

Bridgeport Public Schools



District Education Plan 2008 - 2011

John J. Ramos, Sr., Ed.D.
Superintendent of Schools

Approved by The Bridgeport Board of Education 11.10.08

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Overview

In 2005, the Superintendent commissioned a series of assessments: financial (Connecticut State Department of Education); organizational (Stupski Foundation); and instructional (National Urban Alliance). This process generated a broad range of District and community reports, observations and focus groups. The compilation of all this information revealed the District's strengths, needs and suggested future direction which resulted in the development of a comprehensive and collaborative Strategic Plan. Bridgeport Public School's Strategic Plan was unanimously approved by the Bridgeport Board of Education on April 9, 2007 and identifies the following:

Mission Statement

The mission of the Bridgeport Public Schools and its supporting community is to graduate all students "college ready" and prepared to succeed in life.

Student Performance Objectives

1. One hundred percent of the students in the Bridgeport Public Schools will score at or above the state goal in the Connecticut Mastery Test, Connecticut Academic Performance Test and other qualifying assessments, as required by law.
2. One hundred percent of the students enrolled in the Bridgeport Public Schools will graduate "college ready" and prepared to succeed in life as measured by objective criteria.
3. The student drop-out rate in Bridgeport Public Schools will be reduced to zero.
4. One hundred percent of Bridgeport Public School students will abide by rules of conduct set by the Board of Education and their school.
5. One hundred percent of Bridgeport Public School students will comply with Board of Education attendance and graduation / promotion requirements.

Based on the District's Strategic Plan, the District Data Team has revised the District Education Plan with overarching goals to increase proficiency in Reading, Writing and Mathematics; to reduce the suspension rate for middle and high school students and to improve high school student attendance. In support of these goals, the District Education Plan will focus on three priority areas:

- To develop and implement curriculum and instructional strategies to improve student achievement,
- To build the capacity of the District and its schools to implement focused education plans through the Data Team structure and process,
- To refine and sustain a variety of approaches to ensure the safety and security of schools and nurture the social and emotional health of students and families.

Through the development of Tier I (priority student outcomes) and Tier II (high-leverage adult work) indicators, the District Education Plan will serve to inform the work at the District and school levels. This plan will be implemented using Data Team protocols and serve to drive focused restructuring and planning at the school level. This plan establishes benchmark goals and strengthens the focus on specific Connecticut Accountability for Learning Initiative. In addition, it maintains its monitoring and reporting component to support our systematic accountability reporting system and continues to build capacity and deepen implementation of practices.

To develop the District Education Plan, members of the District Data Team conducted a needs analysis utilizing the commissioned assessments: the Strategic Plan and the Cambridge District Quality Review Assessment. The District Data Team is responsible for the implementation of the Plan, monitoring and continual review of strategies, actions and evidence of implementation and growth. Monthly Data Team meetings will support the team as they utilize procedures for decision making, monitoring and forward planning.

Tier I Indicators
Priority Student Outcomes

1. An increase in Reading and Mathematics proficiency for all students by a minimum of 15 percentage points and continued achievement of Adequate Yearly Progress in Writing by the end of school year 2010-2011 as measured by the Connecticut Mastery Test and Connecticut Academic Performance Test.
2. A 15% reduction in suspension incidents and number of students suspended by the end of the school year 2010 - 2011.
3. An improvement in high school attendance by 15 percentage points by the end of school year 2010 - 2011.

Tier II Indicators
High-Leverage Adult Work

1. Design curriculum and assessments to implement best instructional practices to facilitate student learning to improve achievement for all students as measured through the District's accountability system. (Strategic Plan #1 and #3)
2. Provide structure and support for District, school, grade level and content area Data Teams to improve student achievement. (Strategic Plan #3)
3. Ensure safety and security of all schools and students and sustain a variety of approaches that nurture the social and emotional health of students. (Strategic Plan #8)

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

High-Leverage Adult Work (Tier II): Design curriculum and assessments to implement best instructional practices to facilitate student learning to improve achievement for all students as measured through the District’s accountability system.

