BRIDGEPORT BOARD OF EDUCATION
AGENDA OF IN-PERSON MEETING OF THE BRIDGEPORT BOARD OF EDUCATION

TUESDAY, OCTOBER 13, 2026 - 6:30 PM
BRIDGEPORT REGIONAL AQUACULTURE SCIENCE & TECHNOLOGY EDUCATION CENTER
60 ST. STEPHENS ROAD
BRIDGEPORT, CT 06605

1. **Call to Order**
2. **Pledge of Allegiance**
3. **Roll Call**
4. **Student Representative Reports**
5. **Public Comment**
6. **Chairperson's Report**
7. **Committee Reports/Referrals**
   Operations Committee
   Instruction & Support Services Committee
   Policy Committee
   Ad Hoc Committees
   CABE Report
8. **Superintendent's Report**
9. **Consent Agenda**
   a. Approval of September 21, 2026 Special Meeting Minutes
   b. Approval of September 28, 2026 Regular Meeting Minutes
   c. Approval of the Elm Amendment to the Landscape Cutting Contract for Additional Services
   d. Approval of the CheapScapes Landscape Fall & Spring Cleanup Contract Including Additional Services if Needed
   e. Approval of the 26/27 Food Bid Results
   f. Approval of the 27/28 Food Bid Search
   g. Approval of the Fairchild Wheeler Overnight Trip to Orlando, FL Disney Imagination Campus, March 10, 2027 to March 14, 2027
   h. Approval of the Debate League's Overnight Trip to Boston, MA to Participate in the Boston Debate League Tournament, November 20, 2026 to November 22, 2026 (John Winthrop & Interdistrict Discovery Magnet)
10. **Old Business**
11. **New Business**
    a. *Approval of the Proposed Settlement Agreement with B. Furnari
    b. Approval of the Ed Specification for the anticipated Roof Replacement at Read School.

c. Approval of the Continuation of the School Improvement Grants
d. Approval of the Continuation of Commissioner Network Grant for Barnum School
e. Approval of the Continuation of Commissioner Network Grant for Columbus School
f. Review and Approval of the Budget Calendar
g. Discussion and Possible Action on Amendment to the 2027 Proposed Resolutions for the CABE Delegate Assembly

12. **Additional Public Comment (As Needed)**
13. **Adjourn**

Monday, September 21, 2026

MINUTES OF THE SPECIAL MEETING OF THE BRIDGPEORT BOARD OF EDUCATION, held September 21, 2028, 45 Lyon Terrace, Bridgeport, Connecticut.

Present were Chair Jennifer Perez, Vice Chair Joseph Sokolovic, Secretary Maritza Estremera Jimenez, Willie Medina, Robert Traber, Joanne Burks Jennings*, and Andre Woodson*. Albert Benejan Grajales*, and Lamond Daniels* joined the meeting subsequently as noted.

*Remote participation

The meeting was called to order at 6:35 p.m.

Ms. Perez said the agenda item was to do a self-evaluation of the board and discuss goal setting. She said the evaluation qualified for executive session.

Ms. Perez said there was a form to be filled out by board members that contained thirty questions.

Mr. Sokolovic noted the evaluation is of the board as a whole, not individual board members.

There was a delay while board members worked on the document.

Members Benejan Grajales* and Lamond* joined the meeting.

The board members shared the total average for each section.

In the Vision section. Mr. Sokolovic had a 3.0 rating. He provided his reasons. He said board members frequently issue uncritical praise for progress without adequate metrics.

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Mr. Traber's rating was 3.5. He said the administration needs to give more consistent reports, but he has a problem with the system, which was developed after we had more money for children. He said he was not wedded to the idea of measuring achievement by test scores.

Mr. Medina said he found it hard to complete this portion. He said his average was a 1.

Ms. Estremera Jimenez rating was 3.7 because the board did a good job of developing the vision. There is still opportunity for improvement in outlining the vision to the public.

Mr. Benejan Grajales said he agreed with Ms. Estremera Jimenez. His score was 4.0.

Mr. Woodson's score was 2.0.

Mr. Daniels provided his score for all five areas because he had to leave the meeting early. They were Vision 3.2; Community leadership 4.4; Board Operations: 2.7; Board Ethics: 2.8; Board and Superintendent: 2.3.

Mr. Daniels said this has been his experience as a new board member this year.

Mr. Daniels left the meeting.

Ms. Burks-Jennings's rating was 3.4 for Vision. She said she was unsure and still learning a lot.

Ms. Perez's rating was 2.0. She said the board needs to focus on developing a long-term strategic plan this year.

The next section was Leadership.

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Mr. Sokolovic's rating was 3.4. He said there were areas to improve upon. He said a great portion of the board has yet to testify and strongly advocate for the whole board. He said leadership was sometimes comprised by leadership overreach and restrictions on public speaking.

Mr. Traber said we did an excellent mobilizing the community on funding. He said we haven't done a good job on interacting with the community on the closing schools policy.

Mr. Medina's rating was 1.9. He noted success at state-level funding.

Ms. Estremera Jimenez's rating was 3.8. She said there was still room for improvement in community partnerships.

Mr. Benejan Grajales's rating was 5.0. He said there was a great increase in communication and engagement this year.

Mr. Woodson's rating was 3.2. Ms. Burks-Jennings's average was 3.4.

Ms. Perez's rating was 3.8. She said the board did a great job in advocating at the state, although we should have more involvement and get everybody on board to increase numbers. She said we did better in advocacy and partnerships in the city as well.

Ms. Perez said the combined board ratings were Vision: 2.87 and Community Leadership: 3.7.

Mr. Sokolovic's rating in Board Operations was 2.8. He said when information is not provided by the administration, the board is unable to make a decision without rubber-stamping. He objected

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to board members issuing 5 out of 5 ratings without written commentary

Mr. Traber's rating was 4.0. He said he did not disagree with some of Mr. Sokolovic's points, but they are not reflected in the categories.

Mr. Medina's rating was 1.8. Ms. Estremera Jimenez's rating was 3.1. She said the board is doing much better on fiscal reporting, but it lacks in comprehensive orientation for new board members. Mr. Benejan Grajales's rating was 4.0. Mr. Woodson's rating was 3.8. He said he agreed with the point on new board members.

Ms. Burks-Jennings's rating was 3.0. She said she still felt a little lost as a new board member.

Ms. Perez's score was 3.0. She said the board does a lot of work with CABE, but more orientation was needed for new board members. She said the self-evaluation was an area of growth.

Mr. Traber urged the self-evaluation form be updated to include things we deal with on a regular basis.

Mr. Sokolovic's rating on Board Ethics was 2.8. He said we sometimes engage in contradictory behavior such as issuing perfect scores and shielding administrative errors.

Mr. Traber's rating was 4.2. Mr. Medina's rating was 2.3. Ms. Estremera Jimenez's rating was 3.2. She said we have to remember our focus should be on students and sometimes we engage in political behaviors that are not appropriate.

Mr. Benejan Grajales's rating was 3.0.

Mr. Woodson's rating was 3.6. Ms. Burks-Jenning's rating was 3.0

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Ms. Perez's rating was 3.0.

Ms. Perez said the overall rating was 3.1 for Ethics and 3.13 for Operations.

Mr. Sokolovic's rating was 2.2 for Board and Superintendent Team. He said this was hindered by structural boundaries, unilateral administrative actions and passive board acquiescence. He said key issues included legal counsel bypass.

Mr. Traber's rating was 3.6. He said the board's relationship with the superintendent has been effective and there was the inability to do a search on a timely basis.

Mr. Medina's rating was 2.1.

Ms. Estremera Jimenez's score was 2.8. She said as a board we can do much better in working effectively with the superintendent and giving him expectations.

Mr. Benejan Grajales's rating was 5.0. He said changes were made in things that were not being done for many years.

Mr. Woodson's rating was 2.8. He said the board needs to work better with the superintendent to focus on high achievement. He said we have a problem respecting the superintendent's position and his educational background.

Ms. Burks-Jennings's rating was 3.0.

Ms. Perez's average was 2.6. She said sometimes individual board members ask the superintendent things that should be asked by the board as a whole according to policies. She said she agreed with Mr. Woodson on working with the superintendent and focusing on high achievement.

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Ms. Perez said the overall rating by the board in this area was 2.9.

In response to a question, Ms. Estremera Jimenez said the average of all five sections was 3.15.

There was a discussion of board goals.

Mr. Traber said he recognized achievement is defined by test scores, but opportunity is what we should seek for students in a broader academic portfolio.

Items discussed included semiannual workshops; providing students with greater opportunities; adhering to policy for quarterly forums; and developing a board calendar.

There was discussion of adding the board goals to the consent agenda at a regular meeting.

Mr. Medina moved to adjourn the meeting. The motion was seconded by Mr. Sokolovic and unanimously approved.

The meeting was adjourned at 6:59 p.m.

Respectfully submitted,

John McLeod

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Monday, September 28, 2026

MINUTES OF THE REGULAR MEETING OF THE BRIDGPEORT BOARD OF EDUCATION, held September 28, 2026, at Bridgeport Regional Aquaculture Science and Technology Education Center, 60 St. Stephens Road, Bridgeport, Connecticut.

Present were Vice Chair Joseph Sokolovic, Secretary Maritza Estremera Jimenez*, Albert Benejan Grajales, Willie Medina, Jowanne Burks-Jennings*, Robert Traber**, and Andre Woodson*. Chair Jennifer Perez* and Lamond Daniels* joined the meeting subsequently as noted.

*remote participation **began the meeting remote and subsequently arrived in person as noted.

Interim Supt. Royce Avery was present.

The meeting was called to order at 6:33 p.m.

STUDENT REPRESENTATIVE REPORTS:

Rachel of Central Magnet reported on her school. Among the items she highlighted were the back-to-school night; parent concerns about students' transportation if they participate in clubs; the need for drivers' education and financial literacy courses; student elections; an upcoming open house for the Class 2031; and a breast cancer walk.

Isiah Mendenhall of Central High highlighted Hispanic Heritage Month; fall sports and school spirit; upcoming PSAT and SAT preparation; and an incident where a hijab was ripped off of a girl and discrimination at the school against the Muslim community;

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and racist slurs and racist jokes on social media about African Americans.

Mr. Sokolovic, who was chairing the meeting, thanked the students for their direct, brutal honesty. He said he was sure the superintendent would address the issues.

Kelsey of the Aerospace School at Fairchild Wheeler highlighted the back-to-school night; Hispanic Heritage Month; Friday dance instruction during lunch; planning for a homecoming dance; the priorities on academics; and the smooth transition of BMA onto the campus this year.

Deborah Graciano Braga Silva of Bridgeport Military Academy highlighted the cancellation of a field trip due to the northeaster; back-to-school night: Hispanic Heritage Month; academic priorities; college readiness; and collaboration with Fairchild Wheeler students.

Members Perez* and Daniels* joined the meeting. Mr. Traber arrived at the meeting in person.

PUBLIC COMMENT:

Tiffany Ladson-Lang, principal of Beardsley School, said the school has established a partnership with the Fairfield County chapter of Delta Sigma Theta Sorority to implement a mentorship program for young girls in grades 4 to 6, which currently serves twelve students. She described the process that is used.

Michele McKinley, a member of the alumnae chapter, introduced herself; as did Tashen Bowden-Lewis.

Jay Lipp said in the thirteen years he's been a principal in Bridgeport we've had seven superintendents. He said stability

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was needed and it was important to appoint Dr. Avery as permanent superintendent. He described the renewed focus on rigorous instruction and said disruption to the leadership would slow progress.

Israel Preval said prior to Dr. Avery's tenure Bridgeport was viewed as a failing district that lacks any form of leadership. He said under Dr. Avery's leadership we have worked to ensure the district is fiscally responsible and no longer burdening the taxpayer and providing a lackluster education. He said as an Army service member a proper chain of command is crucial.

James Meszoros, a retired district security officer, spoke on Dr. Avery's behalf. He praised Dr. Avery's recognition of employees through a picnic. He supported Dr. Avery's restructuring and work with the mayor and governor.

CHAIR REPORT:

Ms. Perez said she could not be present because she is traveling. She said the board met last Monday to draft the board goals, which will be voted on later this evening. She said the goals are focused on increasing student opportunities, improving governance at the board, and our relationship with the superintendent's office.

Ms. Perez said the board would have a workshop with CABE next week. She said the Thought Exchange survey is still open on the superintendent search.

Ms. Perez reminded the board of policy in the 9000 series that requests from individual board members for documents or information should be made through the chair with notice to the full board. She said we need to be mindful of the time and

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resources the requests require. She said her comments were about respecting the distinction between individual board members and the board acting collectively.

Ms. Perez read into the record a statement on impartiality in the ongoing superintendent search process, which she said was prompted by a September 14, 2026, board meeting. She said it is imperative that the competitive process for the superintendent position be impartial and conducted in a professional manner as perceived by the others, including the state Department of Education. She said a board member read into the record a statement authored by a citizen endorsing the candidacy of our interim superintendent, which advocated the board cancel the superintendent search and appoint the interim superintendent. She said the board member serving as a conduit for the opinion demonstrates the appearance of improper partiality, which could undermine candidate and public confidence in the search and selection process. She said any future behavior by board members that demonstrates partiality or an appearance of partiality may warrant removal from the ad hoc selection committee or censure or reprimand proceedings pursuant to Policy 9222.

In response to a question, Ms. Perez said the nine board members will decide who will be the next superintendent.

COMMITTEE REPORTS/REFERRALS:

Ms. Perez said the Operations Committee will meet on October 5th.

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Mr. Medina referred an item on expiring contracts. Dr. Avery said he was working on a process to handle contracts expiring in June and July with the board in April or May.

Mr. Sokolovic said he would like to see a record of consulting contracts valued over $10,000 as we go into budget season.

Ms. Perez left the meeting.

Mr. Traber said the Instruction and Support Services Committee will meet on October 6th.

Mr. Woodson said the Policy Committee will be scheduled in the future. He said he received a referral from Mr. Sokolovic.

In response to a question, Dr. Avery said the holiday policy would go to the Policy Committee and then to the full board.

Mr. Sokolovic said there have been referrals to the ad hoc committee on school buildings. He said the building of the new East End school would impact current schools and early conversations are needed.

Mr. Traber said we were not anywhere near a shovel going into the ground for the school because funding has not been approved yet.

SUPERINTENDENT'S REPORT:

Dr. Avery highlighted a new resource for the board in its portal called the Board Communication Folder, which will strengthen communication between the administration and the board. He said updates were in the portal on district enrollment and an attendance update.

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The superintendent's video report was played. The narration indicated that enrollment is about 200 students lower than last year, which is a trend in Connecticut and across the country. Full capacity for full-day pre-K has been achieved. Carli Rocha-Reaes highlighted the importance of the enrollment center.

The home visitor program was described and its work in addressing chronic absenteeism. Home visits made an impact in supporting families and linking them to resources.

Mr. Traber said the board used to receive additional information in the personnel report on date of hire and salary.

Mr. Benejan Grajales said he had made visits to schools, and he has seen change in how professional and orderly the staff is. He described the staff as amazing.

Dr. Avery said there was still a lot of work to do.

Mr. Sokolovic noted he had requested retirement and staff information from the past. He added that the board had requested comparative data on enrollment. He said the loss of students is a potential loss of revenue next year.

Mr. Sokolovic said claimed improvements needed to be backed up with metrics.

In response to a question, Dr. Avery spoke about the complications of extended hours coverage for students.

CONSENT AGENDA:

Mr. Traber moved to approve the consent agenda. The motion was seconded by Mr. Sokolovic. Mr. Sokolovic requested removal of the approval of the board goals.

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The item approved was the minutes of the September 14, 2026, Regular Meeting.

The motion was unanimously approved.

The next item was approval of board goals created at the Special Meeting. Mr. Sokolovic said it was important to read them out.

Mr. Sokolovic said the goals were to develop, review and adopt the written vision statement by November 9th, 2026; (2) By January 31st, 2027, the board will strengthen community leadership by creating and using a shared BPS community engagement calendar that includes district events, community forums, major meetings, agenda-related deadlines, and other key opportunities for board member participation. The calendar will include one-week and two-week reminders that will be reviewed monthly so board members can plan ahead, increase visibility across the district and remain better informed about the needs, priorities, and activities of BPS students, families, staff, and community partners. (3) By January 31st, 2027, the board will create and implement a master governance calendar that identifies required board actions, committee meetings, quarterly financial reports, policy review dates, statutorily policy deadlines, and recurring governance responsibilities. The calendar will be reviewed monthly and updated as needed to support timely board action and reduce missed or delayed items.

Mr. Sokolovic said under board ethics the board will evaluate, develop, and potentially adopt written guidance for the ethical and responsible use of AI and digital tools by board members. The guidance will identify prohibited uses, including executive session content, confidential student or personnel information, legal matters, and other sensitive board materials, and will be reviewed

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annually as technology and district needs evolve. Moreover, a Bridgeport Public Schools' guidebook shall be drafted and circulated to board members containing most frequently used policies, Robert's Rules of Order, and more.

Under Board/Superintendent relations: By June 20th, 2027, the board superintendent will strengthen governance team alignment by continuing individual board member meetings with the superintendent, holding at least one structured board/superintendent retreat or workshop, and jointly outlining the next steps for the district strategic planning process. Progress will be assessed through a midyear and end-of-year check-in focused on communication, alignment and shared priorities.

Mr. Benejan Grajales moved "*to approve the board goals created at the Special Meeting of September 21st, 2026, as presented in our packet*." The motion was seconded by Ms. Estremera Jimenez and unanimously approved.

NEW BUSINESS:

The next agenda item was approval of proposed settlement agreement involving a minor.

Invited to participate in the executive session were Dr. Jennifer Hoffman, Atty. Rebecca Goldberg, and Dr. Avery.

Mr. Benejan Grajales moved to go into executive session. The motion was seconded by Mr. Medina and unanimously approved.

The executive session began at 7:42 p.m.

The board reconvened in public session at 8:40 p.m.

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Mr. Daniels left the meeting.

Mr. Medina moved "*to authorize the superintendent, Dr. Avery, to enter into the proposed settlement agreement involving a minor as discussed in executive session*." The motion was seconded by Mr. Benejan Grajales and unanimously approved.

The next agenda item was on district security, safety, and emergency preparedness plan.

Invited to participate in the executive session were the board, Dr. Avery, Assistant Chief Capozzi, and Sergeant Molina, and Luis Santiago.

Mr. Medina moved to go into executive session. The motion was seconded by Mr. Benejan Grajales and unanimously approved.

The executive session began at 8:41 p.m.

The board resumed in public session at 9:50 p.m.

Mr. Sokolovic said there was a great presentation by Chief Capozzi, Sergeant Molina, and Mr. Santiago, and the board believes the schools are in good hands.

Mr. Benejan Grajales said he appreciated the hard work of the police and Mr. Santiago.

Mr. Traber moved "*to add to the agenda bypassing the first and second read for immediate implementation of the lottery policy*." The motion was seconded by Mr. Benejan Grajales.

The motion was approved by a 5-0 vote. Voting in favor were members Sokolovic, Estremera Jimenez, Benejan Grajales, Burks-Jennings, and Traber. Mr. Medina and Mr. Woodson did not vote.

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Mr. Traber moved "*to approve the amended policy regarding the lottery process."* The motion was seconded by Mr. Benejan Grajales.

Mr. Sokolovic said the policy has been amended, and all the amendments appear to be in there and the policy has been reviewed by legal counsel.

Mr. Traber said he wanted to thank Ms. Estremera Jimenez for the work she did as the chair of this committee over the summer. He said cleaning up and tightening the lottery process had been talked about for a long time.

The motion was unanimously approved.

Mr. Benejan Grajales moved to adjourn the meeting. The motion was seconded by Mr. Sokolovic and unanimously approved.

The meeting was adjourned at 9:53 p.m.

Respectfully submitted,

John McLeod

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FIRST AMENDMENT TO AGREEMENT
BY AND BETWEEN
CITY OF BRIDGEPORT
AND
EASTERN LAND MANAGEMENT, INC.

THIS FIRST AMENDMENT ("First Amendment") is made and entered into this _____ day of _____, 2026 ("Effective Date"), by and between the **CITY OF BRIDGEPORT BOARD OF EDUCATION** (the "BBOE"), and **EASTERN LAND MANAGEMENT, INC**. a Connecticut corporation authorized to do business in the State of Connecticut and having a principal place of business at 142 Hamilton Avenue Stamford, Connecticut 06902 (the "Contractor"). The City and Contractor are hereinafter referred to collectively as the "Parties" and individually as "Party".

WHEREAS, the Parties entered into that certain Agreement for Contractor to provide landscape maintenance cutting services to the BBOE at identified Public School locations (the "Agreement"), the terms and conditions of which Agreement are incorporated herein by Reference, and

WHEREAS, in accordance with the Agreement, the BBOE may wish to have the Contractor perform additional services related to landscape maintenance cutting services but which services outside the scope of the Agreement, as such needs may occur from time to time; and

WHEREAS, the Contractor has agreed to consider performing the additional services pursuant to the terms and conditions of the Agreement, as amended hereby.

NOW, THEREFORE, in consideration of the mutual covenants and understandings herein contained, the Parties hereby amend the Agreement as follows:

A. **Definitions**. Capitalized terms used and not defined in this First Amendment have the respective meanings assigned to them in the Agreement.

B. **Amendment to the Agreement**. As of the Effective Date of this First Amendment, the Agreement is hereby amended or modified, *mutatis mutandis*, as follows:

1. Additional Landscaping Services Outside Scope; Authorization Without Formal Amendment. Section 1 (General Undertaking), and Section 4 (Price and Payment), of the Agreement are hereby modified as follows: Notwithstanding the annual not-to-exceed amount stated in Paragraph 4(a), the BBOE may, from time to time, authorize the Contractor to perform landscaping-related services that are outside the Scope of Work and/or beyond the annual not-to-exceed amount up to the total annual not-exceed amount for such additional work of Seventy-Five Thousand Dollars and 00/100 Dollars ($75,000.00) , without requiring a written amendment to this Agreement for each such authorization, provided that: (i) such services are within the general category of landscape maintenance/cutting or reasonably related landscaping tasks contemplated by this procurement; (ii) the BBOE issues a written authorization in the form of a

purchase order, change order, task order, or other written directive; and (iii) the authorization states the service description, location(s), unit pricing or lump sum dollar cap for the authorized services. Performance of any such additional services without such a authorization as described above shall be at Contractor's sole risk.

2. Pricing and Invoicing for Authorized Additional Services. Additional services shall be billed in accordance with the applicable unit prices set forth in Exhibit B of the Agreement.
3. Procurement, Appropriation, and Precedence Limits. All authorizations and payments for additional services under this Paragraph are subject to: (i) availability of appropriated funds; (ii) compliance with all applicable City/BBOE procurement requirements, including issuance of a valid purchase order prior to performance; and (iii) the order of precedence stated in Section 16 of the Agreement. Nothing herein obligates the City/BBOE to issue any authorization or to exceed procurement/appropriation thresholds applicable to this Agreement. In the event of any conflict, the provisions of this Contract govern in accordance with Section 16(A) of the Agreement.
4. Invoices. Unless otherwise provided, the Price for all Work or portions thereof that are performed shall be invoiced monthly as the Work progresses. Invoices for additional services shall separately identify the applicable written authorization and amounts.
5. Payment. Payment for Work completed that is not in dispute shall be made within forty-five (45) days after receipt of the Contractor's invoice for completed Services with all required back-up information, including the applicable written authorization for additional services, if any.

C. **General Provisions.**

1. This First Amendment shall be effective on the Effective Date set forth above.

2. Except as expressly provided in this First Amendment, all the terms and provisions of the Agreement are and will remain in full force and effect and are hereby ratified and confirmed by the Parties. Without limiting the generality of the foregoing, the amendments contained herein will not be construed as an amendment to or waiver of any other provision of the Agreement or as a waiver of or consent to any further or future action on the part of either Party that would require the waiver or consent of the other Party. Except as expressly provided in this First Amendment, the Contractor shall perform the Services on the same terms and conditions pertaining to the Services in the Agreement. On and after the Effective Date of this First Amendment, each reference in the Agreement to "this Agreement," "the Agreement, "this Agreement," "the Agreement," "hereunder," "hereof," "herein," or words of like import and each reference to the Agreement in any other agreements, documents, or instruments executed and delivered pursuant to, or in connection with, the Agreement will mean and be a reference to the Agreement as amended by this First Amendment.

3. This Agreement may be executed and delivered via facsimile or electronic mail by either of the parties and the receiving party may rely on the receipt of such document so executed and delivered via facsimile or electronically as if the original had been received.

The Parties have caused this First Amendment to Agreement to be executed as of the day and year set forth above.

CITY OF BRIDGEPORT
BOARD OF EDUCATION

By:_____
Dr. Royce Avery
Its Acting Superintendent
Duly Authorized

Date Signed:_____ _____

CONTRACTOR
EASTERN LAND MANAGEMENT, INC.

