversations and providing constructive feedback that leads to sustained improvement.

The principal has led the drive to ensure that data analysis becomes more rigorous and effective and has a more telling impact on improving student achievement. At present this is not the case. Much of this work is currently carried out by the principal who recognizes the necessity for departments to be more effective in this aspect and to ensure that data is utilized to guide and shape priorities, to track student progress, to provide targeted interventions and to be used by teachers to guide and inform planning and student learning. The principal is currently evaluating the use of the ninety minute teaching block, the deployment of staff and resources and how best use can be made of common planning and meeting times. There are important considerations in ensuring that these have a lasting impact on improving student achievement and in ensuring that the professional development for teachers is not a “one size fits all” model but instead targets support where the need is greatest.

Domain 5: School Culture and Personal Development

The quality of the school culture and learning environment requires support in targeted areas.

Students, staff and parents all commented positively on the improvements in school culture since the arrival of the present principal. Students feel that the building is safe and secure and state that they enjoy coming to school. This is reflected in the good attendance rates and supported by the effective procedures for following up on absences and tardiness. Students feel that behavior has improved and bullying and other forms of intimidation are not tolerated and are dealt with swiftly. Students show an appropriate understanding of the consequences of their actions and understand the school’s code of sanctions for inappropriate behavior. Students are less positive about the quality of relationships between some staff and students. Although they feel that there are a good number of teachers with whom they have excellent relationships, it is not as widespread as they would like. Evidence from the review supports students’ assertions. There is little doubt that there are excellent examples of high quality relationships but the consistency is at times lacking.

There have been significant improvements to the building and this has helped to provide a bright, well-resourced and attractive learning environment. Students are proud of their building and its resources. However, classrooms and hallways are not always used to best effect to promote high academic expectations. There are too few examples of rubrics, exemplars of leveled work or high quality feedback on pieces of work that outline what is needed for an individual student to improve. In addition, there are not enough opportunities for students to play a more proactive role in the learning process. Not enough teachers plan for students to work collaboratively, to investigate or problem solve or to generally give them the green light to take initiative and responsibility for some of their own learning. A school council is in place but discussions with students, confirmed by some staff, indicates that it is not used effectively to give students a genuine voice in the decision making process or to make a more significant contribution to the life of the school community. This is an opportunity that students would be only too happy to seize upon and are certainly more than ready and capable of doing so.

Domain 6: Partnership with Parents, Guardians and the Community

The quality of involvement of parents/guardians and the community requires support in targeted areas.

Parents talk favorably about the impact of the new principal in seeking to develop stronger links and partnerships with them but recognize that there is still a way to go. Parents are right in their assertions. In terms of communication, parents find the school principal and staff accessible. The principal has held parental forums to outline where he wants to take the school. Parents would welcome more information about social events and school happenings and in addition to progress reports on their children would welcome the instigation of parent teacher conferences. Again, parents' requests are reasonable. The principal is very keen and determined to get more and more parents involved in the life of the school through visitations, attending trips, achievement assemblies, being members of the Parent Teacher Organization (PTO), and through seeking their views and participation in satisfaction surveys and decision making processes. These are commendable steps forward but at the moment are at an embryonic stage. At an equally early stage are the partnerships that are in existence with the wider community and businesses. The school has links with University of Hartford and some of their students provide support in the classrooms at Bloomfield. However, other links are limited and there are too few to support the academic, personal and cultural growth of the students. There is a feeling amongst parents that the school is set for better things under the new leadership of the principal and they are keen to play their part in helping to raise the reputation and success of the school in the city of Bloomfield as well as beyond.

f) The status of school-level data teams at each school

Bloomfield High School only recently has established school level data teams. Currently, high school data teams are broken out by subject area. There is no school-wide data team engaging all the subject area data team members. Only the high school Mathematics Department faculty members have received CALI training in school data teams, and only for two days of training in this subject area. No other subject area high school data-team has received CALI training.

Since Bloomfield High School is not currently designated by the Connecticut State Department of Education as a CALI eligible school, the high school has not had the resources to underwrite further training in school data team effectiveness.

The Bloomfield High School Department Heads meeting taking place prior to this SIG grant application provided further information on the status of school-level data teams at the school. Department Heads stated that currently data teams are subject-focused and that they do not communicate/work with other teams. This "silo" approach to data-team functioning at the high school is viewed by teachers, school leadership, and the school district as being ineffective.

High school department heads also noted that currently school scheduling makes it difficult to improve how data teams operate at Bloomfield High School.

Most importantly, the current data teams are not fully meeting the guidelines and purpose of data teams as defined by the Connecticut State Department of Education. For example, data teams are not now participating in other professional development in areas defined by CALI. These activities involve professional development in the introduction of Common formative assessments (CFA) and the development of instructional rubrics.

g) A description of how the district has monitored the implementation of corrective action plans or restructuring plans for each school, if applicable, and provide the status of the implementation of each plan; and

The Bloomfield Public Schools has one Tier II school—Bloomfield High School. Bloomfield High School was designated a Tier II school this academic year and thus, has not yet had time to fully develop a comprehensive plan for School Improvement in 2010-11. However, the new Bloomfield High School Principal and his administrative team have held, and continue to conduct departmental and other staff, parent, and community meetings to ascertain priorities for school improvement. These meetings (and meeting specific to the development of the SIG grant application) reinforced many concerns expressed by the Cambridge report and identified in the most recent high school improvement plan. (These plans are attached as appendices in the grant application.)

h) A description of the level of the district’s participation in the Connecticut Accountability for Learning Initiative (CALI) and the implementation of applicable CALI initiatives.

Bloomfield High School currently is not designated as a CALI school. While various elements of the CALI initiative have been cited by district administrators, the high school’s principal and department chairs, there has been no school-wide introduction of essential CALI “steps” to school improvement. To date, only Mathematics faculty at the high school have participated in a CALI professional development activity—two days of training for Mathematics data team members.

As outlined in the overall description of the proposed School Improvement Grant model and as detailed in later sections of this narrative, school district and high school leaders, and high school department chairs and faculty members will work with the CSDE, experts from the Leadership and Learning Center, and the Center for School Change to implement major CALI components to support the process of continuous school and district improvement and to accelerate the closing of achievement gaps among Bloomfield High school students.

The new Bloomfield High School Principal, as described in the school’s progress report to NEAS&C, has instituted a variety of changes that seek to increase student achievement, school attendance, improved school climate, and more uniform teaching rubrics in core subject areas. Bloomfield High School also will be a new site for the implementation of the newly redesigned Algebra I program developed by the CSDE.

However, a number of obstacles—primarily lack of financial resources, lack of time available for teachers for common planning and academic strengthening and not being a CALI identified school—have prevented the high school from addressing issues cited by NEAS&C and implementation of essential CALI reforms.

2. FOR EACH TIER I AND TIER II SCHOOL THAT THE DISTRICT COMMITS TO SERVE, DEMONSTRATE THE CAPACITY TO USE SIG FUNDS TO PROVIDE ADEQUATE RESOURCES AND RELATED SUPPORT IN ORDER TO IMPLEMENT FULLY AND EFFECTIVELY THE SELECTED INTERVENTION IN EACH OF THOSE SCHOOLS, BY STATING HOW:

a) Funds will be used to support the staffing and organizational structure to implement the selected intervention model in each school. Include an organizational chart outlining district- and school-level support structures

The Bloomfield Public Schools and Bloomfield High School will commit SIG funds, other external funds, and in-kind school district support to ensure the SIG grant is adequately staffed and that an effective organizational structure is in place for the implementation of its Transformation Model. Specifically, the school district and the high school will support the following SIG organizational structure.

Establishment of a School Improvement Office (SIO): Hiring of a .5 FTE Director of School Improvement

The Bloomfield Public Schools will establish a School Improvement Office to provide support and assistance to Bloomfield High School in its implementation of the SIG grant and to establish a district-wide resource that will assist the school district to transform other district schools in the future. SIG funds will assist the school district to retain the services of a .5 FTE Director of School Improvement. The SIO Director will devote 50% of his time to ensuring proper implementation of the SIG grant at Bloomfield High School and to helping coordinate assistance to the SIG project offered through its various partners. The SIO Director also will be responsible for proper accounting of SIG funds and ensuring that all SIG reports to the CSDE are completed and submitted on time. The SIO Director also will be the person responsible for the monitoring of all SIG activities.

Hiring of a Bloomfield High School Intervention Specialist (100% time)

A full-time School Intervention Specialist will be hired to assist the SIO Director, the Bloomfield High School Principal, key high school leadership, and the wider school community to design and undertake major elements of the SIG Transformation Model. The School Intervention Specialist position is essential for ongoing continuous improvement of the SIG project and to ensuring that project timetables, activities, and programs are initiated on schedule and are properly monitored. The SIO Director and the School Intervention Specialist will work closely together throughout the three-year project.

Hiring of a School-wide Literacy Specialist to focus on Faculty Professional Development and Support (100%)

The major thrust of this SIG grant is increasing literacy levels of all students attending Bloomfield High School. Currently, the high school does not employ a reading specialist, a reading coach, nor has the funds for reading/language arts consultants. The lack of staffing in this area is perceived as a significant obstacle to students entering the high school with very low reading levels. The School-wide Literacy Specialist will work with all high school faculty members to introduce more effective literacy strategies, literacy remediation strategies, and integration of literacy into all subject areas. The Literacy Specialist also will assist the high school to design literacy learning that will be a part of the extended day and extended year programs.

Hiring of a School-wide Literacy Specialist to coordinate the Literacy Academic Support Center (100%)

In keeping with the primary focus of literacy, the SIG grant will fund a fulltime Literacy Specialist that will coordinate and oversee a new Literacy Academic Support Center that will be staffed by 3 certified tutors who will work with students in small groups or with individuals that need literacy remediation or other academic support. The principal responsibility of this position is to develop a center that will increase the opportunity for students to receive additional instructional time in literacy beyond the classroom setting.

Hiring of Three Certified Tutors Specializing in Leveled Literacy Instruction

A minimum of three tutors, along with a fulltime Literacy Specialist, will staff a Literacy Academic Support Center that will provide added opportunities for literacy remediation instruction and other academic support. The tutors will receive the same literacy focused professional development as the faculty in order to better provide literacy instructional continuity across the grades and subject areas.

Hiring of a School-wide Data Team Support Facilitator to coordinate the implementation of Data Teams and Data Compliance (100%)

In order to support school improvement through data-driven decision-making, the SIG grant will fund a data specialist that will monitor data collection, compliance and assure the timely distribution of results to be utilized by school-wide data teams. The Data Team Support Facilitator will work with the School-wide Intervention Specialist, the Bloomfield High School Principal, key high school leadership, and the wider school community to develop mechanisms for data distribution and data collection that will support SIG grant activities. The Data Team Support Facilitator will also help coordinate data collection and reporting activities with the District Assessment Office in order to inform district support of the SIG initiatives.

Establishment of a School Governance Council

While not directly related to the organizational structure of the overall Transformation Model, the creation of a School Governance Council will indirectly assist the school district and the high school in the continuous improvement of the SIG grant. While not a decision-making body in the SIG project structure, feedback and support from the School Governance Council will facilitate the initiative's success.

(Please refer to the organizational charts in the application appendices to view the district and school support structures for the proposed SIG grant.)

b) District- and school-level staff will be trained to fully and effectively implement the selected intervention model in each school

The Superintendent of Schools, the school district Director of School Improvement, the school district Director of Curriculum and Instruction, and the Bloomfield High School Principal and his administrative team are all fully committed to undertaking comprehensive professional development, follow-up coaching and mentoring for central office administrators, high school administrative staff, department chairs, the entire high school faculty, and professionals hired through SIG and other funds in order to effectively implement the school's Transformation Model. Professional Development will be continuous, progressive, and targeted to the essential elements of the SIG Transformation Model described at the beginning of this project narrative.

A range of expert partnering organizations have agreed to assist the school district in the design and offering of targeted professional development, coaching, and mentoring. These entities include: the CSDE, the Leadership and Learning Center in Boulder, Colorado, and the Center for School Change. School leaders engaged in other CSDE SIG-funded school improvement projects also have agreed to present and/or share information on specific school improvement reforms and enhancements.

Each partnering organization will help to address specific elements of the Transformation Plan. Two entities will provide professional development and follow-up support related to key CALI strategies and initiatives: the Leadership and Learning Center and the CSDE. The Center for School Change has agreed to provide leadership support and mentoring for the Principal and his administrative team in the areas of leadership, governance, and curriculum improvement. The school district also will identify experts and other SIG grantees that will help train staff to make use of effective instructional strategies for new, extended day and extended year programming.

The SIO Director, the district Director of Assessment (a position funded by the General Budget of the school district), and the Bloomfield High School School Intervention Specialist will devise uniform evaluation forms/surveys/ focus group questions that will ascertain the perceived worth of professional development offered during the project and will act to revise, improve, or modify the professional development agenda as needed. The long-term goal is to establish teacher leaders in various Transformation model strategies to serve as trainers-of-trainers after SIG funding ends. *(Examples of professional development presentations and topics are placed in the application appendices.)*

c) The district will monitor each component of the selected intervention model for each school

As noted earlier, the new SIO Director and the school district Director of Assessment will work with the High School Principal and his administrative team and the School Intervention Specialist to monitor the SIG project on a regular and continuous basis. A monitoring plan will be devised in the pre-grant period in spring 2011. The Superintendent of Schools and the district's Director of Curriculum and Instruction also will participate in site visits, attend specific events and activities, and provide verbal and written feedback as to the project progress to the SIO Director, the district Director of Assessment, the High School Principal, and the School Intervention Specialist. As stated in the regulations, a school district representative (s) will be designated to work with CSDE SIG staff during site visits and as requested throughout the three-year grant period. The district will evaluate the components of the SIG project described at the beginning of this narrative and as outlined in the response to federal requirements of the SIG program described in Section 3 of this narrative.

d) The district will monitor the allocation of resources and funds to effectively implement the selected intervention model in each school; and

The SIO Director will work with the High School Principal, and the School Intervention Specialist, to establish fiscal monitoring procedures for the SIG grant. These procedures will be in place no later than September 1, 2011. The SIO Director also will confer with the school district Business Manager to review fiscal monitoring procedures for consistency with district accounting methods. The school district expects to establish a separate fiscal account and to undertake other accountability measures as defined by CSDE. Regular fiscal reports and reviews are essential to assess progress of all components of the Transformation Plan and to make immediate adjustments or corrections.

e) Funds will be used for pre-implementation activities, if applicable, and how these activities align to the intervention model

Considering the many facets of the Bloomfield Public Schools Transformation Plan for Bloomfield High School, the district needs to undertake a number of immediate actions during the spring and summer of 2011 (the pre-implementation phase). SIG funds and other school district resources will be used to undertake these activities.

Chronological Order

1. SIG Leadership Retreat, including central office and site administrators, teachers, and designated others, including professional development by the Leadership and Learning Center.
2. Recruitment and hiring of necessary SIG project staff, including extended day staff.
3. Summer Academy recruitment, hiring of faculty, scheduling.
4. Scheduling changes to accommodate SIG grant and school improvement.
5. Development of Climate Survey, parent surveys, stakeholder assessments.

6. Discussions with proposed partners, professional development providers as to specific services to be offered and development of a three-year timetable for professional development.
7. Creation of the Freshman Academy planning team--planning activities.
8. Design and planning of School Governance Council.
9. Planning meetings with teacher union representatives, principal, teachers, department chairs, district office administrator, etc. to address SIG clear and transparent teacher and school administrator evaluation requirements.

All of the above planning and start-up activities are central to the development of Bloomfield High School's Transformation Model for school improvement. All of these activities must take place if specific Transformation Model components are to be implemented beginning September 1, 2011 and all these activities must begin prior to the beginning of the 2011-2012 fiscal year if visible improvement in reading and mathematics is to occur and if the rate of student suspensions is to be reduced by the end of the 2011-2012 school year. SIG funds will be used to pay for stipends for teachers engaged in one or more of the pre-implementation period activities. In particular, stipends will be required for teacher leadership in: the development of the Freshman Academy; and Summer Academy for 10th graders; scheduling changes to incorporate common planning time into the school day; the planning of the School Governance Council; and engagement of teachers in initial teacher and administrator evaluation discussions. Additional pre-implementation funds will be used to purchase computers, professional books, and communication equipment at the district School Improvement Office. At the school-site, summer school supplies and computer equipment needed in preparation for the site-base FTEs will be purchased for through the school pre-implementation budget.

3. DESCRIBE ACTIONS THE DISTRICT HAS TAKEN, OR WILL TAKE, TO:

a) Design and implement interventions consistent with the federal requirements of the SIG (see <http://www2.ed.gov/programs/sif/index.html> for guidance on federal requirements)

Describe actions the district has taken or will take to design and implement interventions consistent with federal requirements for SIG.

(d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must—

(A) Replace the principal who led the school prior to commencement of the transformation model;

(See Page 34 of this narrative for response to this federal requirement)

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—

(1) Take into account data on student growth (as defined in this notice) 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 graduations rates; and

(See Pages 21,22,23,34, 35, 38 and 39 of this narrative for response to this federal requirement)

(2) Are designed and developed with teacher and principal involvement;

(See Pages 22,24,25,28,32,36,38 and 39 of this narrative for response to this federal requirement)

(C) 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;

(See Pages 35, 36 and 38 of this narrative for response to this federal requirement)

(D) Provide staff ongoing, high- quality, job-embedded professional development (e.g., regarding subject- specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) 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; and

(See Pages 11, 26, 36, 37, 38 and 39 of this narrative for response to this federal requirement)

(E) 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 school

(See Page 35, 36, 38 of this narrative for response to this federal requirement)

b) Recruit, screen and select external providers, if applicable, to ensure their quality. You must submit the Evaluation of External Partners form found in Appendix G for each external partner you are proposing to use

The Bloomfield Public Schools has discussed potential Transformation Model partners with CSDE staff, has consulted with various current SIG grantees as to their external providers/partners, and has talked with a number of external providers recognized by the CSDE and other high school reform programs in Connecticut and in the Northeast.

The Bloomfield School District, after conferring with Bloomfield High School site leadership has selected the Leadership and Learning Center in Boulder, Colorado (www.leadandlearn.com)

to serve as its primary External Provider. The Leadership and Learning Center provides world-class professional development services, cutting-edge research, and innovative solutions for educators and school leaders who serve students from pre-kindergarten through college. The Center has worked in all fifty states and every Canadian province, as well as Europe, Africa, Asia, South America, and the Middle East. The Center works with public school systems, as well as religious and secular independent schools, charter schools, community colleges, technical schools, universities, state departments of education, national ministries of education, and international education associations. Center Professional Development Associates are experienced superintendents, principals, administrators, and educators who provide comprehensive practices for clients in the area of standards, assessment, instruction, accountability, data analysis, and leadership.

During the pre-implementation period, district and school level administrators, the school principal, the new SIO Director, the School Intervention Specialist, high school department heads, and teacher leaders will meet staff of the Leadership and Learning Center to review Center services and to agree upon a schedule and strategy for the Center's assistance to the SIG project over the next three years. (*Copies of the Center's professional development presentations are attached to the grant application.*)

The school district also has tentatively agreed to work with the Center for School Change (www.ctschoolchange.org) to help implement the Transformation Model. The Center for School Change consults with school districts to improve student outcomes using a system-wide, integrated approach focused on improving instructional practice and building leadership across all levels of a school system to achieve district goals. It believes that school improvement is realizable through strong leadership, hard work, organizational focus and program coherence. The Center's goal is to help *all* districts teach *all* students to achieve at high standards. The role of this external partner will be better clarified during the pre-implementation grant period.

At this time, the Bloomfield Schools expects to pay a majority of the costs of these "external partners" through its own funds. The school district expects that only the Leadership and Learning Center will be designated for SIG funding—and not for all costs of services offered to Bloomfield High School. The other "external provider" will provide services in-kind or will be supported through non-SIG funding. Therefore, only the Leadership and Learning Center has provided an External Provider Documentation Form in this application.

c) Align other federal, state and local resources with the interventions (e.g., Title I, Part A Regular and ARRA, Title II, Part A Teacher Quality, Title III, Part A English Language Acquisition, state Priority School District funds, State Accountability funds and Education Cost Sharing funds)

The Bloomfield Public Schools does not have significant funding from either Title I, Part A Regular or ARRA, Title II, Part A Teacher Quality, Title III, Part A English Language Acquisition, state Priority School District funds, State Accountability funds and Education Cost Sharing funds.

The school district was allocated funds under Title I, Part A Regular and \$3,000 under Title III, Part AA English Language Acquisition in the 2010-2011 school year. Title I Regular funds were expended primarily for Laurel School. However, a total of \$13,000 was allocated for professional development in mathematics offered by the Connecticut Academy for Mathematics and Science Education. A total of \$3,000 in Title III funds was used to provide professional development for English Language Learning for teachers in the high school. Applications for funding for these federally funded entitlement programs have yet to be finalized by the school district for the 2011-2012 school year. The Bloomfield Schools did not receive funding in any other state or federal entitlement program named above.

With non-SIG funds, the Bloomfield Public Schools will devote significant resources to support the SIG grant through other grant funds and local contributions. This aligned financial support for the SIG grant will focus on: matching funding for the SIO Director; and partial support for professional development services through the SIG grant and the. The Bloomfield Public Schools also will expend funds to meet partial costs of the Summer School Academy and the full cost of a District Assessment Office that will support the work of the school-based Data Team Support Facilitator.

d) Modify its teacher or administrator contracts, practices or policies to enable its schools to implement the interventions fully and effectively, and

By signing this SIG grant application, the Superintendent of Schools and the Chair of the Bloomfield Board of Education agree to work collaboratively with the teacher and administrator union representatives to modify contracts, practices or policies to ensure the success of school improvement efforts in the schools. Efforts with regard to modifying existing teacher and administrator contacts will be aligned with the teacher and administrator Work Group described in Section B. 2. later in this proposal narrative.

District-wide contract discussions will be overseen by the Superintendent of Schools with participation of teacher and administrator union representatives, the Assistant Superintendent for Human Resources, and other individuals that are required to be a part of contractual agreements as stipulated by state education law.

Several other SIG grantees have modified teacher and administrator contracts or are in the process of concluding such discussions. The Bloomfield Superintendent of Schools will invite other urban superintendents, human resource directors, and union representatives to help the Bloomfield Public Schools design a process for contractual modification and to recommend best practices in this regard.

Modifications to existing teacher and administrator contracts will be finalized prior to the end of the first SIG grant year.

e) Sustain the reforms after the funding period ends.

A majority of the components of the Bloomfield High School Transformation Plan are capacity-building strategies that, if successful, will provide long-term improvements in student academic performance, increased graduation rates, and a reduction in suspensions and other negative “school climate” issues. These capacity-building components include: professional development; improvements in school scheduling and increased flexibility; establishment of a School Governance Council; agreement and institutionalization of clear and transparent evaluations for teachers and administrators; greater parent involvement; and the establishment of a smaller learning community (the Freshman Academy). All of these improvements could be accomplished within the three year SIG grant and be sustained as part of the regular operation of the high school without significant outside funding. It should be noted that the school district will be provided significant matching funds for the SIG project from its inception.

A majority of SIG staff costs also are short-term requests or are personnel costs that could be sustained through local funds. By the end of three years, it is expected that the School Intervention Specialist, and the two Literacy Specialist positions will not need to be sustained. The school district, by the end of the grant period, also may have sufficient funds to meet the costs of a STO Office and the school-based Data Team Support Facilitator.

The most significant challenge for the school district is to sustain the Summer School Academy for incoming 9th and 10th graders and extended day academic support and enrichment for high-risk students. The new Superintendent of Schools expects to increase the school district’s grant writing and development efforts in the next three years to meet the costs of these essential extended learning activities.

4. INCLUDE A TIMELINE DELINEATING THE STEPS THE DISTRICT WILL TAKE TO IMPLEMENT THE SELECTED INTERVENTION IN EACH TIER I AND TIER II SCHOOL THE DISTRICT COMMITS TO SERVE INCLUDING PRE-IMPLEMENTATION ACTIVITIES, IF APPLICABLE

Year 1 – 2011-2012	Year 2 - 2012 – 2013	Year 3 – 2013 -2014
<i>Pre-implementation phase: Spring & Summer 2011</i>	<i>Summer 2012</i>	<i>Summer 2013</i>
<ul style="list-style-type: none"> • SIG Leadership Retreat, including central office and site administrators, teachers, and designated others, including professional development by the Leadership and Learning Center. • Summer Academy recruitment, hiring of faculty, scheduling • Scheduling changes to accommodate SIG grant and school improvement • Development of Climate Survey, parent surveys, stakeholder assessments • Discussions with proposed partners, professional development providers as to specific services to be offered • Development of a three-year timetable for professional development including integration of CALI objectives. • Creation of the 9th Grade Freshman Academy planning team--planning activities • SIG team to identify potential presenters and mentors to assist the high school in the implementation of the proposed 9th Grade Academy. 	<ul style="list-style-type: none"> • The SIO Director will ensuring proper implementation of the SIG grant at Bloomfield High School and monitor all SIG activities. • School Intervention Specialist conducts ongoing continuous improvement of the SIG project and ensures that project timetables, activities, and programs are initiated on schedule and are properly monitored. • Assessment Office evaluator to collect and analyze data required by various funding and accrediting sources. • Leadership and Learning Center to offer professional development and follow-up on differentiated instruction, literacy across-the-curriculum, common formative assessments, “unwrapping the standards”, “power strategies for effective teaching”, and data-driven decision-making. • Conduct Summer Bridge to High School Academy for incoming 9th graders • Engage parents of entering 9th graders and all students attending Bloomfield High School in the strengthening of the school 	<ul style="list-style-type: none"> • Ongoing monitoring of program by STO, School Intervention Specialist. • Conduct Summer Bridge to High School Academy for incoming 9th graders • Establish a Summer Academy for incoming 10th graders that need the additional instructional time in preparation for 10th grade level course work and credit recovery activities. • Engage parents of entering 9th graders and all students attending Bloomfield High School in the strengthening of the school through participation on the School Governance Council, PTO

<ul style="list-style-type: none"> • Planning meetings with teacher union representatives, principal, teachers, department chairs, district office administrator, etc. to address SIG clear and transparent teacher and school administrator evaluation requirements. • Establish standing committee of school leaders, teachers, teacher union representatives and other relevant constituents to design and implement new teacher and administrator evaluations, and to define incentives for teachers based on meritorious service 	<p>through participation on the School Governance Council, PTO</p> <ul style="list-style-type: none"> • The SIO Director, the district Director of the Assessment, Evaluation and Research Office (AERO), and the School Intervention Specialist will devise uniform evaluation forms/surveys/ focus group questions regarding professional development and act to revise, improve, or modify as needed. 	
Year 1 – 2011-2012	Year 2 - 2012 – 2013	Year 3 – 2013 -2014
<i>Fall 2011</i>	<i>Fall 2012</i>	• <i>Fall 2013</i>
<ul style="list-style-type: none"> • SIG and school leadership host information sessions for stakeholders introducing new staff leadership and materials. • Development of after-school academic enrichment program for entering 9th graders with low test scores. • Integrate new, high-quality instructional programs such as Project Open Doors (AP expansion) and the new CCSU-led Pilot Algebra I course at the high school. • Make scheduling changes to facilitate the overall SIG agenda, including common time for teachers for curriculum enhancement by subject area and with other subject area teachers and facility scheduling for extended day and extended year teaching and learning. 	<ul style="list-style-type: none"> • BHS Leadership Team meets to review plan and implementation strategies for year 2. • Working faculty meeting regarding the plan and interventions. • Working faculty meeting to begin implementation of plan for year 2. • Faculty meets to discuss implementation of plan. • Faculty meets to discuss interventions and discuss first marking period data. • Faculty meet to discuss data and to make adjustments to year 2 strategies if needed. • Implement extended-day academic support, including tutoring and technology-based/self-paced instruction. 	<ul style="list-style-type: none"> • School leadership meet to plan implementation of interventions for year 3 and sustainability • SIO, school officials and staff meet to begin implementation of plans including but not limited to scheduling and materials needed for the Transformation effort. • Leadership meets with staff to discuss interventions. • Faculty meets regarding interventions; make adaptations as necessary.

<ul style="list-style-type: none"> • School-wide Literacy Specialist to work with all high school faculty members to introduce more effective literacy strategies and to assist in design of literacy learning for the extended day and extended year programs. • School-wide Literacy Specialist to coordinate the Literacy Academic Support Center and supervise the 3 tutors that will provide small group and individual literacy remediation and academic support instruction. 	<ul style="list-style-type: none"> • Ongoing comprehensive, staged-in professional development and follow-up coaching for teachers and administrators 	
Year 1 – 2011-2012	Year 2 - 2012 – 2013	Year 3 – 2013 -2014
<i>Spring 2012</i>	<i>Spring 2013</i>	<i>Spring 2014</i>
<ul style="list-style-type: none"> • Development of Teacher and Administrator Evaluation Work Group to develop a clear, transparent, and equitable evaluation system for Bloomfield High School teachers and administrators • Professional development in data-driven techniques and methods linked to the work of subject-based and school-wide data teams • Professional development for mathematics and language arts teachers in the 9th Grade Academy faculty about vertical instruction (Grades 8-9-10). 	<ul style="list-style-type: none"> • Faculty meet monthly, adapt plan if needed. • Faculty review and report on mid-year data surrounding interventions • Faculty meet regarding progress of plan and implementation of interventions • Faculty meets to report on progress or to determine what adjustments are necessary to complete the year and reporting. • Faculty meets to report on year 2’s findings, successes and to plan for sustainability • Finalize sustainability plan for year 3. 	<ul style="list-style-type: none"> • Faculty and staff meet monthly, review and report on data surrounding interventions • Faculty and staff meet and plan for sustainability of interventions and progress.

5. PROVIDE A DESCRIPTION OF HOW THE DISTRICT HAS CONSULTED WITH RELEVANT STAKEHOLDERS, INCLUDING PARENTS, REGARDING THE DISTRICT’S APPLICATION AND IMPLEMENTATION OF THE INTERVENTION MODEL IN ITS TIER I AND TIER II SCHOOLS.

The Bloomfield Public Schools central office staff members, including the Superintendent and the Director of Curriculum and Instruction and other personnel held a series of meetings with the high school principal and his administrative team, and discussed the proposed SIG project with the members of the Board of Education individually and at board meetings. The high school principal met on a regular basis with his administrative team, department heads, teachers, and the high school PTO to discuss possible strategies to implement the SIG grant and needs such a grant could address. At the April 2011 PTO meeting the principal presented data that explained how Bloomfield High School met the criteria for the SIG grant and explained Transformation Model options that could be adopted. The parent representatives were very excited about the possibility of additional funding to address Bloomfield High challenges and offered their support. Numerous meetings were held to review all existing data collected for the SIG grant with the high school principal and to define a draft of a detailed SIG implementation plan to be shared with key stakeholders.

Central office staff also conducted a focus group involving all of the high school department heads to gain more specific information as to their instructional needs, and other school improvement issues. The focus group for department heads was well attended. A principal concern by all department heads was the lack of time for common planning and communication among all departments and within their own subject areas or student support departments. Department heads felt that the increasingly wide range of student academic skills levels made it quite difficult to provide effective instruction, regardless of their desire to do so. They also noted that transience among the student body was a challenge, with students entering the high school who had not previously attended any of the district's schools. All department heads believed that students would be most helped by additional learning time and additional academic support after school. In terms of academic reform, department heads agreed that the school's data teams were weak and that these teams were subject based, with no school-wide data team in operation. They also felt that block scheduling and the overall issue of academic scheduling should be reviewed and improved through the SIG grant.

6. FOR EACH TIER III SCHOOL THE DISTRICT COMMITS TO SERVE, IDENTIFY THE SERVICES THE SCHOOL WILL RECEIVE OR THE ACTIVITIES THE SCHOOL WILL IMPLEMENT.

Bloomfield is not requesting CSDE SIG funds for school improvement activities in its one Tier III school, the Laurel Elementary School.

7. FOR EACH TIER III SCHOOL THE DISTRICT COMMITS TO SERVE, DESCRIBE THE GOALS ESTABLISHED TO HOLD TIER III SCHOOLS ACCOUNTABLE THAT RECEIVE SIG FUNDS. IF THE DISTRICT IS NOT APPLYING TO SERVE EACH TIER I SCHOOL, EXPLAIN IN DETAIL WHY IT LACKS CAPACITY TO SERVE EACH TIER I SCHOOL.

The Bloomfield Public Schools is applying to the CSDE for SIG funds for only Bloomfield High School. Bloomfield High School is the only Tier II school in the school district. The Bloomfield Public Schools has only one high school and no Bloomfield Public Schools have been classified

as Tier I schools by the CSDE. Bloomfield also is not applying for SIG funding for its one Tier III school.

B. Provide the following information regarding EACH Tier I and Tier II school using the Transformation Model.

School Name: Bloomfield High School

A. DESCRIBE HOW YOU WILL DEVELOP AND INCREASE TEACHER AND SCHOOL LEADER EFFECTIVENESS BY:

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

Bloomfield High School is under the leadership of Mr. Sam Galloway. Mr. Galloway was appointed as Principal of Bloomfield High School in 2010. According to federal regulations, under the School Improvement initiative, the school district is not required to replace the current high school principal. Mr. Galloway has the support of the school board and the Superintendent of Schools and has been an advocate of school improvement since he was appointed principal. Mr. Galloway, along with his administrative team, also has taken a leadership role in the development of this CSDE SIG grant application and has reached out to diverse constituencies in the high school community to identify and address their needs and concerns for school transformation.

2. Using rigorous, transparent, and equitable evaluation systems for teachers and principals that:

- *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.*

The Bloomfield Public Schools and Bloomfield High School will cooperate with a diversely constituted Teacher and Administrator Evaluation Work Group to develop a clear, transparent, and equitable evaluation system for Bloomfield High School teachers and administrators that will be acceptable to all parties before the end of the 2011-2012 school year. Discussions regarding the ideal composition of this Work Group are now beginning with representatives of affected teacher and administrative associations, district central staff, school board members, the Bloomfield High School Principal and his administrative staff and a cross-section of teachers. The school district expects that an agreement on the composition of this working group will occur prior to the SIG Pre-Implementation grant period and that meetings of the group can take place all through the Pre-Implementation period. These initial meetings will present opportunities outside the regular school day to talk with other SIG grantees that have developed

and gained approval for more rigorous and transparent evaluation systems in Connecticut and to plan a regular schedule of evaluation design meetings during the 2011-2012 school year.

Per recommendations of the CSDE and other SIG grantees, an acceptable evaluation model for administrators and teachers should look to address issues such as objective data on student growth, multiple observations-based assessments of performance, review of materials illustrative of professional practice that reflects student achievement, and increased high school graduation rates to ascertain teacher and administrator performance.

Significant planning time will be necessary to establish more detailed criteria to assess teacher and administrative performance. The school district will consider retaining the services of an external consultant to facilitate ongoing discussions during the school year and to obtain and research effective models for objective and transparent evaluation in the literature. The Work Group also will be responsible for informing their peers as to the intent of the new evaluation design and what progress has occurred through the Work Group.

When there has been substantial progress towards a new evaluation design, high school-wide forums will be sponsored by the Work Group describing the proposed new evaluation system and asking for verbal and written comments from the entire school community. A member of the new School Governance Council will be selected to serve on the Work Group once the School Governance Council is established. If approved prior to the end of the 2011-2012 school year, the high school will commence ongoing professional development in the implementation of the new evaluation system for all teachers and staff.

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

The school district and the high school will undertake needs assessments and work groups related to: 1) modification of existing teacher and administrator contracts; 2) creation of a new rigorous, transparent, and objective teacher and administrator evaluation system; 3) and incentives and rewards for school leaders' and teachers' school improvement efforts and the development of an objective process to remove teachers and staff who fail to improve their professional practice.

The school district will undertake district-wide and high school surveys and focus groups to obtain feedback and ideas to address these issues during and after the Pre-Implementation grant period. The school district will define a plan to address these interrelated issues and concerns with support from an evaluation consultant.

Anecdotally, high school teachers and staff have suggested recognition events, awards, or title changes that would recognize and reward teachers and staff for increased student achievement and improving the graduation rate. A named parking spot, recognition events and signage, more supplies and resources at the teacher's or staff member's disposal. Other incentive and removal plans described by other SIG grantees provided a detailed plan for supporting teachers and staff

who are not performing well, including additional professional development, mentoring by experienced teachers or staff members, and other support strategies.

4. Providing 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.

The proposed Bloomfield High School Transformation Model is directly aligned with the goals and objectives of the CSDE Connecticut Accountability for Learning Initiative (CALI) and the individual CALI modules.

As defined by the CSDE, CALI is comprised of the following modules: Data Driven Decision Making; Making Standards Work; Effective Teaching Strategies; Common Formative Assessment; Best Practices in Educating English Language Learners; Improving School Climate to Support Student Achievement; Leading Change and Getting Everyone on Board; Paraprofessional Overview for CALI; Scientific Research-Based Interventions (CT RtI model); Coaching Instructional Data Teams; Coaching Effective Teaching Strategies; School Climate for Leaders; and School Improvement Planning.

The Bloomfield High School Principal and his administrative team, and school lead teachers will work with the new SIO Director and the Director of Curriculum and Instruction during the SIG Pre-implementation period to review, discuss, and agree upon a schedule of professional development that will integrate CALI objectives with the school's overall Transformation Plan. Previous sections have identified major providers of on-going, embedded professional development, including the Leadership and Learn Center, the CSDE, the Center for School Change, and others. Pre-Implementation meetings will produce a first-year professional development agenda, keyed to CALI and offered by presenters experienced in the above-cited CALI modules.

Key topics for professional development in the first-year, as identified by school staff and department heads, are: *more effective literacy instruction, including differentiated literacy teaching and literacy across the curriculum, and non-fiction writing; research-based subject data-teams and new school-wide data team training; professional development and coaching in common formative assessments; and unwrapping the standards.* There is common agreement among Bloomfield High School administrators, department heads and teachers that ongoing coaching is needed in these instructional transformation strategies. Agreements with external partners offering professional development in CALI modules will be asked to outline both workshop agendas and times for follow-up contacts with teaching faculty.

During the grant's Pre-Implementation period, the STO, the high school principal, and the School Intervention Specialist will identify potential presenters and mentors to assist the high school in the implementation of the proposed Freshman Academy. Possible mentors would include principals of several Connecticut high schools that have established smaller learning communities (for example, Hillhouse High School in New Haven, and directors of smaller

learning communities in the Hartford Public Schools), and other high school reform leaders in the Northeast.

The Bloomfield High School Principal will also have the resources of mentors from the Center for School Change and principals of other SIG grants who have experience with school transformation, school-based governance, and other leadership issues facing Tier I and Tier II high schools in Connecticut and in the Northeast. For example, the principal of Brockton High School will provide mentoring as to that high school's exemplary literacy improvement model.

The school district is committed to ensuring that district-wide professional development required of high school faculty and administrators is integrated or relevant to the professional development for Bloomfield High School's Transformation Plan.

5. Implementing 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.

The comprehensive "re-conceptualization" of Bloomfield High School as described in this grant application will produce unexpected opportunities for growth and promotion within the high school and the school district both for teachers and administrators. If high school teachers and administrators are successful in improving academic performance, graduation rates, and improving the school climate, they will be more marketable at any level of education in the school district. Direct financial compensation for successful efforts also will be considered by the school district if funds allow. As teachers retire or find other employment, improvements made through the SIG project should help recruit and attach new teachers who have shared beliefs in Scientific Research-based Interventions (SRBI) driven teaching and quality public education.

Equally if not more importantly, the Bloomfield High School Transformation Plan will provide greater flexibility in scheduling, increased common planning time for teachers, and will provide ongoing professional development and follow-up coaching with regard to instructional and assessment needs that they themselves have identified as priority professional concerns. While under-achieving students struggle to master basic skills, teachers and staff also are often under-prepared to address their needs.

Other benefits will ensue from the implementation of the Transformation Plan. New involvement of parents, community leaders, and others serving on the School Governance Council will reduce teacher and staff isolation and improve communication and involvement of other adults in the community—especially parents. An improved and more open school environment should reduce tension, conflict, and misunderstanding.

B. DESCRIBE HOW YOU PLAN TO IMPLEMENT COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES BY:

1. Using 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.

All of the school improvement strategies, activities, and programs described in this narrative are research-based (SRBI) models identified by the U.S. Department of Education in its research publications, supported through the U.S. Department of Education grant funds, or have been cited as effective strategies by established national organizations for school reform. The proposed professional development agenda for this Transformation Model will be offered by national and regional experts in school improvement, in particular professional development related to the understanding and use of CALI modules, including Robert J. Marzano, Douglas Reeves, Tony Flach, and Brian McNulty. Proposed interventions during the school day, extended day, and extended year programs follow the research of such educators as Deborah Meir, Anthony Alvarado, Ted Sizer, and others.

State-developed improvement models also will play a part in the SIG grant, including the CSDE/CBIA/Exxon developed Opening Doors (AP) initiative and the CSDE-supported, CCSU-implemented new Algebra I curriculum to be introduced in Bloomfield High School in fall 2011. Other data-driven school development programs, such as the Center for School Change and the Education Trust advocate for research-based school change.

The high school will work with the CSDE and the Leadership and Learning Center to better identify and offer professional development and coaching in three important areas—literacy across-the-curriculum and other high school literacy learning enhancements, vertical instruction, and differentiated instructional techniques. Along with the introduction of common formative assessments and benchmarking, literacy, vertical instruction, and differentiated instruction will be constant focuses of school improvement each year of the SIG project.

2. Promoting the continuous use of student data (such as from formative, interim and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.

As a recent report on data-driven instruction by the Educational Alliance at Brown University (2006) noted:

“Effective use of data by district and school personnel is increasingly identified as a central tenet in school improvement processes (Chrispeels, 1992; Earl & Katz, 2002; Protheroe, 2001; Wayman & Stringfield, 2003), not only to raise test scores (Kennedy, 2003), but also to change school cultures and teacher attitudes (Feldman & Tung, 2001), especially toward low-performing, at-risk students (Armstrong & Anthes, 2001). Johnson (1996, 2002) examined many uses of data as a major force in building school and district capacity to equitably educate students and reduce achievement gaps.”

The SIG project professional development program will provide significant resources and time for high school administrators and teachers to obtain new skills in the use of student data in order to inform and differentiate instruction across the curriculum in Bloomfield High School. Assessing and strengthening reading instruction in the high school is a priority objective or theme of Bloomfield High School’s SIG grant—based on an in-depth review of reading

achievement among high school students over time and an analysis of the reading levels of 8th graders in the district.

All high school department heads and teachers will participate in professional development with regard to “common formative assessments”, vertical alignment of curricula, benchmarking and other SBIR-based instructional assessment practices. Follow-up coaching and professional development will be offered after initial professional development experiences.

Professional development in these data-driven techniques and methods will be linked to the work of subject-based and school-wide data teams established in the first year of the SIG project. Through the SIG grant, assessment supplies and materials will be purchased to assist teachers in the subject-based and school-wide data teams. Team members also will serve as leaders for other teachers in follow-up sessions to develop common formative assessments in language arts and mathematics classes during the first year.

Professional development for mathematics and language arts teachers who are a part of the Freshman Academy faculty will participate in first-year professional development about vertical instruction (Grades 8-9-10). Critical resources for new data-driven instruction will be provided by the Leadership and Learning Center and CSDE CALI trainers.

As the project progresses, teachers from all core subject areas will be engaged in professional development in data-driven instruction and the institution of teaching strategies based on the results of these data assessments. After professional development for common formative assessments, further education will be offered as to “benchmarking” of student academic progress. Learning to benchmark students’ progress in the classroom with regard to specific topics within subject areas is essential to addressing their learning needs.

C. DESCRIBE HOW YOU PLAN TO INCREASE LEARNING TIME AND CREATE COMMUNITY-ORIENTED SCHOOLS BY:

1. Establishing schedules and strategies that provide increased learning time.

For the past year, the Bloomfield High Principal, department chairs, and teachers have met to review the school’s daily schedule and to consider new strategies to increase learning time. These discussions were in response to questions asked by the NEAS&C review team and a school-wide concern that there was not enough time for effective teaching and learning.

One of the most serious concerns of school department heads was the lack of extended instructional time for students entering the high school with low and extremely-low reading and mathematics achievement levels. Even with improved differentiated teaching in the classroom, there was common agreement that many students still needed additional learning time beyond the regular day.

Several strategies to increase learning time will be introduced as part of the high school’s Transformation Plan. First, Bloomfield High School will plan and implement new extended day programming that targets students with low to very-low achievement in reading and in

mathematics. An after-school academic enrichment program will be designed at the beginning of the first year and will be implemented as soon as possible. The program will provide literacy enrichment through professional tutoring by certified teachers, college student tutors, and will also use technologies (such as PLATO software) to increase students' reading skills. In the first-year, emphasis will be placed on recruiting entering 9th graders who test at low or very low levels in the 8th grade CMT tests.

Another strategy that will require changes in scheduling and greater time for instruction is the creation of the Freshman Academy. A significant number of urban school districts across the country have introduced Freshman Academies as part of the development of "smaller learning communities" at the high school and middle school levels. Hillhouse High School currently is developing a Freshman Academy through CSDE SIG funding. The proposed Bloomfield High School Freshman Academy will follow the structure and general instructional approach of other existing Freshman Academies in the Northeast. A team of teachers will be identified across the curriculum to work collaboratively to offer effective instruction to 9th graders and to follow these students as teachers in 10th Grade. Common planning time will be made available to the Academy faculty to ensure that there is consistency in instruction, assessment, and benchmarking. Team members also will work together to identify students in the Freshman Academy who would benefit from the after-school academic enrichment program or other academic and personal counseling services.

The Bloomfield Public Schools also expects to sponsor a Bridge to High School Academy beginning in late summer 2011 through the SIG grant or other local funding. The Bridge to High School Academy will provide 3 to 4 weeks of academic assistance in reading and mathematics and other high school readiness services to incoming 9th graders that demonstrate low performance on the CMT test. This extension of learning time prior to the start of high school will acquaint students with services available to them and will be able to establish a relationship with school faculty prior to the start of school.

2. Providing ongoing mechanisms for family and community engagement.

The Bloomfield High Principal and his administrative team have personally reached out to parents and a variety of community and civic leaders in the past year. He has re-instituted parent teacher conferences and has regularly attended high school PTO meetings. These and other actions have provided the high school's key leadership that more formal mechanisms need to be created to increase family and community engagement in the operation and future direction of the high school.

As a Tier II high school, the State Board of Education permits the creation of a School Governance Council at Bloomfield High School. The school believes that the creation of a diversely constituted School Governance Council will be the first step in a long-term effort to increase involvement of parents and the community-at-large in its development and growth. The High School Principal and his administrative team also will look at other strategies, a number of which have been identified in the CSDE SIG grant announcement. The high school will learn more about appropriate parent involvement in new supportive activities, such as extended day and extended year learning and the new Freshman Academy, as these programs become

operational. Parents also will be surveyed at the start of the SIG project to obtain information about how they would like to be involved in the life of the high school and ideas to make the school community stronger.

Other mechanisms for greater parent and community engagement will be identified by the SIG school climate survey and needs assessments prepared for parents and community leaders during the first months of the SIG project. The high school principal expects that the new School Governance Council will be a help in attracting new corporate and small business support. With a resident-corporate representative on the School Governance Council, there is greater likelihood that corporate involvement in the life of the school will occur. A number of major corporations based in Bloomfield currently have little association with the high school.

D. DESCRIBE YOUR PLANS TO PROVIDE OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT BY:

- 1. Giving 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.**

The Bloomfield Superintendent of Schools and the Bloomfield Board of Education support the Bloomfield High School Transformation Plan. The Board and Superintendent will facilitate the achievement of the high school's Transformation Plan through supporting flexible scheduling (including extended day and extended year learning), additional time for teacher leadership in curriculum development and more uniform instructional assessment, and by ensuring that the project has sufficient local and other non-SIG funding to meet its stated goals. The Superintendent and Board also support the creation of a School Governance Council to extend the network of support and involvement for quality public education in Bloomfield.

The proposed Transformation Plan requires the support of the Superintendent and Board of Education considering the significant innovations and school improvements already outlined in this proposal narrative. Newly designated as a Tier II school, the Superintendent and members of the Board of Education are aware that dramatic and effective actions engaging the entire school community are necessary and needed. As proof of the district's commitment to the SIG project, the Superintendent and Board will work to re-locate and obtain necessary matching funds to implement all components of the Transformation Plan. The District also is establishing two new offices, a School Improvement Office, and a District Assessment, Evaluation, and Research Office that will provide substantial assistance to the high school's own efforts.

- 2. Ensuring that the school receives ongoing, intensive technical assistance and related support from the district, the CSDE or a designated external lead partner organization.**

Bloomfield High School will be the beneficiary of technical assistance and related support from multiple sources, including: the Superintendent and other central office staff; the new district Office of Assessment, Evaluation, and Research; CSDE monitors working directly with the high school, CSDE facilitators; and external partnering organizations including the Lead and Learn Center, the Center for School Change, other SIG project directors, and individual professional development in curriculum, assessment, and small learning communities development. The school district and Bloomfield High School agrees to participate in all required technical

assistance workshops and events sponsored by the CSDE and will contribute assessment data to the CSDE as requested and as needed.

C. BUDGET: Please complete the following budget information.

Each applicant must complete the following for School year 2011-12, School year 2012-13 and School year 2013-14:

- a district summary budget;
- a district summary budget narrative;
- a school-level budget for each school the district commits to serve; and
- a school-level budget narrative for each school the district commits to serve.

The budgets and budget narratives must indicate the amount of SIG funds that the district plans to use to:

- implement the selected model (turnaround, restart, closure or transformation) in each Tier I and Tier II school the district commits to serve;
- conduct district-level activities designed to support implementation of the selected school intervention models in the Tier I and Tier II schools;
- conduct pre-implementation activities during the 2011-12 school year; and
- support school improvement activities, at the school or district level, for each Tier III school the district commits to serve over the three-year period.

The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. Any funding for activities during the pre-implementation period may be included in the first year of the budget. First-year budgets (school year 2011-12) may be higher than in subsequent years due to pre-implementation activities. A district may request funds for district-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.

Include not less than \$50,000 per year or more than \$2 million per year for each Tier I, Tier II and Tier III school the district commits to serve. The budget for each of the fiscal years cannot exceed the number of Tier I, Tier II and Tier III schools the district commits to serve multiplied by \$2 million.

SIG funds may not be used to supplant non-Federal funds, but only to supplement non-Federal funding provided to SIG schools. In particular, a district must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds. This requirement applies to all funding related to full implementation, including pre-implementation activities.

Please see Appendix D for more information as well as examples related to pre-

implementation activities.

District: Bloomfield Public Schools

Town Code 011

**ED114 DISTRICT SUMMARY BUDGET WORKSHEET
SCHOOL IMPROVEMENT GRANTS (SIG)**

CODE	OBJECT	FUND 12060 SPID 22223 FY 2012 (School Year 2011-12) Program 82071 Chartfield 1: 170002		FUND 12060 SPID 22223 FY 2013 (School Year 2012-13) Program 82071 Chartfield 1: 170002		FUND 12060 SPID 22223 FY 2014 (School Year 2013-14) Program 82071 Chartfield 1: 170002	
		Pre- implementation	Year 1- Full Implementation				
100	Personal Services/ Salaries		\$67,500		\$68,850		\$70,227
200	Personal Services/ Employee Benefits		\$25,650		\$26,087		\$26,686
300	Purchased Professional & Technical Services						
400	Purchased Property Services						
500	Other Purchased Services		\$5,000		\$5,000		\$5,000
600	Supplies	\$1,000		\$1,000		\$1,000	
700	Property	\$1,000					
890	Other Objects						
	TOTALS	\$2,000	\$98,150		\$100,937		\$102,913

DISTRICT SUMMARY GRANT BUDGET NARRATIVE

DISTRICT: Bloomfield Public Schools

TOWN CODE: 011

FY 2011-2012

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.	\$67,500
	.5 FTE Director of School Improvement	
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.	\$25,650
	-FICA - Health Benefits - Workman’s Compensation - Retirement Benefits <p style="text-align: right;">Fringe Benefits Rate = .38</p>	
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.	\$
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.	\$

CODE	OBJECT	Amount
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.	\$5,000
	-Conference Fees -Travel Fees	
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.	\$1,000
	-Office Supplies -Professional Books -Research Materials	
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$1,000
	-Computer Equipment -Communication 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	\$100,150

DISTRICT SUMMARY GRANT BUDGET NARRATIVE

DISTRICT: Bloomfield Public Schools

TOWN CODE: 011

FY 2012-2013

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.	\$68,850
	.5 FTE Director of School Improvement	
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.	\$26,087
	-FICA - Health Benefits - Workman’s Compensation Fringe Benefit Rate = .38 - Retirement Benefits	
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.	\$
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.	\$

CODE	OBJECT	Amount
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.	\$5,000
	-Conference Fees -Travel Fees	
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.	\$1,000
	-Office Supplies -Professional Books -Research Materials	
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	\$100,937

DISTRICT SUMMARY GRANT BUDGET NARRATIVE

DISTRICT: Bloomfield Public Schools

TOWN CODE: 011

FY 2013-2014

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.	\$70,227
	.5 FTE Director of School Improvement	
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.	\$26,686
	<ul style="list-style-type: none"> - FICA - Health Benefits - Workman’s Compensation - Retirement Benefits <p style="text-align: right;">Fringe Benefit Rate = .38</p>	
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.	\$
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.	\$

CODE	OBJECT	Amount
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.	\$5,000
	-Conference Fees -Travel Fees	
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.	\$1,000
	-Office Supplies -Professional Books -Research Materials	
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	\$102,913

**ED114 SCHOOL-LEVEL BUDGET WORKSHEET
SCHOOL IMPROVEMENT GRANTS (SIG)**

CODE	OBJECT	FUND 12060 SPID 22223 FY 2012 (School Year 2011-12) Program 82071 Chartfield 1: 170002		FUND 12060 SPID 22223 FY 2013 (School Year 2012-13) Program 82071 Chartfield 1: 170002		FUND 12060 SPID 22223 FY 2014 (School Year 2013-14) Program 82071 Chartfield 1: 170002	
		Pre- Implementation	Year 1 – Full Implementation				
100	Personal Services/ Salaries	\$8,750	\$430,000	\$441,900		\$447,918	
200	Personal Services/ Employee Benefits 38%		\$112,100	\$114,342		\$116,629	
300	Purchased Professional & Technical Services	\$4,800	\$115,200	120,000		112,000	
400	Purchased Property Services						
500	Other Purchased Services		\$5,000	\$5,000		\$5,000	
600	Supplies	\$4,000	\$14,000	\$18,000		\$15,500	
700	Property	\$6,000					
890	Other Objects						
	TOTALS	\$23,550	\$676,300	\$699,242		\$697,047	

CODE	OBJECT	Amount
	Conference and Travel	
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$18,000
	<ul style="list-style-type: none"> -Leveled Books/Textbooks -Extended-Day Program Materials -Resource Material (Freshman Academy) - Instructional Support Materials for New Arrivals -Literacy Resource materials (reading, writing, speaking, and reasoning) -Tutoring Materials 	
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$6,000
	Tablet/iPads/Laptops	
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	\$699,850

SCHOOL GRANT BUDGET NARRATIVE

DISTRICT: Bloomfield Public Schools

SCHOOL: Bloomfield High School TIER: II

FY 2012-2013

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.	\$441,900
	School-wide Literacy Specialist – Certified 1.0 FTE (at \$76,500/year) School-wide Literacy Academic Center Specialist – Certified 1.0 FTE (at \$76,500/year) High School Intervention Specialist – Certified 1.0 FTE (at \$76,500/year) Data Team Support Facilitator – 1.0 FTE (at \$71,400/year) Tutors – 3 (at \$28,000/year each) = \$84,000 Substitutes (10 Subs for 10 days at \$100/day) - \$10,000 Extended-Day Stipends(1 hour - 3 days/wk x 31 weeks x 3 staff x \$35.52/hour) - \$10,000 Summer Academy (180 9 th and 10 th Gr. Students - 4 wks – 5 days/wk , 4 hrs/day) - \$37,000	
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.	\$114,342
	-FICA - Health Benefits - Workman’s Compensation - Retirement Benefits Fringe Benefit Rate = .38	
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.	\$120,000
	Grade 9-12 Literacy Integration PD - \$18,000 Leadership and Learning Center– 2 day Leadership Retreat, 8 days of Seminar Workshops, 16 Follow-up days - \$54, 000 Using Technology for Teaching and Learning PD - \$8,000 Leadership Coaching - \$500/day – 36 wks at 2 days/wk - \$36,000 Evaluation Design Consultant - \$4,000	
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.	\$

CODE	OBJECT	Amount
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.	\$5,000
	Conference and Travel	
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$18,000
	<ul style="list-style-type: none"> -Leveled Books/Textbooks -Extended-Day Program Materials -Resource Material (Freshman Academy) -Instructional Support Materials for New Arrivals -Literacy Resource materials (reading, writing, speaking, and reasoning) 	
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	\$699,242

CODE	OBJECT	Amount
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.	\$5,000
	Conference and Travel	
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$15,500
	<ul style="list-style-type: none"> -Leveled Books/Textbooks -Extended-Day Program Materials -Resource Material (Freshman Academy) -Instructional Support Materials for New Arrivals -Literacy Resource materials (reading, writing, speaking, and reasoning) 	
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	\$697,047

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: _____

E. 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: Bloomfield Public Schools

School: Bloomfield 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.

Not Required*

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

- 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.

✓

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.

✓

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.

✓

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.

✓

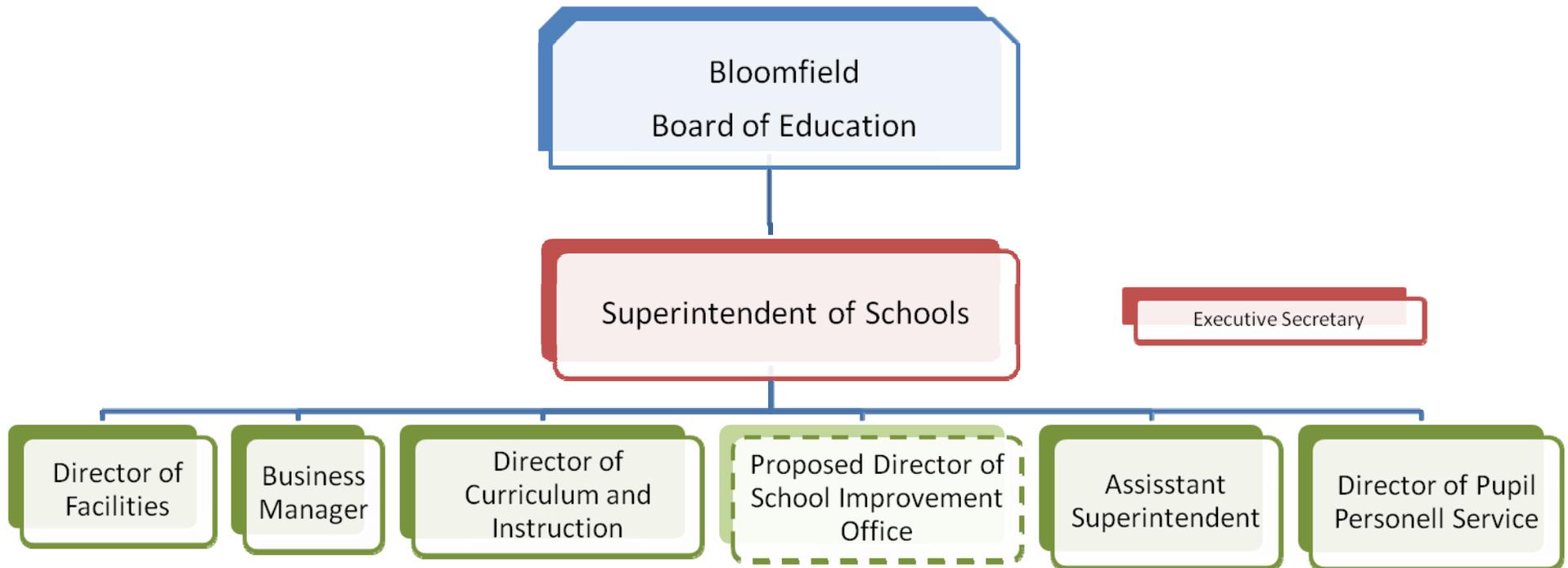
2. Promote the continuous use of student data (such as from formative, interim and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.

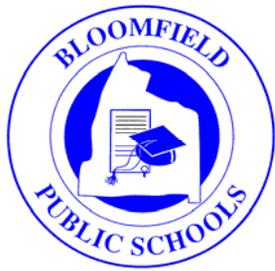
✓

C. Increase learning time and create community-oriented schools:	
1. Establish schedules and strategies that provide increased learning time.	✓
2. Provide ongoing mechanisms for family and community engagement.	✓
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.	✓
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.	✓

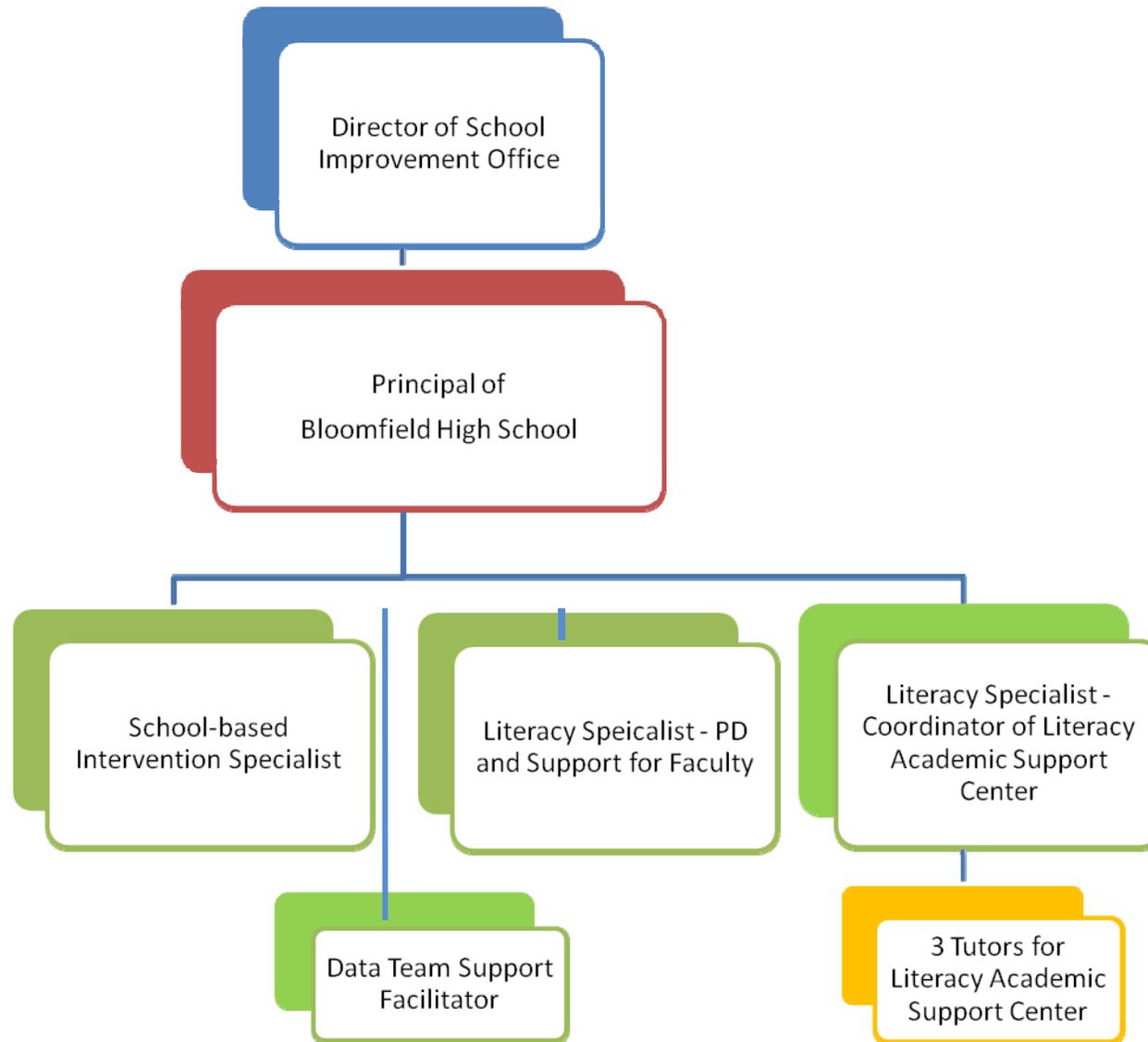


Bloomfield Public Schools Proposed Organizational Chart of School Improvement Implementaiton





Proposed Organizational Chart of School Improvement Implementaiton



APPENDIX C

Statement of Assurances

PROJECT TITLE: *Re-conceptualizing and Transforming Bloomfield High School*

THE APPLICANT: BLOOMFIELD PUBLIC SCHOOLS HEREBY ASSURES THAT:

The district must assure that as federally required—

- 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 establish goals to hold accountable its Tier III schools that are served 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.

The district must assure that as state required—

- A. It has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut State Board of Education (CSBE) and the CSDE;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit reports, as specified, to the CSDE , including information relating to the project records and access thereto as the CSDE may find necessary;

- H. 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;
- I. 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
- J. 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

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

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

For the purposes of this section “minority business enterprise” means any small contractor or supplier of materials fifty-one 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): Dr. James Thompson

Title (typed): Superintendent of Schools, Bloomfield Public Schools

Date: 4/20/2011