Rationale: This Tier II indicator is designed to increase overall student achievement while accelerating performance of targeted subgroups. It further defines and narrows the focus based on discussions with our partners, the Connecticut State Department of Education, current research and input from the District’s Leadership Team. Robert Marzano’s research in effective teaching strategies underscores the importance of addressing the diverse learning styles of students which is guiding our work.

The following strategies include the State Board of Education Ad Hoc Committee’s and Cambridge recommendations to:

- Prioritize initiatives,
- Reduce the achievement gaps of English Language Learners and students identified as disabled,
- Improve instructional leadership and
- Improve secondary schools.

Strategies	Implementation Timeline/Action Steps	Technical Assistance Providers	Funding Sources	Monitoring		
				Evidence of Implementation and Growth	Persons Responsible	Monitoring Timeline
<ul style="list-style-type: none"> • Development and implementation of curriculum and assessments across grade level and content areas. 	<p style="text-align: center;">2008 - 2009</p> <ul style="list-style-type: none"> • Revise and Implement Secondary (Grades 9 and 10): Curriculum and assessments for English, Math, Social Studies and Science. <p style="text-align: center;">2009 - 2010</p> <ul style="list-style-type: none"> • Continued implementation of Secondary work - Review and revise Middle grade curricula and assessments for English, Math, 	<ul style="list-style-type: none"> • Content Area Directors and Curriculum Specialists 	<ul style="list-style-type: none"> • Title II - \$12,500 • Educational Cost Sharing - \$50,000. • Title II D \$20,000. 	<ul style="list-style-type: none"> • E-Curriculum Maps completion • Mylearningplan.com registration and subsequent evaluations to determine percent of trained staff • School Visitation Summary to determine degree of implementation of curriculum and assessment 	<ul style="list-style-type: none"> • Executive Director of Learning and Teaching 	<ul style="list-style-type: none"> • Quarterly

Strategies	Implementation Timeline/Action Steps	Technical Assistance Providers	Funding Sources	Monitoring		
				Evidence of Implementation and Growth	Persons Responsible	Monitoring Timeline
	Social Studies and Science. 2010 - 2011 <ul style="list-style-type: none"> Evaluate and Revise Secondary grades and Middle grades. Review elementary grades and revise in the core content areas and assessments. 2008 - 2011 <ul style="list-style-type: none"> Provide Professional Development (eight sessions annually) to support above curriculum and assessment work. 			<ul style="list-style-type: none"> Online Assessment increase for students scoring at/or above proficiency (70%) Increase for students scoring at/or above 85% on Online Assessment High School Quarterly Exams increase for students scoring at/or above proficiency 		
<ul style="list-style-type: none"> Provide professional development and implementation support on effective instructional strategies. (Strategic Plan #1) 	2008 - 2011 <ul style="list-style-type: none"> Schools will adhere to an annual cycle to identify areas for targeted support, related student outcomes and school-based professional development. 	<ul style="list-style-type: none"> National Urban Alliance Connecticut Accountability for Learning Initiative (Effective Teaching Strategies) Literacy/Numeracy Coaches 	<ul style="list-style-type: none"> School Improvement Grant - \$100,000. Educational Cost Sharing Grant- \$250,000. Priority School Grant - \$250,000. Achievement First Grant - \$200,000. Title II Grant- \$100,000. Title I Grant- \$1,000,000 (Coaches' Salary). 	<ul style="list-style-type: none"> Percent of schools with improved student achievement based on School Implementation Plans Conduct analysis of coaches' logs to determine degree of classroom support Mylearningplan.com registration and subsequent evaluations to determine percent of trained staff School Visitation Summary to determine degree of implementation of instructional strategies 	<ul style="list-style-type: none"> Executive Director of Learning and Teaching Director of Literacy Accountability Coordinator Director of Mathematics 	<ul style="list-style-type: none"> Quarterly