By:_____

Its
Duly Authorized

Date Signed:

APPROVED AS TO FORM:
OFFICE OF THE CITY ATTORNEY

By:_____
Deborah M. Garskof

AGREEMENT TO PROVIDE GENERAL SERVICES, MATERIALS AND/OR EQUIPMENT BRIDGEPORT BOARD OF EDUCATION AND CHEAPSCAPES LLC

LANDSCAPE SPRING/FALL CLEANUP SERVICES

Cheapscapes LLC, a limited liability company organized under the laws of the State of Connecticut, with offices at 18 County Road, North Branford, Connecticut 06471 (the "**Contractor**") agrees to perform general services, materials and/or equipment as described herein to the **City of Bridgeport Board of Education**, having offices at 45 Lyon Terrace, Bridgeport, Connecticut 06604 (the "**BBOE**") on the following terms and conditions:

WHEREAS the BBOE publicly advertised or otherwise sought quotes for Landscape Maintenance Spring/Fall Cleanup Services for qualified, licensed (where required by law) vendors to provide the services and/or equipment described herein at the public school locations identified by the BBOE;

WHEREAS the Contractor submitted to the BBOE its qualifications, proposal, cost and pricing data, bonding capacity, insurance coverages and other information required by and in response to the solicitation (the "**Bid**" or "**Proposal**") to the BBOE and the BBOE selected the Contractor to perform the work described or referred to therein (the "**Work"**);

WHEREAS the BBOE's solicitation with specifications (if any) and the Contractor's Proposal are incorporated herein by reference as **Exhibits A** and **B** and made a part hereof;

WHEREAS the Contractor represents that it possesses all required licenses to enter into this Agreement in the State of Connecticut, is in compliance with all laws, rules and regulations required to perform the Work described herein, and is qualified and duly-authorized, where authorization is required for a foreign entity, to do business in the State of Connecticut.

NOW, THEREFORE, for good and valuable consideration, the Contractor agrees as follows:

The above recitals are incorporated by reference into the body of this Agreement with full legal force and effect.

1. **General Undertaking**. The Contractor will perform the Work for the Project described in **Exhibit A** in a timely manner using skilled, qualified and trained workers. The Work is set forth in **Exhibit A and B** attached and shall be undertaken and completed by the Contractor in accordance with this Agreement

and at the locations specifically identified by the BBOE and the Contractor. Although the Work is not covered by a guarantee, the BBOE shall be entitled to call back the Contractor to complete, correct or otherwise remedy Work that is not performed in accordance with this Agreement.

A. The person in charge of administering this Agreement on behalf of the BBOE shall be Jorge Garcia or such other person as may be designated in writing (the "Director.")

B. The person responsible for the Services to be performed by Contractor hereunder shall be Paul Washington.

2. **Term of Engagement**. This Agreement shall commence within five (5) business days of receipt of a written notice to proceed or such date that is otherwise set forth therein ("**Notice to Proceed**") from the BBOE's representative and shall continue in full force and effect until either (a) the Work is completed according to this Agreement, (b) the Agreement is earlier terminated as provided herein, or (c) **1 (one) year** from the date first above written, whichever shall first occur (the "**Term**"). Termination shall have no effect on the BBOE's obligation to pay for Work rendered through such earlier termination for Work that has been completed in accordance with this Agreement. At BBOE's sole discretion, and on Contractor's acceptance of the offer to extend, this Agreement may be extended for up to two (2) additional one (1) year terms.

3. **Nature of Engagement**. The BBOE has engaged the Contractor using as the basis for compensation unit-pricing according to specifications described in **Exhibit A**. Unless otherwise stated, all work schedules shall be considered a material part of this Agreement and all dates specified therein are **TIME OF THE ESSENCE**.

4. **Price and Payment**.

(a) **Price**. The applicable price for the Work is **ONE HUNDRED THIRTY NINE THOUSAND FIVE HUNDRED DOLLARS ($139,500.00)**, all calculated in accordance with the pricing set forth in **Exhibit B.** This sum shall be deemed a not-to-exceed price unless otherwise stated (the "**Price**"). Except as stated herein, the Price includes the wages of the Contractor, its employees, subcontractors and agents, home office and field overhead, general and administrative expenses and all other indirect costs and profit to be recovered or charged under this Agreement. Any increase in the scope of Work shall be based upon mutual agreement of the parties and shall employ the schedule of labor categories and rates, if any, set forth in **Exhibit B**.

(b) **Invoices**. Unless otherwise provided, the Price for all Work or portions thereof that are performed shall be invoiced monthly as the Work

progresses (but in no event shall the Contractor submit invoices for such Work later than forty-five (45) days after such Work is performed).

(c) **Payment**. Payment for Work completed that is not in dispute shall be made within **forty-five (45)** days after receipt of the Contractor's invoice for completed Services with all required back-up information. The Contractor is prohibited from filing a mechanic's or materialmen's line against BBOE and/or BBOE/BBOE property. At the BBOE's option and as a precondition to payment of each invoice, the Contractor and all parties who have performed the Work covered by each such invoice shall execute and deliver an original waiver and release of liens on a BBOE/BBOE-provided form for the Work covered by such invoice.

(d) **Out-of-Pocket Costs; Taxes**. Except as otherwise set forth in this Agreement, prices quoted for the Work include the cost of local travel to and from the Contractor's office and the Project. If provided by the invitation, the BBOE will reimburse the Contractor other actual, reasonable pre-authorized expenses. The BBOE is not obligated to pay certain sales, use, gross receipts taxes, ad valorem or other taxes with respect to the Work rendered by the Contractor, and the Contractor shall not invoice the BBOE therefor. The Contractor may obtain tax exempt certificates from the BBOE's Department of Public Purchases to enable it to purchase goods and equipment on a tax-exempt basis.

(e) **Additional Clean Up Services Outside Scope; Authorization Without Formal Amendment.** Notwithstanding the annual not-to-exceed amount stated in Paragraph 4(a), the BBOE may, from time to time, authorize the Contractor to perform landscaping-related services that are outside the Scope of Work and/or beyond the annual not-to-exceed amount, without requiring a written amendment to this Agreement for each such authorization, provided that: (i) such services are within the general category of or reasonably related to tasks contemplated by this procurement; (ii) the City issues a written authorization in the form of a purchase order, change order, task order, or other written directive; and (iii) the authorization states the service description, location(s) and lump sum dollar cap for the authorized services. Performance of any such additional services without a City-issued written authorization as described above shall be at Contractor's sole risk. The not-to-exceed amount for any additional work pursuant to this provision shall be TWENTY FIVE THOUNSAND DOLLARS ($25,000.00) annually/for full contract term/any other specified time frame.

(f) **Pricing and Invoicing for Authorized Additional Services**. Additional services authorized hereunder shall be billed in accordance with: (i) the applicable unit prices set forth in Exhibit B (including any listed additional/on-call service rates), or (ii) if no applicable unit price exists, then time and materials at mutually agreed rates confirmed in the written authorization.

(g) **Procurement, Appropriation, and Precedence Limits**. All authorizations and payments for additional services are subject to: (i) availability of appropriated funds; (ii) compliance with all applicable City/BBOE procurement

requirements, including issuance of a valid purchase order prior to performance; and (iii) the order of precedence stated in Section 16. Nothing herein obligates the City/BBOE to issue any authorization or to exceed procurement/appropriation thresholds applicable to this Agreement. In the event of any conflict, the provisions of this Contract govern in accordance with Section 16(A).

5. **Representations and Warranties.**

The Contractor represents and warrants, as of the date hereof and throughout the Term of this Agreement, as follows:

(a) It possesses all required licenses required by the State of Connecticut and, if a foreign corporation, partnership or other entity, is authorized to conduct business in this State.

(b) It has the requisite experience to undertake and complete the Work pursuant to the requirements of this Agreement and has in its employ qualified, trained personnel and quality equipment accurately calibrated to perform the Work.

(c) Any budget of estimated costs presented to the BBOE was prepared using its best efforts and past experience in light of the facts and circumstances available to it prior to the date of this Agreement and does not expect its estimated costs to be substantially exceeded except for the discovery of facts and circumstances as yet unknown or undiscovered.

(d) It shall commence the Work promptly as stated in a Notice to Proceed and will diligently pursue and complete the Work in accordance with the Schedule.

(e) It is financially stable and has adequate resources and personnel to complete the Work in accordance with this Agreement.

(f) Its performance of the Work on behalf of the BBOE will not result in a conflict of interest, will not violate any laws or contractual obligations with third parties, and is an enforceable obligation of the Contractor.

(g) It will not subcontract any of the Work to third parties without prior written notice to the BBOE and receipt of the BBOE's written consent.

(h) Neither the Contractor nor any of its officers, directors, owners, employees or permitted subcontractors have committed a criminal violation of federal or state laws arising directly or indirectly from its business operations that resulted in the imposition of a monetary fine, injunction, criminal conviction or other sanction, and further represent that the Contractor, its officers, directors,

owners, employees, agents and subcontractors will comply with the requirements of all laws, rules and regulations applicable to the conduct of its business or the performance of the Work under this Agreement.

(i) The Contractor represents that it will perform the Work in a good and workmanlike manner.

6. **Remedies & Liabilities**.

(a) **Remedies**. In addition to other remedies expressly acknowledged hereunder and except as expressly limited herein, the BBOE shall have the full benefit of all remedies generally available to a purchaser of goods under the Uniform Commercial Code.

(b) **Liabilities**. THE BBOE SHALL NOT BE LIABLE TO THE CONTRACTOR FOR ANY CLAIM ARISING OUT OF THIS AGREEMENT IN AN AMOUNT EXCEEDING THE PRICE FOR THE WORK AT ISSUE.

7. **Notices**. Notices of any kind required or desired to be sent shall be effective on the date delivered in person by hand or by overnight mail service or on the date received when sent by certified mail, return receipt requested, to the other party or such other address as a party may give notice of in a similar fashion. The addresses of the parties are as follows:

If to the BBOE:

BBOE Maintenance
1085 Connecticut Avenue
Bridgeport, CT 06607

with a copy to:

Office of the City Attorney
999 Broad Street, 2nd Floor
Bridgeport, Connecticut 06604

If to the Contractor:

CHEAPSCAPES LLC
18 County Road
North Branford, CT 06471
cheapscapesllc@yahoo.com

8. **Termination For Default; Termination For Convenience**.

(a) This Agreement shall terminate upon expiration of the Term. Either party may terminate this Agreement if the other party breaches any material provision hereof and fails after receipt of written notice of default to advise the other party in writing within five (5) business days of its intentions with respect to such default and in any event corrects or cures such default within ten (10) business days of the receipt of notice of default. If such default cannot be cured or corrected within such 10-day period and the defaulting party details in writing to the other the reasons why such default cannot be so corrected or cured, the other party shall give an additional thirty (30) day period to correct or cure such default and the defaulting party shall with best efforts and due diligence promptly commence and consistently pursue corrective or curative action reasonably acceptable to the aggrieved party to completion. Either party shall be in default hereof if it becomes insolvent, makes an assignment for the benefit of its creditors, or if a receiver is appointed or a petition in bankruptcy is filed with respect to the party and is not dismissed within thirty (30) days. Termination shall have no effect on the parties' respective rights or obligations as to Confidential Information or Warranties.

(b) The Contractor may not terminate for convenience. The BBOE may terminate for convenience, however, upon giving written notice of termination, the BBOE shall be obligated to pay the Price to the Contractor for all Work adequately performed pursuant to this Agreement up to the date of termination, which amount shall be payable within forty-five (45) days of the date on which the BBOE receives from the Contractor an accounting of all sums owed with all back-up information.

9. **Resolution of Disputes and Choice of Law**. The Contractor agrees that all disputes that arise under this Agreement, if they cannot be resolved by mutual agreement, shall be resolved by a court located in Fairfield County, CT.

10. **Independent Contractor Status**. The Contractor and its approved subcontractors are independent contractors in relation to the BBOE with respect to all matters arising under this Agreement. Nothing herein shall be deemed to establish a partnership, joint venture, association or employment relationship between the parties. The Contractor agrees to be responsible, and shall indemnify and hold harmless the BBOE and BBOE, from and against all liability for the withholding and payment of all Federal, state and local personal income, wage, earnings, occupation, social security, worker's compensation, unemployment, sickness and disability insurance taxes, payroll levies or employee benefit requirements (under ERISA, state law or otherwise) now existing or hereafter enacted and attributable to the Contractor, its subcontractors and their respective employees. THE CONTRACTOR REPRESENTS THAT IT RETAINS WIDE DISCRETION IN THE TIME, MANNER AND DETAILS OF PERFORMANCE, IS NOT UNDER THE BBOE'S DIRECT SUPERVISION OR

CONTROL, HAS THE SKILLS AND TOOLS TO PERFORM THE WORK, HOLDS ITSELF OUT GENERALLY AS AN INDEPENDENT CONTRACTOR, AND HAS OTHER SUBSTANTIAL SOURCES OF INCOME.

11. **INSURANCE AND INDEMNITY REQUIRMENTS:**

A. The Contractor shall, at its sole cost, obtain and maintain throughout the effective period of this Agreement the insurance coverage specified by the Insurance Rider attached hereto as **Exhibit C** and shall keep all such insurance in continuous effect for two (2) years following the date the Director indicates the termination of the Contractor's responsibilities hereunder. All insurance shall be taken out and maintained at no cost or expense to the BBOE and the Contractor shall be responsible for the full amount of any deductible. Each insurance policy shall be endorsed to name the City and BBOE as an additional insured party on a primary and noncontributory basis.

Before commencing performance of any Services hereunder the Contractor shall furnish to the BBOE and City a Certificate of Insurance and shall thereafter provide renewal certificates, as appropriate, evidencing such coverage written by a company or companies acceptable to the BBOE and City. Such certificate and renewal certificates shall provide for a notice of cancellation, lapse or restrictive amendment by certified or registered mail at least thirty (30) days prior to the effective date thereof. With the exception of the professional liability coverage, all required insurance shall not be issued on a per occurrence basis only.

The Contractor shall require each of its subcontractors, if any, to procure and maintain until the completion of that subcontractor's services, insurance of the types and in the amounts specified in **Exhibit 3**. The Contractor shall ensure that all its subcontractors comply with the insurance requirements contained herein relating to such subcontractors.

B. The Contractor shall indemnify, defend and save harmless the City and BBOE, officers, agents, servants and employees, from and against any and all claims, suits, proceedings, liabilities, judgments, losses, costs and damages, caused in whole or in part by the negligent, willful or wanton actions or omissions of the Contractor, its agents, servants, representatives, subcontractors, or employees in connection with the performance of this Agreement. The Contractor hereby assumes and agrees to pay for the defense of all such claims, damages, demands, suits and proceedings. The provisions of this paragraph shall survive the expiration or early termination of this Agreement and shall not be limited by reason of any insurance coverage provided.

12. **Non-Discrimination**.

(a) Deleted.

(b) Non-Discrimination. During the performance of this Agreement, the Contractor agrees not to discriminate nor to permit any discrimination against any employee or applicant for employment because of race, color, religion, age, sex, gender identity or expression, marital status, national origin, sexual orientation, ancestry, present or past history of mental disability, intellectual disability, learning disability, physical disability including, but not limited to blindness, unless it is proven that the disability or characteristic prevents proper performance of the work involved. The Contractor will take affirmative action to ensure that employees are treated during employment, without regard to their race, color, religion, age, sex, gender identity or expression, marital status, national origin, sexual orientation, ancestry, present or past history of mental disability, intellectual disability, learning disability or physical disability including, but not limited to blindness.

13. **Default; Termination.**

(a) **Default.** It shall be a material default under this Agreement in the event that any of the following occur: (i) The Contractor fails to expeditiously perform the Work required to be performed through no fault of the BBOE thereby delaying the commencement, progress, or delivery of the Work, or (ii) the Contractor is declared to be bankrupt or insolvent, an assignment for the benefit of creditors is made, the Contractor shall file a voluntary petition in bankruptcy or insolvency, or a receiver shall be appointed for the Contractor and such appointment or bankruptcy or insolvency proceeding, petition, declaration or assignment is not set aside within thirty (30) days of filing, or (iii) any representation or certification made by the Contractor to the BBOE shall prove to be false or misleading on the date said representation or certification is made, or (iv) default shall be made in the observance or performance of any material covenant, agreement or condition contained in this Agreement required to be kept, performed or observed by the Contractor, or (v) there has been a material adverse change in the financial condition of the Contractor, or (vi) the Contractor or any principal or officer shall be convicted of the commission of a crime punishable as a felony, or (vii) the Contractor violates a material provision of any laws, ordinances, rules, regulations or orders of any public authority in the performance of its duties hereunder. If such default has occurred and has not been cured within thirty (30) days, with or without written notice to the Contractor, the BBOE may declare the Contractor to be in default hereunder and exercise any remedies available to it, including the termination of this Agreement and any Work then outstanding.

(b) **Termination of Contractor For Default.** If the Contractor fails to supply enough properly-skilled professionals or proper, new materials, or if the Contractor commits a material violation of any laws, ordinances, rules, regulations or orders of any public agency or authority having jurisdiction, or

otherwise commits a Default under this Agreement, the BBOE may, without prejudice to any right or remedy, terminate the employment of the Contractor. Additionally, the BBOE may pursue any legal action available to it to obtain relief for actual damages suffered by reason of Contractor's Default hereunder. In such event, the Contractor shall be liable to compensate and reimburse the BBOE for all of its loss, cost and expense which are caused by the Contractor's Default.

(c) **Termination by Contractor.** Should the BBOE commit a default that continues beyond thirty (30) days after written notice, the Contractor may, as its sole and exclusive remedy, terminate this Agreement. Upon such a termination, the Contractor shall be entitled to recover from the BBOE the Price and other monies due to it for Work performed in accordance with the requirements of this Agreement to the date of such termination. The Contractor may not recover any other damages, costs or expense from the BBOE other than payment for Work performed up to the date of termination. With respect to termination under this paragraph, termination expenses shall include expenses directly attributable to termination, plus an amount computed as a percentage of total Price earned to the time of termination.

(d) **Termination by BBOE Without Fault of the Contractor.** Upon fourteen (14) days' prior written notice, the BBOE shall have the right to cancel and terminate this Agreement at any time whether or not a Default exists hereunder, and the BBOE shall incur no liability to the Contractor or any other person by reason of such cancellation, except that, if the cancellation is for no fault of the Contractor, the BBOE shall pay to the Contractor all sums then due to the Contractor hereunder for Work performed in accordance with this Agreement prior to the date of termination.

14. **Environmental Indemnification.** [The Capitalized terms used herein are defined at the end of this provision.] The Contractor hereby agrees, unconditionally, absolutely and irrevocably, jointly and severally, if more than one, to indemnify, defend and hold harmless the City and BBOE from and against and in respect of any loss, liability, cost, injury, expense or damage of any and every kind whatsoever, except for any loss or damage attributable to the sole act or omission of the City and BBOE (including, without limitation, court costs, consultants' fees and experts' fees and expenses, whether or not litigation is commenced) which at any time or from time to time may be claimed, suffered or incurred by a third party in connection with any inquiry, charge, claim, cause of action, demand, abatement order or lien made or arising directly or indirectly or in connection with, with respect to, or as a direct or indirect result of the Contractor's negligent act or omission which results in a Release to or from the Project site or sites into the Environment of any Hazardous Substances, except for any loss or damage attributable to the sole proximate cause of the BBOE including, without limitation, any losses, liabilities, damages, injuries, costs, expenses or claims asserted or arising under or as a result of the enforcement of

the Environmental Laws, whether now known or unknown, including without limitation:

(i) the removal, encapsulation, containment or other treatment, transport or disposal of Hazardous Substances on the Project site or emanating therefrom;
(ii) the imposition of a lien against the Project site, including liability resulting from the Contractor's failure to take prompt steps to remove, and to remove, such lien by payment of the amount owed or by the furnishing of a bond, cash deposit or security in an amount necessary to secure the discharge of such lien or the claim out of which the lien arises;
(iii) any inquiry, claim or demand, by any person including without limitation, any costs incurred in connection with responding to or complying with such inquiry, claim or demand;
(iv) any failure of the Contractor to use the Project site in compliance with all applicable Environmental Laws, and the defense of any litigation, proceeding or governmental investigation relating to such failure to comply with Environmental Laws;
(v) any personal injury concerning or relating to the presence of Hazardous Substances on or emanating from the Project site, or as a result of activities conducted on or with respect to the Project site in connection with the remediation of Hazardous Materials thereon or emanating therefrom.

The provisions of this indemnification shall govern and control over any inconsistent provision of any other document executed or delivered by the Contractor in connection with this Agreement. This paragraph shall survive the expiration of the Agreement or the earlier termination thereof and shall be a continuing obligation of the Contractor and shall be binding upon the Contractor, its successors and assigns, and shall inure to the benefit of the Owner, its successors and assigns.

Definitions:

"Environment" means any water or water vapor, any land including the land surface and subsurface, air, aquatic life, wildlife, biota and all other natural resources and features.

"Environmental Laws" means, without limitation, all federal, state and local environmental, land use, zoning, health, chemical use, safety and sanitation laws, statutes, ordinances and codes relating to the protection of the Environment and/or governing the use, storage, production, treatment, generation, transportation, processing, handling or disposal of Hazardous Substances, and the rules, regulations, policies, guidelines, interpretations, decisions, orders and directives, whether formal or informal, of federal, state and

local governmental agencies and authorities with respect thereto, as they may be amended, renumbered, substituted or supplemented from time to time, and those Environmental Laws that may come into being or into effect in the future.

"Environmental Permits" means, without limitation, all permits, licenses, approvals, authorizations, filings, consents or registrations required by any applicable Environmental Law in connection with (a) the ownership, use and/or operation of the Project site for the use, storage, production, treatment, generation, transportation, processing, handling or disposal of Hazardous Substances, or (b) the sale, transfer, encumbrance or conveyance of all, or any portion of the Project site.

"Hazardous Substances" means, without limitation, any flammable, explosive, corrosive of ignitable material, characteristic waste, listed waste, radon, radioactive material, asbestos, urea-formaldehyde foam insulation, polychlorinated biphenyls, petroleum and petroleum-based wastes, methane gas, hazardous materials, hazardous wastes, hazardous or toxic substances or related materials, mixtures or derivatives having the same or similar characteristics and effects, as defined in, listed under, or regulated by various federal, State or local environmental laws, rules or regulations, including, without being limited to, the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended (42 U.S.C. Sections 9601), the Hazardous Materials Transportation Act, as amended (49 U.S.C. Sections 1801 et seq.), the Emergency Planning and Community Right to Know Act, as amended (42 U.S.C. 11001 et seq.), the Resource, Conservation and Recovery Act, as amended (42 U.S.C. Sections 6901 et seq.), the Toxic Substances Control Act, as amended (15 U.S.C. Sections 2601 et seq.), the Federal Water Pollution Control Act, as amended (33 U.S.C. Section 1251, et seq.), the Clean Air Act, as amended (42 U.S.C. Section 7401 et seq.), the Clean Water Act, as amended (33 U.S.C. 1251 et seq.), the Safe Drinking Water Act, as amended (42 U.S.C. 300, et seq.), or as such substances are defined under any similar state laws or regulations, including, without being limited to, the release of substances constituting a "spill" as defined In Connecticut General Statutes Section 22a Sect. 452(c).

"Improvements" means the buildings, structures and other physical improvements previously existing, presently located on, or to be constructed on the Project site.

"Project site" means the real property described herein and its appurtenances.

"Release" or "spill" shall have the same meaning given to those terms under the Environmental Laws whether they are historic or sudden, and without regard to quantity.

15. **Miscellaneous.**

(a) **Entire Agreement**. This document and the identified exhibits, schedules and attachments made a part hereof or incorporated herein constitute the entire and exclusive agreement with respect to the subject matter hereof and supersede all other prior communications, whether written or oral.

(b) **Modification**. This Agreement may be modified or amended only by a writing signed by the party against whom enforcement is sought. The requirement for a writing may not be waived orally.

(c) **Prohibition Against Assignment**. Except as specifically permitted herein, neither this Agreement nor any rights or obligations hereunder may be transferred, assigned or subcontracted by the Contractor without the BBOE's prior written consent and any attempt to the contrary shall be void and unenforceable.

(d) **Excusable Delay**. The Contractor shall not be in default of this Agreement if it is unable to fulfill, or is delayed in fulfilling, any of its obligations hereunder, or is prevented or delayed from fulfilling its obligations, in spite of its employment of best efforts and due diligence, as a result of extreme, unseasonable weather conditions, natural disasters, catastrophic events, casualties to persons or properties, war, governmental preemption in a national emergency, enactment of law, rule or regulation or change in existing laws, rules or regulations which prevent its ability to perform its obligations under this Agreement, or actions by other persons beyond the exclusive control of the Contractor. If the Contractor believes that a hindrance or delay has occurred, it shall give prompt written notice to the BBOE of the nature of such hindrance or delay, its effect upon the Contractor's performance under this Agreement, the action needed to avoid the continuation of such hindrance or delay, and the adverse effects that such hindrance or delay then has or may have in the future on the Contractor's performance. The occurrence of such a hindrance or delay may constitute a change in the scope or timing of the Work and may result in the need to adjust the contract price or contract time in accordance with the terms of this Agreement.

(e) **Partial Invalidity**. Any provision hereof found by a tribunal of competent jurisdiction to be illegal or unenforceable shall be deleted and the balance of the Agreement shall be automatically conformed to the minimum requirements of law and all other provisions shall remain in full force and effect.

(f) **Partial Waiver**. The waiver of any provision hereof in one instance shall not preclude enforcement thereof on future occasions.

(g) **Headings.** Headings are for reference purposes only and have no substantive effect.

(h) **Survival**. All representations, warranties and indemnifications contained herein shall survive the performance of this Agreement or its earlier termination.

(i) **Precedence of Documents**. In the event there is any conflict between this Agreement or its interpretation and any exhibit, schedule or attachment, the language of this Agreement shall control and take precedence.

(j) **Property Access**. The Contractor shall not be held liable for any unlawful entry onto any property where such entry has been ordered, requested or directed by the BBOE in writing.

16. **Terms And Conditions Of Solicitation Incorporated And Order Of Precedence**.

If this Contract was awarded as the result of a solicitation, the Parties agree that, by this reference, this Contract incorporates all material specifications in the underlying solicitation documents and any and all written representations, warranties, terms, and conditions, set forth in the bid or proposal that became the basis of this Contract award, which representations, warranties, terms, and conditions continue in full force and effect unless amended by this Contract or by a written agreement of the Parties. Accordingly, the provisions of this Contract should be read as being consistent therewith and supplementary thereto to the extent reasonably possible. However, in the event of a conflict between the provisions of this Contract and the provisions of the bid or proposal that was the basis of award, such conflict shall be resolved by giving priority to the documents in the order listed below, including but not limited to conflicting order of precedence provisions.

A. This Contract, as may be amended in a writing signed by the Parties;
B. The Bid Solicitation including all Addenda;
C. Contractor's response to the solicitation.

17. **Electronic Signature.**

This Agreement may be executed and delivered via facsimile or electronic mail by either of the parties and the receiving party may rely on the receipt of such document so executed and delivered via facsimile or electronically as if the original had been received.

Dated at Bridgeport, Connecticut, the day and year first above written.

CONTRACTOR

By:_____
Name:
Title:
Duly-authorized

CITY OF BRIDGEPORT BOARD OF EDUCATION

By:_____
Name: Dr. Royce Avery
Title: Acting Superintendent
Duly-authorized

APPROVED AS TO FORM:
OFFICE OF THE CITY ATTORNEY

By:_____
Deborah M. Garskof
Associate City Attorney

Exhibit A

SOLICIATION DOCUMENTS
WITH SPECIFICATIONS

Exhibit B
BID/PROPOSAL

Exhibit C

INSURANCE RIDER

As a provider of Services, the Contractor shall provide and maintain insurance coverage related to its services in connection with the Project in compliance with the following requirements.

The insurance required shall be written for not less than the scope and limits of insurance specified hereunder, or required by applicable federal, state and/or municipal law, regulation or requirement, whichever coverage requirement is greater. It is agreed and understood that the scope and limits of insurance specified hereunder are minimum requirements and shall in no way limit or preclude the City/BBOE from requiring additional limits and coverage to be provided under the Consultant's policies.

The insurance obligations under this agreement shall be (1) all the insurance coverage and/or limits carried by or available to the Contractor; or (2) the minimum insurance coverage requirements and/or limits shown in this agreement, whichever is greater.

Minimum Scope and Limits of Insurance:

Workers' Compensation: With respect to all operations the Contractor performs, it shall carry workers' compensation insurance in accordance with the requirements of the laws of the State of Connecticut, and Employer's Liability limits of One Hundred Thousand Dollars ($100,000) coverage for each accident, One Hundred Thousand Dollars ($100,000) coverage for each employee by disease, Five Hundred Thousand Dollars ($500,000) policy limit coverage for disease.

Commercial General Liability: With respect to all operations the Contractor performs it shall carry Commercial General Liability insurance providing for a total limit of One Million Dollars ($1,000,000) coverage per occurrence for all damages arising out of bodily injury, personal injury, property damage, products/completed operations, and contractual liability coverage for the indemnification obligations arising under this Agreement. The Annual Aggregate limit shall not be less than Two Million Dollars ($2,000,000).

Automobile Liability: With respect to each owned, non-owned, or hired vehicles the Contractor shall carry Automobile Liability insurance providing One Million Dollars ($1,000,000) coverage per accident for bodily injury and property damage.

Contractors Pollution Liability (CPL): The Consultant shall provide Contractors Pollution Liability Insurance in an amount no less than $1,000,000 each claim and $2,000,000 Aggregate.

Acceptability of Insurers: The Contractor's policies shall be written by insurance companies licensed to do business in the State of Connecticut, with an AM Best rating of A-VII, or better. Additionally, all carriers are subject to approval by the City of Bridgeport.

Subcontractors: The Contractor shall require all subcontractors to provide the same "minimum scope and limits of insurance" as required herein. All Certificates of Insurance shall be provided to the BBOE/City's Office of the City Attorney and to the City's Purchasing Department required herein

Deductibles and Self-Insured Retentions: Any deductible or self-insured retention must be declared to and approved by the City. All deductibles or self-insured retentions are the sole responsibility of the Consultant to pay and/or to indemnify.

Notice of Cancellation or Nonrenewal: Each insurance policy required shall be endorsed to state that coverage shall not be suspended, voided, cancelled, or reduced in coverage or in limits before the expiration date except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the City. Notwithstanding this requirement, the Contractor is primarily responsible for providing such written notice to the City thirty (30) days prior to any policy change or cancellation that would result in a change of the amount or type of coverage provided. In the event of any such change the Contractor shall provide comparable substitute coverage so that there is no lapse in applicable coverage or reduction in the amount of coverage available to the City related to the Contractor's Services.

Waiver of Governmental Immunity: Unless requested otherwise by the BBOE, the Contractor and its insurer shall waive governmental immunity as defense and shall not use the defense of governmental immunity in the adjustment of claims or in the defense of any suit brought against the City/BBOE.

Additional Insured: The liability insurance coverage, (excluding Workers' Compensation & Professional Liability, if included) required for the performance of the Services shall include the City and BOOE as an Additional Insured with respect to the activities to be performed under this Agreement. Contractor's insurance shall be primary and shall not seek contribution from any other insurance carried by the additional insured in the payment of a claim.

Waiver of Subrogation: Contractor hereby waives the right to subrogate or seek recovery from City of Bridgeport and its BBOE and its insurance carriers. This waiver of subrogation does not apply to Professional Liability coverage.

Certificate of Insurance: Prior to the commencement of services under this Contract, the Contractor shall furnish Certificate(s) of Insurance to the City. The Certificate(s) will specify all parties who are endorsed on the policy as Additional Insureds (or Loss Payees). The Certificates and endorsements for each insurance policy are to be signed by a person authorized by the insurer to bind coverage on its behalf. Renewals of expiring Certificates shall be provided prior to expiration but no more than fifteen (15) days after policy renewal.

Certificates shall designate the City and BBOE in the following form and manner:

> "City of Bridgeport and its Board of Education, elected officials, officers, department heads, employees, agents, servants, successors and assigns ATIMA
> Margaret E. Morton Government Center
> 999 Broad Street, 2nd Floor
> Bridgeport, Connecticut 06604"

All insurance documents required should be mailed to BBOE and the City of Bridgeport City Attorney, 999 Broad Street, Bridgeport, CT 06604 and uploaded to MyCOI, the City's insurance verification provider, by the Vendor's insurance agent. The Vendor will receive an email from MyCOI (registration@mycoitracking.com) with a link for registration. Following registration MyCOI will work directly with the Vendor's insurance agent to ensure proper coverage. For questions regarding MyCOI contact MyCOI at support@myCOItracking. Com or 317-759-9426 x 105. Note the certificate holder box on the COI should read:

> City of Bridgeport c/o myCOI P.O. Box #501970, 8710 Bash Street Indianapolis, IN 46256

NOTE: Vendor's failure to promptly register with MyCOI may delay contract execution.

Waiver of requirements: The City Attorney may vary these insurance requirements at her sole discretion if it determines that the City's interests will be adequately protected by the provision of different types or other amounts of coverage.

INVITATION TO BID

BMB047266

LANDSCAPE- SPRING/FALL CLEANUP SERVICES AT VARIOUS SCHOOLS

CITY OF BRIDGEPORT
DEPARTMENT OF PUBLIC PURCHASES
999 BROAD STREET
BRIDGEPORT CT 06604

Submission Deadline:
Wednesday, June 3, 2026 by 2:00 pm

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C - Contracts--General Services and Materials--Landscape Services

1. Introduction

The City of Bridgeport seeks bids for LANDSCAPE- SPRING/FALL CLEANUP SERVICES AT VARIOUS SCHOOLS.

The requirements of this bid are outlined in greater detail under **Bid Information** Section.

The selected awardee must meet all municipal, State and Federal practices and requirements.

1.1. BRIDGEPORT PUBLIC SCHOOLS BUILDING OPERATIONS

The Bridgeport Public Schools Building Operations and Maintenance Department is the operational arm of the Board of Education responsible for the physical stewardship of the school district's infrastructure. Located at 1085 Connecticut Avenue, the department oversees the upkeep, repair, and safety of over 38 school buildings and administrative offices across the city. Its primary mission is to ensure that all educational environments are clean, safe, and fully functional for the district's 20,000+ students and staff. The department manages a wide range of services, from daily custodial operations to long-term capital improvement planning.

2. Bid Information

2.1. Contractors Requirements and Responsibilities

Contractor must be licensed in the State of Connecticut and all employees must be properly certified and qualified to perform the work. Out of state bidder must provide the City of Bridgeport with a Certificate of Authority to Do Business in the State of Connecticut within five days of a Notice of Intent to Award. This can be obtained from the Connecticut Secretary of State.

The contractor will be responsible for the safety of the work site.

The contractor is responsible obtaining and paying for any and all permits as required.

This contract award will require that the successful vendor have a valid SAM, DUNS, CT and Federal Tax ID numbers prior to commencing work.

The Contractor is prohibited from assigning, transferring, conveying, subletting, or otherwise disposing of the ultimate contract award or its rights, title or interest therein or its power to execute such agreement to any other person, company or corporation without the prior consent and approval in writing by the City.

2.2. Standard/Prevailing Wage Rates

If applicable, any work that exceeds $100,000.00 is required to obtain necessary standard/prevailing wage rates set by the Connecticut Department of Labor (CTDOL).

3. Statement of Work

3.1. LANDSCAPE- SPRING/FALL CLEANUP SERVICES AT VARIOUS SCHOOLS

GENERAL

The following is to serve as specifications and to provide guidance in the landscape maintenance of the areas which fall under the Board of Education (BOE).

Please note contractor(s) should also be available for on-call services.

SPRING/FALL CLEANUP – The Contractor will clear the mowing areas of all leaves, sticks, twigs, etc. and remove such material from the site.

The Contractor is responsible for a general "cleanup" of the contract area. This includes the following;

MOWING AREA

- Clean up of Litter, cans, bottles, etc. pickup before leaf collection
- Clean up of sticks, twigs, etc.
- Leaf collection and disposal from mowing (grass) areas, mulch bed area, play areas, fence and hedge lines, perimeters of structures, etc.

MULCH BEDS

- Mulch Bed Weeding/Edging
- Installation of Mulch, including mulch- as ordered by the BOE Contract Manager

Natural wooded areas with a permanent accumulation of leaves are not included. Leaves are not to be blown into wooded areas near any creek, stream, brook, pond, river, or any other body of water. The Contractor will keep leaves and grass separate from all other materials. Items such as brush, stones, litter, earth and other contaminants must remain separated for disposal.

Before quoting a price for the cleanups, the Contractor will be thoroughly familiar with the actual physical conditions of the bid areas.

DEBRIS REMOVAL

- Litter and trash, including leaves, small branches rubbish, paper, bottles, cans, rocks, gravel, and other debris shall be removed from all areas.
- All refuse resulting from the maintenance operation shall be disposed of by the contractor

- Hardscape (i.e. sidewalks) shall be swept or blown free of debris.

TWO (2) cleanups will take place. Upon notification from the Contract manager, the Contractor will carry out the first cleanup in the Fall once leaves begin to fall. THE CONTRACTOR WILL NOT COMMENCE CLEANUP WORK WITHOUT NOTIFICATION FROM THE CONTRACT MANAGER. The second cleanup will be in the Spring before mowing season begins. Upon notification from the Contract manager, the Contractor will carry out the Spring cleanup. The Contractor will complete each cleanup within two (2) work days of the start date. In case of adverse weather, the BOE may increase the time allowed for a cleanup. The Contractor will be responsible for any follow-up cleaning as noted through BOE inspections at the end of each cleanup. The Contractor will clean these areas within three (3) days following notification to do so by the BOE. If the Contractor fails to keep up with the cleanup schedule, the BOE may hire an additional contractor to clean the schools.

CONDUCT The Contractor's employees will conduct themselves appropriately, or the Contract Manager will request their removal from the job. The Contractor shall comply with all ordinances and City regulations concerning hours of work and noise.

SAFETY The Contractor is responsible for safety. BOE officials will notify the Contractor in writing of safety problems and the Contractor must take appropriate action.

SCHEDULE Before starting work, the Contractor will provide the BOE with a written (weather permitting) schedule listing sites to be cleaned each day.

REQUIREMENTS

- A supervisor must be on site at all times of service.
- No equipment shall be left on grounds unattended.
- All employees must be properly trained on equipment which they are assigned and use.
- All employees must have proper identification, wear safety vests and or uniforms and safety equipment.
- All work performed must conform with all applicable codes, laws, regulations and in accordance with industry standards.
- The Contractor is responsible for **all** damage they cause to any property or facility including vehicle and building windows, building and playground structures and fencing.

3.2. Qualification Expectations

Eligible respondents must be able to demonstrate the following:

3.2.1 Demonstrated experience with projects like this project. To be qualified, the proposed project awardee for this project must have recently and successfully completed recent projects with similar scope and complexity and **shall** provide references for those projects.

3.2.2 Demonstrated experience with municipalities like the City of Bridgeport. Any additional information which demonstrates the respondent's ability to perform the required work not already mentioned herein, must be provided.

3.2.3 Assigned Staff and office support must have the necessary experience, organization, and professional skills and facilities to successfully perform the required services described in the scope of work in this RFP. Description of the firm's composition with identification of roles of all anticipated employees and/or subcontractors, if any. Resumes of key personnel are required for all key personnel.

3.2.4 No pending criminal litigation or criminal charges against the firm, Principal Owners, Partners, Corporate Officers, or management Personnel.

The bidder must demonstrate that they are a **professional commercial landscape contractor** with the capacity and expertise to maintain school district grounds. At minimum, the contractor shall provide:

- **A minimum of three (3) years of verifiable commercial landscaping experience**, preferably with public-sector, educational, or institutional clients.
- **Proof of business registration** and authorization to operate within the state.
- **A dedicated management team** with documented experience overseeing multi-site landscape maintenance contracts.
- **A trained workforce**, including full-time employees who are qualified to operate commercial mowing, trimming, and turf-care equipment.

3.3. LICENSING & CERTIFICATIONS

The bidder must hold all licenses and certifications required by state and local regulations, including:

- A valid **Commercial Pesticide Applicator License** (if any chemical applications are included in the scope).
- Any required **contractor or trade licenses** for landscape maintenance.
- **OSHA-compliant safety training documentation** for all field staff.

3.4. References and Past Performance

The bidder shall submit:

- **At least three (3) references** from commercial or public-sector clients for whom similar landscape services have been provided within the past five years.
- A brief **portfolio or description of comparable properties**, including acreage, service frequency, and scope of work.

3.5. Equipment Requirements

The contractor must demonstrate access to:

- **Commercial-grade mowing equipment** suitable for large turf areas.
- Properly maintained tools and vehicles necessary to perform all services in the bid.
- Backup equipment to ensure uninterrupted service in case of breakdowns.

3.6. Payment Terms

Payment terms are Net 45 Days.

4. Bid Sheet

FALL CLEAN UP

Two (2) cleanups will take place in the Fall

Line Item	Description	Quantity	Unit of Measure	Unit Cost	Total
1	AQUACULTURE SCHOOL, 60 ST STEPHENS ROAD	2	PRICE PER FALL CLEANUP		
2	BARNUM SCHOOL, 495 WATERVIEW AVENUE	2	PRICE PER FALL CLEANUP		
3	BASSICK HIGH SCHOOL, 205 BROAD STREET	2	PRICE PER FALL CLEANUP		
4	BEARDSLEY SCHOOL, 500 HUNTINGTON ROAD	2	PRICE PER FALL CLEANUP		
5	BLACKHAM SCHOOL, 425 THORME STREET	2	PRICE PER FALL CLEANUP		

Line Item	Description	Quantity	Unit of Measure	Unit Cost	Total
6	BRYANT SCHOOL, 230 POPLAR STREET	2	PRICE PER FALL CLEANUP		
7	CESAR BATALLA SCHOOL, 606 HOWARD AVENUE	2	PRICE PER FALL CLEANUP		
8	CENTRAL HIGH SCHOOL (INCLUDING COURTYARD), 1 LINCOLN BOULEVARD	2	PRICE PER FALL CLEANUP		
9	COLUMBUS SCHOOL, 275 GEORGE STREET	2	PRICE PER FALL CLEANUP		
10	CURIALE SCHOOL, 300 LAUREL AVENUE	2	PRICE PER FALL CLEANUP		
11	DUNBAR SCHOOL, 445 UNION AVENUE	2	PRICE PER FALL CLEANUP		
12	DISCOVERY SCHOOL, 4510 PARK AVENUE	2	PRICE PER FALL CLEANUP		
13	EDISON SCHOOL, 115 BOSTON TERRACE	2	PRICE PER FALL CLEANUP		
14	FAIRCHILD WHEELER SCHOOL, 840 OLD TOWN ROAD	2	PRICE PER FALL CLEANUP		
15	GERALDINE CLAYTOR SCHOOL, 240 OCEAN TERRACE	2	PRICE PER FALL CLEANUP		
16	GERALDINE JOHNSON SCHOOL, 475 LEXINGTON AVENUE	2	PRICE PER FALL CLEANUP		

Line Item	Description	Quantity	Unit of Measure	Unit Cost	Total
17	HALLEN SCHOOL, 68 OMEGA AVENUE	2	PRICE PER FALL CLEANUP		
18	HARDING HIGH SCHOOL, 379 BOND STREET	2	PRICE PER FALL CLEANUP		
19	HOOKER SCHOOL, 138 ROGER WILLIAMS ROAD	2	PRICE PER FALL CLEANUP		
20	JFK CAMPUS, 700 PALISADE AVENUE	2	PRICE PER FALL CLEANUP		
21	LUIS MUNOZ MARIN SCHOOL, 479 HELEN STREET	2	PRICE PER FALL CLEANUP		
22	MADISON SCHOOL, 376 WAYNE STREET	2	PRICE PER FALL CLEANUP		
23	PARK CITY MAGNET SCHOOL, 1526 CHOPSEY HILL ROAD	2	PRICE PER FALL CLEANUP		
24	READ SCHOOL, 130 EZRA STREET	2	PRICE PER FALL CLEANUP		
25	ROOSEVELT SCHOOL, 680 PARK AVENUE	2	PRICE PER FALL CLEANUP		
26	SKANE SCHOOL, 2977 MADISON AVENUE	2	PRICE PER FALL CLEANUP		
27	SOUTH END SCHOOL, 160 IRANISTAN AVENUE	2	PRICE PER FALL CLEANUP		

Line Item	Description	Quantity	Unit of Measure	Unit Cost	Total
28	TISDALE SCHOOL, 250 HOLLISTER AVENUE	2	PRICE PER FALL CLEANUP		
29	WALTERSVILLE SCHOOL, 150 HALLET STREET	2	PRICE PER FALL CLEANUP		
30	WILBUR CROSS SCHOOL, 1775 RESERVOIR AVENUE	2	PRICE PER FALL CLEANUP		
31	WINTHROP SCHOOL, 85 ECKART STREET (NO SERVICE WILL BE NEEDED DURING CONSTRUCTION)	2	PRICE PER FALL CLEANUP		
TOTAL					

SPRING CLEAN UP

One (1) cleanup will take place in the Spring

Line Item	Description	Quantity	Unit of Measure	Unit Cost	Total
1	AQUACULTURE SCHOOL, 60 ST STEPHENS ROAD	1	PRICE PER CLEANUP		
2	BARNUM SCHOOL, 495 WATERVIEW AVENUE	1	PRICE PER CLEANUP		
3	BASSICK HIGH SCHOOL, 205 BROAD STREET	1	PRICE PER CLEANUP		
4	BEARDSLEY SCHOOL, 500 HUNTINGTON ROAD	1	PRICE PER CLEANUP		
5	BLACKHAM SCHOOL, 425 THORME STREET	1	PRICE PER CLEANUP		
6	BRYANT SCHOOL, 230 POPLAR STREET	1	PRICE PER CLEANUP		

Line Item	Description	Quantity	Unit of Measure	Unit Cost	Total
7	CESAR BATALLA SCHOOL, 606 HOWARD AVENUE	1	PRICE PER CLEANUP		
8	CENTRAL HIGH SCHOOL (INCLUDING COURTYARD), 1 LINCOLN BOULEVARD	1	PRICE PER CLEANUP		
9	COLUMBUS SCHOOL, 275 GEORGE STREET	1	PRICE PER CLEANUP		
10	CURIALE SCHOOL, 300 LAUREL AVENUE	1	PRICE PER CLEANUP		
11	DUNBAR SCHOOL, 445 UNION AVENUE	1	PRICE PER CLEANUP		
12	DISCOVERY SCHOOL, 4510 PARK AVENUE	1	PRICE PER CLEANUP		
13	EDISON SCHOOL, 115 BOSTON TERRACE	1	PRICE PER CLEANUP		
14	FAIRCHILD WHEELER SCHOOL, 840 OLD TOWN ROAD	1	PRICE PER CLEANUP		
15	GERALDINE CLAYTOR SCHOOL, 240 OCEAN TERRACE	1	PRICE PER CLEANUP		
16	GERALDINE JOHNSON SCHOOL, 475 LEXINGTON AVENUE	1	PRICE PER CLEANUP		
17	HALLEN SCHOOL, 68 OMEGA AVENUE	1	PRICE PER CLEANUP		
18	HARDING HIGH SCHOOL, 379 BOND STREET	1	PRICE PER CLEANUP		
19	HOOKER SCHOOL, 138 ROGER WILLIAMS ROAD	1	PRICE PER CLEANUP		
20	JFK CAMPUS, 700 PALISADE AVENUE	1	PRICE PER CLEANUP		
21	LUIS MUNOZ MARIN SCHOOL, 479 HELEN STREET	1	PRICE PER CLEANUP		

Line Item	Description	Quantity	Unit of Measure	Unit Cost	Total
22	MADISON SCHOOL, 376 WAYNE STREET	1	PRICE PER CLEANUP		
23	PARK CITY MAGNET SCHOOL, 1526 CHOPSEY HILL ROAD	1	PRICE PER CLEANUP		
24	READ SCHOOL, 130 EZRA STREET	1	PRICE PER CLEANUP		
25	ROOSEVELT SCHOOL, 680 PARK AVENUE	1	PRICE PER CLEANUP		
26	SKANE SCHOOL, 2977 MADISON AVENUE	1	PRICE PER CLEANUP		
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28	TISDALE SCHOOL, 250 HOLLISTER AVENUE	1	PRICE PER CLEANUP		
29	WALTERSVILLE SCHOOL, 150 HALLET STREET	1	PRICE PER CLEANUP		
30	WILBUR CROSS SCHOOL, 1775 RESERVOIR AVENUE	1	PRICE PER CLEANUP		
31	WINTHROP SCHOOL, 85 ECKART STREET (NO SERVICE WILL BE NEEDED DURING CONSTRUCTION)	1	PRICE PER CLEANUP		
TOTAL					

ON CALL SERVICE (IF APPLICABLE)

Line Item	Description	Quantity	Unit of Measure	Unit Cost	Total
1	ON CALL SERVICE	1	PER MAN HOUR		
TOTAL					

ADDITIONAL SERVICES

Line Item	Description	Quantity	Unit of Measure	Unit Cost	Total	No Bid
1	MULCH BED WEEDING / EDGING	1	PER MAN HOUR			
2	INSTALLATION OF MULCH, INCLUDING MULCH	1	PER CUBIC YARD			
3	CUTTING/EDGING	1	PER MAN HOUR			
4	TREE REMOVAL	1	PER MAN HOUR			
5	BRUSH TRIMMING	1	PER MAN HOUR			
TOTAL						

5. Submission Instructions

5.1. Submission Instructions

All submissions must be submitted via the procurement portal.

Special Submission Circumstances: The procurement portal, OpenGov, is the electronic bid submission process of choice for City of Bridgeport purchases. In the event, a bidder is unable to submit electronically through the city's procurement portal, bids can be submitted, by mail, as outlined below. Non-electronic submissions are accepted on an exception only basis.

5.2. Contacting the City of Bridgeport

The exclusive means by which all prospective respondents may obtain ITB packages, direct inquires, request and receive addenda and supplemental information, and submit proposals shall be through the City of Bridgeport's bidding platform.

The City of Bridgeport has made it possible for vendors to view our solicitations, download bid packages and ask questions, **free of charge**.

Instructions to do so are as follows:

1. Go to the procurement portal, OpenGov
2. Click on any bid you see. It will take you that bid's page.
3. On the right-hand side of the page, click on ***Register now for free!***

4. After you register, you'll be able to view/download or ask questions on any bid you have interest in.

If you have any trouble registering on the procurement portal, please email OpenGov at procurement-support@opengov.com

General Information: All inquiries regarding this bid must be presented in writing and may be posted directly on the procurement portal, OpenGov.

Addenda Notification: Respondents are required to register on the procurement portal, OpenGov. Once the respondent has completed registration, they will receive addenda notifications in their email. Ultimately, it is the sole responsibility of each respondent to periodically check the site for any addenda**.**

Late Submissions: The City of Bridgeport will not assume responsibility if a submission is misdirected, or its delivery is delayed**.** The city will not accept late submission**.** It shall be the sole responsibility of the submitter to pay for any type of delivery service charge, and to see that the Office of the Purchasing Agent receives his/her submission on time. The clock used shall be the Purchasing Agent's official date and time stamp clock. The City does not assume financial responsibility for late deliveries by the U.S. Postal System or any other delivery service.

5.3. Electronic Submission Instructions

THIS METHOD IS PREFERRED.

The City of Bridgeport is accepting electronic bid submissions. Bidders shall create a FREE account with OpenGov Procurement by signing up at https://procurement.opengov.com/signup. Once you have completed account registration, browse back to this page, click on "Submit Response", and follow the instructions to submit the electronic bid.

5.4. Paper Submission Instructions

SEALED ONE (1) ORIGINAL, THREE (3) COPIES AND ONE (1) ELECTRONIC VIA THUMBDRIVE MUST BE SUBMITTED.

Bid Submission: Sealed submissions must be received and time-stamped by the Department of Public Purchases prior to ITB closing time. No submission received after closing time will be considered. The opening will be in the City of Bridgeport Department of Public Purchases' Conference Room. To ensure proper handling and avoid misdirected delivery, please mark your ITB envelope as follows:

BMB047266 LANDSCAPE- SPRING/FALL CLEANUP SERVICES AT VARIOUS SCHOOLS

If your envelope is not marked accordingly, the City will not assume responsibility for late delivery or deliver to the incorrect location.

Mail your submissions to:

Laura DeMoura
City of Bridgeport
Department of Public Purchases
2nd floor, 999 Broad Street
Bridgeport, CT 06604

ITB submissions are due:

Wednesday, June 3, 2026 no later than 2:00 pm Eastern Standard Time (EST)

Late Submissions: The City of Bridgeport will not assume responsibility if a submission is misdirected, or its delivery is delayed**.** The city will not accept late submission**.** It shall be the sole responsibility of the submitter to pay for any type of delivery service charge, and to see that the Office of the Purchasing Agent receives his/her submission on time. The clock used shall be the Purchasing Agent's official date and time stamp clock. The City does not assume financial responsibility for late deliveries by the U.S. Postal System or any other delivery service.

NOTE: IF THE MARGARET E. MORTON GOVERNMENT CENTER, 999 BROAD STREET BRIDGEPORT,CT IS CLOSED FOR ANY UNFORESEEN EVENT, BIDS WILL BE DUE AT THE SAME TIME ON THE NEXT BUSINESS DAY THAT THE MARGARET E. MORTON GOVERNMENT CENTER IS OPEN.

5.5. Submission Compliance

Certificates of Insurance: Certificates of insurance will be required from the awarded contractor prior to the commencement of any work and shall be furnished to the Department of Public Purchases, Margaret E. Morton Government Center, Second Floor, 999 Broad Street, Bridgeport, Connecticut 06604 and must be shown to the City of Bridgeport as an additional insured with thirty (30) days' notice for cancellation or non-renewal of policy. A copy of the endorsement insurance will also be required for this project.

No Conflicts| Disclosure: the awarded contractor must accurately complete and submit the No Conflicts/Disclosure Form when it receives a Notice of Intent to Award. Failure to submit the No Conflicts within three (3) business days of receipt of the Notice of Intent may result in the loss of the award.

Non-Collusion Affidavit: all bidders must accurately complete and submit non-collusion affidavits with all bids or bids will be considered non-responsive.

Addendums: all bidders shall check the procurement portal regularly to see if any addendums are issued.

Contract Award Requirements: the contract award will require that the successful will require that the successful vendor have a valid SAM, DUNS, CT, and Federal Tax ID numbers prior to commencing work.

5.6. Reservation of Rights

This solicitation is for an "Invitation to Bid (ITB) only". This invitation to bid is not to be construed as a specific proposal or an offer to buy any products or services. Notwithstanding anything else herein to the contrary, the City expressly reserves all rights in its sole discretion and in the best interests of the City at any time prior to the selection of a preferred respondent and purchase order:

Bid Rejection: The City of Bridgeport reserves the right to reject any and all bids in whole or in part or to accept any bid, in its sole discretion if doing so deemed to be in the best interest of the City of Bridgeport. This includes the right to reject any or all bids or to decline to make an award. Further, the City of Bridgeport reserves the right to make an award to more than one bidder or make awards not based solely on low bid when time is of the essence.

Expenses: The City shall not be responsible for and/or shall not pay any costs associated with the preparation, submission, or presentation of any submission, or costs incurred by the responding firms during the interview and negotiations phase of the solicitation process

Information and Materials: Any information or materials submitted to this ITB shall become the property of the City of Bridgeport and will not be returned. All submitted materials will be available for public review**.**

MSDS: The City of Bridgeport may request MSDS (Material Safety Data Sheets) or additional product information and literature or samples on any brands or products proposed as equivalents to those listed herein prior to award or to be included with shipment.

Tax Delinquency: The City of Bridgeport reserves the right to ensure bidders are not delinquent on any City real estate and personal property taxes, ate the time of bid opening.

Purchase Order: No work of deliveries shall be performed under the contract award until a Purchase Order has been issued by the Purchasing Department.

Contract Award: The City of Bridgeport reserves the right to award a purchase order to the responsible bidder whose bid, conforming to the solicitation, will be most advantageous to the City of Bridgeport in terms of cost. Other factors such as lead time, equipment, availability and other factors specified in this solicitation may be considered.

Bid Dates: The City of Bridgeport reserves the right to modify any dates other terms of the ITB upon posting notice. Please keep in mind dates are estimates only and are subject to change**.**

Liability: The City of Bridgeport is not liable to any Respondent for damages of any type, however arising.

Title: vendors are prohibited from assigning, transferring, conveying, subletting, or otherwise disposing of the ultimate contract award or its rights, title or interest therein or its power to execute such agreement to any other person, company or corporation without the prior consent and approval in writing by the City.

Taxes: bidders should not include any taxes in their quotation for which the city is not liable. The City of Bridgeport will issue tax-exempt certificates covering the work upon request.

6. Terms and Conditions

All City of Bridgeport contracture terms, conditions, and requirements apply.

6.1. Additional to Purchase Order Terms and Conditions; General Provisions, and Award, and Formation of Contract:

Independent Contractor. Contractor is an Independent Contractor with respect to its relationship to the City.

Indemnification. Contractor shall indemnify, defend and hold harmless the City and its representatives from and against any and all claims, demands, suits, proceedings, liabilities, judgments, losses, costs or damages in any way relating to the negligent, willful or wanton acts or omissions of the Contractor or is agents and employees arising out of or in connection with the goods and/or services provided by Contractor.

Termination; Events of Default: Termination for Convenience. The City may terminate the Agreement at any time and for any reason on seven (7) days written notice. Notwithstanding, City shall compensate Contractor for goods or services satisfactorily rendered prior to termination.

6.2. Payment Terms

Detail the payment schedule and any conditions for payment.

6.3. Warranty and Support

Specify any warranty and support requirements.

6.4. Openness of Procurement Process

Written responses, other discussions, correspondence, and all other pertinent records shall be handled as public records in compliance with State and Federal open records statutes and regulations.

6.5. Errors and Omissions

Once a response is submitted, the City of Bridgeport may consider requests by any contractor to correct errors or omissions but shall retain sole discretionary authority to determine the outcome of such a request.

6.6. Collusion

By offering a response to this ITB the supplier certifies that no attempt has been made or will be made by the consultant to induce any other person or firm to submit or not to submit a proposal for the purpose of restricting competition. All persons interested in this project, principal or principals being named therein, and no other person have an interest in this project or in the

Agreement which they may participate in. No person or agency has been employed or retained to solicit or secure this Agreement upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, excepting legitimate employees or established commercial agencies maintained by the consultant for the purpose of doing business. All firms interested in this project (including the firm's employees, representatives, agents, lobbyists attorneys and subconsultants) will refrain, under penalty of disqualification, from direct or indirect contact for the purpose of influencing the selection or creating bias in the selection process with any person who may play a part in the selection process, including the evaluation panel and other administrative staff. The policy is intended to create a level playing field for all potential firms; assure that contract decisions are made in public and to protect the integrity of the selection process.

6.7. Suspension and Debarment

The City will not participate in contracts with parties that have been debarred, suspended or excluded from Federal assistance programs per 2 CFR part 180 and part 1532 and 40 CFR part 31.35. Further, the respondent is required to verify that the respondent, or its principals, as defined at 49 CFR 19.995, or affiliates, as defined at 49 CFR 29.905, are excluded or disqualified as defined at 49 CFR 29.40 and 29.945

The respondent is required to comply with 49 CFR 29, Subpart C and must include the requirement to comply with 49 CFR 29, Subpart C in any lower-tier covered transaction it participates in.

By signing and submitting its bid or proposal, the respondent or proposer certifies as follows:

The certification in this clause is a material representation of fact relied upon by the City if it is later determined that the respondent or proposer knowingly rendered an erroneous certification, in addition to remedies available to the City the Federal Government may pursue available remedies, including but not limited to suspension and/or debarment. The respondent or proposer agrees to comply with the requirements of 49 CFR 29, Subpart C while this offer is valid and throughout the period of any contract that may arise from this offer. The respondent or proposer further agrees to include a provision requiring such compliance in its lower-tier covered transactions.

7. Vendor Submission/Uploads

1. Federal I.D. Number or Social Security Number:*

*Response required

2. Confirmation*

Pursuant to and in compliance with your Invitation To Bid relating thereto, the submitter states that he has examined the Contract Documents and the site of the work, and that he understands the purport and magnitude of the work intended, and the undersigned hereby offers to furnish all plant, materials, supplies, equipment, labor, and other facilities and things necessary or proper for or incidental to, the proper construction of the work, and to construct the said work in strict accordance with the Contract Documents and such detailed directions, plans, and drawings as may

be furnished from time to time during the progress of construction by the Engineer at the following unit and lump sum prices which prices include all incidental work, viz.

☐ Please confirm

*Response required

3. Contractor's License Number*
*Response required

4. Contractor's Designation of Compliance Officer*
Please download the below documents, complete, and upload.

- Contractor's_Designation_of...

*Response required

5. Contractor's Good Standing Certification*
Please download the below documents, complete, and upload.

- Contractor's_Good_Standing_...

*Response required

6. Contractor's Wage Certification Form*
Please download the below documents, complete, and upload.

- Contractor's_Wage_Certifica...

*Response required

7. Equal Opportunity Policy Statement*
Please download the below documents, complete, and upload.

- Equal_Opportunity_Policy_St...

*Response required

8. No Conflicts-Disclosure Form*
Please download the below documents, complete, and upload.

- NO_CONFLICTS_FORM_10-2018_a...

*Response required

9. References and Past Performance *
The bidder shall submit:

- **At least three (3) references** from commercial or public-sector clients for whom similar landscape services have been provided within the past five years.

- A brief **portfolio or description of comparable properties**, including acreage, service frequency, and scope of work.

*Response required

10. LICENSING & CERTIFICATIONS*

The bidder must hold all licenses and certifications required by state and local regulations, including:

- A valid **Commercial Pesticide Applicator License** (if any chemical applications are included in the scope).
- Any required **contractor or trade licenses** for landscape maintenance.
- **OSHA-compliant safety training documentation** for all field staff.

*Response required

11. Additional Vendor Documents (optional)

Vendor can upload additional documents relevant to solicitation.

CONTRACTOR'S DESIGNATION OF COMPLIANCE OFFICER

Project Name: Landscape-Spring/Fall Cleanup Services At Various Schools

Bid Number: BidB047266

Contractor: Cheapscapes LLC

Contract Amount: _____

Date: _____

THE UNDERSIGNED hereby certifies:

THAT it is the general contractor for the Landscape Spring/Fall Cleanup (trade) in connection with the above Project and that it has appointed Robert Brenan, who signature appears below, to supervise the payment of the contractor's employees for the duration of the Project;

THAT the Undersigned is in a position to have full knowledge of the facts set forth in all payroll-related documents and compliance documents (Compliance Officer); and

THAT the Undersigned has full power and authority, until such time as the contractor submits a notice that it has appointed a new Compliance Officer.

CONTRACTOR

By: _____
Name: Rob Brenan
Title: member
Duly-authorized

Compliance Officer:

_____
Name: Rob Brenan
Title: Member

City Attorney—December 7, 2015

CONTRACTOR'S GOOD STANDING CERTIFICATION

Project Name: Landscape - Spring/Fall Cleanup Services Various Schools

Bid Number: B07B047266

Contractor: CrewScapes LLC

Contract Amount: _____

Date: _____

THE CONTRACTOR, including its owners/members, officers and directors, hereby certify, jointly and severally:

THAT he/she/it is not now debarred from public bidding or contracting or subject to a debarment proceeding (or the equivalent) in any federal, State or local jurisdiction.

THAT the he/she/it has not been disqualified or deemed a non-responsible contractor or bidder (or the equivalent) in any federal, State or local jurisdiction.

THAT he/she/it is not delinquent in any real or personal property taxes, fines or other obligations to the City of Bridgeport.

CONTRACTOR

By: _____
Name:
Title:
Duly-authorized

STATE OF CONNECTICUT)
) ss. At:
COUNTY OF)

On May 20, 2024 before me personally appeared _____, to me known, who, being by me duly sworn, did depose and say that s/he is the duly authorized _____ of , and that s/he executed this instrument as her/his free act and deed in such capacity.

_____
Commissioner of the Superior Court

Notary Public
My Commission expires

KATHERINE FERRARI
Notary Public, State of Connecticut
My Commission Expires 09/30/28

KATHERINE FERRARI NOTARY PUBLIC CONNECTICUT

City Attorney—December 7, 2015

The undersigned understands that failure to adhere to these responsibilities may result in the City of Bridgeport exercising its right to (a) withhold payment until the undersigned's EEO compliance obligations are met; (b) cancel the contract; (c) refuse of award future bids on the grounds that the undersigned is a non-responsible contractor; (d) recover specified monetary penalties as provided in the contract; and/or (e) seek debarment of the undersigned.

I hereby agree and accept these terms and conditions for accepting a contract award.

Company Name: Cheapscapes LLC

By: [signature]

Name: Rob Brennan

Title: member

Date: 5-28-26

Revised 10/2018

NO CONFLICTS / DISCLOSURE FORM

EVERY BUSINESS OR INDIVIDUAL THAT IS ISSUED A NOTICE OF INTENT TO AWARD PURSUANT TO THE CITY'S PURCHASING ORDINANCE (Section 3.08.070, AS AMENDED), MUST FULLY AND ACCURATELY COMPLETE THIS DISCLOSURE FORM. IF THERE IS INSUFFICIENT SPACE FOR ANY ANSWER, ATTACH ADDITIONAL SHEETS.

Name of Individual or Business: Cheapscapes LLC

Person signing this form: Robert Brennan

Title: President

Phone Number: (203) 215 - 6967 **Email:** cheapscapesllc@yahoo.com

The undersigned hereby represents and warrants that the following statements are true, correct and complete, to the best of his/her knowledge and belief, and that the City of Bridgeport is entitled to rely thereon:

1. Business is *(check one)*

☐ a corporation	☐ a general partnership
☒ a limited liability company	☐ a sole proprietorship
☐ a limited liability partnership	☐ other LLC.

2. Business Address: 18 County Rd North Branford CT. 06471

3. State of incorporation or organization: ☒ Connecticut
   ☐ Other _____

4. What other trade names does the Business use, if any?
   None

5. Fed. ID or SS # 82 5321130
   DUNS # _____
   CT Contractors # HIC.0654811
   CT State ID # 124484619
   SAM # s94SKAS8MJN4
   Other pertinent license #s (if any)

6. (a) Identify all officers, directors, managing or general partners, or managing members.

Name	Address	Title
Kelly Brennan	18 County Rd. North Branford Ct.06471	Member
Robert Brennan	18 County Rd. North Branford Ct. 06471	Member

(b) Identify owners of 5% or more interest in the Business:

7. Identify any parent, affiliate or subsidiary organization of the Business.

(a) Company's name _____, a

☐ a corporation
☐ a limited liability company
☐ a limited liability partnership
☐ a general partnership
☐ a sole proprietorship
☐ other _____

State of Incorporation or organization: _____

Relationship to your company: _____

(b) Company's name _____, a

☐ a corporation
☐ a limited liability company
☐ a limited liability partnership
☐ a general partnership
☐ a sole proprietorship
☐ other _____

State of Incorporation or organization: _____
Relationship to your company: _____

8. Has the Business, any parent, affiliate or subsidiary company, or any of their respective officers, directors, owners, general partners, managing members, within the past three (3) years been convicted of, entered a plea of guilty, entered a plea of *nolo contendere*, concluded or served a sentence imposed for, or otherwise admitted to:

	Yes	No
a) the commission of a criminal offense as an incident to obtaining or attempting to obtain a public or private contract or subcontract, or in the performance of such contract or subcontract?	☐	☑
b) the violation of any state or federal law for embezzlement, theft, forgery, bribery, falsification or destruction of records, receiving stolen property or any other offense indicating a lack of business integrity or business honesty which affects responsibility as a municipal contractor?	☐	☑
c) the violation of any state or federal antitrust, collusion or conspiracy law arising out of the submission of bids or proposals to a public or private contract or subcontract?	☐	☑
d) fraudulent, criminal or other seriously improper conduct while participating in a joint venture or similar arrangement.	☐	☑
e) willfully failing to perform in accordance with the terms of one or more public contracts, agreements or transactions?	☐	☑
f) having a history of failure to perform or a history of unsatisfactory performance of one or more public contracts, agreements or transactions?	☐	☑
g) willfully violating a statutory or regulatory provision or requirement applicable to a public contract, agreement or transaction?	☐	☑

IF YOU ANSWER YES TO ANY PART OF SECTION 8, PLEASE EXPLAIN IN DETAIL ON AN ATTACHED SHEET.

9. Initial as appropriate below:

None of the persons listed herein is related by blood or marriage to any City of Bridgeport government official or employee. RB.KB> *(Initial)*

OR

One or more of the persons listed herein is related by blood or marriage to a City of Bridgeport government official or employee. (*Explain in detail below or attach additional sheet if necessary).* _____ *(Initial)*

_____

_____

10. Does the Business, any parent, affiliate or subsidiary company, or any of their respective officers, directors, owners, general partners, managing members, employees, or agents have any business or familial relationship, through ownership, directorship, contractual arrangement, control, or other arrangement with any of the subcontractors to be used on the work involved in the bid for which this form is being submitted? _____YES or x_____NO

IF YOU ANSWER YES TO ANY PART OF SECTION 10, PLEASE EXPLAIN IN DETAIL ON AN ATTACHED SHEET.

11. Read and initial at the end of the following paragraph:

BY INITIALING BELOW, THE UNDERSIGNED REPRESENTS THAT THERE EXISTS NO KNOWN OR SUSPECTED CONFLICTS OF INTEREST BETWEEN THE BUSINESS, ITS PARENT, AFFILIATES OR SUBSIDIARIES AND THE CITY OF BRIDGEPORT. RB. KB. *(Initial)*

12. Read and initial at the end of the following paragraph:

BY INITIALING BELOW, THE UNDERSIGNED UNDERSTANDS THAT THE DUTY TO PROVIDE THE INFORMATION REQUESTED IN THIS FORM IS A CONTINUING OBLIGATION AND THAT THE INFORMATION REQUIRED BY THIS FORM MUST AND WILL BE PROMPTLY UPDATED UPON ANY CHANGE. RB. KB> *(Initial)*

WARNING: Falsifying information on this form, or failing to promptly notify the City of changes to the information contained in it during the course of the Business' performance of the work will constitute a default under any contract or purchase order awarded to the Business, and will permit the City to terminate its contract with the Business and pursue its legal rights and remedies as to such Business or persons associated therewith.

Dated: 5/26/26

Name:
Title:
duly-authorized

NOTARIZE NEXT PAGE PLEASE

STATE OF _____}
COUNTY OF New Haven} ss. _____ _____ ___, 20__

Personally appeared before me, _____(name), the _____(title) of _____(name of Business), who swore to the truth of the foregoing as his/her free act and deed and the free act and deed of _____(name of Business) before me.

_____
Notary Public:
My commission expires on:
Commissioner of the Superior Court

KATHERINE FERRARI
Notary Public, State of Connecticut
My Commission Expires 09/30/28

KATHERINE FERRARI NOTARY PUBLIC CONNECTICUT

STATE OF CONNECTICUT ✦ DEPARTMENT OF CONSUMER PROTECTION

Be it known that

CHEAPSCAPES LLC

18 COUNTY RD

NORTH BRANFORD, CT 06471-1543

has satisfied the qualifications required by law and is hereby registered as a

HOME IMPROVEMENT CONTRACTOR

QUI TRANSTULIT SUSTINET

Registration #: HIC.0654811
Effective: 04/01/2026
Expiration: 03/31/2027

Bryan T. Cafferelli, Commissioner

STATE OF CONNECTICUT
DEPARTMENT OF REVENUE SERVICES
Tax Permit

Rev. 10/25

CT Tax Registration No.: 074324880-001
Letter ID: L0012330404
Date Issued: March 02, 2026

CHEAPSCAPES LANDSCAPING LLC
18 COUNTY RD
NORTH BRANFORD CT 06471-1543

Dear Taxpayer,

Attached is your Sales & Use tax permit. Please display it conspicuously for your customers to see. Any permit previously issued by the Connecticut Department of Revenue Services (DRS) for the specific location noted on this permit is now void and should be destroyed.

Any change in ownership or form of organization requires a new permit. If your business is sold, transferred, or discontinued, return this permit at once to:

Department of Revenue Services
450 Columbus Blvd.
Suite 1
Hartford, CT 06103

Enter the last day of business and the name of the successor, if applicable, on the back of the permit. Sign the permit as indicated.

Business and individual taxpayers can use **myconneCT** to file a variety of tax returns, update account information, and make payments online.

This Tax Permit is valid for two years.

You may not assign or transfer this permit. Display this permit conspicuously for your customers to see.

Department of Revenue Services
State of Connecticut
450 Columbus Blvd.
Suite 1
Hartford, CT 06103

Sales & Use Tax Permit

The person named below is licensed under the Sales & Use Tax Act.
This permit is good **only** for the named permittee and at the location shown.
If there is any change in ownership, the permit is null and void.

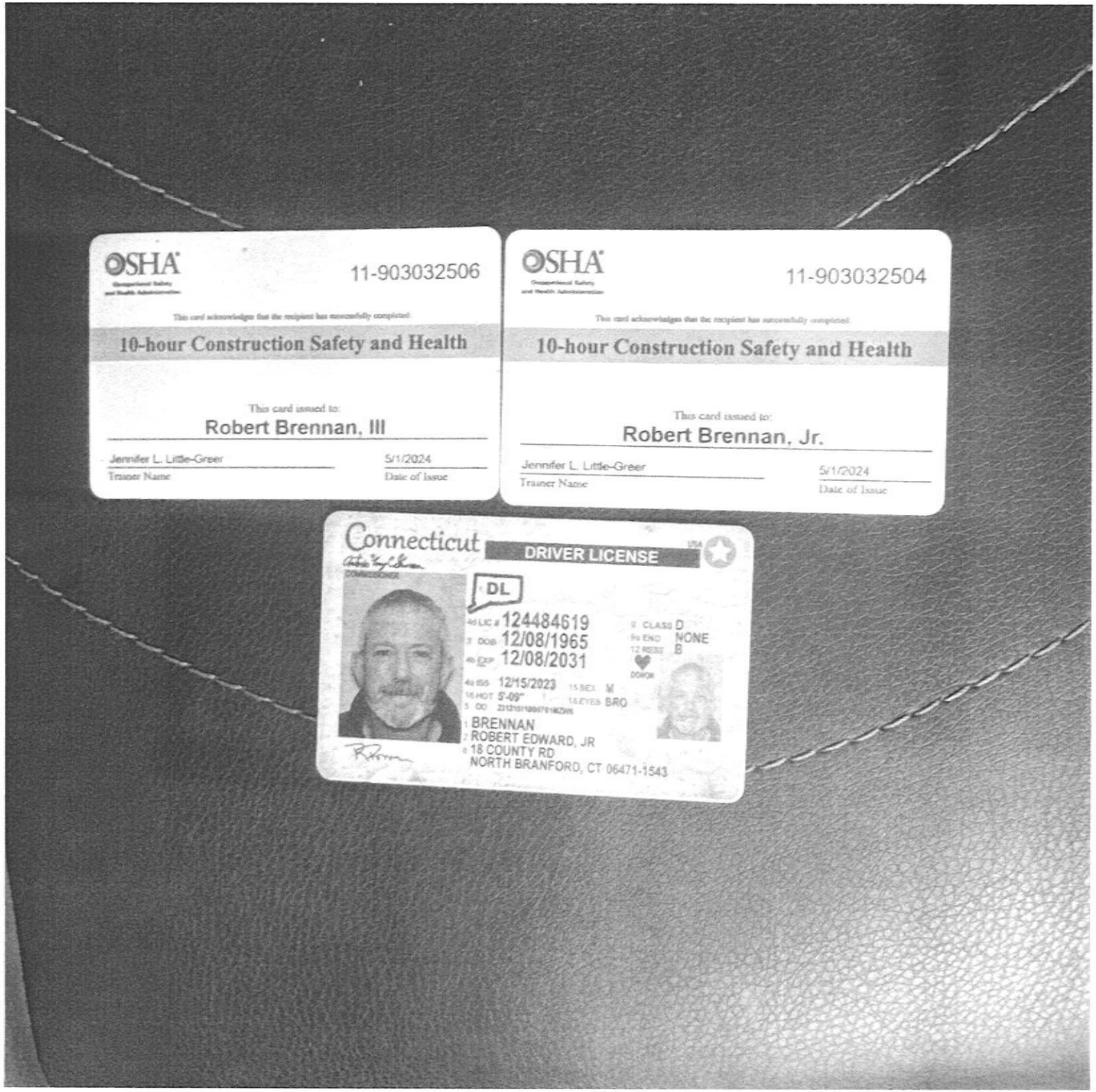
Date Issued	Expiration Date	Business Start Date	Connecticut Tax Registration Number
03/02/2026	04/30/2028	05/01/2018	074324880-001

CHEAPSCAPES LANDSCAPING LLC
18 COUNTY RD
NORTH BRANFORD CT 06471-1543

This license may not be transferred or assigned.

Use only at this location:
CHEAPSCAPES LANDSCAPING LLC
18 COUNTY RD
NORTH BRANFORD CT 06471-1543

Mark D. Boughton
Commissioner of Revenue Services


OSHA
11-903032506
This card acknowledges that the recipient has successfully completed
10-hour Construction Safety and Health
This card issued to:
Robert Brennan, III
Jennifer L. Little-Greer
Trainer Name
5/1/2024
Date of Issue
OSHA
11-903032504
This card acknowledges that the recipient has successfully completed
10-hour Construction Safety and Health
This card issued to:
Robert Brennan, Jr.
Jennifer L. Little-Greer
Trainer Name
5/1/2024
Date of Issue
Connecticut
DRIVER LICENSE
DL
4d LIC # 124484619
3 DOB 12/08/1965
4b EXP 12/08/2031
4a ISS 12/15/2023
15 SEX M
16 HGT 5'-09"
18 EYES BRO
9 CLASS D
10 END NONE
12 RSTR B
DONOR
1 BRENNAN
2 ROBERT EDWARD, JR
8 18 COUNTY RD
NORTH BRANFORD, CT 06471-1543

(1)

CheapScapes LLC
Land-Lawn & Snow
203-215-6967

References

Ivanna Teyssedou

Property manager @ Fusco Management

Phone (203)464-1177

Email:iteyssedou@fusco.com

Cheapscapes LLC provided snow removal and ice control services for the Q House and Canal dock Boat House for the winter of 2021-2022

Debra Palladino

Beckson Industrial products

1843 Boston Post Rd

Guilford Ct. 06437

Phone(203)453-3033

Email:purchasing@becksonindustial.com

Cheapscapes LLc provided snow and ice control services for Beckson Industrial industry's from November 2018-March 2022

Nancy Ward

18 COUNTY ROAD, NORTH BRANFORD, CONNECTICUT 06471

(203) 215-6967
cheapscapesllc@yahoo.com

(7)

CheapScapes LLC
Land-Lawn & Snow
203-215-6967

Board president of Sea view terrace condominiums

80 Sea view Terrace

Guilford Ct. 06437

Phone (203) 453-6399

Email nancy7@gmail.com

Cheapscapes LLC provided snow removal, ice control and landscaping services From November 2020-March 2023

See Us Grow childcare & Learning center

1052 S. Colony Rd. Wallingford Ct.06492

Katie Ferrari Director

Phone (203)590-8381

Email:seeusgrow@yahoo.com

Cheapscapes LLC has provided snow removal, ice control, Landscaping services since 2011- to present

Miles Wolcott

Roof & Grounds supervisor for the New Haven Board of education

Phone:((475)306-2636



Email:miles.wolcott@new-haven.k12.ct.us

Cheapscapes LLC has provided Landscaping & snow removal services for 22 schools in Newhaven since 2020 to present.

18 COUNTY ROAD, NORTH BRANFORD, CONNECTICUT 06471

(203) 215-6967

[illegible]@yahoo.com

Cheapscapes LLC



Land • Lawn • Snow

Tel-2032156967

Company Overview

Cheapscapes LLC provides professional landscaping and snowremoval services throughout Greater New Haven County. With over 34 years of continuous operation, our team delivers reliable, safetyfocused, and detaildriven grounds maintenance for municipal, commercial, and residential clients.

Featured Properties Serviced

New Haven Public Schools (NHPS)

- **Acreage:** 65–75 acres (combined campuses)
- **Services:** Fullseason landscaping, athletic field mowing, debris removal, mulching, seasonal cleanups, snow plowing, salting, walkway clearing
- **Notes:** Safetydriven operations around students and staff

See Us Grow Daycare

- **Acreage:** 1.0–1.5 acres
- **Services:** Weekly mowing, playground grooming, shrub care, seasonal cleanups, snow removal, deicing
- **Notes:** Childsafe procedures and equipment

Residential Portfolio

- **Acreage:** 150–200+ acres annually
- **Services:** Weekly mowing, trimming, hedge care, mulching, leaf removal, driveway plowing, walkway clearing, stormresponse snow services
- **Coverage:** New Haven, North Haven, East Haven, Hamden, Branford, and surrounding towns

Scope of Work

- Fullseason landscaping maintenance
- Snow plowing & ice management
- Spring & fall cleanups
- Turf care & ground restoration
- Bed maintenance & mulching
- Debris removal & site policing
- Playground & hightraffic area maintenance

Total Acreage Serviced Annually

216–276 acres across municipal, commercial, and residential properties.

CheapScapes LLC

Land • Lawn • Snow **2032156967**

Qualifications Statement

CheapScapes LLC, owned and operated by **Rob Brennan**, is a fully established landscaping and groundsmaintenance company that has been serving Connecticut since **1990**. With more than **34 years of continuous operation**, the company has built a strong reputation for dependable service, professional workmanship, and longstanding client relationships across both residential and commercial markets.

CheapScapes LLC employs **five full-time professionals** trained to work safely, efficiently, and in line with industry's best practices. The company serves **hundreds of residential and commercial properties**, reflecting the capacity and organization needed to manage large, varied workloads year-round.

Since **2020**, CheapScapes LLC has provided landscaping and groundsmaintenance services to **New Haven Public Schools**, consistently meeting the district's standards for safety, appearance, and timely service. This ongoing work demonstrates the company's ability to operate effectively in sensitive, hightraffic environments while upholding strict safety and quality standards.

CheapScapes LLC remains committed to delivering reliable, professional, and costeffective landscaping services backed by decades of experience, a dedicated workforce, and a strong operational foundation.

Core Competencies

- Fullservice landscaping and grounds maintenance
- Lawn care, mowing, trimming, edging, and seasonal upkeep
- Mulching, planting, pruning, and shrub/bed maintenance
- Spring and fall cleanups

- Commercial and residential property maintenance
- Snow plowing, sanding, salting, and winter storm response
- Leaf removal and debris management
- Landscape restoration and enhancement
- School district and municipal grounds support
- Safetyfocused operations in hightraffic environments

Differentiators

- **34+ years of proven performance** in residential, commercial, and municipal settings
- **Owneroperated** with handson oversight of all projects
- **Dedicated fulltime workforce** trained in safe, professional operations
- **Strong track record with New Haven Public Schools** since 2020
- **Rapid response capability** for urgent or weatherrelated needs
- **Consistent quality control** through direct supervision and longterm staff
- **Flexible scheduling** to accommodate school events, facility needs, and seasonal demands
- **Reputation for reliability**, professionalism, and longstanding client relationships

Past Performance

- **New Haven Public Schools (2020–Present)** Grounds maintenance, landscaping, seasonal cleanup, and snow services across multiple school properties.
- **Hundreds of Residential & Commercial Clients (1990–Present)** Longterm recurring service relationships built on reliability, safety, and consistent quality.

Company Data

Legal Name: CheapScapes LLC **Owner:** Rob Brennan **Established:** 1990 **Employees:** 5 fulltime **Service Area:** Greater New Haven County & surrounding regions **Phone:** 2032156967 **Services:** Landscaping, lawn care, grounds maintenance, snow removal

Contact Information

CheapScapes LLC Attn: **Rob Brennan, Owner/Operator**
Phone: **2032156967** Email: **cheapscapes@yahoo.com**
Location: **North Haven, CT**

PRICE TABLES

FALL CLEAN UP

Two (2) cleanups will take place in the Fall

Line Item	Description	Quantity	Unit of Measure	Unit Cost	Total
1	AQUACULTURE SCHOOL, 60 ST STEPHENS ROAD	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
2	BARNUM SCHOOL, 495 WATERVIEW AVENUE	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
3	BASSICK HIGH SCHOOL, 205 BROAD STREET	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
4	BEARDSLEY SCHOOL, 500 HUNTINGTON ROAD	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
5	BLACKHAM SCHOOL, 425 THORME STREET	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
6	BRYANT SCHOOL, 230 POPLAR STREET	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
7	CESAR BATALLA SCHOOL, 606 HOWARD AVENUE	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
8	CENTRAL HIGH SCHOOL (INCLUDING COURTYARD), 1 LINCOLN BOULEVARD	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
9	COLUMBUS SCHOOL, 275 GEORGE STREET	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
10	CURIALE SCHOOL, 300 LAUREL AVENUE	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
11	DUNBAR SCHOOL, 445 UNION AVENUE	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00

12	DISCOVERY SCHOOL, 4510 PARK AVENUE	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
13	EDISON SCHOOL, 115 BOSTON TERRACE	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
14	FAIRCHILD WHEELER SCHOOL, 840 OLD TOWN ROAD	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
15	GERALDINE CLAYTOR SCHOOL, 240 OCEAN TERRACE	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
16	GERALDINE JOHNSON SCHOOL, 475 LEXINGTON AVENUE	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
17	HALLEN SCHOOL, 68 OMEGA AVENUE	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
18	HARDING HIGH SCHOOL, 379 BOND STREET	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
19	HOOKER SCHOOL, 138 ROGER WILLIAMS ROAD	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
20	JFK CAMPUS, 700 PALISADE AVENUE	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
21	LUIS MUNOZ MARIN SCHOOL, 479 HELEN STREET	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
22	MADISON SCHOOL, 376 WAYNE STREET	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
23	PARK CITY MAGNET SCHOOL, 1526 CHOPSEY HILL ROAD	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
24	READ SCHOOL, 130 EZRA STREET	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00

25	ROOSEVELT SCHOOL, 680 PARK AVENUE	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
26	SKANE SCHOOL, 2977 MADISON AVENUE	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
27	SOUTH END SCHOOL, 160 IRANISTAN AVENUE	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
28	TISDALE SCHOOL, 250 HOLLISTER AVENUE	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
29	WALTERSVILLE SCHOOL, 150 HALLET STREET	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
30	WILBUR CROSS SCHOOL, 1775 RESERVOIR AVENUE	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
31	WINTHROP SCHOOL, 85 ECKART STREET (NO SERVICE WILL BE NEEDED DURING CONSTRUCTION)	2	PRICE PER FALL CLEANUP	$1,500.00	$3,000.00
	Total				**$93,000.00**

SPRING CLEAN UP

One (1) cleanup will take place in the Spring

Line Item	Description	Quantity	Unit of Measure	Unit Cost	Total
1	AQUACULTURE SCHOOL, 60 ST STEPHENS ROAD	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
2	BARNUM SCHOOL, 495 WATERVIEW AVENUE	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
3	BASSICK HIGH SCHOOL, 205 BROAD STREET	1	PRICE PER CLEANUP	$1,500.00	$1,500.00

4	BEARDSLEY SCHOOL, 500 HUNTINGTON ROAD	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
5	BLACKHAM SCHOOL, 425 THORME STREET	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
6	BRYANT SCHOOL, 230 POPLAR STREET	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
7	CESAR BATALLA SCHOOL, 606 HOWARD AVENUE	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
8	CENTRAL HIGH SCHOOL (INCLUDING COURTYARD), 1 LINCOLN BOULEVARD	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
9	COLUMBUS SCHOOL, 275 GEORGE STREET	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
10	CURIALE SCHOOL, 300 LAUREL AVENUE	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
11	DUNBAR SCHOOL, 445 UNION AVENUE	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
12	DISCOVERY SCHOOL, 4510 PARK AVENUE	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
13	EDISON SCHOOL, 115 BOSTON TERRACE	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
14	FAIRCHILD WHEELER SCHOOL, 840 OLD TOWN ROAD	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
15	GERALDINE CLAYTOR SCHOOL, 240 OCEAN TERRACE	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
16	GERALDINE JOHNSON SCHOOL, 475 LEXINGTON AVENUE	1	PRICE PER CLEANUP	$1,500.00	$1,500.00

17	HALLEN SCHOOL, 68 OMEGA AVENUE	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
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20	JFK CAMPUS, 700 PALISADE AVENUE	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
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22	MADISON SCHOOL, 376 WAYNE STREET	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
23	PARK CITY MAGNET SCHOOL, 1526 CHOPSEY HILL ROAD	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
24	READ SCHOOL, 130 EZRA STREET	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
25	ROOSEVELT SCHOOL, 680 PARK AVENUE	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
26	SKANE SCHOOL, 2977 MADISON AVENUE	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
27	SOUTH END SCHOOL, 160 IRANISTAN AVENUE	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
28	TISDALE SCHOOL, 250 HOLLISTER AVENUE	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
29	WALTERSVILLE SCHOOL, 150 HALLET STREET	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
30	WILBUR CROSS SCHOOL, 1775 RESERVOIR AVENUE	1	PRICE PER CLEANUP	$1,500.00	$1,500.00

31	WINTHROP SCHOOL, 85 ECKART STREET (NO SERVICE WILL BE NEEDED DURING CONSTRUCTION)	1	PRICE PER CLEANUP	$1,500.00	$1,500.00
	Total				**$46,500.00**

ON CALL SERVICE (IF APPLICABLE)

Line Item	Description	Quantity	Unit of Measure	Unit Cost	Total
1	ON CALL SERVICE	1	PER MAN HOUR	$90.00	$90.00
	Total				**$90.00**

ADDITIONAL SERVICES

Line Item	Description	Quantity	Unit of Measure	Unit Cost	Total	No Bid
1	MULCH BED WEEDING / EDGING	1	PER MAN HOUR	$90.00	$90.00	
2	INSTALLATION OF MULCH, INCLUDING MULCH	1	PER CUBIC YARD	$150.00	$150.00	

3	CUTTING/EDGING	1	PER MAN HOUR	$125.00	$125.00
4	TREE REMOVAL	1	PER MAN HOUR	$125.00	$125.00
5	BRUSH TRIMMING	1	PER MAN HOUR	$125.00	$125.00
	Total				**$615.00**

26-27 Category / Sheet	26-27 Item	25-26 Matched Item	25-26 Category	25-26 Vendor
Breakfast	Sausage /Turkey Patty	Breakfast Sausage patty	MEAT, POULTRY, FISH	Tyson Foods
Breakfast	Muffins, All Flavors Frozen	Craisins All Flavors	FRUIT & VEGETABLES	Thurston
Breakfast	IW Golden Cornbread Mini Loaf 2 oz/1 gr	Cornbread Mini Loaf IW	FROZEN	Bakecrafters
Breakfast	IW Celebration Bar	Celebration Bar IW	SNACKS	Ace Endico
Breakfast	Mini Maple Pancake Chicken Bites, WG	WG Mini Maple Pancake Chicken Bites	MEAT, POULTRY, FISH	Tyson Prepared Foods
Breakfast	Double Chocolate-Brownie-Muffin WG IW	Chocolate Chip Muffin WG IW	SNACKS	ACE ENDICO
Breakfast	Chocolate IW Slices	Chocolate Chp Crumb Loaf WG IW	SNACKS	Driscoll Foods
Breakfast	Muffin Chocolate Chip IW	Chocolate Chip Muffin WG IW	SNACKS	ACE ENDICO
Breakfast	Breakfast Pocket	Turkey Sausage Breakfast Pocket IW	COMMODITY CHEESE	Albie's Food Products, LLC
Breakfast	Breakfast pocket Turkey Ham & Cheese	ANYTIMERS Turkey Ham & Cheese kit	FROZEN	Thurston Foods
Breakfast	IW Egg & Cheese Croissant	WG 3 cheese calzone IW	FROZEN	Driscoll
Breakfast	Mini Bagels IW	Cornbread Mini Loaf IW	FROZEN	Bakecrafters

Breakfast	IW WAFFLE all flavors	Craisins All Flavors	FRUIT & VEGETABLES	Thurston
Breakfast	TURKEY SAUSAGE , EGG & 2 CHEESE IN A	Turkey Sausage	MEAT, POULTRY, FISH	Tyson Prepared Foods
Breakfast	Choclate Chip Muffin WG IW	Chocolate Chip Muffin WG IW	SNACKS	ACE ENDICO
Breakfast	W/G Simply Chocolate Chip Muffin	Chocolate Chip Muffin WG IW	SNACKS	ACE ENDICO
Breakfast	Muffin Flats, Apple Cinnamon IW	Apple cinnamon muffin cup	FROZEN	Thurston Foods
Breakfast	IW Chocolate Chip Muffin 2 oz/1 gr	Chocolate Chip Muffin WG IW	SNACKS	ACE ENDICO
Breakfast	WG Muffin Top All Flavors	Craisins All Flavors	FRUIT & VEGETABLES	Thurston
Breakfast	Muffin Apple Cinnamon Flat	Apple cinnamon muffin cup	FROZEN	Thurston Foods
Breakfast	Muffin Flat Chocolate Chip	Chocolate Chip Muffin WG IW	SNACKS	ACE ENDICO
Breakfast	Cinnamon Roll	CINNAMON GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Breakfast	Apple I/W MUFFIN	Apple Muffin Top WG IW	SNACKS	DRISCOLL FOODS
Breakfast	WG Muffin, Bluberry IW	Corm Muffin WG IW	SNACKS	DRISCOLL FOODS
Breakfast	Corn Muffin WG IW	Corm Muffin WG IW	SNACKS	Driscoll Foods

Breakfast	Apple Muffin WG IW	Apple Muffin Top WG IW	SNACKS	Driscoll Foods
Breakfast	Muffin Top Chocolate Chip IW	Chocolate Chip Muffin WG IW	SNACKS	ACE ENDICO
Breakfast	Apple Cider Donut	VINEGAR APPLE CIDER FLAVORED	GROCERY	Ace Endico
Breakfast	Pillsbury 1 Grain IW Chocolate Chip Muffin	Chocolate Chip Muffin WG IW	SNACKS	ACE ENDICO
Cheese	Cheese WG Lasagna Rollup (Bulk)	Cheese Calzone Bulk	COMMODITY CHEESE	Tasty Brands
Cheese	IW WG Turkey Pepperoni & Mozzarella Grilled	WG Ciabatta Grilled Cheese IW	COMMODITY CHEESE	Global Foods
Cheese	Cheese Sauce, Cheddar Bulk	Cheese Sauce, Cheddar Bulk	COMMODITY CHEESE	
Cheese	WHOLE GRAIN MAC & CHEESE 6 oz pre-pack	WHOLE GRAIN MAC & CHEESE 6 oz pre-pack	COMMODITY CHEESE	
Cheese	Cheddar Cheese Sauce Cups	Cheddar Cheese Sauce Cups	COMMODITY CHEESE	
Cheese	Alfredo Sauce, Lite	Alfredo Sauce, Lite	COMMODITY CHEESE	
Cheese	IW Wild Mike's 5" Deep Dish Pizza	IW Wild Mike's 5" Deep Dish Pizza	COMMODITY CHEESE	
Cheese	Wild Mike's 8-Cut Cheese	WILD MIKES10 CUT CHEESE PIZZA	FROZEN	Driscoll
Cheese	Cheese Pizza Bites	ANYTIMERS Cheese Pizza Kit	FROZEN	Ace Endico

Cheese	Burrito Bites	Brazil Bites	FROZEN	Ace Endico
Cheese	Cheese Bites	YUCCA & CHEESE BITES PCK	FRUIT & VEGETABLES	Ace Endico
Cheese	Pepperoni Cheese Bites	WILD MIKESIW CHEESE BITES	FROZEN	Ace Endico
Cheese	Burger Cheese Bites	YUCCA & CHEESE BITES PCK	FRUIT & VEGETABLES	Ace Endico
Cheese	Buffalo Chicken Cheese Bites	ANYTIMERS Buffalo Chicken & Cheese kit	FROZEN	Thurston Foods
Cheese	BBQ Chicken Bites	16 inch BBQ Chicken Pizza	COMMODITY CHEESE	Driscoll
Cheese	Cheese & Jalapeno Bites	Cheese Sauce, Jalapeno Cups	COMMODITY CHEESE	Driscoll
Cheese	MOZZARELLA STICKS	MOZZARELLA STICKS	COMMODITY CHEESE	
Cheese	WG Ciabatta Grilled Cheese IW	WG Ciabatta Grilled Cheese IW	COMMODITY CHEESE	Global Food Solutions
Cheese	WG Ciabatta Slider with Mozzarella IW	WG Ciabatta Slider with Mozzarella IW	COMMODITY CHEESE	Global Food Solutions
Cheese	WHOLE GRAIN CROISSANT WITH CHEESE, IW	WG Ciabatta Grilled Cheese IW	COMMODITY CHEESE	Global Foods
Cheese	Mild Cheddar Cheese Sticks	Cheddar Cheese Sticks	MILK & DAIRY	Driscoll Foods
Cheese	BIG DADDY'S® Primo 16" WG Four Cheese	Big Daddy's Primo 16" WG Rising Crust Four Cheese	FROZEN	Driscoll

Cheese	BIG DADDY'S® Primo 16" WG Buffalo	Big Daddy's Primo 16" WG Rising Crust Buffalo	FROZEN	Driscoll
Cheese	PREMIUM Queso Blanco Sauce	PREMIUM Queso Blanco Sauce	COMMODITY CHEESE	
Cheese	straight noodle mac & cheese soy free JTM	straight noodle mac & cheese soy free JTM	COMMODITY CHEESE	
Cheese	PREMIUM (Stick) Macaroni & Cheese	PREMIUM (Stick) Macaroni & Cheese Single	COMMODITY CHEESE	
Cheese	JTM PREMIUM QUESO BLANCO SAUCE TRAYS	PREMIUM QUESO BLANCO SAUCE	COMMODITY CHEESE	
Cheese	JTM SIGNATURE CHEDDAR CHEESE SAUCE	cheddar cheese sauce soy free JTM	COMMODITY CHEESE	JTM
Condiments	DRESSING BALSAMIC VIN LITE	DRESSING BALSAMIC VIN LITE	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Tomato Paste	Tomato paste	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll Foods
Condiments	Tomato paste	Tomato paste	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll
Condiments	DRESSING HONEY MUST. DISP. POU	DRESSING HONEY MUST. DISP. POU	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	DRESSING CAESAR LITE CREAMY	DRESSING CAESAR LITE CREAMY	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	DRESSING CAESAR PC	DRESSING CAESAR PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Dressing, Ranch, Lite -Pouch	Dressing, Ranch, Lite - Pouch	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.

Condiments	DRESSING BLUE CHEESE DELUX	DRESSING BLUE CHEESE CUPS	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Balsamic Vinegarette	DRESSING BALSAMIC VINAIGRETTE	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Bleu Cheese	Spreadable Cheese	MILK & DAIRY	Driscoll
Condiments	Creamy Caesar, PC	DRESSING CAESAR PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	RANCH LITE Cups	Dip Cup, Ranch	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll
Condiments	Balsamic VInaigrette	DRESSING BALSAMIC VINAIGRETTE	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	SALT KOSHER	SALT SHAKERS ZTF	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Boom Boom Sauce	Boom Boom Sauce PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	French PC	Relish PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Italian Dressing, PC	DRESSING CREAMY ITALIAN PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Ranch PC	Relish PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Equal, Sugar Substitute, P.C.	SUGAR SUBSTITUTE PACKETS	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Sugar Packets in the Raw	SUGAR SUBSTITUTE PACKETS	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods

Condiments	Corn Starch	CORN STARCH	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Turmeric	Turmeric	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Parsley Flakes 1	PARSLEY FLAKES	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Spice/ Garlic Granulated	GARLIC GRANULATED	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Sauce, Soy Garlic Glaze Sauce,	Soy Glaze	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Nippon Shokken
Condiments	ORIENTAL BLEND	ORIENTAL BLEND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	SALT SHAKERS ZTF	SALT SHAKERS ZTF	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	SUGAR CONFECTIONARY 10X	SUGAR CONFECTIONARY 10X	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	SUGAR GRANULATED	SUGAR GRANULATED	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Taco Sauce	Taco Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Sauce, Cup,Chicken Dipping	Sauce, Cup,Chicken Dipping	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	ADOBO PLAIN	ADOBO PLAIN	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Coriander Ground	CORIANDER GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.

Condiments	Cumin Ground	CUMIN GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Dip Cups, BBQ Sauce	Dip Cups, BBQ Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	PEPPER BLACK PURE GROUND	PEPPER BLACK PURE GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Basil Leaves Whole	BASIL LEAVES WHOLE	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Ginger Ground	GINGER GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Onion Granulated	ONION GRANULATED	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Onion Powder	ONION POWDER	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Oregano Ground	OREGANO GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Oregano Leaves	OREGANO LEAVES	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Paprika Spanish	PAPRIKA SPANISH	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Pepper Black Fine Ground	PEPPER BLACK FINE GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Seasoning Cajun	SEASONING CAJUN	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Seasoning Lemon Pepper	SEASONING LEMON PEPPER	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.

Condiments	BASIL LEAVES WHOLE	BASIL LEAVES WHOLE	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	CHILI POWDER	CHILI POWDER	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	CINNAMON GROUND	CINNAMON GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	CINNAMON STICKS	CINNAMON STICKS	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	CORIANDER GROUND	CORIANDER GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	GARLIC GRANULATED	GARLIC GRANULATED	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Mayonnaise Extra heavy	MAYONNAISE EXTRA HEAVY	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	OREGANO LEAVES	OREGANO LEAVES	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	PEPPER BLACK FINE GROUND	PEPPER BLACK FINE GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Relish PC	Relish PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	SEASONING CAJUN	SEASONING CAJUN	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Seasoning/ Garlic Granulated	GARLIC GRANULATED	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Seasoning/ Parsley Flakes	PARSLEY FLAKES	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.

Condiments	Garlic Powder	CHILI POWDER	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Tumeric Ground	TURMERIC GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Garlic Ground	GARLIC GRANULATED	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Dip Cup Sweet & Sour	Dip Cup Sweet & Sour	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Dressing,French PC	DRESSING RANCH LITE	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Seasoning/ Taco Mix Seasoning	SEASONING TACO	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll Foods
Condiments	Ketchup, Bulk	Ketchup PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	MUSTARD SPICY BROWN	MUSTARD PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll
Condiments	MUSTARD SPICY BROWN PC	MUSTARD PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll
Condiments	Honey Mustard Dressing	DRESSING HONEY MUSTARD CUP	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Jelly/Grape PC	JELLY GRAPE PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll Foods
Condiments	MAYONNAISE PC	MAYONNAISE PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll Foods
Condiments	DRESSING HONEY DIJON FFR PC	DRESSING HONEY DIJON FFR PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico

Condiments	Dressing, Caesar Lite-Pouch	Dressing, Caesar Lite-Pouch	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll Foods
Condiments	Boom Boom Sauce PC	Boom Boom Sauce PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	DRESSING BLUE CHEESE CHUNKY	DRESSING BLUE CHEESE CHUNKY	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Dip Cup, Ranch	Dip Cup, Ranch	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll Foods
Condiments	DRESSING BALSAMIC VIN FFR	DRESSING BALSAMIC VIN FFR	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	DRESSING ITALIAN LITE RDF	DRESSING ITALIAN LITE RDF	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	DRESSING RANCH LITE	DRESSING RANCH LITE	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Dressing, Italian Lite-Pouch	Dressing, Italian Lite-Pouch	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll Foods
Condiments	DRESSING HONEY MUSTARD	DRESSING HONEY MUSTARD CUP	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	DRESSING CREAMY CAESAR	DRESSING CAESAR LITE CREAMY	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	DRESSING, Golden Italian, Pouch	Dressing, Italian Lite-Pouch	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll
Condiments	Boom Boom Sauce Bulk	Boom Boom Sauce PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	MAYONNAISE LIGHT RDC	MAYONNAISE LIGHT PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll Foods

Condiments	DRESSING BLUE CHEESE ,POUCH	DRESSING BLUE CHEESE CUPS	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	GOLDEN ITALIAN Dressing	DRESSING CREAMY ITALIAN	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll
Condiments	HONEY MUSTARD POUCH	DRESSING HONEY MUSTARD CUP	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	RANCH , POUCH	Dressing, Ranch, Lite - Pouch	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Red Wine Vinegar	Vinegar, Red Wine	GROCERY	Ace Endico
Condiments	Peppers, Jalapeno, Sliced	Peppers, Jalapeno, Sliced	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll Foods
Condiments	MRS Dash No Salt/Garlic & Herb	MRS Dash No Salt/Garlic & Herb	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	MRS Dash No Salt/original	MRS Dash No Salt/original	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	LEMON PEPPER Seasoning	Lemon Pepper	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	TACO MIX Seasoning	SEASONING TACO	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll
Condiments	Granulated Onion	ONION GRANULATED	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	GROUND GINGER	GINGER GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Oregano Ground,13oz.	OREGANO GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico

Condiments	GARLIC POWDER	CHILI POWDER	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Lemon Pepper	Lemon Pepper	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Pepper Black Pure Ground	PEPPER BLACK PURE GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	CUMIN GROUND	CUMIN GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Garlic Granulated 26 oz.	GARLIC GRANULATED	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	MUSTARD DIJON	MUSTARD PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll
Condiments	SALT ROUNDS IODIZED	SALT ROUNDS IODIZED	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Peppers, Roasted Red	PEPPERS ROASTED RED	GROCERY	Driscoll Foods
Condiments	PEPPER PACKETS PC	SOUR CREAM PC PACKETS	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Orange Sauce, PC, Less Sodium	Orange Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Nippon Shokken U.S.A. Inc.
Condiments	Siracha Chili Sauce Packet	Siracha Chili Sauce packet	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	ADOBO W/O PEPPER LIGHT LRS	ADOBO W/O PEPPER LIGHT LRS	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Basil Leaf	BASIL LEAVES WHOLE	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico

Condiments	Cinnamon Ground	CINNAMON GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Garlic Salt	GARLIC GRANULATED	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Onion Salt	ONION GRANULATED	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Oregano Leaf	OREGANO LEAVES	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Spanish Paprika	PAPRIKA SPANISH	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Black pepper	Lemon Pepper	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Pepper Cayenne	Lemon Pepper	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Marinara Dipping Cups 84 ct	MARINARA DIPPING CUPS	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	MUSTARD PC	MUSTARD PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll Foods
Condiments	Horseradish	Horseradish	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	PARSLEY FLAKES	PARSLEY FLAKES	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	SPICE PAPRIKA GROUND	SPICE PAPRIKA GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Parsley Flakes	PARSLEY FLAKES	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods

Condiments	PARSLEY FLAKES	PARSLEY FLAKES	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	GARLIC POWDER	CHILI POWDER	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	RELISH SWEET	RELISH SWEET	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	FLOUR ALL PURPOSE WINGOLD	FLOUR ALL PURPOSE WINGOLD	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	FLOUR WW WHITE FINE	FLOUR WW WHITE FINE	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	HUMMUS CUP ORIGINAL	HUMMUS CUP ORIGINAL	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll Foods
Condiments	Honey Mustard Dip Cup	DRESSING HONEY MUSTARD CUP	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Ranch Low fat Dip Cup	Dip Cup, Ranch	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll
Condiments	Sweet & Sour Dip Cup	Dip Cup Sweet & Sour	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Honey Mustard Dip Cup	DRESSING HONEY MUSTARD CUP	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	BASIL,DRIED	BASIL LEAVES WHOLE	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Oregano, Dried	OREGANO GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Salt, Table	SALT SEASONED	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods

Condiments	Baking Powder	ONION POWDER	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Bay Leaf Whole	BASIL LEAVES WHOLE	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Garlic & Herb	Herb Garlic Blend	FROZEN	Ace Endico
Condiments	Hot Sauce	Mango Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Nippon Shokken
Condiments	Salt Granular	SALT SEASONED	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Chili Sauce	Sweet Chili Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Nippon Shokken
Condiments	Ranch Low fat Dip Cup	Dip Cup, Ranch	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll
Condiments	BBQ Sauce, Dip Cup	Dip Cups, BBQ Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Italian Dressing, PC	DRESSING CREAMY ITALIAN PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Ranch PC	Relish PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Relish PC	Relish PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Tartar Sauce	Tartar Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll Foods
Condiments	Cumin	CUMIN GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods

Condiments	Paprika	PAPRIKA SPANISH	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Seasoning Salt	SALT SEASONED	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Tumeric	Turmeric	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Sriracha Chili Sauce, 1oz. Packet	SIRACH Chili Sauce, PACKET	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Nippon Shokken U.S.A. Inc.
Condiments	Sweet Chili Sauce, PC	Sweet Chili Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Nippon Shokken U.S.A. Inc.
Condiments	Carribean Jerk seasoning	SEASONING CARRIBEAN JERK	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Teriyaki sauce	Teriyaki Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Nippon Shokken U.S.A. Inc.
Condiments	Mango Habanero Sauce	Mango Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Nippon Shokken
Condiments	Curry Sauce	Tartar Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll
Condiments	Mango Sauce	Mango Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Nippon Shokken U.S.A. Inc.
Condiments	Sriracha Chili Sauce, 4.5lb. Bottles	Siracha Chili Sauce packet	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	General Tso'S	General Tso's Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Nippon Shokken U.S.A. Inc.
Condiments	Less Sodium Orange Sauce	Less Sodium Orange Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Nippon Shokken U.S.A. Inc.

Condiments	Sweet Chili Sauce	Sweet Chili Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Nippon Shokken U.S.A. Inc.
Condiments	Soy Garlic Glaze, PC.	Soy Glaze PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	SUGAR LIGHT BROWN	SUGAR LIGHT BROWN	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	DRESSING CREAMY ITALIAN PC	DRESSING CREAMY ITALIAN PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Parsley Flakes	PARSLEY FLAKES	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	DRESSING BUTTERMILK RANCH	DRESSING BUTTERMILK RANCH	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll Foods
Condiments	DRESSING CREAMY ITALIAN	DRESSING CREAMY ITALIAN	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll Foods
Condiments	PICKLE CHIPS KOSHER DILL	PICKLE CHIPS KOSHER DILL	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	DRESSING DELUXE THOUSAND ISL	DRESSING DELUXE THOUSAND ISL	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	MUSTARD YELLOW	MUSTARD YELLOW	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	PICKLE CHIPS KOSHER DILL	PICKLE CHIPS KOSHER DILL	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	SEASONING TACO	SEASONING TACO	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll
Condiments	SOUR CREAM PC PACKETS	SOUR CREAM PC PACKETS	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.

Condiments	SUGAR SUBSTITUTE PACKETS	SUGAR SUBSTITUTE PACKETS	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Seasoning Italian	SEASONING ITALIAN	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Thyme Ground	THYME GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Thyme Leaves	THYME LEAVES	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	ONION GRANULATED	ONION GRANULATED	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	ONION POWDER	ONION POWDER	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	SEASONING ITALIAN	SEASONING ITALIAN	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	THYME GROUND	THYME GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Seasoning/Sloppy Joe	SEASONING LEMON PEPPER	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Lite Mayonnaise	MAYONNAISE LIGHT PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll
Condiments	JELLY ASSORTMENT 4 PACK	JELLY ASSORTMENT 4 PACK	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll Foods
Condiments	Dip Cup Salsa	Dip Cup Salsa	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Ketchup PC	Ketchup PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.

Condiments	Condiment, Mustard, Yellow , PC, Heinz	Mustard, Yellow	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	MAYONNAISE LIGHT PC	MAYONNAISE LIGHT PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll
Condiments	Mild Siracha Sauce	Siracha Chili Sauce packet	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	DRESSING RANCH LIGHT POUCH	DRESSING RANCH LIGHT POUCH	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	SALT SEASONED	SALT SEASONED	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Italian Seasoning	SEASONING ITALIAN	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Chili Powder	CHILI POWDER	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	MUSTARD DELI	MUSTARD YELLOW	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Sesame Dressing PC	Sesame Dressing PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	BBQ Sauce	Dip Cups, BBQ Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	PAPRIKA GROUND XFANCY	PAPRIKA GROUND XFANCY	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods Inc.
Condiments	Splenda P.C., Sugar Substitute	SUGAR SUBSTITUTE PACKETS	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Sweet Teriyaki Sauce	Teriyaki Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Nippon Shokken U.S.A. Inc.

Condiments	CUMIN SEED	CUMIN GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	THYME,DRIED	THYME GROUND	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	granulated Sugar Pks	SUGAR GRANULATED	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Chicken Base	Chicken Mole	MEAT, POULTRY, FISH	Ace Endico
Condiments	Pesto Sauce	Taco Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	Caesar Light PC	DRESSING CAESAR PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Condiments	French PC	Relish PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Condiments	Tartar Sauce	Tartar Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll
Condiments	Barbecue sauce	Taco Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Frozen	WG Egg & American Cheese Croissant	WG Egg & American Cheese Croissant	COMMODITY CHEESE	Tasty Brands
Frozen	WG Egg & Fiesta Cheese Croissant	WG Egg & Fiesta Cheese Croissant Sandwich IW (1	COMMODITY CHEESE	Tasty Brands
Frozen	WG Chicken Sausage & Cheese Croissant	WG Chicken Sausage & Cheese Croissant	COMMODITY CHEESE	Tasty Brands
Frozen	Mozzarella & American Cheese Croissant	Mozzarella & American Cheese Croissant	COMMODITY CHEESE	Tasty Brands

Frozen	4 x 6 Wheat Turkey Pepperoni Pizza -	4 x 6 Wheat Turkey Pepperoni Pizza - Boxed	COMMODITY CHEESE	Nardone Bros. Baking Co. Inc.
Frozen	4 x 6 Wheat Cheese Pizza - Boxed	4 x 6 Wheat Cheese Pizza - Boxed	COMMODITY CHEESE	Nardone Bros. Baking Co. Inc.
Frozen	Alpha Simply Delicious 16" Whole Grain Cheese	16 inch Four Cheese pizza	FROZEN	Driscoll
Fruit & Vegetables	Marinara Sauce Dipping Cups	Marinara Sauce Dipping Cups	COMMODITY FRUIT	
Fruit & Vegetables	Naturally Balanced Ketchup	Naturally Balanced Ketchup	COMMODITY FRUIT	
Fruit & Vegetables	Naturally Balanced BBQ Sauce	Naturally Balanced BBQ Sauce	COMMODITY FRUIT	
Fruit & Vegetables	Salsa Dipping Cups	Salsa Dipping Cups	COMMODITY FRUIT	
Fruit & Vegetables	Marinara sauce/ Pouch	Apple Sauce Pouch	FRUIT & VEGETABLES	Thurston
Fruit & Vegetables	Applesauce Unsweetened Original 4.5oz	Applesauce Unsweetened Original 4.5oz	COMMODITY FRUIT	
Fruit & Vegetables	Applesauce Unsweetened Strawberry Banana	Applesauce Unsweetened Strawberry Banana 4.5oz	COMMODITY FRUIT	
Fruit & Vegetables	Applesauce Unsweetened Blue Raspberry	Applesauce Unsweetened Blue Raspberry 4.5 oz	COMMODITY FRUIT	
Fruit & Vegetables	Applesauce Unsweetened Cinnamon 4.5oz	Applesauce Unsweetened Cinnamon 4.5oz	COMMODITY FRUIT	
Fruit & Vegetables	Applesauce Unsweetened Strawberry 4.5oz	Applesauce Unsweetened Strawberry 4.5oz	COMMODITY FRUIT	

Fruit & Vegetables	Applesauce Unsweetened Peach 4.5oz	Applesauce Unsweetened Peach 4.5oz	COMMODITY FRUIT	
Fruit & Vegetables	Applesauce Unsweetened Mixed Berries	Applesauce Unsweetened Mixed Berries 4.5oz	COMMODITY FRUIT	
Fruit & Vegetables	Applesauce Unsweetened Birthday Cake	Applesauce Unsweetened Birthday Cake 4.5oz	COMMODITY FRUIT	
Fruit & Vegetables	Applesauce Unsweetened Sour Cherry 4.5 oz	Applesauce Unsweetened Sour Cherry 4.5 oz	COMMODITY FRUIT	
Fruit & Vegetables	Applesauce Unsweetened Sour Apple 4.5 oz	Applesauce Unsweetened Sour Apple 4.5 oz	COMMODITY FRUIT	
Fruit & Vegetables	Applesauce Unsweetened Watermelon 4.5 oz	Applesauce Unsweetened Watermelon 4.5 oz	COMMODITY FRUIT	
Fruit & Vegetables	Marinara Sauce Dipping Cups	Marinara Sauce Dipping Cups	COMMODITY FRUIT	Driscoll
Fruit & Vegetables	Naturally Balanced Ketchup	Naturally Balanced Ketchup	COMMODITY FRUIT	Driscoll
Fruit & Vegetables	Naturally Balanced BBQ Sauce	Naturally Balanced BBQ Sauce	COMMODITY FRUIT	Driscoll
Fruit & Vegetables	Salsa Dipping Cups	Salsa Dipping Cups	COMMODITY FRUIT	Driscoll
Fruit & Vegetables	Marinara sauce/ Pouch	Apple Sauce Pouch	FRUIT & VEGETABLES	Thurston
Fruit & Vegetables	Diced Cinnamon Apple Fruit Cups 4.5 oz	Diced Cinnamon Apple Fruit Cups 4.5 oz	COMMODITY FRUIT	
Fruit & Vegetables	Diced Apple Fruit Cups 4.5 oz	Diced Apple Fruit Cups 4.5 oz	COMMODITY FRUIT	

Fruit & Vegetables	Cauliflower Florets, nuggets	Cauliflower Florets, Domestic	FRUIT & VEGETABLES	Driscoll
Fruit & Vegetables	Zucchini, Bulk Frozen, Domestic	Zucchini, Bulk Frozen, Domestic	FRUIT & VEGETABLES	Ace Endico
Fruit & Vegetables	Mixed Fruit	Mixed Fruit	FRUIT & VEGETABLES	Driscoll Foods
Fruit & Vegetables	Raspberries	Raspberries	FRUIT & VEGETABLES	Driscoll Foods
Fruit & Vegetables	BURGER BLACK BEAN SOY VGN	BURGER BLACK BEAN SOY VGN	FRUIT & VEGETABLES	Ace Endico
Fruit & Vegetables	Potatoes Chopped Red Skin	POTATO CHUNKS SEASONED SKIN ON	FRUIT & VEGETABLES	Driscoll
Fruit & Vegetables	Zucchini, Bulk Frozen	Zucchini, Bulk Frozen, Domestic	FRUIT & VEGETABLES	Ace Endico
Fruit & Vegetables	Brussel Sprouts, Bulk Frozen, Domestic	Winter squash, bulk frozen, domestic	FRUIT & VEGETABLES	Thurston
Fruit & Vegetables	Cauliflower Florets, Domestic	Cauliflower Florets, Domestic	FRUIT & VEGETABLES	Driscoll Foods
Fruit & Vegetables	Broccoli, Cuts	Broccoli Cuts IQF	FRUIT & VEGETABLES	Thurston Foods Inc.
Fruit & Vegetables	Mixed Vegetables, Frozen (broccoli,	Mixed Vegetables, Frozen (broccoli,	FRUIT & VEGETABLES	Driscoll Foods
Fruit & Vegetables	Apple Sauce- Unsweetened	Apple Sauce Cup	FRUIT & VEGETABLES	Ace Endico
Fruit & Vegetables	Diced Caramel Apple fruit cup, I/W	Diced Cinnamon Apple Fruit Cups 4.5 oz	COMMODITY FRUIT	Driscoll

Fruit & Vegetables	Sweet Potato Barrels	Fries, sweet potato crinkle cut	FRUIT & VEGETABLES	Driscoll
Fruit & Vegetables	Roasted Red Peppers	PEPPERS ROASTED RED	GROCERY	Driscoll
Fruit & Vegetables	Mixed Vegetable Frozen, Thurston	Tuscan Vegetable Blend	FRUIT & VEGETABLES	Driscoll
Fruit & Vegetables	edamame bean	Shelled Edamame	FRUIT & VEGETABLES	Driscoll
Fruit & Vegetables	Roasted Corn & Peppers	Flame Roasted Sweet Corn & Peppers Blend (seasoned)	FRUIT & VEGETABLES	Ace Endico
Fruit & Vegetables	PINEAPPLE SLICED PIJ	PINEAPPLE SLICED PIJ	FRUIT & VEGETABLES	Driscoll Foods
Fruit & Vegetables	ONIONS DICED BULK FRZ	ONIONS DICED BULK FRZ	FRUIT & VEGETABLES	Driscoll Foods
Fruit & Vegetables	YUCCA & CHEESE BITES PCK	YUCCA & CHEESE BITES PCK	FRUIT & VEGETABLES	Ace Endico
Fruit & Vegetables	Yucca & Cheese Bites Pck-1	YUCCA & CHEESE BITES PCK	FRUIT & VEGETABLES	Ace Endico
Fruit & Vegetables	Beans, Green Cut Frz 20# Grade A Fancy,	Beans, Green Cut Frz 20# Grade A Fancy, Domestic	FRUIT & VEGETABLES	Ace Endico
Fruit & Vegetables	Sweet Plantains	Sweet Plantains	FRUIT & VEGETABLES	Ace Endico
Fruit & Vegetables	Lime Juice	JUICE LIME	FRUIT & VEGETABLES	Driscoll
Fruit & Vegetables	Potato Chunks Seasoned Skin on	POTATO CHUNKS SEASONED SKIN ON	FRUIT & VEGETABLES	Driscoll Foods

Fruit & Vegetables	POTATO CHUNKS SEASONED SKIN ON	POTATO CHUNKS SEASONED SKIN ON	FRUIT & VEGETABLES	Driscoll
Fruit & Vegetables	Coated Ovenable French Fries	FRIES 3/8 SC COATED OVENABLE	FRUIT & VEGETABLES	Driscoll
Fruit & Vegetables	Waffle Cut Unseasoned French Fries	FRIES WAFFLE CUT UNSEASONED	FRUIT & VEGETABLES	Driscoll
Fruit & Vegetables	8-cut Skin-On Potato Wedges	FRIES WEDGE 8-CUT SKIN ON	FRUIT & VEGETABLES	Driscoll
Fruit & Vegetables	FRIES TWIRLS GOLDEN SPIRALS	FRIES TWIRLS GOLDEN SPIRALS	FRUIT & VEGETABLES	Driscoll Foods
Fruit & Vegetables	Fries Twirls Golden Spirals	FRIES TWIRLS GOLDEN SPIRALS	FRUIT & VEGETABLES	Driscoll
Fruit & Vegetables	Potato Tots LRS	POTATO TOTS LRS	FRUIT & VEGETABLES	Driscoll Foods
Fruit & Vegetables	POTATO TOTS LRS	POTATO TOTS LRS	FRUIT & VEGETABLES	Driscoll
Fruit & Vegetables	Tater Tots /Gems	POTATO TOTS LRS	FRUIT & VEGETABLES	Driscoll
Fruit & Vegetables	Craisins, Strawberry Dried	Dried Apple Crisp Strawberry	FRUIT & VEGETABLES	Ace Endico
Fruit & Vegetables	Mixed Fruit	Mixed Fruit	FRUIT & VEGETABLES	Driscoll
Fruit & Vegetables	Collard Green, Bulk Frozen, Domestic	Zucchini, Bulk Frozen, Domestic	FRUIT & VEGETABLES	Ace Endico
Fruit & Vegetables	FRIES WEDGE 8-CUT SKIN ON	FRIES WEDGE 8-CUT SKIN ON	FRUIT & VEGETABLES	Driscoll Foods

Fruit & Vegetables	Fries Waffle Cut Unseasoned	FRIES WAFFLE CUT UNSEASONED	FRUIT & VEGETABLES	Driscoll Foods
Fruit & Vegetables	Fries, conquest crinkle	Fries, conquest crinkle	FRUIT & VEGETABLES	Driscoll Foods
Fruit & Vegetables	Fries, sweet potato crinkle cut	Fries, sweet potato crinkle cut	FRUIT & VEGETABLES	Driscoll Foods
Fruit & Vegetables	Fries, sweet potato lattice crosscut	Fries, sweet potato lattice crosscut	FRUIT & VEGETABLES	Driscoll Foods
Fruit & Vegetables	GUACAMOLE WESTERN STYLE	GUACAMOLE WESTERN STYLE	FRUIT & VEGETABLES	Thurston Foods Inc.
Fruit & Vegetables	PEPPER ONION BLEND FLAMEROAST	PEPPER ONION BLEND FLAMEROAST	FRUIT & VEGETABLES	Driscoll Foods
Fruit & Vegetables	Fries, sweet potato lattice crosscut	Fries, sweet potato lattice crosscut	FRUIT & VEGETABLES	Driscoll
Fruit & Vegetables	Fries, Tater gem puffs	Fries, Tater gem puffs	FRUIT & VEGETABLES	Ace Endico
Fruit & Vegetables	Sweet Potato 3/8 Cut Crinkle Cut, Frozen,	Fries, sweet potato crinkle cut	FRUIT & VEGETABLES	Driscoll
Fruit & Vegetables	BROCCOLI FLORETTE, 20 lb.	BROCCOLI FLORETS IQF	FRUIT & VEGETABLES	Driscoll
Fruit & Vegetables	PEARS SLICED PIJ	PINEAPPLE SLICED PIJ	FRUIT & VEGETABLES	Driscoll
Fruit & Vegetables	Apple Crisps-Apple	Apple Crisp	FRUIT & VEGETABLES	Ace Endico
Fruit & Vegetables	Apple Crisps-Strawberry	Apple Crsip Strawberry	FRUIT & VEGETABLES	Ace Endico

Fruit & Vegetables	Apple Sauce Pouch- Apple	Apple Sauce Pouch	FRUIT & VEGETABLES	Thurston Foods Inc.
Fruit & Vegetables	Apple Sauce Pouch- Strawberry	Apple Sauce Pouch	FRUIT & VEGETABLES	Thurston
Fruit & Vegetables	French Fries Oven Ready	Fries, oven resdy crinkle cut	FRUIT & VEGETABLES	Thurston
Fruit & Vegetables	Red Pepper	Lemon Pepper	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Fruit & Vegetables	Peas & Carrots	Peas & Diced Carrots	FRUIT & VEGETABLES	Ace Endico
Grocery	100% Orange Juice	100% Orange Juice	BEVERAGE-JUICE	Cream-O-Land Dairies, LLC
Grocery	Orange Citrus Blend Juice Cup	100% Orange Juice	BEVERAGE-JUICE	CREAM O LAND
Grocery	Triple Berry Blast Vegetable Juice, 4oz.	Triple Berry Blast	MILK & DAIRY	Driscoll Foods
Grocery	Fruit Juice Slush	FRUIT JUICE SLUSH VARIOUS FLAVORS	BEVERAGE-JUICE	Driscoll Foods
Grocery	Orange Juice	100% Orange Juice	BEVERAGE-JUICE	Cream-O-Land Dairies, LLC
Grocery	Juicy Juice Fruit Punch	GoodPop fruit punch	BEVERAGE-JUICE	DRISCOLL
Grocery	Cherry Star-Veggie-Fruit Juice 4.23oz.	Cool Tropics Veggie Juice Berry 4 oz	BEVERAGE-JUICE	DRISCOLL
Grocery	Juicy Juice orange	100% Orange Juice	BEVERAGE-JUICE	CREAM O LAND

Grocery	Lindy's Froot Jooce	LINDY'S FROOT JOOCE	BEVERAGE-JUICE	Thurston Foods Inc.
Grocery	Lindy's Froot Jooce	LINDY'S FROOT JOOCE	BEVERAGE-JUICE	Thurston Foods Inc.
Grocery	Apple Slices WO/C	Apple Slices Fresh	FRUIT & VEGETABLES	Driscoll
Grocery	Kiwi Strawberry Frozen Fruit Blend	ENVY SPARKLING STRAWBERRY KIWI	BEVERAGE-JUICE	DRISCOLL
Grocery	100% Organic Apple Juice Box	100% Orange Juice	BEVERAGE-JUICE	CREAM O LAND
Grocery	100% Apple Juice Box	100% Orange Juice	BEVERAGE-JUICE	CREAM O LAND
Grocery	Single Serve 100% Juice- Orange Juice	100% Orange Juice	BEVERAGE-JUICE	CREAM O LAND
Grocery	WATER SPRING	WATER SPRING	BEVERAGE-JUICE	Cream-O-Land Dairies, LLC
Grocery	Envy/ Sparkling Strawberry Kiwi, 100%	ENVY SPARKLING STRAWBERRY KIWI	BEVERAGE-JUICE	Driscoll Foods
Grocery	Tea Bags w/Tag, Env Bigelow	Tea Bags w/Tag, Env Bigelow	BEVERAGE-JUICE	Ace Endico
Grocery	Envy/ Sparkling Acai Berry , 100% Fruit	ENVY SPARKLING ACAI BERRY	BEVERAGE-JUICE	Driscoll Foods
Grocery	Envy/ Sparkling Apple, 100 % Fruit Juice	ENVY SPARKLING APPLE	BEVERAGE-JUICE	Driscoll Foods
Grocery	Envy/ Sparkling Fruit Punch,100%	ENVY SPARKLING FRUIT PUNCH	BEVERAGE-JUICE	Driscoll Foods

Grocery	Lindy's Froot Jooce	LINDY'S FROOT JOOCE	BEVERAGE-JUICE	Thurston Foods Inc.
Grocery	Lindy's Froot Juice	LINDY'S FROOT JOOCE	BEVERAGE-JUICE	Thurston Foods Inc.
Grocery	100% Orange Juice	100% Orange Juice	BEVERAGE-JUICE	CREAM O LAND
Grocery	Orange Citrus Blend Juice Cup	100% Orange Juice	BEVERAGE-JUICE	CREAM O LAND
Grocery	Triple Berry Blast Vegetable Juice, 4oz.	Triple Berry Blast	MILK & DAIRY	Driscoll
Grocery	Orange Juice	100% Orange Juice	BEVERAGE-JUICE	CREAM O LAND
Grocery	Frazil - Blue Razzmatazz 100 % JUICE	100% Fruit Juice Frozen Drink - Blue Razzmatazz	BEVERAGE-JUICE	Freezing Point,LLC.
Grocery	Frazil- Strawberry Ice 100 % JUICE	100% Fruit Juice Frozen Drink - Strawberry Ice	BEVERAGE-JUICE	Freezing Point,LLC.
Grocery	Frazil- Very Cherry 100% Juice	100% Fruit Juice Frozen Drink - Verry Cherry	BEVERAGE-JUICE	ACE ENDICO
Grocery	Lindy's Froot Jooce	LINDY'S FROOT JOOCE	BEVERAGE-JUICE	Thurston Foods Inc.
Grocery	Apple ,4oz. cups	Apple Slices Fresh	FRUIT & VEGETABLES	Driscoll
Grocery	Apple Slices WO/C	Apple Slices Fresh	FRUIT & VEGETABLES	Driscoll
Grocery	Kiwi Strawberry Frozen Fruit Blend	ENVY SPARKLING STRAWBERRY KIWI	BEVERAGE-JUICE	DRISCOLL

Grocery	MIX COCOA SGF	MIX COCOA SGF	BEVERAGE-JUICE	Ace Endico
Grocery	Crisp Apple Flavored Water	VINEGAR APPLE CIDER FLAVORED	GROCERY	Ace Endico
Grocery	WATER SPRING	WATER SPRING	BEVERAGE-JUICE	CREAM O LAND
Grocery	WATER SPRING	WATER SPRING	BEVERAGE-JUICE	CREAM O LAND
Grocery	Envy/ Sparkling Strawberry Kiwi, 100%	ENVY SPARKLING STRAWBERRY KIWI	BEVERAGE-JUICE	DRISCOLL
Grocery	WATER SPRING	WATER SPRING	BEVERAGE-JUICE	CREAM O LAND
Grocery	WATER SPRING	WATER SPRING	BEVERAGE-JUICE	CREAM O LAND
Grocery	Envy/ Sparkling Acai Berry , 100% Fruit	ENVY SPARKLING ACAI BERRY	BEVERAGE-JUICE	DRISCOLL
Grocery	Envy/ Sparkling Apple, 100 % Fruit Juice	ENVY SPARKLING APPLE	BEVERAGE-JUICE	DRISCOLL
Grocery	Envy/ Sparkling Fruit Punch,100%	ENVY SPARKLING FRUIT PUNCH	BEVERAGE-JUICE	DRISCOLL
Grocery	Lindy's Froot Jooce	LINDY'S FROOT JOOCE	BEVERAGE-JUICE	Thurston Foods Inc.
Grocery	Lindy's Froot Juice	LINDY'S FROOT JOOCE	BEVERAGE-JUICE	Thurston Foods Inc.
Grocery	Penne with Alfredo Sauce- 80/6oz.	Alfredo Sauce	COMMODITY CHEESE	

Grocery	Black Beans in Pouch	Beans, Kidney Red Pouch	GROCERY	Driscoll
Grocery	PICKEL SPEAR DILL KOSHER	PICKEL SPEAR DILL KOSHER	GROCERY	Driscoll Foods
Grocery	White Vinegar	VINEGAR WHITE 4%	GROCERY	Ace Endico
Grocery	VINEGAR APPLE CIDER FLAVORED	VINEGAR APPLE CIDER FLAVORED	GROCERY	Ace Endico
Grocery	VINEGAR RED ITALIAN STYLE	VINEGAR RED ITALIAN STYLE	GROCERY	Ace Endico
Grocery	Vinegar, Red Wine	Vinegar, Red Wine	GROCERY	Ace Endico
Grocery	Fortune Cookie, WG	Fourtune Cookies WG	SNACKS	Thurston Foods Inc.
Grocery	Extra Virgin Olive Oil	OIL OLIVE EXTRA VIRGIN	GROCERY	Driscoll
Grocery	Grated Cheese , Parmesan	Cheese Grated Parmesan	MILK & DAIRY	Driscoll
Grocery	BEANS KIDNEY RED POUCH	Beans, Kidney Red Pouch	GROCERY	Driscoll Foods
Grocery	PIGEON PEAS GANDULES GREEN LRS	PIGEON PEAS GANDULES GREEN LRS	GROCERY	Thurston Foods Inc.
Grocery	BEANS DARK KIDNEY LRS	Beans, Kidney Red Pouch	GROCERY	Driscoll
Grocery	White Vinegar	VINEGAR WHITE 4%	GROCERY	Ace Endico

Grocery	WINE COOKING MARSALA	WINE COOKING SHERRY	GROCERY	Ace Endico
Grocery	Corned Beef,Brisket	Corned Beef, lean	MEAT, POULTRY, FISH	Tyson Foods
Grocery	Ranch Dressing	DRESSING RANCH LITE	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Grocery	Creamy Italian Dressing	DRESSING CREAMY ITALIAN	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll
Grocery	Caesar Dressing	DRESSING CAESAR PC	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Grocery	COUSCOUS ISRAELI WG	COUSCOUS ISRAELI WG	GROCERY	Thurston Foods Inc.
Grocery	WATER PURIFIED	WATER SPRING	BEVERAGE-JUICE	CREAM O LAND
Grocery	Tomato Sauce	Tomato Sauce	GROCERY	Ace Endico
Grocery	Tomato Sauce	Tomato Sauce	GROCERY	Ace Endico
Grocery	BAKING POWDER	ONION POWDER	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Grocery	PICKEL SPEAR DILL KOSHER	PICKEL SPEAR DILL KOSHER	GROCERY	Driscoll
Grocery	Vegetable oil	Vegetable Roll	FROZEN	Driscoll
Grocery	Jalepeno Peppers Sliced	Peppers, Jalapeno, Sliced	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll

Grocery	Salsa	SALSA CUP	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Grocery	Tea Bags w/ Tags & Envelope	Tea Bags w/Tag, Env Bigelow	BEVERAGE-JUICE	ACE ENDICO
Grocery	Lemon Juice - Bottle	JUICE LEMON	FRUIT & VEGETABLES	Driscoll
Grocery	PEPPER,JALAPENO, SLICED	Peppers, Jalapeno, Sliced	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Driscoll
Grocery	Brown Par Boiled Rice	Brown Basmati Rice	GROCERY	Driscoll
Grocery	Brown Rice Par Boiled	Brown Basmati Rice	GROCERY	Driscoll
Grocery	Tuna Chunk Light Pouch, Domestic	Tuna Chunk Light Pouch, Domestic	GROCERY	Ace Endico
Grocery	Tuna Chunk Light Tuna in pouch	Tuna Chunk Light Pouch, Domestic	GROCERY	Ace Endico
Grocery	Cornstarch	CORN STARCH	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Thurston Foods
Grocery	Water, Bulk	Water, Bottled	BEVERAGE-JUICE	CREAM O LAND
Grocery	Fiesta Mexican Crumbles	Rooted Plant based Crumbles Meat (Fiesta Mexican)	GROCERY	Ace Endico
Grocery	Zesty Italian Crumble, Plant Based,	Rooted Plant based Crumbles Meat (Zesty Italian)	GROCERY	Ace Endico
Grocery	Fiesta Mexican Crumble, Plant based,	Rooted Plant based Crumbles Meat (Fiesta Mexican)	GROCERY	Ace Endico

Grocery	Unflavored Crumble, Plant Based, Deep Rooted	Rooted Plant based Crumbles Meat (Unflavored)	GROCERY	Ace Endico
Grocery	Sugar Dark Brown	SUGAR DARK BROWN	GROCERY	Ace Endico
Grocery	Brown Rice Par Boiled	Brown Basmati Rice	GROCERY	Driscoll
Grocery	Uncured Fully Cooked Chicken Bacon	Fully Cooked Glazed Chicken Wings	MEAT, POULTRY, FISH	Tyson Foods
Grocery	Red Kidney Beans	Beans, Kidney Red Pouch	GROCERY	Driscoll
Grocery	Beans, Kidney Red Pouch	Beans, Kidney Red Pouch	GROCERY	Driscoll
Grocery	Beef Brisket Burnt Ends	Brisket Burnt ends Cooked	MEAT, POULTRY, FISH	Ace Endico
Grocery	CHEESE PEPPER JACK LOAF	Cheese Pepperjack	MILK & DAIRY	Thurston Foods Inc.
Grocery	SUGAR DARK BROWN	SUGAR DARK BROWN	GROCERY	Ace Endico
Grocery	TOMATOES, SUNDRIED HALVES	TOMATOES SUNDRIED HALVES	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Grocery	Oil Blend 90/10 Canola Pomace	OIL BLND 90/10 CANOLA POMACE	GROCERY	Driscoll Foods
Grocery	OIL BLND 90/10 CANOLA POMACE	OIL BLND 90/10 CANOLA POMACE	GROCERY	Driscoll
Grocery	VINEGAR BALSAMIC IMPORTED	VINEGAR BALSAMIC IMPORTED	GROCERY	Driscoll Foods

Grocery	Pita Wrap Tomato 12" low card WG	Bread, Pita Wrap, Tomato 12" low carb WG	FROZEN	Driscoll
Grocery	Wine Cooking Sherry	WINE COOKING SHERRY	GROCERY	Ace Endico
Grocery	WINE COOKING SHERRY	WINE COOKING SHERRY	GROCERY	Ace Endico
Grocery	Canola Oil	OIL CANOLA ZTF	GROCERY	Ace Endico
Grocery	Cranberry Sauce	Orange Sauce	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Nippon Shokken
Grocery	Pepper Banana Rings	PEPPER BANANA RINGS	GROCERY	Driscoll Foods
Grocery	White Vinegar	VINEGAR WHITE 4%	GROCERY	Ace Endico
Grocery	Red Wine Vinegar	Vinegar, Red Wine	GROCERY	Ace Endico
Grocery	WATER SPRING Nestle	WATER SPRING	BEVERAGE-JUICE	CREAM O LAND
Grocery	Tomato Paste	Tomato Sauce	GROCERY	Ace Endico
Grocery	Tomatoes Diced	Tomato Sauce	GROCERY	Ace Endico
Grocery	Burgundy Cooking Wine	WINE COOKING BURGUNDY	GROCERY	Thurston Foods
Grocery	VINEGAR RICE MANKAKO	VINEGAR WHITE 4%	GROCERY	Ace Endico

Grocery	Avocado Pulp Cup 2 oz	Avocado Pulp Cup 2oz cup	FRUIT & VEGETABLES	Ace Endico
Grocery	Whirl Sodium-Free Butter Flavored Oil	Whirl Sodium-Free Butter Flavored Oil	GROCERY	Driscoll Foods
Grocery	Woodles WG Ramen Noodles	Woodles WG Ramen Noodles	GROCERY	Driscoll Foods
Grocery	Pickle Chips,Dill	PICKLE CHIPS KOSHER DILL	CONDIMENTS, SAUCES, SEASONINGS, DRESSINGS	Ace Endico
Grocery	Fully Cooked Roast Beef	Fully Cooked Roasted Wings	MEAT, POULTRY, FISH	Tyson Foods
Grocery	Beef Shaved Steak, Pre-portioned	Shaved Steak, Beef (pre-portioned)	MEAT, POULTRY, FISH	Tyson Prepared Foods
Grocery	Chicken Shaved Pre-Portioned Chicken	Shaved Steak, Chicken (pre-portioned)	MEAT, POULTRY, FISH	Tyson Foods
Meat & Fish	Stuffed Sandwich Fiestada Beef	Stuffed Sandwich Fiestada Beef	MEAT, POULTRY, FISH	Thurston Foods Inc.
Meat & Fish	Hamburger Raw(gound beef)	Hamburger Raw (ground beef)	MEAT, POULTRY, FISH	Thurston Foods Inc.
Meat & Fish	Hamburger Raw (ground beef)	Hamburger Raw (ground beef)	MEAT, POULTRY, FISH	Thurston Foods
Meat & Fish	Franks, 100% Beef 20#	Franks, 100% Beef 20#	MEAT, POULTRY, FISH	Tyson Prepared Foods
Meat & Fish	Breaded Drumstick	Breaded Drumstick	MEAT, POULTRY, FISH	Tyson Prepared Foods
Meat & Fish	Chicken & Vegetable Dumplig WG Wrapper	Chicken & Vegetable Dumplig WG Wrapper	MEAT, POULTRY, FISH	Ace Endico

Meat & Fish	Dumplings, Chicken	Dumplings, Chicken Six 0.76 oz. fully cooked 2 m/ma,	MEAT, POULTRY, FISH	Thurston Foods Inc.
Meat & Fish	Fish Patties w/ cheese 3 oz protein CN Label	Fish Patties w/ cheese 3 oz protein CN Label	MEAT, POULTRY, FISH	Thurston Foods Inc.
Meat & Fish	Fish Sticks/Elem 3 oz protein CN Label	Fish Patties w/ cheese 3 oz protein CN Label	MEAT, POULTRY, FISH	Thurston Foods
Meat & Fish	BEEF ROAST SLICED	BEEF ROAST SLICED	MEAT, POULTRY, FISH	Tyson Prepared Foods
Meat & Fish	GARLIC BASIL, CHICKEN MEATBALLS	Garlic Basil Chicken Meatballs w/ Mozz Cheese	MEAT, POULTRY, FISH	Rich Chicks, LLC
Meat & Fish	GARLIC BASIL, CHICKEN MEATBALLS	Garlic Basil Chicken Meatballs w/ Mozz Cheese	MEAT, POULTRY, FISH	Rich Chicks
Meat & Fish	Garlic Basil Chicken Meatballs w/ Mozz Cheese	Garlic Basil Chicken Meatballs w/ Mozz Cheese	MEAT, POULTRY, FISH	Rich Chicks
Meat & Fish	Pancake Chicken Sausage Bites	WG Mini Maple Pancake Chicken Bites	MEAT, POULTRY, FISH	Tyson Foods
Meat & Fish	Hot & Spicy Breaded Chicken Drumsticks	Fully cooked Hot & Spicy Breaded Chicken	MEAT, POULTRY, FISH	Tyson Prepared Foods
Meat & Fish	Fully Cooked Hot and Spicy Breaded	Fully cooked Hot & Spicy Breaded Chicken	MEAT, POULTRY, FISH	Tyson Foods
Meat & Fish	Fully Cooked Chicken Drumstick w. Gochujang	Fully cooked chicken drumstick w Gochujang	MEAT, POULTRY, FISH	Tyson Prepared Foods
Meat & Fish	Breaded Chicken Chunks- Gluten Free	WG Breaded Dill Chunks	MEAT, POULTRY, FISH	Thurston Foods
Meat & Fish	Chicken/ Fajita Seasoned Grilled	Fully Cooked Fajita Chicken Breast Strips (Seasoned)	MEAT, POULTRY, FISH	Tyson Foods

Meat & Fish	Turkey Ham, All Natural Slice 12/1.5 LB	Turkey Ham, All Natural Slice 12/1.5 LB	MEAT, POULTRY, FISH	Thurston Foods Inc.
Meat & Fish	Stuffed Sandwich Fiestada Beef	Stuffed Sandwich Fiestada Beef	MEAT, POULTRY, FISH	Thurston Foods
Meat & Fish	Turkey Sausage	Turkey Sausage, links, precooked	MEAT, POULTRY, FISH	Tyson Prepared Foods
Meat & Fish	Turkey Sausage	Turkey Sausage Breakfast Pocket Bulk	COMMODITY CHEESE	Albie's Food Products, LLC
Meat & Fish	Turkey Bacon, Fully Cooked	Turkey Bacon, Fully Cooked	MEAT, POULTRY, FISH	Thurston Foods Inc.
Meat & Fish	Turkey Bacon, Fully Cooked	Turkey Bacon, Fully Cooked	MEAT, POULTRY, FISH	Thurston Foods
Meat & Fish	Turkey Bacon, Fully Cooked	Turkey Bacon, Fully Cooked	MEAT, POULTRY, FISH	Thurston Foods
Meat & Fish	Franks, 100% Beef 20#	Franks, 100% Beef 20#	MEAT, POULTRY, FISH	Tyson Foods
Meat & Fish	BUN HAMBURGER GTF VGN	BUN HAMBURGER GTF VGN	MEAT, POULTRY, FISH	Thurston Foods Inc.
Meat & Fish	Chicken Patty w/ Real Mango	Chicken Patty w/Real Mango &	MEAT, POULTRY, FISH	Thurston Foods Inc.
Meat & Fish	Chicken Patty w/Real Mango & Jalapeno	Chicken Patty	MEAT, POULTRY, FISH	Tyson Prepared Foods
Meat & Fish	Dumplings, Chicken Six 0.76 oz , fully cooked	Dumplings, Chicken Six 0.76 oz. fully cooked 2 m/ma,	MEAT, POULTRY, FISH	Thurston Foods
Meat & Fish	Corned Beef, lean	Corned Beef, lean	MEAT, POULTRY, FISH	Tyson Prepared Foods

Meat & Fish	Turkey Ham	Turkey Ham	MEAT, POULTRY, FISH	Thurston Foods Inc.
Meat & Fish	Turkey Sausage, links, precooked	Turkey Sausage, links, precooked	MEAT, POULTRY, FISH	Tyson Foods
Meat & Fish	Chicken Mole	Chicken Mole	MEAT, POULTRY, FISH	Ace Endico
Meat & Fish	Salmon portions	Salmon portions	MEAT, POULTRY, FISH	Thurston Foods Inc.
Meat & Fish	Turkey Kielbasa	Turkey Ham	MEAT, POULTRY, FISH	Thurston Foods
Meat & Fish	Beef Pastrami Cooked	BEEF ROAST SLICED	MEAT, POULTRY, FISH	Tyson Foods
Meat & Fish	Beef 100% Beef Franks (Hot Dog)	Franks, 100% Beef 20#	MEAT, POULTRY, FISH	Tyson Foods
Meat & Fish	IW Beef, Salsa Roja, Cheese	IW BEEF, SALSA ROJA, CHEESE	MEAT, POULTRY, FISH	Thurston Foods Inc.
Meat & Fish	Shaved Steak, Beef (pre-portioned)	Shaved Steak, Chicken (pre-portioned)	MEAT, POULTRY, FISH	Tyson Prepared Foods
Meat & Fish	Shaved Steak, Chicken (pre-portioned)	Shaved Steak, Chicken (pre-portioned)	MEAT, POULTRY, FISH	Tyson Foods
Meat & Fish	Whole Chicken - Raw	Chicken Mole	MEAT, POULTRY, FISH	Ace Endico
Meat & Fish	CHICKEN, WHOLE MUSCLE BONELESS CHUNK	Grilled Sensations Whole Muscle Boneless	MEAT, POULTRY, FISH	Rich Chicks
Meat & Fish	Turkey ham, All natural Sliced	Turkey Ham, All Natural Slice 12/1.5 LB	MEAT, POULTRY, FISH	Thurston Foods

Meat & Fish	Bacon,Turkey pre cooked	Turkey Bacon, Fully Cooked	MEAT, POULTRY, FISH	Thurston Foods
Milk & Dairy	Cheddar Cheese Sauce (cups)	Cheddar Cheese Sticks	MILK & DAIRY	Driscoll
Milk & Dairy	Reduced Fat Cheddar Cheese Sticks	Reduced Fat Cheddar Cheese Sticks	MILK & DAIRY	Driscoll Foods
Milk & Dairy	Pepper Jack Natural Slices	Pepper Jack Cheese Readi-Pac Slices	MILK & DAIRY	Driscoll
Milk & Dairy	Reduced Fat Swiss Cheese Readi-Pac Slices	Reduced Fat Swiss Cheese Readi-Pac Slices	MILK & DAIRY	Driscoll Foods
Milk & Dairy	Reduced Fat Swiss Cheese Readi-Pac Slices	Reduced fat mild cheddar cheese Readi-Pac Slices	MILK & DAIRY	Driscoll Foods
Milk & Dairy	SOUR CREAM 5LB	SOUR CREAM 5LB	MILK & DAIRY	Driscoll Foods
Milk & Dairy	Pasteurized Blended Yellow Red. Fat Cheddar	Pasteurized Blended Yellow Red. Fat Cheddar	MILK & DAIRY	Driscoll Foods
Milk & Dairy	Pasteurized Blended Yellow Red. Fat Cheddar	Pasteurized Blended Yellow Cheddar	MILK & DAIRY	Thurston Foods Inc.
Milk & Dairy	Cheese Pepperjack	Cheese Pepperjack	MILK & DAIRY	Thurston Foods
Milk & Dairy	shredded mild cheddar cheese -Y	shredded mild cheddar cheese -Y	MILK & DAIRY	Driscoll Foods
Milk & Dairy	Pasteurized Blended Shredded Cheese	Pasteurized Blended Yellow Red. Fat Cheddar	MILK & DAIRY	Driscoll
Milk & Dairy	CHEESE FETA CRUMBLES	CHEESE FETA CRUMBLES	MILK & DAIRY	Driscoll Foods

Milk & Dairy	Cheese Feta Crumbles	CHEESE FETA CRUMBLES	MILK & DAIRY	Driscoll
Milk & Dairy	Pepper Jack Cheese Readi-Pac Slices	Pepper Jack Cheese Readi-Pac Slices	MILK & DAIRY	Driscoll Foods
Milk & Dairy	Reduced fat mild cheddar cheese Readi-Pac Slices	Reduced fat mild cheddar cheese Readi-Pac Slices	MILK & DAIRY	Driscoll
Milk & Dairy	Reduced Fat Mozzarella Cheese Sticks	Reduced Fat LMPS Mozzarella Cheese Sticks	MILK & DAIRY	Driscoll Foods
Milk & Dairy	Pasteurized Blended Yellow Cheddar	Pasteurized Blended Yellow Cheddar	MILK & DAIRY	Thurston Foods
Milk & Dairy	Cheddar Cheese Sticks	Cheddar Cheese Sticks	MILK & DAIRY	Driscoll
Milk & Dairy	Marble Cheese Sticks	RF Cheedar Sticks	MILK & DAIRY	Driscoll
Milk & Dairy	White American - 160v Processed	Cheese, American Sliced 160 ct.	MILK & DAIRY	Ace Endico
Milk & Dairy	Pepperjack Cheese Readi-Pac Slices	Pepper Jack Cheese Readi-Pac Slices	MILK & DAIRY	Driscoll
Milk & Dairy	Cheese, Swiss	Cheese, Swiss	MILK & DAIRY	Driscoll Foods
Milk & Dairy	Butter Portion Control - 17 #	Butter Portion Control	MILK & DAIRY	Cream-O-Land Dairies, LLC
Milk & Dairy	Cottage Cheese - Lowfat	Cottage Cheese, Low Fat	MILK & DAIRY	Driscoll Foods
Milk & Dairy	Chocolate Dairy-Free Milk	Chocolate Dairy-Free Milk	MILK & DAIRY	Driscoll Foods

Milk & Dairy	Cheese, Cheddar	Cheese Cheddar	MILK & DAIRY	Driscoll Foods
Milk & Dairy	Cheese, American White, Sliced 160	Cheese, American Sliced 160 ct.	MILK & DAIRY	Ace Endico
Milk & Dairy	Reduced Fat Cheddar Cheese Cubes	Reduced Fat Cheddar Cheese Sticks	MILK & DAIRY	Driscoll
Milk & Dairy	Cheese, Mozzarella, Shredded	Cheese, Mozzarella, Shredded	MILK & DAIRY	Driscoll Foods
Milk & Dairy	LMPS Mozzarella String Cheese	LMPS Mozzarella String Cheese Sticks	MILK & DAIRY	Driscoll Foods
Milk & Dairy	Cheese Pepperjack	Cheese Pepperjack	MILK & DAIRY	Thurston Foods
Milk & Dairy	Reduced Fat Cheddar Cheese Sticks	Reduced Fat Cheddar Cheese Sticks	MILK & DAIRY	Driscoll
Milk & Dairy	Light Mozzarella String Cheese	Lite Mozz String Cheese	MILK & DAIRY	Thurston Foods Inc.
Milk & Dairy	White, Large EGGS	Eggs, White Large	MILK & DAIRY	Driscoll
Milk & Dairy	Shredded Monterey Jack/Mild Cheddar	Shredded monterey jack/mild cheddar cheese	MILK & DAIRY	Driscoll Foods
Milk & Dairy	Eggs X Large A Carton	EGGS LARGE LOOSE AA	MILK & DAIRY	Ace Endico
Milk & Dairy	CREAM CHEESE LITE CUPS	Cream Cheese	MILK & DAIRY	Driscoll Foods
Milk & Dairy	Shredded monterey jack/mild cheddar	Shredded monterey jack/mild cheddar cheese	MILK & DAIRY	Driscoll

Milk & Dairy	Mozzarella String Cheese Sticks	LMPS Mozzarella String Cheese Sticks	MILK & DAIRY	Driscoll
Milk & Dairy	Large White Eggs	Eggs, White Large	MILK & DAIRY	Driscoll
Milk & Dairy	shredded reduced fat american - Y	shredded reduced fat american - Y	MILK & DAIRY	Ace Endico
Milk & Dairy	Eggs Large Loose AA	EGGS LARGE LOOSE AA	MILK & DAIRY	Ace Endico
Milk & Dairy	Reduced Fat Process American Cheese Slice	Reduced Fat Process American Cheese Slice	MILK & DAIRY	Ace Endico
Milk & Dairy	CHEESE MILD CHEDDAR CUBES RDF	CHEESE MILD CHEDDAR CUBES RDF	MILK & DAIRY	Ace Endico
Milk & Dairy	EGGS LARGE LOOSE AA	EGGS LARGE LOOSE AA	MILK & DAIRY	Ace Endico
Milk & Dairy	Mozzarella String Cheese, Light168	LMPS Mozzarella String Cheese Sticks	MILK & DAIRY	Driscoll
Milk & Dairy	Reduced Fat Cheddar Sticks	Reduced Fat Cheddar Cheese Sticks	MILK & DAIRY	Driscoll
Milk & Dairy	Sour Cream	Sour Cream	MILK & DAIRY	Driscoll Foods
Milk & Dairy	Sour Cream 5 lb	SOUR CREAM 5LB	MILK & DAIRY	Driscoll
Milk & Dairy	BUTTER SOLID AA UNSALTED	BUTTER SOLID AA UNSALTED	MILK & DAIRY	Driscoll Foods
Milk & Dairy	Butter Solid AA Unsalted	BUTTER SOLID AA UNSALTED	MILK & DAIRY	Driscoll

Milk & Dairy	White, 1% MILK	1% WHITE MILK	MILK & DAIRY	Cream-O-Land Dairies, LLC
Milk & Dairy	White, 1% Gallon MILK	1% WHITE MILK	MILK & DAIRY	Cream O Land
Milk & Dairy	White, Fat Free, Lactose Free MILK	Chocolate Dairy-Free Milk	MILK & DAIRY	Driscoll
Milk & Dairy	Flavored Fat Free Milk CHOCOLATE	Chocolate Fat Free or other flavor	MILK & DAIRY	Cream O Land
Milk & Dairy	Non-Fat Skim Milk/ 50 ct	Non-fat Skim 8oz	MILK & DAIRY	Cream O Land
Milk & Dairy	Butter Solids - 1 #	Butter Solids	MILK & DAIRY	Driscoll Foods
Milk & Dairy	Eggs, White Large	Eggs, White Large	MILK & DAIRY	Driscoll Foods
Milk & Dairy	EGGS X LARGE A CARTON	EGGS LARGE LOOSE AA	MILK & DAIRY	Ace Endico
Milk & Dairy	Soy Milk 1 quart	Soy Milk	MILK & DAIRY	Cream O Land
Milk & Dairy	Ricotta Cheese	Ricotta Cheese	MILK & DAIRY	Driscoll Foods
Milk & Dairy	Skim Milk	Skim Milk	MILK & DAIRY	Cream-O-Land Dairies, LLC
Milk & Dairy	Whole Milk	Whole Milk	MILK & DAIRY	Cream-O-Land Dairies, LLC
Miscellaneous	Soy butter w/ Grape Jelly Sandwich	Sandwich, Soy butter w/ Grape Jelly w/crust 2m/ma,	FROZEN	Albie's

Miscellaneous	Texas Toast, WG, Garlic, Bulk 1 grain eq.	Texas Toast, WG, Garlic, Bulk 1 grain eq.	FROZEN	Bakecrafters
Miscellaneous	HS Texas Garlic Toast Croutons	Garlic Texas Toast	FROZEN	Bakecrafters
Miscellaneous	Big Daddy's 16-inch Four Cheese pizza	16 inch four cheese pizza	COMMODITY CHEESE	
Miscellaneous	16 inch pepperoni pizza	16 inch Turkey Pepperoni Pizza	COMMODITY CHEESE	
Miscellaneous	Stuffed sandwich Buffalo	Stuffed sandwich Buffalo	FROZEN	Thurston Foods
Miscellaneous	Stuffed sandwich Pepperoni pizza	Stuffed sandwich Pepperoni pizza	FROZEN	Driscoll
Miscellaneous	Stuffed Sandwich Buffalo	Stuffed sandwich Buffalo	FROZEN	Thurston Foods
Miscellaneous	Stuffed Sandwich Pepperoni Pizza	Stuffed sandwich Pepperoni pizza	FROZEN	Driscoll
Miscellaneous	16 inch Buffalo Chicken Pizza	16 inch Buffalo Chicken Pizza	COMMODITY CHEESE	Nardone Bros. Baking Co. Inc.
Miscellaneous	16 in 4 cheese pizza	16 inch Four Cheese pizza	FROZEN	Driscoll
Miscellaneous	16 in Buffalo Chicken Pizza	16 inch Buffalo Chicken Pizza	FROZEN	Driscoll
Miscellaneous	WG Southwestern Chicken and Vegetable	Vegetable Roll	FROZEN	Driscoll Foods
Miscellaneous	Croissants, Margarine White WG Red Fat Sliced	Croissants, Margarine White WG Red Fat Sliced 2.2	FROZEN	Bakecrafters

Miscellaneous	Grilled Cheese Garlic Mozzarella	Grilled Cheese Garlic Mozzarella	FROZEN	Driscoll
Miscellaneous	WG 3 Cheese Calzone IW	WG 3 cheese calzone IW	FROZEN	Driscoll
Miscellaneous	Turkey Pepperoni (Pillow Pack)	WG turkey Pepperoni calzone IW	FROZEN	Driscoll
Miscellaneous	Asian Vegetable Blend	Tuscan Vegetable Blend	FRUIT & VEGETABLES	Driscoll Foods
Miscellaneous	Chicken & Veggie Egg Roll	Chicken Eggroll	MEAT, POULTRY, FISH	Ace Endico
Miscellaneous	Bagged Whip topping	Bagged Whip topping	FROZEN	Rich Products
Miscellaneous	16inch BBQ Chicken Pizza	16 inch BBQ Chicken Pizza	COMMODITY CHEESE	
Miscellaneous	16 in BBQ Chicken Pizza	16 inch BBQ Chicken Pizza	COMMODITY CHEESE	Driscoll
Miscellaneous	Onion Rings	McCain whole grain onion rings	FRUIT & VEGETABLES	Driscoll
Miscellaneous	BUN GTF IW HAMBURGER ROLL SLI	BUN GTF IW HAMBURGER ROLL SLI	FROZEN	Driscoll
Miscellaneous	Bun GTF IW Hamburger Roll Sli	BUN GTF IW HAMBURGER ROLL SLI	FROZEN	Driscoll
Miscellaneous	Bun GTF IW Hot Dog Roll	BUN GTF IW HOT DOG ROLL	FROZEN	Ace Endico
Miscellaneous	BUN GTF IW HOT DOG ROLL	BUN GTF IW HOT DOG ROLL	FROZEN	Ace Endico

Miscellaneous	Breadstick White Garlic heat & serve W.G	Breadstick, White WG RS Garlic 2 gr heat & serve	FROZEN	Tyson
Miscellaneous	Sweet Plantain Slices	Sweet Plantains	FRUIT & VEGETABLES	Ace Endico
Miscellaneous	Rainbow Candy Cookie Dough	David's rainbow candy WG cookies	SNACKS	THURSTON FOODS
Miscellaneous	White WG RS Garlic Breadstick, 1 gr heat &	Breadstick, White WG RS Garlic 2 gr heat & serve	FROZEN	Tyson
Miscellaneous	16 in Pepperoni Pizza	16 inch pepperoni pizza	FROZEN	Driscoll
Miscellaneous	Garlic Texas Toast	Garlic Texas Toast	FROZEN	Bakecrafters
Miscellaneous	Grilled Cheese Garlic Mozzarella	Grilled Cheese Garlic Mozzarella	FROZEN	Driscoll
Miscellaneous	Garlic Mozzarella Dippinz Bites.WG-	WG Garlic Mozzarella Dippinz Bites	COMMODITY CHEESE	Prairie Mills Baking Company, LLC /dba Bake Crafters Food
Miscellaneous	Slider Buns 2.5" sliced	Pretzel Burger buns Sliced WG	FROZEN	Ace Endico
Miscellaneous	IW 6-inch Turkey Pepperoni Pizza	16 inch pepperoni pizza	FROZEN	Driscoll
Miscellaneous	WG Vegetable fried rice	WG Vegetable fried rice	FROZEN	Driscoll
Miscellaneous	Vegetable Fried Rice	WG Vegetable fried rice	FROZEN	Driscoll
Miscellaneous	NOODLE LO MEIN PRE-COOKED	NOODLE LO MEIN PRE-COOKED	FROZEN	Ace Endico

Miscellaneous	Cornberad Mini Loaf IW	Cornbread Mini Loaf IW	FROZEN	Bakecrafters
Miscellaneous	WG BEan & Cheese Empanada	WG Bean & Cheese empanada	FROZEN	Driscoll
Miscellaneous	WG Nacho Pretzel	WG Nacho Pretzel Pocket	FROZEN	Driscoll
Miscellaneous	Herb Garlic Blend	Herb Garlic Blend	FROZEN	Ace Endico
Miscellaneous	Turkey and Gravy	Turkey Ham	MEAT, POULTRY, FISH	Thurston Foods
Miscellaneous	Brussel Sprouts Frozen	Brussel Sprouts	FRUIT & VEGETABLES	Ace Endico
Miscellaneous	Chicken, Salsa Verde & Mozzarella Cheese	IW chicken salsa Verde & mozzarella cheese	MEAT, POULTRY, FISH	Thurston Foods Inc.
Miscellaneous	Vegetable Egg Roll	Vegetable Roll	FROZEN	Driscoll
Miscellaneous	Super Pumpkin Whole Grain Bread Slice	Ultra pumpkin bread	FROZEN	Thurston Foods
Miscellaneous	ANYTIMERS® Cheese Pizza Kit	ANYTIMERS Cheese Pizza Kit	FROZEN	Ace Endico
Miscellaneous	ANYTIMERS® Cheese & Turkey Pepperoni	ANYTIMERS Cheese & Turkey Pepperoni	FROZEN	Thurston Foods
Miscellaneous	ANYTIMERS® BBQ Chicken Pizza	ANYTIMERS BBQ Chicken pizza kit	FROZEN	Driscoll
Miscellaneous	ANYTIMERS® Turkey & Cheese Kit	ANYTIMERS Turkey & cheese kit	FROZEN	Driscoll

Miscellaneous	ANYTIMERS® Turkey Ham & Cheese Kit	ANYTIMERS Turkey Ham & Cheese kit	FROZEN	Thurston Foods
Miscellaneous	ANYTIMERS® Buffalo Chicken & Cheese Kit	ANYTIMERS Buffalo Chicken & Cheese kit	FROZEN	Thurston Foods
Miscellaneous	ANYTIMERS® Turkey Pepperoni & Cheese Kit	ANYTIMERS Turkey Pepperoni & Cheese kit	FROZEN	Thurston Foods
Miscellaneous	Cheese Bites	CHEESE FILLED CHEESE BITES	COMMODITY CHEESE	Tasty Brands
Miscellaneous	BREADSTICK CHEESE STUFFED WGR	BREADSTICK CHEESE STUFFED WGR	COMMODITY CHEESE	Tyson Prepared Foods
Miscellaneous	Traditional Chocolate Chip- David's	David's chocolate chip WG cookies	SNACKS	THURSTON FOODS
Other	WG Ciabatta Pepperjack Grilled Cheese	WG Ciabatta Grilled Cheese	FROZEN	Driscoll
Other	CORN MUFFIN I/W 51 % WG.	Corm Muffin WG IW	SNACKS	DRISCOLL FOODS
Other	APPLE CINNAMON MUFFINS 51% WG.	Apple cinnamon muffin cup	FROZEN	Thurston Foods
Other	CHOCOLATE CHIP MUFFINS I/W	Chocolate Chip Muffin WG IW	SNACKS	Ace Endico
Other	CHEESE CREAM CUP	Cream Cheese	MILK & DAIRY	Driscoll
Other	White, Fat Free MILK	1% WHITE MILK	MILK & DAIRY	Cream O Land
Other	Non-Fat Skim Milk	Non-fat Skim 8oz	MILK & DAIRY	Cream O Land

Other	1% Milk	1% Milk 8oz	MILK & DAIRY	Cream O Land
Other	1% Milk 1/2 gallon	1% Milk 5 gal bib	MILK & DAIRY	Cream O Land
Other	Almond Milk 1/2 gallon	Almond Milk	MILK & DAIRY	Cream O Land
Other	Lactaid Calcium Fortified Fat Free	Lactaid Calcium Fortified Fat Free	MILK & DAIRY	Cream-O-Land Dairies, LLC
Other	Skim Milk 1/2 gallon	Skim Milk	MILK & DAIRY	Cream O Land
Other	Original Plant-Based Milk	Origional-Free Milk	MILK & DAIRY	Cream O Land
Paper & Chemicals	Bun Rack Cover(32x20x75)	Bun Rack Cover 36X24X73	PAPER & CHEMICALS	DISPOSE n SAVE
Paper & Chemicals	Bags/Small Trash Liners 1.5 Mil 24 x24	Bags/Small Trash Liners 1.5 Mil 24 x24	PAPER & CHEMICALS	Unipak Corp.
Paper & Chemicals	Wrap Pallet 18"	Wrap Pallet 18"	PAPER & CHEMICALS	DISPOSE n SAVE
Paper & Chemicals	Trash Linner 38x58 Heavy Duty	Bags/Trash Bag Liner 38x58 1.5 Mil Heavy Duty	PAPER & CHEMICALS	DISPOSE n SAVE
Paper & Chemicals	Trash Bag Liner 38x58 1.5 Mil Heavy Duty	Bags/Trash Bag Liner 38x58 1.5 Mil Heavy Duty	PAPER & CHEMICALS	DISPOSE n SAVE
Paper & Chemicals	Tray Cold Clear 5052	Tray Cold Clear 5052	PAPER & CHEMICALS	FORM PLASTICS
Paper & Chemicals	Tray Cold Clear 5072	Tray Cold Clear 5042	PAPER & CHEMICALS	FORM PLASTICS

Paper & Chemicals	Tray Ovenable 1 Comp 5057	Tray Ovenable 1 Comp 5057	PAPER & CHEMICALS	FORM PLASTICS
Paper & Chemicals	Tray, 6042-128500 Clear Meal Tray	Tray, 6042-128500 Clear Meal Tray	PAPER & CHEMICALS	FORM PLASTICS
Paper & Chemicals	Tray Ovenable 1/2 pan #7525	Tray Ovenable 1/2 pan #7525	PAPER & CHEMICALS	FORM PLASTICS
Paper & Chemicals	2 Compartment Lg. Burger Tray # 6278	2 cmp Lg Burger Tray	PAPER & CHEMICALS	FORM PLASTICS
Paper & Chemicals	Tray Ovenable 1 Comp #6047	Tray Ovenable 1 Comp #6047	PAPER & CHEMICALS	FORM PLASTICS
Paper & Chemicals	Tray Ovenable 1 Comp #5047	Tray Ovenable 1 Comp #5047	PAPER & CHEMICALS	FORM PLASTICS
Paper & Chemicals	Bags Sandwich 6" Wetwax	Sandwich Bags,6" Wax bgs.	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Dixie Ultra Surface, Wipes for Dispenser	Dixie Ultra Surface, Wipes for Dispenser	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Bleach Qt	Bleach, Qts.	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Lid 9oz-24oz cup	9oz cup lid	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	Pad Black Stripping 12"	Pads, black stripping 12"	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Pad Black Stripping 16"	Pads, black stripping 16"	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Ovenable C-pet Single Compartment Tray	Tray ovenable c-pet single compartment black meal	PAPER & CHEMICALS	NUOVO

Paper & Chemicals	Ovenable C-pet Two Compartment Tray 6 1/2"x	Tray ovenable c-pet two compartment hot dog 6 ½ x	PAPER & CHEMICALS	FORM PLASTICS
Paper & Chemicals	Honey comb Hairnet , Black 24"	Hairnet Black	PAPER & CHEMICALS	WB Mason
Paper & Chemicals	Towels Single Fold	Towels, single fold	PAPER & CHEMICALS	UNITED SALES
Paper & Chemicals	Glass Cleaner Spray Can	Cleaner Glass Spray	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Mop Handle	Mop handles, wet	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	All purpose Cleaner Spray Nozzle	All purpose Cleaner Xcelente 24	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Clean By 4D	Clean By 4D	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Dixie Dispenser,Forks for H.S. , Ultra	Forks/ Dixie Dispenser,Forks for H.S. , Ultra	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	MicroRaves LC4F 9"x6" Clear Cold Lid	Paper/ MicroRaves LC4F 9"x6" Clear Cold Lid	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Soap Foam Dispenser	Soap Foam Dispenser	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Sparclean 52 Rinse aid, High Temp.	Sparclean 52 Rinse aid, High Temp.	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Sparclean Clean on the Go Sure Step	Sparclean Clean on the Go Sure Step	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	SparClean Super Suds 48	SparClean Super Suds 48	PAPER & CHEMICALS	IMPERIAL DADE

Paper & Chemicals	Sponge 3X6	Sponge 3x6	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Dixie Teaspoon, H.S. Disp, H.D. Ultra	Spoons/ Dixie Teaspoon, H.S. Disp, H.D. Ultra	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	Spray Buff	Spray Buff	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Elementary Spork,for Dispensers ,Black Ind.	Sporks / Elementary ,for Dispensers	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	MicroRaves M416 9"x6" Container,16 oz. 1 Comp.	Paper/ MicroRaves M416 9"x6" Container,16	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	MicroRaves M424 9"x6" Container, 24 oz.	Paper/ MicroRaves M424 9"x6" Container, 24	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	MicroRaves M432 9"x6" 32oz. Container,	Paper/ MicroRaves M432 9"x6" 32oz.	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Disposable lunch Tray ,Natural 12in	Tray/ Disposable lunch ,Natural 12in	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	MicroRaves "9x6" Lid, Clear Cold anti fog	Microraves LC4F 9X6 LID CLEAR COLD ANTI FOG FLAT	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	MicroRaves M420-2 9"x6" Container 8/12 Oz.	Paper/ MicroRaves M420-2 9"x6" Container 8/12	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Excellente 24, Clean on the go, APC	Excellente 24, Clean on the go, APC	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Dawn Dish Soap	Dish Soap	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	Bags, Poly Clear, Breakfast, go	Bags, Poly Clear, Breakfast, go bags	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION

Paper & Chemicals	Foil Sheets 12X10.75	Foil Sheets 12 x 10.75	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Tissue Bathroom Sm Roll	Bathroom tissue, Big roll	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Combo Cutlery Kit, High Schools	Combo Cutlery Kit, (F,S,K)	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Cup Clear Cold 16OZ	Cup Clear Cold 12OZ	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	Comet Bleach Spray Cleaner	Bleach Comet Spray Cleaner	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Hinged Container 8.9in. 55oz. Clear	Container/ Hinged 8.9in. 55oz. Clear	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	9"x6" Container,16 oz. 1 Comp. BLACK	Paper/ MicroRaves M416 9"x6" Container,16	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	9"x6" Container, 24 oz. 1Comp.BLACK	Paper/ MicroRaves M424 9"x6" Container, 24	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	9"x6" 32oz. Container, 1Comp. BLACK	Paper/ MicroRaves M432 9"x6" 32oz.	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Disposable lunch Tray ,Natural 12in	Tray/ Disposable lunch ,Natural 12in	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	"9x6" Lid, Clear Cold anti fog BLACK	Microraves LC4F 9X6 LID CLEAR COLD ANTI FOG FLAT	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	16" K-195 Cellophane Packaging Film DOBOY	Film, 16" K-195 Cellophane Packaging Film DOBOY MACHINE	PAPER & CHEMICALS	NUOVO
Paper & Chemicals	19" K-195 Cellophane Packaging Film DOBOY	Film, 19" K-195 Cellophane Packaging Film DOBOY MACHINE	PAPER & CHEMICALS	NUOVO

Paper & Chemicals	Dual Ovenable OL-10 3/8" x 2100 ft	Film, