

Allocations

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Allocations**

	(1)	Alliance DG	(2)	Priority SDG	(3)	PSD - ESH	(4)	PSD - SS	Total
<b>LEA</b>		\$18,036,012.00		\$4,833,315.00		\$361,964.00		\$419,106.00	\$23,650,397.00
<b>Total</b>		\$18,036,012.00		\$4,833,315.00		\$361,964.00		\$419,106.00	\$23,650,397.00

Talent

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

\* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place a check beside the district's 2018-19 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas which excludes spending under the Talent focus area.

- |  |   |
|--|---|
| <input type="checkbox"/> Recruitment and human capital pipelines | <input type="checkbox"/> Instructional coaching                 |
| <input type="checkbox"/> Hiring and placement processes          | <input type="checkbox"/> District/school leadership development |
| <input checked="" type="checkbox"/> Professional learning        | <input checked="" type="checkbox"/> Retention of top talent     |
| <input checked="" type="checkbox"/> Evaluation                   | <input type="checkbox"/> Other                                  |

2. Identify a core set of no more than three strategies to advance the district's talent-related reform priorities (identified in 1). Following the sample below, summarize each district talent strategy using a number (eg. 1.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

**Talent Priorities:**

**Aligned SMART Goals:**

**Sample: 1.1 Embedded Literacy Coaching** - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

*Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.*

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**1.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

**Sample: 1.1** In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

1.1 - CORE DISTRICT PRIORITY # 1 - Teacher Retention: Professional Development & Teacher Evaluation Bridgeport understands that in order to ensure that its core need area of Teacher Retention is addressed; it must properly further educate, and evaluate its teachers. The district is continuing this priority because to find it incredibly valuable to ensure that its teachers and administrative leaders experience quality professional development that helps them to expand their knowledge base, but also help them to become better teachers allowing them to positively influence student achievement and engagement. Additionally, the district believes it is important to continue to provide a platform for teachers to be rigorously evaluated. This process helps leadership ensure that the most qualified and engaged teachers remain as educators in the district. Professional Development and Teacher Evaluation: The district will continue to provide professional development via Phocused Learning. The program provides various professional development sessions such as teacher and principal evaluation systems that help the district address their day to day leadership actions have the greatest impact on student learning. Additionally, it will offer the C.E.S Aspirant program to help introduce administrative leadership as an option to teachers. Furthermore, administrators will access ProTraxx, which will allow them to record their annual recalibration of observation ratings, classroom visits, small group discussion, review of current research, district's evaluation and support plan in order to improve teaching and learning through the application of the CCT Rubric in the Teacher Evaluation Framework.

In alignment with ESSA goal targets, increase DPI for ELA from 51.5 in 2016-17 to 55.1 in 2018-19, and in Math from 44.8 to 49.5. By June 2019, 100% of administrators who evaluate certified staff will have attended at least three sessions of professional development on TEVAL to support their individual needs, as evidenced by a sign in sheets in ProTraxx. These sessions will include one mandated session for calibration and two selected sessions based on their needs as determined by their educator evaluation and support plan.

1.2 - CORE DISTRICT PRIORITY # 1 - Teacher Retention: Professional Development/Absence Substitute Coverage According to Archibald, Coggshall, Croft and Goe, 2011 "...evidence indicates that meaningful professional development will help recruit and retain teachers in hard-to-staff schools." Bridgeport is continuing this priority due to the fact that as the district continues to focus on its core need area of Teacher Retention, it realizes that it is imperative that it continues to offer meaning professional development opportunities to its teaching staff. Professional Development/Absence Substitute Coverage: District-sponsored PD and job-embedded professional growth opportunities such as peer observation, restorative practice training, cultural competency, mathematical instructional practices, and training related to the implementation of the NGSS will be offered. Substitute coverage for teachers who are absent due to PD opportunities will be provided. These PD opportunities will enable teachers to meet with each other to learn, collaborate, develop, and dialogue about instructional practices.

In alignment with ESSA goal targets, increase DPI for ELA from 51.5 in 2016-17 to 55.1 in 2018-19, and in Math from 44.8 to 49.5. 75% of classrooms are covered with high-quality substitutes during teacher absence and participation in professional learning opportunities during the 2018/2019 SY.

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

\* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school academic systems. Place a check beside the district's 2018-19 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

<input checked="" type="checkbox"/> Common Core-aligned curriculum	<input type="checkbox"/> Full-day kindergarten
<input type="checkbox"/> Assessment systems	<input type="checkbox"/> Pre-Kindergarten
<input type="checkbox"/> Supports for special populations (eg., EL, SPED)	<input checked="" type="checkbox"/> Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/> SRBI and academic interventions	<input type="checkbox"/> Instructional technology
<input type="checkbox"/> College and career access	<input type="checkbox"/> Alternative/transitional programs
<input type="checkbox"/> Other	

2. Identify a core set of no more than three strategies to advance the district's academic-related reform priorities (identified in 1). Following the sample below, summarize each district academic strategy using a number (eg. 2.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Academic Priorities:	Aligned SMART Goals:

**Sample: 1.1 Embedded Literacy Coaching** - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

*Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.*

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**2.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

**Sample: 2.1** In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

2.1 - CORE DISTRICT PRIORITY # 2 - Academic Improvement: Common Core-aligned Curriculum Transition A strong and viable curriculum is extremely important and compulsory for the advancement of the district. The district is keeping this priority as Bridgeport continues to strive to realize gains in its core need area of Academic Improvements it understands the necessity of a curriculum aligned to current standards. By scaffolding a strong district curriculum with streamlined administrative leadership, and necessary educational resources the district expects to see incremental improvements for its students. Common Core-aligned Curriculum Transition: Continue to align the integration of Common Core and NGSS with curriculum, curriculum supports, and instructional materials through creation and implementation of performance tasks with district team (2 Assistant Superintendents; Directors of Arts, Literacy, Mathematics, Science, Bilingual and various other supporters). Led by Chief of Specialized Instructional Reform, Instructional SPED Supervisors and Director, Bilingual/ESL Education, continue support for special education students and ELL students through the Special Education and Bilingual/World Languages Departments. Led by 2 Asst. Superintendents and Directors of Literacy, Math, and Science continue to implement the use of support in grades K - 9 and the use of iReady and STAR assessments to gauge student's ability to read on level. With the support of 2 Assistant Superintendents; Directors of Arts, Literacy, Mathematics, Science, Bilingual and various other supporters continue ongoing curriculum revision and development, create the district's improvement plan with external consultants as well as the purchase of replacement consumables such as annual textbooks, are needed due to continued district enrollment increases.

Under the Smarter Balanced Growth Model, Bridgeport will improve the Average Percentage of Target Achievement for ELA from 48.8% in 2016-17 to 56.7% in 2018-19 and in Math from 55.8% in 2016-17 to 62.6% in 2018-19. By June 30, 2019, all mandated courses in literacy, mathematics, and science will contain performance tasks for implementation with students. Quarterly audits will reflect 100% of schools using iReady or STAR assessments by June 30, 2019.



2.2 - CORE DISTRICT PRIORITY # 2 - Academic Improvement: SRBI and Academic Interventions According to CSDE's 2008 Using Scientific Research-Based Interventions (SRBI): Improving Education for all Students "...SRBI can benefit special as well as general education practices, by providing timely intervention matched to students' needs, ensuring that students with disabilities are appropriately identified..." Bridgeport believes that the sustained support for those students who need it will help it to continue to address its core need area of Academic Improvements. Therefore the district has chosen to continue to pursue this priority. SRBI and Academic Interventions: With the assistance of Part-time Academic Interventionists, Intervention and Enhancement Elementary Level Teachers, and Special Education Resource Teachers continue standardized implementation of SRBI, intervention services throughout the district. The district has prescribed that in grades K-6, there be one double common planning period per grade per week, a daily 90-minute literacy block, and a daily 60-minute numeracy block. Within the preparation period/enhancement teacher allocation, principals will first address the need for art, music and physical education teachers to provide mandated preparation period coverage. The balance may be utilized, at the principal's discretion, to provide targeted enhancement and/or intervention services (use of JROTC Instructors, Media Specialists, and Computer Education teachers) based on the specific assessed needs of the students; e.g., SRBI literacy support, numeracy support. The part-time interventionists work with small groups of students who are below proficiency in order to accelerate their growth in literacy.

Under the Smarter Balanced Growth Model, Bridgeport will improve the Average Percentage of Target Achievement for ELA from 48.8% in 2016-17 to 56.7% in 2018-19 and in Math from 55.8% in 2016-17 to 62.6% in 2018-19. By October 2018, 95% of staff in place delivering intervention services and/or enhancement as determined through the 2018 fall universal screening results. By June 2019, 100% of district schools will participate in SRBI self-assessments.

**2.3 - CORE DISTRICT PRIORITY # 2 - Academic Improvement:**  
PreK - Grade 3 Literacy In order to create a sound academic baseline for the district's students, it is imperative that in their formative years in the district, they receive the necessary supports to that will allow our students to blossom as learners predetermined for academic achievement. This means that Bridgeport must continue this priority as a starting point for these students as their ability to read is paramount as the district continues to address its core need area of Academic Improvements. PreK - Grade 3 Literacy: Under the leadership of the Director, Literacy (with necessary administrative support), the district will implement coordinated programming of instructional support for literacy, across all grade levels, with an emphasis on PreK-Grade 3. The Summer Early Reading Success Program will continue for students in K-3 in need of additional support per State guidelines. Full-day Kindergarten: The district will fund .5 FTE of 42 kindergarten teachers and ensure 100% of Bridgeport Kindergarten programs have full day learning opportunities for students.

Under the Smarter Balanced Growth Model, Bridgeport will improve the Average Percentage of Target Achievement for ELA from 48.8% in 2016-17 to 56.7% in 2018-19 and in Math from 55.8% in 2016-17 to 62.6% in 2018-19. By August 2018, a minimum of 95% of students participating in the Summer Early Reading Success Program will have shown progress in reading based on their pre and post reading assessments.

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

\* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school climate systems. Place a check beside the district's 2018-19 climate-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Attendance/Chronic absenteeism | <input checked="" type="checkbox"/> Graduation/dropout prevention/on-track for graduation |
| <input checked="" type="checkbox"/> Suspension rate                | <input type="checkbox"/> Family engagement  |
| <input type="checkbox"/> Wraparound services                       | <input type="checkbox"/> Other  |

2. Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in 1). Following the sample below, summarize each district climate strategy using a number (eg. 3.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Climate Priorities:	Aligned SMART Goals:

**Sample: 1.1 Embedded Literacy Coaching** - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

*Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.*

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**3.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

**Sample: 3.1** In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

3.1 - CORE DISTRICT PRIORITY # 3 - Chronic Absenteeism: Attendance According to the US Department of Education 2016, Chronic Absenteeism In The Nation's Schools report indicates that "...Children who are chronically absent in preschool, kindergarten and first grade are much less likely to read at grade level by the third grade. Students who cannot read at grade level by the end of third grade are four times more likely than proficient readers to drop out of high school." Bridgeport has seen these factors come to fruition in the district and is continuing with this priority in order to ensure its core goal of Chronic Absenteeism by enlisting various supports and resources to counteract truancy at any age. Attendance/Chronic Absenteeism: If we train staff and implement strategies developed in collaboration with the Attendance Works partnership, then chronic absenteeism will decrease. At the high school level, the district will continue to utilize Firefly to engage students in choice and educate them on the importance of graduation, of which attendance is an important component. Additionally, the district will expand the horizons students to keep them engaged by providing opportunities to attend early college enrollment classes, take SAT prep classes, take part in junior responders club, Xerox School to Careers program, culinary programs and provide opportunities to recover credit when needed. In-School Suspension Officers will continue to be allocated to elementary and high schools, in order to enable supervised instruction for students suspended in-school, and encourage student discipline, following the completion of a student's suspension. Each ISS program will have a focus on academics while incorporating behavioral management, as well as social and emotional support strategies.