Strategies	Implementation Timeline/Action Steps	Technical Assistance Providers	Funding Sources	Monitoring		
				Evidence of Implementation and Growth	Persons Responsible	Monitoring Timeline
<ul style="list-style-type: none"> Provide continued professional development on instructional strategies that focus on differentiated instruction for all students including those identified as English Language Learners and disabled. (Strategic Plan #1) 	<p>2008 - 2011</p> <ul style="list-style-type: none"> Provide an annual calendar of professional development on differentiated instructional strategies for all staff. <p>2009 - 2010</p> <ul style="list-style-type: none"> Conduct District-wide survey to assess the scope of personnel trained in Common Formative Assessments. Provide professional development on Common Formative Assessments and content-focused instruction professional development Implement Response to Intervention - District wide. <p>2010 - 2011</p> <ul style="list-style-type: none"> Continue developing Common Formative Assessments and content-focused instruction. Monitor implementation of Response to Intervention - District wide. 	<ul style="list-style-type: none"> Resource Teachers Curriculum Specialists Leadership and Learning Center Content Area Directors Student Support Directors 	<ul style="list-style-type: none"> Educational Cost Sharing Grant-\$25,000. School Improvement Grant - \$25,000. 	<ul style="list-style-type: none"> Mylearningplan.com registration and subsequent evaluations to determine percent of trained staff School Visitation Summary to determine degree of differentiation of instruction Kindergarten Inventory to measure pre-school outcomes Improvement for at/or above proficiency and goal for all students on State assessments Acceleration of improvement at/or above proficiency for English Language Learners and students identified as disabled on District and state assessments beyond the targeted District growth 	<ul style="list-style-type: none"> Assistant Superintendents Executive Director of Learning and Teaching Executive Director of Elementary Education 	<ul style="list-style-type: none"> Quarterly
<ul style="list-style-type: none"> Provide professional development and support in the utilization of School Education Plans. (Strategic Plan #3) 	<p>2008 - 2009</p> <ul style="list-style-type: none"> District Improvement Committee introduces the District Education Plan to schools for alignment of School Education Plans. 	<ul style="list-style-type: none"> District Improvement Committee 	<ul style="list-style-type: none"> School Improvement Grant -\$50,000. Educational Cost Sharing Grant - \$25,000. 	<ul style="list-style-type: none"> Improvement of percentage of schools meeting expectations of Planning Implementation and Monitoring Rubric and State Compliance Reports 	<ul style="list-style-type: none"> Assistant Superintendents Accountability Coordinator 	<ul style="list-style-type: none"> Quarterly

Strategies	Implementation Timeline/Action Steps	Technical Assistance Providers	Funding Sources	Monitoring		
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	<p>2009 - 2010</p> <ul style="list-style-type: none"> District Improvement Committee reviews the School Education Plans utilizing the Planning, Inquiry and Monitoring Rubric, Title I compliance list and alignment with the District Education Plan. District Improvement Committee supports school development of communication strategies to broaden understanding of School Education Plans to all stakeholders. <p>2010 - 2011</p> <ul style="list-style-type: none"> District Improvement Committee reviews the School Education Plan Reporting Forms quarterly for targeted support and supervision. <p>2008 - 2011</p> <ul style="list-style-type: none"> Establish annual calendar of professional development and support for School Education planning. Review and revise planning template for school education plan revisions. 					

Strategies	Implementation Timeline/Action Steps	Technical Assistance Providers	Funding Sources	Monitoring		
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<ul style="list-style-type: none"> Provide comprehensive instructional leadership professional development to school based administrators. 	<p>2008 - 2009</p> <ul style="list-style-type: none"> Instructional Leadership Team to conduct survey and review data trends to establish focus areas and identify resources for 2009 - 2010 Instructional Leadership professional development. <p>2008 - 2011</p> <ul style="list-style-type: none"> Instructional Leadership Team establishes priority areas of focus to address instructional leadership topics based on district survey, Cambridge recommendations, school visitation summaries and District Data Team feedback. Instructional Leadership Team implements monthly professional development to all principals and assistant principals. 	<ul style="list-style-type: none"> District Administrators 	<ul style="list-style-type: none"> School Improvement Grant - \$25,000. 	<ul style="list-style-type: none"> Mylearningplan.com registration and subsequent evaluations to determine the number of trained administrators and their level of satisfaction School Visitation Summary to determine degree of implementation of effective instructional leadership practices 	<ul style="list-style-type: none"> Assistant Superintendents Executive Director of Elementary Education Executive Director of Learning and Teaching Content Area Directors 	<ul style="list-style-type: none"> Quarterly
<ul style="list-style-type: none"> Provide ongoing and multi-faceted professional development to 7 - 12 reading and mathematics teachers on effective instructional strategies. 	<p>2008 - 2011</p> <ul style="list-style-type: none"> Identify professional development priorities. Develop, implement and assess training for grade 7 - 12 classroom teachers in effective teaching strategies for Reading, Writing and Mathematics. 	<ul style="list-style-type: none"> Bridgeport Higher Education Alliance Partners Fairfield University University of Bridgeport CT Writing Project Content Area Directors 	<ul style="list-style-type: none"> Federal GEAR UP Grant - \$150,000 per year. 	<ul style="list-style-type: none"> Mylearningplan.com registration and subsequent evaluations to determine percent of trained staff School Visitation Summary to determine degree of implementation of instructional training 	<ul style="list-style-type: none"> Assistant Superintendent for Youth Development Executive Director of Learning and Teaching 	<ul style="list-style-type: none"> Quarterly

Strategies	Implementation Timeline/Action Steps	Technical Assistance Providers	Funding Sources	Monitoring		
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	<ul style="list-style-type: none"> • Provide extended training for Literacy and Numeracy Coaches in the District Coaching Model. 2008 - 2009 • Develop and support the work of professional development communities in Reading, Writing and Mathematics in grades 7 - 12. • Develop an evaluation plan to assess the impact on student achievement. 2009 - 2010 • Coaches will implement Coaching Lab Sites. • Continue to support the work of professional development communities in Reading, Writing and Mathematics in grades 7 - 12. • Review and adjust evaluation plan to assess impact on student achievement. 2010 - 2011 • Continue implementation of Coaching Lab Sites. • Continue to support the work of professional development communities in Reading, Writing and Mathematics in grades 7 - 12. 	<ul style="list-style-type: none"> • Curriculum Specialists • Bridgeport's Coaching Model and Lab Site Protocol 		<ul style="list-style-type: none"> • Quarterly fidelity measures to determine level of instructional implementation • Teacher surveys to determine level of satisfaction • Increase percent of students at/or above proficiency (70%) as measured by 7 - 12 District quarterly assessments • Increase for students scoring at/or above 85% on District quarterly assessments 	<ul style="list-style-type: none"> • Director of Mathematics • Director of English 	

Strategies	Implementation Timeline/Action Steps	Technical Assistance Providers	Funding Sources	Monitoring		
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	<ul style="list-style-type: none"> Review and adjust evaluation plan to assess impact on student achievement. 					
<ul style="list-style-type: none"> Provide professional development to support speaking, listening, reading and writing skills to address the needs of English Language Learners K-12. 	<p>2008 - 2009</p> <ul style="list-style-type: none"> Establish a calendar for professional development for English as a Second Language, bilingual, regular and special education teachers based on data analysis of Connecticut Mastery Test and Language Assessment Scales Links assessments. <p>2009 - 2011</p> <ul style="list-style-type: none"> Analyze student achievement data (Connecticut Mastery Test and Language Assessment Scales Links). Implement training for teachers in grades K-12. 	<ul style="list-style-type: none"> Monthly professional development on instructional strategies for English Language Learners 	<ul style="list-style-type: none"> Title III Grant - \$20,500. 	<ul style="list-style-type: none"> Mylearningplan.com registrations and subsequent evaluations to determine percent of trained staff Classroom Visitation Summary to determine degree of implementation of instructional training Acceleration of improvement at/or above proficiency for English Language Learners on District and state assessments beyond the targeted District growth 	<ul style="list-style-type: none"> Director of Bilingual Education Services Assistant Director of Bilingual Education Services 	<ul style="list-style-type: none"> Quarterly

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

High-Leverage Adult Work (Tier II): Provide structure and support for District, school, grade level and content area Data Teams to improve student achievement.

Rationale: This Tier II indicator is designed to strengthen the overall accountability system, inform curriculum development and help ensure the implementation of effective teaching strategies. Support for Tier II is based on the research on effective schools associated with the Connecticut Accountability for Learning Initiative. As part of a critical analysis, the District will concentrate its efforts to apply comprehensive support to ensure the fidelity of Data Team implementation. The strong fidelity of Data Team practices across the District will help ensure that the following findings and recommendations from the Cambridge Report will be addressed:

- Effective implementation of a web-based curriculum to improve instruction and student achievement,
- Standardization of expectations for student learning across the District,
- Enhancement of curriculum support structures such as Pacing Guides, District-wide adoptions of materials and equipment,
- Alignment of professional development opportunities and instructional coaching to support instructional delivery of curriculum,
- Utilization of a technologically supported comprehensive assessment system that provides real time information in order to adjust instruction and target the learning needs of students.

Strategies	Implementation Timeline / Action Steps	Technical Assistance Providers	Funding Sources	Monitoring		
				Evidence of Implementation and Growth	Persons Responsible	Monitoring Timeline
<ul style="list-style-type: none"> • Conduct a system-wide survey to assess the scope of personnel trained in Data Driven Decision Making and Data Teams. 	<p style="text-align: center;">2008 - 2009</p> <ul style="list-style-type: none"> • Conduct survey to determine baseline data to build capacity. <p style="text-align: center;">2009 - 2011</p> <ul style="list-style-type: none"> • Conduct survey to measure capacity growth, determine professional development plans and to identify next 	<ul style="list-style-type: none"> • Executive Director of Learning and Teaching • Accountability Coordinator 	<ul style="list-style-type: none"> • District Staff 	<ul style="list-style-type: none"> • Survey Results 	<ul style="list-style-type: none"> • Executive Director of Learning and Teaching • Accountability Coordinator 	<ul style="list-style-type: none"> • Annually

Strategies	Implementation Timeline / Action Steps	Technical Assistance Providers	Funding Sources	Monitoring		
				Evidence of Implementation and Growth	Persons Responsible	Monitoring Timeline
	Connecticut Accountability for Learning Initiative area of District focus.				<ul style="list-style-type: none"> Director of Evaluation and Research 	
<ul style="list-style-type: none"> Conduct a system-wide survey to determine the degree of Data Team implementation at District, school, grade and content area levels. 	<p>2008 - 2011</p> <ul style="list-style-type: none"> Annual survey to determine scope of implementation in District. 	<ul style="list-style-type: none"> Accountability Coordinator 	<ul style="list-style-type: none"> District Staff 	<ul style="list-style-type: none"> Survey Results 	<ul style="list-style-type: none"> Executive Director of Learning and Teaching Accountability Coordinator Director of Evaluation and Research 	<ul style="list-style-type: none"> Annually
<ul style="list-style-type: none"> Based on survey data, develop a system wide proposal to Bridgeport Board of Education and Connecticut State Department of Education for Data Team structures, and quality of implementation. 	<p>2008 - 2009</p> <ul style="list-style-type: none"> Proposal/ January 2009. <p>2009 - 2011</p> <ul style="list-style-type: none"> Implementation contingent upon approval of proposal. 	<ul style="list-style-type: none"> District Data Team Members 	<ul style="list-style-type: none"> To be determined 	<ul style="list-style-type: none"> Data Team Proposal for school-based implementation 	<ul style="list-style-type: none"> Chief of Staff Executive Director of Learning and Teaching Accountability Coordinator Director of Evaluation and Research 	<ul style="list-style-type: none"> January 2009
<ul style="list-style-type: none"> Provide continuous training opportunities in Data Driven Decision Making /Data Teams to build District capacity at both District and school levels. 	<p>2008 - 2011</p> <ul style="list-style-type: none"> Quarterly professional development sponsored workshops by District. School allocations for onsite professional development, facilitation support and after school Data Team Meetings. 	<ul style="list-style-type: none"> Cooperative Educational Services Connecticut State Department of Education/ Connecticut Accountability for Learning Initiative District Staff Leadership and Learning Center 	<ul style="list-style-type: none"> School Improvement Grant-\$151,500. Educational Cost Sharing Grant-\$198,000. 	<ul style="list-style-type: none"> Mylearningplan.com registrations and subsequent evaluations to determine the number of staff and their level of satisfaction 	<ul style="list-style-type: none"> Executive Director of Learning and Teaching Accountability Coordinator Director of Evaluation and Research 	<ul style="list-style-type: none"> Quarterly

Strategies	Implementation Timeline / Action Steps	Technical Assistance Providers	Funding Sources	Monitoring		
				Evidence of Implementation and Growth	Persons Responsible	Monitoring Timeline
<ul style="list-style-type: none"> Provide targeted support in Data Team facilitation based on identified needs in survey. 	<p>2008 - 2009</p> <ul style="list-style-type: none"> Train cadre of data team facilitators. <p>2009 - 2011</p> <ul style="list-style-type: none"> Schools access the facilitators to support Data Teams. Train additional cadre of data team facilitators as needed. 	<ul style="list-style-type: none"> District Staff and facilitator team Connecticut State Department of Education/ Demonstration School Initiative Connecticut Accountability for Learning Initiative 	<ul style="list-style-type: none"> School Improvement Grant - \$40,000. Educational Cost Sharing - \$40,000. 	<ul style="list-style-type: none"> Facilitator's Report to indicate increased proficiency of the level of performance of Data Teams 	<ul style="list-style-type: none"> Executive Director of Learning and Teaching Accountability Coordinator Director of Evaluation and Research 	<ul style="list-style-type: none"> Quarterly

Priority Student Outcomes (Tier I):

- A 15% reduction in suspension incidents and number of students suspended by the end of the school year 2010 - 2011.
- An improvement of 15 percentage points in high school attendance by the end of school year 2010 - 2011.

High-Leverage Adult Work (Tier II): Ensure safety and security of all schools and students and sustain a variety of approaches that nurture the social and emotional health of students.

Rationale:

This Tier II indicator further defines and narrows our focus based on discussions with our partners, the Connecticut State Department of Education, current research and input from the District's Leadership Team. Based on the District's Strategic Plan, to ensure a safe, secure learning environment, the District will educate the whole child; academically, socially and emotionally. Connecticut Accountability for Learning Initiative supports the systematic use of data for improving student achievement and support services that address barriers to learning for all students by:

- Identifying strategies for instructional leadership in implementation of Positive Behavior Supports and Peer Mediation;
- Identifying strategies to strengthen and align the Family Solutions Center with Positive Behavior Supports and Peer Mediation;
- Developing and enhancing support for social and emotional health (resilience) in students retained in kindergarten and their families by implementing a Response to Intervention model to raise achievement and social functioning.

The following strategies include the State Board of Education Ad Hoc Committee's and Cambridge recommendations to:

- Reduce suspensions and increase student attendance throughout the District's schools with a focus on High Schools;
- Enhance strategic, pro-active interventions addressing social/emotional literacy and supports by increasing the number of schools implementing school wide Positive Behavior Supports and Peer Mediation;
- Expand use of outcome data to test efficacy of these school wide supports; as well as, individual social/emotional services currently being provided by support staff;
- Raise achievement and test results for all students in reading and mathematics;
- Ensure a positive social and emotional climate for all students, staff and families in every school across the District.

Strategies	Implementation Timeline / Action Steps	Technical Assistance Providers	Funding Sources	Monitoring		
				Evidence of Implementation and Growth	Persons Responsible	Monitoring Timeline
<ul style="list-style-type: none"> Implement Positive Behavioral Supports. 	<p>2008 - 2011</p> <ul style="list-style-type: none"> Implement Positive Behavioral Supports in one Cohort per year. Provide staff development in Positive Behavioral Supports philosophy and implementation. Implement focused interventions to ensure Positive Behavioral Supports fidelity in all District schools. 	<ul style="list-style-type: none"> University of Connecticut National Positive Behavioral Supports network staff District Staff 	<p>2008 - 2009</p> <ul style="list-style-type: none"> PARK Project Grant - \$30,000. Elementary and Secondary School Counseling Grant -\$300,000. Individuals with Disabilities Education Improvement Act Grant -\$50,000. Fairfield County Community Foundation Grant - \$18,000. Education Cost Sharing Grant - \$200,000. <p>2009 - 2011</p> <ul style="list-style-type: none"> Cost and funding sources to be determined. 	<ul style="list-style-type: none"> School Climate Surveys with targeted improvement in specific areas Reduction in the number of Office Referrals Student Suspension Rate Reduction of 5 percentage points per year School Evaluation Tool Positive Behavioral Supports training calendar 	<ul style="list-style-type: none"> Assistant Superintendent of Youth Development Director of Social Work Services 	<p>Monthly/ Annually</p>
<ul style="list-style-type: none"> Implement Peer Mediation. 	<p>2008 - 2010</p> <ul style="list-style-type: none"> Implement Peer Mediation in one Cohort per year. Provide staff development in Peer Mediation methodology. Implement focused intervention to ensure Peer Mediation fidelity in all District schools. 	<ul style="list-style-type: none"> District Staff Partnership with Children 	<ul style="list-style-type: none"> Peer Mediation Grant - \$30,000. 	<ul style="list-style-type: none"> Referrals made to Peer Mediation coordinators for mediation Outcome measures derived from Discipline Reports for all schools to include a reduction in office referrals for bullying, verbal and physical incidents 	<ul style="list-style-type: none"> Assistant Superintendent for Youth Development 	<p>Quarterly/ Annually</p>

Strategies	Implementation Timeline / Action Steps	Technical Assistance Providers	Funding Sources	Monitoring		
				Evidence of Implementation and Growth	Persons Responsible	Monitoring Timeline
	<p>2010 - 2011</p> <ul style="list-style-type: none"> Provide continuous support to ensure continued fidelity of implementation and program sustainability. 					
<ul style="list-style-type: none"> Strengthen and align Family Solutions Center with Positive Behavioral Support and Peer Mediation strategies. 	<p>2008 - 2010</p> <ul style="list-style-type: none"> Fall/Spring and annually thereafter provide informational sessions with parents. Provide overview of Family Solution Center to Student Assistance Teams and Positive Behavioral Support teams. <p>2010 - 2011</p> <ul style="list-style-type: none"> Provide continuous support to ensure sustainability. 	<ul style="list-style-type: none"> Family Solution Center staff 	<ul style="list-style-type: none"> District Staff 	<ul style="list-style-type: none"> Parent attendance Referrals to Family Solution Center Outcome measures for Family Solution Center include parent and teacher surveys that measure progress associated with referral issues 	<ul style="list-style-type: none"> Assistant Superintendent for Youth Development Director of Psychological Services Director of Social Work Services 	Quarterly/ Annually
<ul style="list-style-type: none"> Implement the Crisis Prevention Institute Model to further develop de-escalation skills. 	<p>2008 - 2010</p> <ul style="list-style-type: none"> Implement Crisis Prevention in one Cohort per year. <p>2008 - 2011</p> <ul style="list-style-type: none"> Provide continuous support and professional development for Crisis Prevention Model in all District schools. 	<ul style="list-style-type: none"> Bridgeport Learning Center staff 	<p>2008 - 2009</p> <ul style="list-style-type: none"> Operating Budget - \$10,500. <p>2009 - 2010</p> <ul style="list-style-type: none"> Operating Budget - \$10, 500. 	<ul style="list-style-type: none"> Mylearningplan.com registrations and subsequent evaluations to determine the number of trained staff Crisis Prevention Institute data collection Outcome measures derived from Discipline Reports School Climate Surveys with targeted improvement in specific areas 	<ul style="list-style-type: none"> Assistant Superintendent of Youth Development Director of School Security 	Quarterly/ Annually

Strategies	Implementation Timeline / Action Steps	Technical Assistance Providers	Funding Sources	Monitoring		
				Evidence of Implementation and Growth	Persons Responsible	Monitoring Timeline
				<ul style="list-style-type: none"> School Visitation Summary to determine implementation level 		
<ul style="list-style-type: none"> Develop and enhance support for social and emotional health (resilience) in students retained in Kindergarten and their families. 	<p>2008 - 2011</p> <ul style="list-style-type: none"> Identify and accelerate achievement of students retained. Provide assessment and intervention services. Referral to Student Assistance Team. Align Student Assistance Team with Child First Services for retained students. Provide parental support through Family Solutions Center. Professional development for Kindergarten teachers designed to address parental communication. 	<ul style="list-style-type: none"> Social Worker School Psychologists Guidance Counselors Literacy/Math Coaches Kindergarten teachers 	<p>2008 - 2009</p> <ul style="list-style-type: none"> Priority School Grant - \$25,000. 2010 - 2011 To be determined. 	<ul style="list-style-type: none"> Post training profiles for identified students Student Assistance Team data review of Devereux results, Concepts of Print, Dibbles and other Response to Intervention measures Referral Logs Communication notes between Student Assistance Team and Child First Services staff Family Solution Center Teacher/Parent Satisfaction surveys Increase percentage of Kindergarten students promoted 	<ul style="list-style-type: none"> Director of Early Childhood Director of Psychological Services Supervisor of Special Education Pre School Director of Social Work Services Director of Speech, Language and Hearing Director of Bilingual Education 	Quarterly/ Annually
<ul style="list-style-type: none"> Improve school-based record keeping procedures for attendance. 	<p>2008 - 2009</p> <ul style="list-style-type: none"> Provide professional development on School Administration and Student Information software. Implement Special Attendance Register to monitor truancy. <p>2009 - 2011</p> <ul style="list-style-type: none"> Provide ongoing professional development to new staff. 	<ul style="list-style-type: none"> School based staff including teachers, guidance counselors, home school coordinators, truant officers and school administrators. 	<ul style="list-style-type: none"> District Staff 	<ul style="list-style-type: none"> Quarterly attendance audits Truancy referrals Attendance referrals to Student Assistance Team An increase of 5 percentage points per year in high school attendance 	<ul style="list-style-type: none"> Assistant Superintendent for Youth Services Supervisor of Pupil Services 	Monthly

Bridgeport Public Schools

DATA CHART Tier I Indicator – Priority Student Outcomes

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

CMT	2007	2008	2009	2010	2011	2011 Target	CAPT	2007	2008	2009	2010	2011	2011 Target
READING:							READING:						
Whole District	41.0	46.5				61.5	Whole District	27.0	42.8				57.8
Black	41.0	44.6				59.6	Black	26.0	42.4				57.4
Hispanic	37.0	43.5				58.5	Hispanic	23.0	39.1				54.1
White	58.0	64.1				79.1	White	48.0	56.0				71.0
Asian Amer	60.0	64.7				79.7	Asian Amer	40.0	NR				
F/R	41.0	45.8				60.8	F/R	27.0	42.3				57.3
SpEd	10.0	13.6				>28.6	SpEd	<5.0	7.4				>22.4
ELL	12.0	29.5				>44.5	ELL	14.0	21.9				>36.9

MATH:						
Whole District	53.0	57.9				72.9
Black	51.0	53.1				68.1
Hispanic	51.0	57.2				72.2
White	71.0	76.1				91.1
Asian Amer	75.0	80.9				95.9
F/R	53.0	57.4				72.4
SpEd	18.0	23.3				>38.3
ELL	33.0	48.7				>63.7

MATH:						
Whole District	27.0	35.3				50.3
Black	24.0	32.4				47.4
Hispanic	23.0	33.2				48.2
White	48.0	50.5				65.5
Asian Amer	47.0	NR				
F/R	26.0	34.6				49.6
SpEd	<5.0	7.8				>22.8
ELL	17.0	22.7				>37.7

* NR = Not Reported

WRITING:						
AYP Met	Yes	Yes				Yes

Bridgeport Public Schools

DATA CHART Tier I Indicators – Priority Student Outcomes

An improvement in high school attendance by 15 percentage points by the end of school year 2010 - 2011.

ATTENDANCE:	2007	2008	2009	2010	2011	2011 Target
High School	82.8	81.1				96.1

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

SUSPENSION:	2007	2008	2009	2010	2011	2011 Target
# Incidents	11,313	7,695				6,541
# Students	4,765	3,345				2,844