In alignment with ESSA targets, Bridgeport Public Schools will decrease the percentage of students who are identified as chronically absent from 18.3% in 2016-17 to 16.3% in 2018-19. Decrease chronic absenteeism among district students from 25% in June 2018 to 16 % in June 2019.

**3.2 - CORE DISTRICT PRIORITY # 3 - Chronic Absenteeism:**  
Improving Climate Since 2012, Bridgeport has been working on a more all-inclusive program to help address school climate and culture. With the introduction of several social, emotional, and cultural educational influences provided to both students and staff, the district believes wholeheartedly in continuing this priority in an effort to address its core goal of Chronic Absenteeism. Improving Climate: If we train, support, and monitor disciplinary practices/protocols, coupled with the implementation of RULER, restorative practice, culturally competency, and develop a student-centered code of conduct, then student character traits will improve, enabling them to serve as peer mediators, student leaders, ultimately leading to a reduction in disciplinary infractions and the development of an environment conducive to learning. In addition, the district has 14 certified restorative practice trainers, (some of which are social workers and guidance counselors) in an effort to create sustainability and implementation with fidelity throughout the entire school district over the course of the year. Additionally, the district will educate guardians and families about the programming offered in the school, as well as provide strategies that can be used at home.

In alignment with ESSA targets, Bridgeport Public Schools will decrease the percentage of students who are identified as chronically absent from 18.3% in 2016-17 to 16.3% in 2018-19. The number of unique district students that received in-school suspensions will be reduced from 3,813 in June 2018 to 3737 by June 2019.

**3.3 - CORE DISTRICT PRIORITY # 3 - Chronic Absenteeism:**  
University School As the district provides a full complement of academic supports for all of its students, it remains necessary for it to continue to create a holistic environment for students who were unable to stay in the regular full-day high school setting. Bridgeport continues to address its core goal of Chronic Absenteeism by providing this alternate space where these students can thrive, while not being truant or encouraging other regular day students to become truant through coercion. University School: If at the school level, we engage all students, including those attending The University School to include events such as the district attendance arts logo contest and more, this will help equip students and with the tools, necessary to remain engaged and informed about the importance of attending school on time and continually.

In alignment with ESSA targets, Bridgeport Public Schools will decrease the percentage of students who are identified as chronically absent from 18.3% in 2016-17 to 16.3% in 2018-19.

Operations

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

\* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school operations systems. Place a check beside the district's 2018-19 operations-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

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

2. Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in 1). Following the sample below, summarize each district operations strategy using a number (eg. 4.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

**Operations Priorities:**

**Aligned SMART Goals:**

**Sample: 1.1 Embedded Literacy Coaching** - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

*Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.*

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**4.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

**4.1 - CORE DISTRICT PRIORITY # 2 - Academic Improvement:**  
Technology Integration There are numerous benefits to allowing the use of technology in the facilitation of student learning. Therefore, the district will continue with this priority as it works on its core goal of Academic Improvements. Through the use of technology, distribution staff can help students by providing differentiated learning while opening unlimited possibilities expanded learning opportunities by becoming technology proficient at an early age.  
Technology Integration: Continue implementation of a comprehensive technology modernization plan, supportive of student learning, encompassing the following: (1) maintenance of wireless access points (2) upgrading of equipment, when feasible, in order to ensure optimal connectivity, functionality and operational effectiveness; (3) maintenance of Chromebook, desktops and laptop computers. Technology maintenance and modernization enables the effective and efficient use of platforms and applications.

**Sample: 4.1** In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

In alignment with ESSA goal targets, increase DPI for ELA from 48.8% in 2016-17 to 56.7% in 2018-19 and in Math from 55.8% in 2016-17 to 62.6% in 2018-19. Maintain computer devices and ancillary items, and initiate renewal for "aged-out" or non-functional devices, to the extent of available funding, by June 2019.




**4.2 - CORE DISTRICT PRIORITY # 2 - Academic Improvement:**  
Budgeting and Financial Management Financial management and its related elements are crucial to the smooth and efficient running of the Bridgeport school district. Funding and its correct application to afford teachers, administration, building, consultants, supplies and various supports is paramount to the continued success in our core goal of Academic Improvements. Bridgeport must continue to pursue this priority of completing accurate spending and reporting in order to fund the day to day administration of its schools, thereby helping the students excel in their education. Budgeting and Financial Management: The electronic submission of forms, powered by FormStack.com, which automates operational processes (e.g., order forms, parent involvement budget, requests for free field trips, time sheets) and strengthens internal control across all departments: Finance/Budget, Grants, Payroll, Business and Human Resources. The School-based Budgeting Model, grounded in school-based empowerment and accountability, consists of a position allocation built on uniform, equitable formulas; a school operating allocation, \$20/student, allowing for discretionary decision-making; and a parent involvement allocation, \$7/student, funded from Title I (elementary schools) and Priority (high schools).

In alignment with ESSA goal targets, increase DPI for ELA from ELA from 48.8% in 2016-17 to 56.7% in 2018-19 and in Math from 55.8% in 2016-17 to 62.6% in 2018-19. Issue monthly and/or quarterly Financial Status Reports in the school year 2018/2019 to schools and grant program coordinators, for the parent involvement allocation and all grant accounts.

Related Documents

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

**Required Documents**

<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
ESSA Milestones [Upload at least 1 document(s)]	N/A	 <a href="#">Bridgeport ESSA Milestones</a>

Alliance District Grant Budget

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

Object	Total
100 - Personal Services > Salaries	\$11,478,563.00
200 - Personal Services > Employee Benefits	\$2,577,275.00
300 - Purchased Professional and Technical Services	\$710,452.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$2,702,080.00
600 - Supplies	\$567,642.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
<b>Total</b>	\$18,036,012.00
<b>Allocation</b>	\$18,036,012.00
<b>Remaining</b>	\$0.00

Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

100 - Personal Services > Salaries - \$11,478,563.00

Budget Detail		Narrative Description
<b>Object:</b>	100 - Personal Services > Salaries	54 FTE Elementary Teachers, @ \$3,861,000 + \$13,500 longevity 1 BARNUM SCHOOL, 3 BATALLA SCHOOL, 1 BEARDSLEY SCHOOL BLACK ROCK SCHOOL, 3 BLACK ROCK SCHOOL, 1 BLACKHAM SCHOOL, 3 BRYANT SCHOOL, 1 CENTRAL HIGH SCHOOL, 1 CLASSICAL STUDIES ACADEMY, 1 COLUMBUS SCHOOL, 2 CROSS SCHOOL, 2 DISCOVERY MAGNET, 2 DUNBAR SCHOOL, 1 EDISON SCHOOL, 2 GERALDINE JOHNSON SCHOOL, 2 HALL SCHOOL, 1 HALLEN SCHOOL, 1 HIGH HORIZONS, 4 HOOKER SCHOOL, 2 MADISON SCHOOL, 1 MADISON SCHOOL, 3 MARIN SCHOOL, 5 MULTICULTURAL, 2 PARK CITY MAGNET SCHOOL, 3 READ SCHOOL, 3 ROOSEVELT SCHOOL, 1 TRAVELER, 1 WALTERSVILLE SCHOOL  53 FTE Resource Teachers, @4,067,750 + \$13,000 longevity 2 BARNUM SCHOOL, 2 BASSICK HIGH SCHOOL, 7 BATALLA SCHOOL, 3 BLACKHAM SCHOOL, 1 BMA/FCW, 4 BPT LEARNING CENTER, 1 BPT MILITARY ACADEMY HS, 2 CENTRAL HIGH SCHOOL, 1 CLAYTOR MAGNET ACADEMY, 1 CROSS SCHOOL, 1 CURIALE SCHOOL, 2 DUNBAR SCHOOL, 1 EDISON, SCHOOL, 2 GERALDINE JOHNSON SCHOOL, 1 HALLEN SCHOOL, 2 HOOKER SCHOOL, 1 IT & SOFTWARE ENGIN HS, 3 MARIN SCHOOL, 3 PARK CITY MAGNET, 1 PHYS SCI. ENG & AERO/HYDRO HS, 1 READ SCHOOL, 4 ROOSEVELT SCHOOL, 1 SKANE SCHOOL, 2 TISDALE SCHOOL, 2 TRAVELER, 1 WINTHROP SCHOOL, 1 ZOOLOGICAL RESCH & BIOTECH HS  19 FTE Media Specialists, @1,347,100 + \$1,792 1 BARNUM SCHOOL, 1 BATALLA SCHOOL, 1 BEARDSLEY SCHOOL, BLACKHAM SCHOOL, 1 COLUMBUS SCHOOL, 1 CROSS SCHOOL, 1 C ANNEX, 1 CURIALE SCHOOL, 1 DUNBAR SCHOOL, 1 GERALDINE JOHNSO SCHOOL, 1 HALL SCHOOL, 1 MADISON SCHOOL, 1 MARIN SCHOOL, PARK CITY MAGNET SCHOOL, 1 READ SCHOOL, 1 ROOSEVELT SCHOOL, 1 WALTERSVILLE SCHOOL, 1 WINTHROP SCHOOL
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$9,333,262.00	
<b>Line Item Total:</b>	\$9,333,262.00	

		School Staff 1 FTE (2 Part-Time) Automotive Shop, BASSICK HIGH SCHOOL @29,120
<b>Object:</b>	100 - Personal Services > Salaries	District Academic Team 2 FTE Assistant Superintendents K-12 @ \$310,000 1 FTE Coordinator, Assessment @ \$93,196 1 FTE Director Arts Education @ 124,269 + \$1,500 longevity 1.2 FTE [30% X 4 FTE] (Directors, Literacy; Mathematics, Science and Bilingual/ESL Education) @\$168,695 + \$3,500 longevity 1 FTE Chief of Specialized Instructional REFORM @ \$158,000 3 FTE SPED Instructional Coach @ \$201,696
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,060,856.00	
<b>Line Item Total:</b>	\$1,060,856.00	
<b>Object:</b>	100 - Personal Services > Salaries	Climate Team 1 FTE Climate Supervisor, BASSICK HIGH SCHOOL @ 146,800 + \$1,500 longevity 2 FTE Security Guards @ \$75,083 11 FTE Counselors @ \$741,950 + \$4,950 longevity  1 BATALLA SCHOOL, 1 BLACK ROCK SCHOOL, 1 BLACKHAM SCHOOL, .4 Claytor , Columbus .6, 1 Curiale, 1 GERALDINE JOHNSON SCHOOL , 1 Hig Horizons Magnet, 1 Marin, 1 MULTICULTURAL, 1 READ SCHOOL ,1 Roosevelt 1 Waltersville
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1 Climate Goal 3.2	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$970,283.00	
<b>Line Item Total:</b>	\$970,283.00	
<b>Object:</b>	100 - Personal Services > Salaries	District Support 2 FTE Computer Technicians @114,162
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.1	
<b>LEA /</b>	Bridgeport School District (015-000)	

<b>School:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$114,162.00	
<b>Line Item Total:</b>	\$114,162.00	

**Total for 100 - Personal Services > Salaries:** \$11,478,563.00

**Total for all other Objects:** \$6,557,449.00

**Total for all Objects:** \$18,036,012.00

**Allocation:** \$18,036,012.00

**Remaining:** \$0.00

Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

200 - Personal Services > Employee Benefits - \$2,577,275.00

Budget Detail		Narrative Description
<b>Object:</b>	200 - Personal Services > Employee Benefits	School Staff Medicare and Social Security - Automotive Shop, BASSICK HIGH SCHOOL @2,228 Medicare and Health - TEACHERS (Elementary) @\$906,680 Medicare and Health - TEACHERS (Resource) @\$893,921 Medicare and Health - Media Specialists @\$318,809
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$2,121,638.00	
<b>Line Item Total:</b>	\$2,121,638.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1 Climate Goal 3.2	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$242,192.00	
<b>Line Item Total:</b>	\$242,192.00	

<b>Object:</b>	200 - Personal Services > Employee Benefits	Benefits (Medicare, Social Security, MERF and Health) District Academic Team Medicare and Health - Assistant Superintendents K-12 @ \$44,462 Medicare and Health - Coordinator, Assessment @ \$22,266 Medicare and Health - Director Arts Education @ 21,912 Medicare and Health - Directors, Literacy; Mathematics, Science and Bilingual/ESL Education \$26,603 Medicare - Chief of Specialized Instructional REFORM @ \$2,291 Medicare and Health - 3 FTE SPED Instructional Coach @ \$50,175
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$167,919.00	
<b>Line Item Total:</b>	\$167,919.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	District Support Medicare, MERF and Health - Computer Technicians @45,526
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.1	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$45,526.00	
<b>Line Item Total:</b>	\$45,526.00	
<b>Total for 200 - Personal Services &gt; Employee Benefits:</b>		\$2,577,275.00
<b>Total for all other Objects:</b>		\$15,458,737.00
<b>Total for all Objects:</b>		\$18,036,012.00
<b>Allocation:</b>		\$18,036,012.00



Remaining:

Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

300 - Purchased Professional and Technical Services - \$710,452.00

Budget Detail		Narrative Description
<b>Object:</b>	300 - Purchased Professional and Technical Services	Expelled Students Program @ \$220,000
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.3	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$220,000.00	
<b>Line Item Total:</b>	\$220,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Time Management - Kronos @ 180,000
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.2	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$180,000.00	

<b>Line Item Total:</b>	\$180,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Xerox School to Careers - HARDING HS @ 147,451 Culinary Program - HARDING HS @ 5,000
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$152,451.00	
<b>Line Item Total:</b>	\$152,451.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.1	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$113,201.00	
<b>Line Item Total:</b>	\$113,201.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Teacher Evaluation - Phocused Learning @ 24,000

<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$24,000.00	
<b>Line Item Total:</b>	\$24,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Hire an external consultant for District Improvement Plan assistance \$20,800
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$20,800.00	
<b>Line Item Total:</b>	\$20,800.00	
<b>Total for 300 - Purchased Professional and Technical Services:</b>		\$710,452.00
<b>Total for all other Objects:</b>		\$17,325,560.00
<b>Total for all Objects:</b>		\$18,036,012.00

**Allocation:** \$18,036,012.00

**Remaining:** \$0.00

Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

500 - Other Purchased Services - \$2,702,080.00

Budget Detail		Narrative Description
<b>Object:</b>	500 - Other Purchased Services	Xerox Support @30,000 Building Utilities @ 1,500,000 Student Transportation @752,065
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.2	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$2,282,065.00	
<b>Line Item Total:</b>	\$2,282,065.00	
<b>Object:</b>	500 - Other Purchased Services	Substitute Staffing @383,585
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.2	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$383,585.00	
<b>Line Item Total:</b>	\$383,585.00	

<b>Object:</b>	500 - Other Purchased Services	Assessments - iReady @36,080
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$36,080.00	
<b>Line Item Total:</b>	\$36,080.00	
<b>Object:</b>	500 - Other Purchased Services	CES Aspirants @350
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$350.00	
<b>Line Item Total:</b>	\$350.00	
<b>Total for 500 - Other Purchased Services:</b>		\$2,702,080.00
<b>Total for all other Objects:</b>		\$15,333,932.00
<b>Total for all Objects:</b>		\$18,036,012.00
<b>Allocation:</b>		\$18,036,012.00
<b>Remaining:</b>		\$0.00





Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

600 - Supplies - \$567,642.00

Budget Detail		Narrative Description
<b>Object:</b>	600 - Supplies	Curriculum/Technology Renewal @ \$342,631
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1 Operations Goal 4.1	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$342,631.00	
<b>Line Item Total:</b>	\$342,631.00	
<b>Object:</b>	600 - Supplies	AEDS Service Plan @ 17,112 Operating Resources @ 207,900
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.2	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$225,011.00	
<b>Line Item Total:</b>	\$225,011.00	
<b>Total for 600 - Supplies:</b>		\$567,642.00

<b>Total for all other Objects:</b>	\$17,468,370.00
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<b>Total for all Objects:</b>	\$18,036,012.00
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<b>Allocation:</b>	\$18,036,012.00
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<b>Remaining:</b>	\$0.00
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**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
<b>100 - Personal Services &gt; Salaries</b>		11,478,563.00	11,478,563.00
<b>200 - Personal Services &gt; Employee Benefits</b>		2,577,275.00	2,577,275.00
<b>300 - Purchased Professional and Technical Services</b>		710,452.00	710,452.00
<b>500 - Other Purchased Services</b>		2,702,080.00	2,702,080.00
<b>600 - Supplies</b>		567,642.00	567,642.00
<b>Total</b>		18,036,012.00	18,036,012.00
		<b>Allocation</b>	18,036,012.00
		<b>Remaining</b>	0.00

Priority School District Grant Budget

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant**

Object	Total
100 - Personal Services > Salaries	\$3,650,764.00
200 - Personal Services > Employee Benefits	\$693,846.00
300 - Purchased Professional and Technical Services	\$15,000.00
400 - Purchased Property Services	\$176,195.00
500 - Other Purchased Services	\$138,022.00
600 - Supplies	\$159,488.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00

Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant**

100 - Personal Services > Salaries - \$3,650,764.00

Budget Detail		Narrative Description
<b>Object:</b>	100 - Personal Services > Salaries	42 .5 FTE Kindergarten Teachers, Full Day various schools @ an average salary of \$40,809.52
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,714,799.00	
<b>Line Item Total:</b>	\$1,714,799.00	
<b>Object:</b>	100 - Personal Services > Salaries	1.5 FTE School Media Specialists (.5) HOOKER \$28,222 (1) TISDALE @ \$56,443 5 FTE Computer Education Teachers - HIGH HORIZONS @ \$67,395, MULTICULTURAL @ \$79,289, PARK CITY @ 87,497 + \$900 longevity, BATALLA @ \$93,196 \$1,200 longevity, MARIN @ 50,799 + \$1,200 longevity 3 FTE JROTC Instructors - BMA @ \$169,701 7 FTE Teachers (\$38.50) 5 Day Summer Boot Camp - BMA @\$7,816
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$643,658.00	
<b>Line Item Total:</b>	\$643,658.00	
<b>Object:</b>	100 - Personal Services > Salaries	Climate Team

<b>Purpose:</b>	01 - Public School Activities	16 FTE In-School Suspension Officers @\$567,659 + \$16,000 longevity
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$583,659.00	
<b>Line Item Total:</b>	\$583,659.00	
<b>Object:</b>	100 - Personal Services > Salaries	1 FTE Early Childhood Secretary @ \$59,005 + \$1,250 longevity .25 FTE Comptroller's Off/Grant Payments Processor @ \$12,241 .50 FTE [2 x .25] Grants Support Partners @ \$32,487 + \$1,000 longevity .25 FTE Chief Accountant, Grants Office @ \$24,041 .25 FTE Director, Grants Development & Management @ \$28,284 2 FTE Instructional Supervisors - FCW Campus: @\$130,035 (12 mo.) and \$114,350 (10 mo.). 2 FTE Clerical Assistant: BMA @ \$44,652 & FCW @40,379
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.2	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$487,724.00	
<b>Line Item Total:</b>	\$487,724.00	
<b>Object:</b>	100 - Personal Services > Salaries	3 FTE Social Workers (1) DUNBAR @ \$56,443 (2) DISTRICT@ \$152,166 + \$1,200 longevity .5 FTE Tutor - HIGH HORIZONS/MULTICULTURAL @ \$11,115
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.2	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	

**Cost:** \$220,924.00

**Line Item  
Total:** \$220,924.00

**Total for 100 - Personal Services > Salaries:** \$3,650,764.00

**Total for all other Objects:** \$1,182,551.00

**Total for all Objects:** \$4,833,315.00

**Allocation:** \$4,833,315.00

**Remaining:** \$0.00

Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant**

200 - Personal Services > Employee Benefits - \$693,846.00

Budget Detail		Narrative Description
<b>Object:</b>	200 - Personal Services > Employee Benefits	Medicare, MERF and Health - In-School Suspension Officers @\$315,486
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$315,486.00	
<b>Line Item Total:</b>	\$315,486.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Medicare and Health - School Media Specialists (.5) HOOKER \$8,034 (1) TISDALE @ \$16,068 Medicare and Health - Computer Education Teachers - HIGH HORIZONS @ \$16,227, MULTICULTURAL @ \$16,400, PARK CITY @ 16,532, BATALLA @ \$16,619, MARIN @ \$16,004 Medicare, MERF and Health - JROTC Instructors - BMA @ \$67,329 Medicare - Teachers (\$38.50) 5 Day Summer Boot Camp - BMA @\$113
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$173,364.50	
<b>Line Item Total:</b>	\$173,364.50	



<b>Object:</b>	200 - Personal Services > Employee Benefits	Medicare, MERF and Health - Comptroller's Off/Grant Payments Processor @ \$4,091 Medicare, MERF and Health - Grants Support Partners @ \$15,826 Medicare, MERF and Health - Chief Accountant, Grants Office @ \$10,241 Medicare, MERF and Health - Director, Grants Development & Management @ \$9,482 Medicare and Health - Clerical Assistant: BMA @ \$23,190 & FCW @23,128 Medicare, MERF and Health - Early Childhood Secretary @ \$36,078 Medicare and Health - Instructional Supervisors - FCW Campus: @\$17,136 (12 mo.) and \$16,908 (10 mo.).
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.2	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$156,860.50	
<b>Line Item Total:</b>	\$156,860.50	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Climate Team  Medicare and Health - Social Workers (1) DUNBAR @ \$15,250 (2) DISTRICT@ \$32,724 Medicare Tutor - HIGH HORIZONS/MULTICULTURAL @ \$161
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.2	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$48,135.00	
<b>Line Item Total:</b>	\$48,135.00	
<b>Total for 200 - Personal Services &gt; Employee Benefits:</b>		\$693,846.00
<b>Total for all other Objects:</b>		\$4,139,469.00
<b>Total for all Objects:</b>		\$4,833,315.00
<b>Allocation:</b>		\$4,833,315.00
<b>Remaining:</b>		\$0.00



Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant**

300 - Purchased Professional and Technical Services - \$15,000.00

Budget Detail		Narrative Description
<b>Object:</b>	300 - Purchased Professional and Technical Services	Summer Turnaround Arts Engagement @ 15,000
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$15,000.00	
<b>Line Item Total:</b>	\$15,000.00	
<b>Total for 300 - Purchased Professional and Technical Services:</b>		\$15,000.00
<b>Total for all other Objects:</b>		\$4,818,315.00
<b>Total for all Objects:</b>		\$4,833,315.00
<b>Allocation:</b>		\$4,833,315.00
<b>Remaining:</b>		\$0.00

Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant**

400 - Purchased Property Services - \$176,195.00

Budget Detail		Narrative Description
<b>Object:</b>	400 - Purchased Property Services	Model Early Childhood Center - CSMA @ \$110,600
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1 Academics Goal 2.3	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$110,600.00	
<b>Line Item Total:</b>	\$110,600.00	
<b>Object:</b>	400 - Purchased Property Services	Parent Engagement Initiatives @ \$65,595
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.2	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$65,595.00	
<b>Line Item Total:</b>	\$65,595.00	

<b>Total for 400 - Purchased Property Services:</b>	\$176,195.00
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<b>Total for all other Objects:</b>	\$4,657,120.00
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<b>Total for all Objects:</b>	\$4,833,315.00
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<b>Allocation:</b>	\$4,833,315.00
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<b>Remaining:</b>	\$0.00
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Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant**

500 - Other Purchased Services - \$138,022.00

Budget Detail		Narrative Description
<b>Object:</b>	500 - Other Purchased Services	Substitute Staffing @ \$71,550
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$71,550.00	
<b>Line Item Total:</b>	\$71,550.00	
<b>Object:</b>	500 - Other Purchased Services	Instructional and School Management Resources APEX @ \$12,750 Firefly @ \$9,500 ECE Transportation @ \$5,400 SAT prep classes @ \$35,572
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$65,222.00	

<b>Line Item Total:</b>	\$65,222.00	
<b>Object:</b>	500 - Other Purchased Services	Annual Parent Survey @ \$1,250
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.2	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,250.00	
<b>Line Item Total:</b>	\$1,250.00	

**Total for 500 - Other Purchased Services:** \$138,022.00

**Total for all other Objects:** \$4,695,293.00

**Total for all Objects:** \$4,833,315.00

**Allocation:** \$4,833,315.00

**Remaining:** \$0.00

Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant**

600 - Supplies - \$159,488.00

Budget Detail		Narrative Description
<b>Object:</b>	600 - Supplies	District Math, Science and Literacy Fairs @ \$30,000 Instructional Materials - Summer Early Reading Success @ \$25,075 Instructional Materials - Early Childhood Curriculum/Technology Renewal @ \$58,912
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1   Academics Goal 2.2 Academics Goal 2.3	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$113,988.00	
<b>Line Item Total:</b>	\$113,988.00	
<b>Object:</b>	600 - Supplies	HS Junior Responders Program @ \$3,500 HS Parent Involvement Allocation @ \$42,000
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.2	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$45,500.00	
<b>Line Item Total:</b>	\$45,500.00	



**Total for 600 - Supplies:** \$159,488.00

**Total for all other Objects:** \$4,673,827.00

**Total for all Objects:** \$4,833,315.00

**Allocation:** \$4,833,315.00

**Remaining:** \$0.00

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant**

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
<b>100 - Personal Services &gt; Salaries</b>		3,650,764.00	3,650,764.00
<b>200 - Personal Services &gt; Employee Benefits</b>		693,846.00	693,846.00
<b>300 - Purchased Professional and Technical Services</b>		15,000.00	15,000.00
<b>400 - Purchased Property Services</b>		176,195.00	176,195.00
<b>500 - Other Purchased Services</b>		138,022.00	138,022.00
<b>600 - Supplies</b>		159,488.00	159,488.00
<b>Total</b>		4,833,315.00	4,833,315.00
		<b>Allocation</b>	4,833,315.00
		<b>Remaining</b>	0.00

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours**

**Program Design**

Briefly describe the district's proposed approach to extend school hours. Please respond to the prompts below explaining how the district would leverage the ESH grant to advance district goals and student achievement.

1. Description of the type of academic supports and enrichment offered.

**Batalla**

Academic tutoring will be provided by certified teachers in small groups of 1:10. Because of the small ratio, a schedule will be created so that students will rotate through other enrichment programs while teachers meet with other small groups. Enrichment programs will include baking, martial arts, food corps, 4H mentoring, character education programs through the Justice education center, music (vocal and instruments), art, and mindfulness/meditation. Students who participate in other after school programs, such as CYP, GAP and/or middle school sports, can participate in any activities offered once their daily programs end, ensuring that more students benefit from the after school program.

**Bryant**

The "Right Brain, Left Brain Workout" is designed to provide students with intensive reading intervention using the Fast ForWord computer program and music enrichment using the ORFF Schulwerk approach. Fast ForWord is a comprehensive scientific research based program that also targets essential cognitive skills like memory, attention, sequencing and processing speed to remediate underlying difficulties that hinder the progress of struggling readers and English Learners. The ORFF approach engages the mind and body through dancing, singing, acting and the use of percussion instruments. Through music, students will further "exercise" critical brain processes to create and perform original compositions accompanied by musicians from the Greater Bridgeport Symphony. The "Right Brain, Left Brain Workout" will provide a balanced brain workout to improve students' overall academic achievement and enhance creativity through music exploration.

**Claytor**

The academic programming offered through the BOYS, Inc. After School Program at Geraldine Claytor Magnet Academy will strengthen literacy skills of all participants. With a unique approach, the program will use STEAM-related tasks and activities as the means to strengthen phonics, decoding, vocabulary acquisition, and increasing reading stamina in students who attend. The program plans to use technology-based tools such as Lexia and MyOn (on-line literacy enhancement programs) in conjunction with a Sionmediat TEAM-based skills remediation approach. The program will also enhance learning opportunities through the development of advanced cognitive abilities, critical-thinking and problem solving skills, test-taking and presentation skills. Additionally, BOYS, Inc. seeks to maximize student academic potential through a focused effort in exposure to science concepts, engineering principles, and digital technology. Participants will engage in a variety of skills practices, learning activities, collaborative projects, various arts, and non-traditional sports.

**CSMA**

Students in grades K-2 will be offered activities/groups after the typical 3:10 school day. Students in grades 1 and 2 will have 2 curriculum days with their homeroom teacher to extend their classroom academics. Other activities will be offered to strengthen literacy, math, health/athletic, creativity, performance, and technology skills. Examples of past activities include, but are not limited to, yoga, literature and crafts, athletics and health, math games, Chromebook activities, etc.

**Johnson**

"From October to May (28 academic weeks), our teacher leaders and high school teaching assistants will provide small group intervention to support our students' development. With a ratio no larger than five to one, we will provide the interventions necessary to ignite student growth. Each grade level will identify up to twenty students to participate in our afterschool intervention program. These 150 scholars will receive small group intervention twice weekly for an hour each session. Interventions will be designed by teachers, incorporating existing curricular materials where

applicable. Interventions will be tailored to individual students based on an analysis of data. Students will receive intervention in both reading and math. Reading interventions will focus on phonics and word study, vocabulary development, fluency and comprehension. Math interventions will focus on building conceptual understanding of whole numbers and fractions, computational accuracy and fluency, and problem-solving. One teacher leader will be hired per grade level. These teacher leaders will design and provide interventions to students with the assistance of teaching assistants from our community partnership organizations, BuildOn and Gear UP. Through our partnerships with these community-based organizations and certified teacher leaders, we will provide intervention services to ensure 1 ½ years growth (as measured on iReady diagnostic assessment).

### **Read**

Students will learn about living things through a science-STEM curriculum developed by Green Village Initiative (GVI) and Sacred Heart University. Students will receive instruction from the classroom teacher for enrichment in Science, Math and Literacy research components. A paraprofessional will support struggling learners to help facilitate understanding of topics and assist with students' organization. We will follow a project-based learning model for students to engage in research surrounding the N.G.S.S standard around living things and life cycles. Students will investigate a topic/question of interest within the broader category and then share out their learning with others in a culminating project similar to the Capstone. The focus of the program will be on the real world application of their learning in Science, Math and Literacy using our school-based gardens to enhance their long-term understanding of concepts and skills.

2. Description of the type of health and recreational activities offered.

**Batalla**

Health and recreational activities will be offered by the Lighthouse Program, 3:00 pm - 5:30 pm. In addition to academic tutoring, counseling will be offered by a Youth Director with a bachelor's in psychology. These small group counseling sessions will focus on conflict resolution, managing emotions, decision making, communication skills, peer relationship skills and self-advocacy.

**Bryant**

Health and recreational activities will be offered by the Lighthouse Program, 3:00 pm - 5:30 pm. The Bryant Lighthouse Program currently does not offer targeted reading intervention or formal music instruction.

**Claytor**

The BOYS, Inc. After-School Program will continuously offer health and recreational activities. An integrated approach to sports through science will be developed and implemented in order to engage students with academics from an innovative and refreshing approach. Sports will include, but will not be limited to flag football, soccer, lacrosse, and track & field.

**CSMA**

Students will be offered groups focused on health and wellness. Students will participate in various sports such as dodgeball and soccer. Students will discuss healthy body and mind through health discussions and yoga. Teacher will incorporate technology through online programs engaging students in movement and exercise programs.

**Johnson**

Health and recreational activities will be offered by the Lighthouse Program, 3:00 pm - 5:30 pm.

**Read**

Health and recreational activities will be offered by the Lighthouse Program, 3:00 pm - 5:30 pm. In addition to recreational activities through the Lighthouse Program, students will learn about the importance of healthy living through gardening in our school-based gardens.

**3. Description of the criteria for student participation (e.g., days, hours of operation).****Batalla**

The program will be open to the first 400 students in grades 3-8, approximately 60 students per grade that are identified "in need" of tutoring, either by their teacher or a parent. Students identified "at risk" will have priority consideration (frequent attendance, ISS/OSS, in danger of failing) and teachers will be asked to take these factors into consideration. Once these slots have been filled, any students interested in the program will be offered spots on a first come, first served basis. The program will run every day from 3:30-5:30.

**Bryant**

The "Left Brain, Right Brain Workout" will be offered to 40 students in grades 3-6 including English Learners (EL) and students identified with disabilities. Students who are enrolled in the Bryant Lighthouse program will also be eligible to participate. This program will provide targeted intervention and enrichment to approximately 20.0% of the anticipated student enrollment in grades 3-6.

Student eligibility will be determined by performance on the iReady fall 2017 assessment (one year or more below grade level in reading) and 2017 SBAC ELA performance (level 1 or 2). The program will meet on Tuesday and Thursday from 3:15 pm to 5:15 pm for 30 weeks from October 1, 2017 through May 24, 2018. Students will receive one hour of intervention using Fast ForWord and one hour of music enrichment at each session for a total of 60 hours reading intervention and 60 hours music enrichment.

### **Claytor**

All enrolled students at Claytor Magnet Academy are eligible and able to participate in the after school program. The initial focus will be grades 3, 4, and 5 with the consideration of expansion as opportunity allows. Tentatively, the after school program will be available to students three days a week; Monday, Tuesday, and Thursday. The ideal target group is low-performing students that are more than two grade levels below their current grade level as indicated by the I-Ready diagnostic assessment for reading. Students will be expected to attend the program from 3:15 p.m. to 5:15 p.m.

### **CSMA**

Students who attend Classical Studies Magnet Academy will have the opportunity to attend the Enrichment Program Monday through Friday for approximately 1.75 hours a day. The program will begin at 3:10pm and dismissal is at 4:55pm. The program will run from October through May.

### **Johnson**

Students who are performing below grade level, as measured by the iReady fall diagnostic, will be eligible for the program. The iReady diagnostic assessment in reading and math will be administered school wide in September. Our grade-level data teams, school wide data teams, and our SRBI teams will analyze this data and consider additional data points from various assessments to identify the students with the greatest need for this program. The students will receive academic intervention on Tuesdays and Thursdays from 3:30-4:40. Forms will be sent to families of students who are eligible to offer this program. As the program is voluntary, students must receive parental permission to participate. Consistent attendance will be required for continued participation in the program.

### **Read**

Teachers will recommend students for the program. Students in grades three, four, five and six will be eligible to participate. The program will run Tuesday and Thursday from 3:15 - 5:15 pm. The program will begin in September 2017 and end in May.

#### **4. Description of how the district will ensure the program supports the regular school curriculum.**

### **Batalla**

All of the tutoring will be offered by certified teachers who have knowledge of the school curriculum and experience implementing lessons, CFA, performance tasks, etc. and know what students are expected to know and be able to do. They will align their tutoring to the current performance of the students using such data as PowerSchool, iReady, teacher referrals and information from parents and curriculum expectations. Furthermore, administration will work together with math and literacy coaches to ensure continuation of initiatives during after school hours.

### **Bryant**

Fast ForWord is a scientific research based program that is aligned with the Connecticut Core Standards (CCS) and the BPS ELA Curriculum. Fast ForWord prepares the brain for reading, provides students with intensive practice in foundational reading skills, builds fluency using speech recording with instant feedback technology, and reinforces effective reading comprehension strategies. Students will also receive direct teacher instruction to target student needs based on Fast ForWord reading progress indicators and assessments. Fast ForWord provides a wide range of texts for students to use for independent reading to practice and apply their improving reading skills. The music enrichment component supports the BPS Performing Arts curriculum. The ORFF Shulwerk

approach teaches students about rhythm, melody, harmony, texture, form and other elements of music and will foster creativity and musicianship. Students will create and perform/present/produce original compositions in partnership with GBS musicians.

### **Claytor**

As the academic focus of Claytor Magnet Academy is Science, Technology, Engineering, Arts, and Mathematics (STEAM), the alignment with BOYS, Inc. is an ideal fit. BOYS, Inc. has developed an effective and rigorous Science, Technology, Engineering, Arts, and Mathematics (STEAM) curriculum that is aligned very strongly with the school's academic focus. Collaboration between the staffs of both entities will ensure adherence to established goals and provide support for the strengthening of student performance. Through strategic planning, the BOYS, Inc. staff would support the district's Journey's and Math in Focus curricula. The programming would also integrate the STEAM curriculum into project-based learning activities.

### **CSMA**

Activities through the program will be developed to specifically support the curriculum and goals of the School Improvement Plan. Teachers develop the activities and collaborate with each other based with the curriculum, students' needs and interests as the foundation. The curriculum will be shared with the community based organizations to ensure alignment.

### **Johnson**

All of the program teacher leaders will be current Johnson staff who are certified and knowledgeable about grade level expectations. This will ensure regular communication in SRBI meetings, grade-level data teams, and our school wide data team. Interventions will be designed to help students be successful in meeting grade level curricular expectations. They will target prerequisite skills and standards to improve student performance. Teachers will utilize existing curricular resources when designing interventions. Additionally, teacher leaders will consult with the school's literacy and numeracy coaches to ensure the program support the curriculum. Finally, teacher leaders will have regular opportunities to collaborate on planning and data analysis throughout the program.

### **Read**

Students will engage in cross-curricular project based learning in Science, Math, Reading and Writing. The program will support district priorities and initiatives in CCSS Math and ELA and performance tasks (Math, ELA and Science). There will be a particular emphasis on Literacy standards RI.7, RI.9, W.7, and SL.4 for research and presentations. Students will apply knowledge of standards for measurement and apply their math skills to increase their retention of content. The program will also support Next Generation Science Standards, scientific inquiry and district embedded Science tasks. It will prepare students for the middle school science fair as they research and integrate their understanding into a final project. Students will also develop a deeper understanding of the subjects they are learning as well as an improved attitude towards academics.

## **5. Description of how the program provides for community involvement (40 percent of funding must support community partners).**

### **Batalla**

The Justice Education center will provide character education. Citywide will provide martial arts, music, art and a life coach. Cesar Batalla will recruit and provide 10 certified teachers, a mindfulness/meditation teacher and a baking/pastry instructor. Food corps and 4H mentoring will be provided free through our existing partnership with 4H and Fairfield University.

### **Bryant**

The Greater Bridgeport Symphony will provide instruments and technical assistance to support the implementation of the ORFF-Shulwerk approach. GBS musicians will collaborate with the program music teachers and attend two program sessions per month to introduce students to orchestra instruments, perform repertoires, and work with students to compose. Students will use the Young Composers and Improvisers Workshop tools and Noteflight computer technology to create their compositions. Every two months, a GBS ensemble will produce a music series that includes arrangements of students' compositions and various musical genres for students and parents. A grand finale concert in May 2018 will showcase students and the GBS ensemble performing

students' compositions for parents and the school community. GBS will also provide in-kind support through free GBS concert tickets for students/parents throughout the school year and volunteers to support school concerts.

### **Claytor**

BOYS, Inc., being the identified Community-Based Organization, will provide academic enrichment, health and wellness programming, mentoring, and STEAM instruction. Housatonic Community College will provide project-based learning activities such as robotics or similar STEM-related projects via different organization groups operating in identified cycles throughout the year. FaithActs for Education, a local faith-based community group, Grace City Church, and Central High School's National Honor Society have expressed interest in providing volunteers to assist with the support of literacy instruction by providing qualified tutors.

### **CSMA**

Junior Achievement will provide programs that will foster work-readiness, entrepreneurship and financial literacy skills, and use experiential learning to inspire students to dream big and reach their potential. The Beardsley Zoo will also partner with CSMA to provide animal interactions as connected to the first and second grade curriculum. Zoo staff will provide instruction and experiences by bringing in some of the zoo's educational animals and educational materials. Students will learn about animals and their environment and how the zoo is a part of our community and what it does to support the local area. ACCESS will provide students will opportunities to explore STEM activities through hands on, small group projects and partnerships. Students will have the opportunity to showcase their team projects with the school and community.

### **Johnson**

This grant will engage high-performing high school students from two community organizations as teaching assistants, in an effort to capitalize on one of our most valuable resources. We will partner with two community organizations: Gear Up: Yale-Bridgeport Partnership and BuildOn. BuildOn is a national organization that works to empower high school students through service learning programs focused on community improvement. We are partnering with the Bridgeport chapter of BuildOn, who has agreed to provide us with student volunteers. Geraldine W. Johnson has had tremendous success with BuildOn in the past. Gear Up is a partnership between the Bridgeport Public Schools and Yale University. Gear Up works to increase the number of students who are prepared to enter and succeed in post-secondary education. Particularly appealing about this partnership is the potential to bring additional academic support programs to Geraldine Johnson should we receive additional funding from the US Department of Education through GEAR UP. Not only will both of these programs benefit Johnson School's students, but it will allow our high school scholars to be exposed to the field of education, particularly urban education. Our teacher leaders and school administration will provide an introductory workshop on best practices and small group instruction to our Gear Up and BuildOn volunteers. Additionally, this grant will allow us to develop a more meaningful relationship with our local high schools.

### **Read**

This program will depend on the support, training, and hands-on expertise of staff at Green Village Initiative and Sacred Heart University. Green Village Initiative will provide professional development for teachers to help with the implementation of curricular lessons created by G.V.I. and SHU. The Brighter Lives for Kids Foundation will also provide in-kind donations to support student learning through this program. The Foundation will provide financial resources (gardening tools, nonfiction texts, seeds, etc.) and human resources (adult volunteers).

6. Description of how the program coordinates operations and activities with existing programs and the agencies in the school (if applicable).

### **Batalla**

Administration will coordinate with lighthouse, CYP, GAP, middle school sports and any other clubs to ensure equitable use of facilities. Additionally, any students participating in programs that end before 5:30 that do not want to participate in lighthouse but do want to participate in this afterschool program will be placed in tutoring and enrichment activities still available once their program ends (this is subject to availability and space). Administration will communicate and collaborate with all other after school programs to coordinate this effort. Finally, Cesar Batalla School will ensure that none of the programs offered by the after school program are a duplication of anything offered by lighthouse, CYP, GAP or middle school sports.



**Bryant**

The intervention component of this program coordinates with Bryant School SRBI. During the afterschool program, students will receive two hours of reading intervention per week. Students will also have access to Fast ForWord during school hours to increase usage time and maximize the overall impact of the program. Classroom teachers will receive weekly Fast ForWord reports for participating students to review and plan for small group instruction. All Bryant students in grades 3-6 receive two music instruction periods per week during the school day. Students in grades 5 and 6 have access to instrumental instruction through the district band program. The after school music program will provide increased access to instrumental music instruction for students in additional grade levels. Participating students will form a new "Bryant School ensemble" (name to be determined by students) to perform at school, district, and community events.

**Claytor**

The Afterschool Program Leadership Team will coordinate their efforts with the staff and the Administration Team. They will meet regularly to discuss and review student data (academic, discipline, attendance), curriculum initiatives, and STEAM based learning activities/projects. The Boys Inc. staff will participate in professional development workshops that will enhance their skills in providing a nurturing, rigorous, relevant and productive learning environment. The staff will be able to develop differentiated learning activities that are designed to be implemented in small cooperative groups based on student data. These activities will integrate STEAM principles and promote literacy skill development. In addition, the staff will be knowledgeable of Claytor Academy's efforts to implement the PBIS model and the RULER program with fidelity in order to ensure a conducive atmosphere for learning.

**CSMA**

Not Applicable.

**Johnson**

Lighthouse Coordinators have been involved in this proposal. Students attending this program will return to Lighthouse after the intervention period. Classrooms have been identified in which this program will take place to ensure that there are no conflicts. Middle School Sports and afternoon school clubs have been informed of how this program will affect their scheduling. Security will be allocated. The nutrition department has been made aware of this proposal and an afternoon snack will be provided.

**Read**

The program will transition students from learning in the traditional teacher-centered classroom model to a student-centered model where the learning will take place through project-based learning. This initiative will support our implementation of an early college model through the i3/STEM Early College Expansion Program grant in the middle school grades. Through scientific inquiry, students will be able to observe and utilize our outdoor classroom and school-based gardens to enhance their learning. The two Read School garden areas will serve as outdoor learning spaces to create an environmental project wherein students will collaborate, engage in rich discussions, and apply real-world skills through the activities to support college and career readiness skills.

**7. Description of the plan for involving parents in program planning and using parents as advisers and volunteers.****Batalla**

As stated above, parents will be directly involved in the referral process for their children. They will be responsible for providing any permission and/or demographic, health-related, or academic information necessary for their child's participation in the program. They will agree to the schedule and hours of operation of the program and ensure timely pick-up at the end of the program and will support the program's attendance policy to the best of their ability. 4H will offer "Parent's night" monthly complete with dinner and program updates, as well as relationship building activities for students and their families. Parents will be encouraged to volunteer in the afterschool program to help certified teachers run small groups during tutoring hours and possibly to assist with larger groups during enrichment activities.

**Bryant**

This program was developed in consultation with the Bryant School Improvement Plan Committee which includes lead teachers, SGC members, and PAC President and the Bryant Lighthouse, coordinator. Program components were also reviewed with the district Directors of Speech/Language and Performing Arts. There will be a parent orientation session at the start of the program to explain the program components and expectations. Parent volunteers will be recruited to serve as computer support technicians, music assistants, and videographers/photographers. Open house sessions will be scheduled every two months for the GBS music series along with student oral reading presentations. Parent feedback surveys will be distributed at open house events. Parents will receive monthly Fast ForWord progress reports with activities to use at home. A grand finale concert will be presented in May 2018 for parents and the Bryant School community. A video will be created to document students' progress and to celebrate their overall success.

**Claytor**

Participation from parents/guardians is critical to the effectiveness and success of the program. There are definite opportunities for parents to assist, instruct, and participate in working for the support of the goals of the program. Parents will be offered the opportunity to tutor and support the classroom instruction. Additional parents in the classroom in this capacity will lower the teacher to student ratio increases the likelihood for success. Also, the establishment of a Parent Advisory Council (PAC) would be critical to the growth and development of the program. A group of this nature would build rapport with the school community, disseminate information to the school community and provide critical feedback needed for the success of the program.

**CSMA**

Classical Studies Magnet Academy has a 20 hour parent volunteer commitment each year. Parents will be encouraged to participate in the Enrichment activities and are given hours toward their commitment. Parents will be invited to view projects and culminating activities that will result from the Enrichment program.

**Johnson**

Our Parent Advisory Council has been involved in the design and approval of this proposal. The school administration presented our proposal to our PAC members on February 24. There were approximately 25 members present. In addition to the PAC, our School Governance Council and School Improvement Team has been made aware of our efforts and will continue to be informed regarding the status of the program. An informational packet will go home to parents inviting their child into this program in the fall of 2018. All families will be invited to an orientation workshop, where school administration and the teacher leaders will explain the objectives and goals of the program, the attendance expectations, as well as offer ways to support their child at home. Monthly progress monitoring reports will be sent home to families to inform them of their child's progress. Additionally, in December we will host a student-led Open House where students will display their work to share progress with their parents and families. Teachers will be available to discuss any questions or concerns with parents.

**Read**

This program will support the involvement of parents in the planning and implementation phases. Read School parents have expressed interest in helping with our gardens. We will host three informational sessions for parents to help them become volunteers and advisors for this program. Follow up professional development will be offered to parents to provide them with the knowledge necessary for helping with the maintenance of the gardens throughout the year as well as ways to support students in the classroom.

8. Description of the plan for the superintendent and school principal to work collaboratively with the community-based organization(s) for access to the school's facilities and equipment.

**Batalla**

As described in #6 above, the administration will ensure equitable use of facilities by creating a schedule and working with other programs in the building to make any necessary adjustments/improvements to the schedule in order to optimize operations of all after-school programs in the building. In addition, there will be an administrative liaison who will serve as a direct

contact between teachers, parents and the community-based organization(s) in order to address any issues or concerns or provide information. The administrative liaison and/or their representative will be present after school not less than three times per week to monitor the program and make any adjustments, and to communicate with the community-based organization, parents, teachers, and students.

### **Bryant**

The "Right Brain, Left Brain Workout" program will operate during Lighthouse hours. Students will have access to computer technology for the reading and music programs. The instruments will also be utilized during general music classes during the day to enhance instruction for all students at Bryant School

### **Claytor**

The school's facilities will be used as a means to strengthen and develop the student, family, and community strategic partnership in an impactful way. This afterschool program will have access to the school facility and everything they will need to ensure student success through the tutoring and enrichment activities that will be offered. Periodic meetings between the School Administration Team and the BOYS, Inc. afterschool Leadership Team will occur to ensure fidelity to the program's identified goals and that the execution of the program is occurring as intended. The Superintendent and Central Office Directors will be invited to attend activities that celebrate the academic success and showcase the talents of the students attending the program.

### **CSMA**

An orientation will be held in September, prior to the start of the programs. Staff will meet with the volunteers, community partners, and instructors to engage in discourse to best meet the needs of our students. CBO representatives will familiarize themselves with the school and facilities prior to starting the Enrichment program. The principal/assistant principal will keep in close contact with the CBO's to ensure quality service delivery and consistency.

### **Johnson**

Our school invited leaders and student volunteers from BuildOn and Gear Up to visit our facilities in September 2017. During this visit, we will have student-led tours for groups of visitors. Visitors will have the opportunity to visit teacher's classrooms, rooms where resources are available, as well as receive a general overview of the building. Additionally, Geraldine W. Johnson hosted a community breakfast in September 2017. This will provide an opportunity to have all stakeholders present to discuss the grant as well as access the school's facilities. The following stakeholders will be invited:

- Gear Up, Dr. Nadia L. Ward, Director, Urban Education, Prevention, & Policy Research
- buildOn, Mia Lilienthal, Service Learning Program Manager
- Bridgeport Board of Education, Dr. Aresta Johnson, Interim Superintendent of Schools
- Bridgeport Board of Education, Amy Marshall, Executive Director of Elementary Education
- School Governance Council
- Parent Advisory Council
- School Improvement Plan Committee
- High school administration, Eric Graf or designee
- Johnson Administration

All key stakeholders will get reports three times throughout the 28 weeks program (October, January, and May) as well as a summary outline of the program's effectiveness.

**Read**

This plan will allow for the school to create a collaborative partnership with Green Village Initiative. The principal will oversee the coordination of professional learning opportunities with teachers as well as the use of learning spaces within and outside of the school building. The principal will work with building-based custodial staff to ensure that the school's facilities program supports the learning experiences of the students involved in the program. The principal will also ensure that appropriate resources are available for all students. This program will lead to greater collaboration with district initiatives currently in place for professional development opportunities throughout the year.

**Projected School And Student Participation**

Pursuant to C.G.S. Section 10-266u, each district shall prepare an annual report describing program operations , student participation, and other student indicators of success. Please use the following format to report the information about the district's proposed ESH program for 2018-19. Districts are strongly encouraged to consider targeting this work in Category 4 & 5 schools.

Schools Offering Extended School Building Hours Program	Grade Level(s) Offered	Projected Number of Students by Grade Level	Days/Times of Week Offered	Number of Weeks Offered
Batalla	3-8	67	Monday - Friday	14
Bryant	3-6	10	Tuesday and Thursday	12
Claytor	3-5	20	Monday, Tuesday and Thursday	12
CSMA	k-8	48	Monday - Friday	28
Johnson	k-8	20	Tuesday and Thursday	12
Read	3-6	10	Tuesday and Thursday	12

**Program Evaluation**

ESH program grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflects the impact of program initiatives on student achievement. The evaluation may also require other relevant data related to program implementation. Such data may include student enrollment in programs, teacher and personnel hired using grant funds, programs and materials used, and performance benchmarks used for measuring student progress such as interim assessments, attendance, or any other data that demonstrated student progress as a result of the grant.

**Indicators of Success:**

Describe how student performance (progress) will be assessed as a result of attending the ESH program, including type(s) of measures and timeline for assessments:

**Batalla**

By May 2018, participating students in grades 3-8 will increase reading and/or Math by 10%, based on the iReady assessment taken in September 2017. By June 2018, there will be a 20% decrease in ISS/OSS/referrals for expulsion in grades 3-8. By June 2018, there will be a 30% decrease in disciplinary referrals in grades 3-8. By June 2019, average daily attendance will increase from 94.7% to 97.4%. By June 2018, chronic absenteeism will decrease from 14.4% to less than 10%. The ISS/OSS/referrals for expulsion, disciplinary referrals, ADA and chronic absenteeism

will be based on 2016-2017 data.

### **Bryant**

Reading: By May 2018, participating students in grades 3-6 will increase their overall reading level by a minimum of 1.5 years, when compared to iReady diagnostic assessment data from September 2017. By May 2019, participating students in grades 3-6 will read and comprehend literature and informational texts in their appropriate grade level text complexity band proficiently as measured by Lexile levels on Fast ForWord, iReady, and MyOn. Music: By May 2018, participating students in grades 3-6 will demonstrate 80% or greater mastery of musical concepts and skills as measured by teacher created criterion-referenced assessments administered in fall 2017 and spring 2018.

### **Claytor**

Student performance will be measured through common formative assessments, student work samples, identified progress monitoring tools, and through I-Ready benchmark assessments. Additionally, other data indicators and assessment instruments such as those used by the school's regular education program will be utilized to assess student academic growth. The intention is that participating students will show an increase of one grade level in literacy as indicated by I-Ready assessments by the spring of 2019. The program will use target invention reports obtained through the I-Ready Program to prepare a prescriptive plan for each student based on the I-Ready diagnostic report. The domains that our program will focus our concerted efforts on will be phonics and vocabulary growth. Our success will be measured through student growth; an increase in scaled score points on the I-Ready benchmark assessments.

### **CSMA**

We will use the iReady (or other district based assessment) to monitor progress and measure student growth. Benchmark assessments will be administered in the fall, winter and spring. Growth monitoring will take place between the benchmark assessments.

### **Johnson**

Student progress will be measured in multiple ways. We will track our success using the iReady diagnostic scores in math and reading. Students will be tested three times per year: fall, winter, and spring. We expect students to show 1.5 years' worth of growth between fall and spring. By purchasing Problem-Attic, our certified teachers will make common formative assessments, linked to the Common core, utilizing multiple choice as well as free-response, multi-step and open-ended questions. Our teachers will be able to track growth on each standard in every domain. As a Math Focus school, Problem-Attic will ensure that our assessments are aligned to the Common Core, while small group instruction will ensure the appropriate support is provided to ensure that each student is successful.

### **Read**

By May 2018, participating students in grades 3-6 will be assessed on their successful completion of a project that connects to inquiry-based project-based learning opportunities. Project-based/science fair rubrics will be implemented for measuring progress. By May 2019, participating students in grades 3-6 will increase reading comprehension of informational text by 20 scale score points on iReady Reading benchmark assessments. The timeline is once during the fall (September), once during the winter (January), and once during the spring (April). By May 2019, participating students in grades 3-6 will increase their understanding of measurement and data by 20 scale score points on iReady Math benchmark assessments. The timeline is once during the fall (September), once during the winter (January), and once during the spring (April)

Describe how student performance (progress) will be tracked during the next school year, including type(s) of measures and timeline for assessments:

**Batalla**

PowerSchool academic performance data and iReady progress monitoring will be monitored monthly for participating students in grades 3-8. Additionally, iReady diagnostic data will be tracked in September, January and May. PowerSchool disciplinary and enrollment data will be monitored monthly.

**Bryant**

Student reading performance will be closely monitored by the School Improvement Team throughout the next school year using a variety of measures. iReady diagnostic assessment data from fall, winter and spring will be reviewed to monitor students' overall reading performance and Lexile levels. MyOn Lexile data will be reviewed every six weeks beginning in October to monitor students' reading proficiency within their grade level text complexity bands. SBAC performance data from spring will be reviewed and compared to performance measures on iReady and MyOn. Data will be reviewed with classroom teachers at monthly grade level data team meetings and weekly common planning time to plan instruction that support students' continued progress in reading. After school Fast ForWord teachers will meet weekly for 30 minutes to review student progress and plan next steps for instruction.

**Claytor**

Words Their Way will be the primary progress monitoring tool used to assess growth in literacy with a focus on phonics. The iReady diagnostic assessment will also be used as a tool to assess student progress. The iReady benchmark assessment will be implemented in the fall, winter and spring to assess student learning. The staff will utilize the I-Ready Student Profile Detail Report to analyze student development in each domain and the student's placement level. In addition, this report will provide staff with valuable information on how to build students' skills in each identified domain. It details what the student can do and the next steps for instruction (results indicate that \_\_\_\_\_ will benefit from instruction and practice in the following skills).

**CSMA**

We will use benchmark assessments (fall, winter, spring) to address the student's individual needs. We will also monitor student growth and progress through our SRBI team and use weekly monitoring tools when necessary. Classroom assessments will be used to monitor student growth based on the School Improvement Plan and teachers individual or grade level goals. We will also use the iReady Growth Monitoring in between assessment periods.

**Johnson**

Student progress will be monitored more frequently throughout the program to ensure interventions are effective and to make instructional decisions. We will consider the iReady growth monitoring assessments that all students take. In addition, we will also use CBMs to progress monitor every other week. CBMs will be based on their intervention need. Lastly, there will be increased collaboration between interventionists and students' classroom teachers. Reports from iReady and CFA (Problem Attic) will be shared with teachers and parents.

**Read**

By May 2019, the cohort of participating students who are now in grades 4-7 will increase their reading comprehension of informational text by 20 scale score points on iReady Reading benchmark assessments. By May 2019, the cohort of participating students who are now in grades 4-7 will increase their understanding of measurement and data by 20 scale score points on iReady Math benchmark assessments. The timeline is once during the fall (September), once during the winter (January), and once during the spring (April). Project based/science fair rubrics will be implemented for tracking progress for the seventh grade cohort of students participating in the science fair.

PSD - Extended School Hours Budget

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours**

Object	Total
100 - Personal Services > Salaries	\$152,991.00
200 - Personal Services > Employee Benefits	\$8,911.00
300 - Purchased Professional and Technical Services	\$3,500.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$165,193.00
600 - Supplies	\$15,232.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$16,137.00
	<b>Total</b>
	\$361,964.00
	<b>Allocation</b>
	\$361,964.00
	<b>Remaining</b>
	\$0.00

Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours**

100 - Personal Services > Salaries - \$152,991.00

Budget Detail		Narrative Description
<b>Object:</b>	100 - Personal Services > Salaries	<p>Batalla</p> <p>3 FTE Teachers (\$38.50) 3 days a week 2 hrs per day 14 wks @ \$9,702</p> <p>1 FTE Teachers (\$38.50) 3 days a week 1 hrs per day 14 wks @ \$1,617</p> <p>1 FTE Security (\$32) 3 days a week 2 hrs per day 14 wks @ \$2,688</p>
<b>Purpose:</b>	01 - Public School Activities	<p>Bryant</p> <p>3 FTE Teachers (\$38.50) 2 days a week 2.5 hrs per day 12 wks @ \$6,930</p> <p>1 FTE Teacher (\$38.50) 1 days a week 2.5 hrs per day 1 wks @ \$120</p> <p>1 FTE TSF (\$20) 2 days a week 2 hrs per day 12 wks @ \$960</p> <p>1 FTE Clerical (\$24) 2 days a week 1 hrs per day 12 wks @ \$624</p> <p>1 FTE Security (\$32) 2 days a week 2 hrs per day 12 wks @ \$1,536</p>
<b>LEA / School:</b>	Bridgeport School District (015-000)	<p>Classical</p> <p>8 FTE Teachers (\$38.50) 4 days a week 1.5 hrs per day 28 wks @ \$51,744</p> <p>4 FTE Paras (\$18 ) 4 days a week 1.5 hrs per day 28 wks @ \$12,096</p> <p>2 FTE Clerical (\$22.50) 4 days a week 1.5 hrs per day 28 wks @ \$7,560</p> <p>3 FTE Security (\$35.96) 4 days a week 1 hrs per day 28 wks @ \$12,083</p> <p>2 FTE Custodial (54.20) 4 days a week 1 hrs per day 28 wks @ \$12,141</p>
<b>Quantity:</b>	<input type="text" value="1.00"/>	<p>Claytor</p> <p>2 FTE Teachers (\$38.50) 3 days a week 2 hrs per day 12 wks @ \$5,544</p> <p>2 FTE Paras (\$15 ) 3 days a week 2 hrs per day 12 wks @ \$2,160</p> <p>1 FTE Clerical (\$26) 3 days a week 2 hrs per day 12 wks @ \$936</p> <p>1 FTE Security (\$32) 3 days a week 2 hrs per day 12 wks @ \$2,304</p>
<b>Cost:</b>	<input type="text" value="\$152,991.00"/>	<p>Johnson</p> <p>10 FTE Teachers (\$38.50) 2 days a week 1 hrs per day 12 wks @ \$9,240</p> <p>1 FTE Security (\$32) 2 days a week 1 hrs per day 12 wks @ \$768</p>
<b>Line Item Total:</b>	<input type="text" value="\$152,991.00"/>	<p>Read</p>



2 FTE Teachers (\$38.50) 2 days a week 2 hrs per day 12 wks @ \$3,696  
1 FTE Paras (\$15 ) 2 days a week 2 hrs per day 12 wks @ \$1,080  
1 FTE Security (\$32) 2 days a week 1.5 hrs per day 12 wks @ \$960

**Total for 100 - Personal Services > Salaries:** \$152,991.00

**Total for all other Objects:** \$208,973.00

**Total for all Objects:** \$361,964.00

**Allocation:** \$361,964.00

**Remaining:** \$0.00

Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours**

200 - Personal Services > Employee Benefits - \$8,911.00

Budget Detail		Narrative Description
<b>Object:</b>	200 - Personal Services > Employee Benefits	Benefits (Medicare and MERF)  Batalla Medicare - Teachers @ \$164 Medicare and MERF - Security @ \$379
<b>Purpose:</b>	01 - Public School Activities	Bryant Medicare - Teachers @ \$102 Medicare - TSF @ \$14 Medicare and MERF - Clerical @ \$85 Medicare and MERF - Security @ \$209
<b>LEA / School:</b>	Bridgeport School District (015-000)	Claytor Medicare - Teachers @ \$80 Medicare and MERF - Paras @\$267 Medicare and MERF - Clerical @ \$116 Medicare and MERF - Security @ \$285
<b>Quantity:</b>	<input type="text" value="1.00"/>	CSMA Medicare - Teachers @ \$750 Medicare and MERF - Paras @\$1,645 Medicare and MERF - Clerical @ \$1028 Medicare and MERF - Security @ \$1,643 Medicare and MERF - Custodial @ \$1,651
<b>Cost:</b>	<input type="text" value="\$8,911.00"/>	Johnson Medicare Teachers @ \$134 Medicare and MERF - Security @ \$104
<b>Line Item Total:</b>	<input type="text" value="\$8,911.00"/>	

Read  
Medicare - Teachers @ \$54  
Medicare and MERF - Paras @\$147  
Medicare and MERF - Security @ \$131

**Total for 200 - Personal Services > Employee Benefits:** \$8,911.00

**Total for all other Objects:** \$353,053.00

**Total for all Objects:** \$361,964.00

**Allocation:** \$361,964.00

**Remaining:** \$0.00

Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours**

300 - Purchased Professional and Technical Services - \$3,500.00

Budget Detail		Narrative Description
<b>Object:</b>	300 - Purchased Professional and Technical Services	Consultants Claytor @ \$3,500
<b>Purpose:</b>	01 - Public School Activities	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	<input type="text" value="1.00"/>	
<b>Cost:</b>	<input type="text" value="\$3,500.00"/>	
<b>Line Item Total:</b>	<input type="text" value="\$3,500.00"/>	
<b>Total for 300 - Purchased Professional and Technical Services:</b>		<input type="text" value="\$3,500.00"/>
<b>Total for all other Objects:</b>		<input type="text" value="\$358,464.00"/>
<b>Total for all Objects:</b>		<input type="text" value="\$361,964.00"/>
<b>Allocation:</b>		<input type="text" value="\$361,964.00"/>
<b>Remaining:</b>		<input type="text" value="\$0.00"/>

Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours**

500 - Other Purchased Services - \$165,193.00

Budget Detail		Narrative Description	
<b>Object:</b>	500 - Other Purchased Services	CBO Batalla - Justice Education Center @ \$13,132 Greater Bridgeport Symphony @ \$13,200 Bridgeport Organization for Youth Sports, Inc. @ \$13,132 Yale GearUp @ \$9008 Green Village Initiative @ \$6,714 Carver Foundation @ \$110,007	
<b>Purpose:</b>	01 - Public School Activities		
<b>LEA / School:</b>	Bridgeport School District (015-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$165,193.00		
<b>Line Item Total:</b>	\$165,193.00		
		<b>Total for 500 - Other Purchased Services:</b>	\$165,193.00
		<b>Total for all other Objects:</b>	\$196,771.00
		<b>Total for all Objects:</b>	\$361,964.00
		<b>Allocation:</b>	\$361,964.00
		<b>Remaining:</b>	\$0.00

Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours**

600 - Supplies - \$15,232.00

Budget Detail		Narrative Description	
<b>Object:</b>	600 - Supplies	Instructional Supplies Batalla @ \$3,604 Bryant @ \$1,565 Claytor @ \$2,868 CSMA @ \$1,886 Johnson @ \$2,141 Read @ \$3,168	
<b>Purpose:</b>	01 - Public School Activities		
<b>LEA / School:</b>	Bridgeport School District (015-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$15,232.00		
<b>Line Item Total:</b>	\$15,232.00		
		<b>Total for 600 - Supplies:</b>	\$15,232.00
		<b>Total for all other Objects:</b>	\$346,732.00
		<b>Total for all Objects:</b>	\$361,964.00
		<b>Allocation:</b>	\$361,964.00
		<b>Remaining:</b>	\$0.00

Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours**

917 - Indirect Costs - \$16,137.00

Budget Detail		Narrative Description	
<b>Object:</b>	917 - Indirect Costs	IDC Batalla @ \$1,647 Bryant @ \$1,124 Claytor @\$1,638 Johnson @ 1,124 Read @ \$838	
<b>Purpose:</b>	01 - Public School Activities		
<b>LEA / School:</b>	Bridgeport School District (015-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$16,137.00		
<b>Line Item Total:</b>	\$16,137.00		
		<b>Total for 917 - Indirect Costs:</b>	\$16,137.00
		<b>Total for all other Objects:</b>	\$345,827.00
		<b>Total for all Objects:</b>	\$361,964.00
		<b>Allocation:</b>	\$361,964.00
		<b>Remaining:</b>	\$0.00

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours**

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
<b>100 - Personal Services &gt; Salaries</b>		152,991.00	152,991.00
<b>200 - Personal Services &gt; Employee Benefits</b>		8,911.00	8,911.00
<b>300 - Purchased Professional and Technical Services</b>		3,500.00	3,500.00
<b>500 - Other Purchased Services</b>		165,193.00	165,193.00
<b>600 - Supplies</b>		15,232.00	15,232.00
<b>917 - Indirect Costs</b>		16,137.00	16,137.00
<b>Total</b>		361,964.00	361,964.00
		<b>Allocation</b>	361,964.00
		<b>Remaining</b>	0.00



**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School**

**Program Design**

Each applicant must include a project plan outlining the design and implementation of the district's summer school program which shall include, but not be limited to, an explanation of goals, objectives, evaluation strategies, and budget identifying local funding and other resource contributions.

**The project plan shall include:**

- Criteria for student participation in the program, including provisions for priority for students who are determined to be substantially deficient in reading.
- Criteria for teacher selection that emphasize the skills needed for teaching the summer program and criteria for establishment of the curriculum for the summer program.
- A system for reporting, by school and grade, on the number of students who attend the program and for assessing the performance of such students in the program and for tracking their performance during the school year.

**1. Criteria for student participation** (including provisions for priority students who are determined to be substantially deficient in reading)

Students in grades 1 – 3 were identified as needing summer school reading based on their spring 2017 iReady reading assessment results.

All students that determined to be in the 10<sup>th</sup> percentile and below were included in the onsite programs mentioned below. Students who scored within the 25<sup>th</sup> percentile and 11<sup>th</sup> percentile were given take-home summer school reading packets.

**2. Criteria for teacher selection** (emphasizing the instructional skills needed for summer school)

The following criteria were taken into consideration during the selection of participating teachers in the summer school program.

- Elementary school teaching certification.
- Knowledge of reading strategies (as they apply to early reading and reading interventions).
- Seniority, based on the number of years in education.
- Completion of district offered summer school training (related to the distribution and use of materials and applicable teaching strategies).

**3. Criteria for establishing the curricula for the summer program**

Primary students enrolled in the summer program will receive intervention services based the new literacy curricula selected for grades k-3. All summer school sites will utilize leveled readers, and summer success reading magazine materials from HMH, as well as KEEP books, which will help students acquire specific skills and strategies outlined in the Common Core Standards.

The skills and strategies taught will include:

- Comprehension Strategies

- Making connections and predictions
- Monitoring understanding
- Phonics and Phonemic awareness

### Program Evaluation

Please provide projections for the coming school year. Districts must serve all students in Grades 1 through 3 who are determined to be substantially deficient on the approved assessment. Districts are strongly encouraged to consider targeting this work in Category 4 & 5 schools.

Schools Offering Summer Program	Grade Level(s) Offered	Days/Times of Week Offered	Number of Weeks Offered
Batalla servicing: Batalla	K-3	July 5-25 - 8:30 am -12:30 pm	3
Beardsley servicing: Beardsley & Hooker	K-3	July 5-25 - 8:30 am -12:30 pm	3
Blackham servicing: Blackham	K-3	July 5-25 - 8:30 am -12:30 pm	3
Bryant servicing: Bryant	K-3	July 5-25 - 8:30 am -12:30 pm	3
Black Rock servicing: Black Rock & Columbus Annex	K-3	July 5-25 - 8:30 am -12:30 pm	3
Claytor servicing: Claytor	K-3	July 5-25 - 8:30 am -12:30 pm	3
Columbus servicing: Columbus	K-3	July 5-25 - 8:30 am -12:30 pm	3
Curiale servicing: Curiale	K-3	July 5-25 - 8:30 am -12:30 pm	3
Discovery servicing: Discovery & Winthrop	K-3	July 5-25 - 8:30 am -12:30 pm	3
Hallen servicing: Hallen and Cross	K-3	July 5-25 - 8:30 am -12:30 pm	3
High Horizons: Edison, Hall & High Horizons	K-3	July 5-25 - 8:30 am -12:30 pm	3
Johnson servicing: Johnson	K-3	July 5-25 - 8:30 am -12:30 pm	3
Madison servicing: Madison	K-3	July 5-25 - 8:30 am -12:30 pm	3
Marin servicing: Marin	K-3	July 5-25 - 8:30 am -12:30 pm	3
Read servicing: Read	K-3	July 5-25 - 8:30 am -12:30 pm	3
Roosevelt servicing: Roosevelt	K-3	July 5-25 - 8:30 am -12:30 pm	3
Tisdale servicing: Tisdale and Dunbar	K-3	July 5-25 - 8:30 am -12:30 pm	3
Waltersville servicing: Waltersville & Barnum	K-3	July 5-25 - 8:30 am -12:30 pm	3

### System for Monitoring Results

Describe how student progress will be assessed and tracked during the next school year as a result of attending the summer school program, including type(s) of measures and timeline

for assessments.

Student progress is monitored throughout the eighteen days of summer school. The DRA2 from May is used as a pre-assessment, and the scores are charted. Throughout the program, teachers are asked to reflect upon the learning process and record anecdotal notes at the end of each day to help adjust their instruction for the next day. At the end of the program, DRA2 is administered. School and individual reports are sent to the home school principal. Promotion or retention is then decided upon by the home school principal on an individual basis after all student data are analyzed. The individual reading plan is updated, and the DRA2 is administered in October.

PSD - Summer School Budget

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School**

Object	Total
100 - Personal Services > Salaries	\$252,753.00
200 - Personal Services > Employee Benefits	\$8,263.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$158,090.00
600 - Supplies	\$0.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00

Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School**

100 - Personal Services > Salaries - \$252,753.00

Budget Detail		Narrative Description	
<b>Object:</b>	100 - Personal Services > Salaries	86 Teachers - Early Reading Success 36 Paraprofessionals - Early Reading Success 8 Nurses - Early Reading Success	
<b>Purpose:</b>	01 - Public School Activities		
<b>LEA / School:</b>	Bridgeport School District (015-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$252,753.00		
<b>Line Item Total:</b>	\$252,753.00		
		<b>Total for 100 - Personal Services &gt; Salaries:</b>	\$252,753.00
		<b>Total for all other Objects:</b>	\$166,353.00
		<b>Total for all Objects:</b>	\$419,106.00
		<b>Allocation:</b>	\$419,106.00
		<b>Remaining:</b>	\$0.00

Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School**

200 - Personal Services > Employee Benefits - \$8,263.00

Budget Detail		Narrative Description
<b>Object:</b>	200 - Personal Services > Employee Benefits	Employee benefits for the above staff
<b>Purpose:</b>	01 - Public School Activities	
<b>LEA / School:</b>	Bridgeport School District (015-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$8,263.00	
<b>Line Item Total:</b>	\$8,263.00	
<b>Total for 200 - Personal Services &gt; Employee Benefits:</b>		\$8,263.00
<b>Total for all other Objects:</b>		\$410,843.00
<b>Total for all Objects:</b>		\$419,106.00
<b>Allocation:</b>		\$419,106.00
<b>Remaining:</b>		\$0.00

Budget Detail

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School**

500 - Other Purchased Services - \$158,090.00

Budget Detail		Narrative Description	
<b>Object:</b>	500 - Other Purchased Services	Transportation for summer school students	
<b>Purpose:</b>	01 - Public School Activities		
<b>LEA / School:</b>	Bridgeport School District (015-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$158,090.00		
<b>Line Item Total:</b>	\$158,090.00		
		<b>Total for 500 - Other Purchased Services:</b>	\$158,090.00
		<b>Total for all other Objects:</b>	\$261,016.00
		<b>Total for all Objects:</b>	\$419,106.00
		<b>Allocation:</b>	\$419,106.00
		<b>Remaining:</b>	\$0.00

**Bridgeport School District (015-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Assurances**

\* **The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for CSDE, including those outlined below.**

- |           |  |
|-----------|--|
| <b>A.</b> | The applicant has the necessary legal authority to apply for and receive the proposed grant;   |
| <b>B.</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;  |
| <b>C.</b> | 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;   |
| <b>D.</b> | The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;   |
| <b>E.</b> | Grant funds shall not be used to supplant funds normally budgeted by the agency;   |
| <b>F.</b> | Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;  |
| <b>G.</b> | The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;  |
| <b>H.</b> | The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;   |
| <b>I.</b> | If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;  |
| <b>J.</b> | The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;  |
| <b>K.</b> | At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit; |
| <b>L.</b> | <b>REQUIRED LANGUAGE (NON-DISCRIMINATION)</b>  |
|           | References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.   |



(a)	For purposes of this Section, the following terms are defined as follows:
	(1) "Commission" means the Commission on Human Rights and Opportunities;
	(2) "Contract" and "contract" include any extension or modification of the Contract or contract;
	(3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
	(4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
	(5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
	(6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
	(7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
	(8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
	(9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
	(10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.
For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).	

(b)	<p>(1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with jobrelated qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.</p>
(c)	<p>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.</p>
(d)	<p>The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.</p>
(e)	<p>The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.</p>
(f)	<p>The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.</p>

(g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

**M.** The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

**N.** The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

\* The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA has received local board of education approval of this plan's submission. Date of board approval:

09/10/2018 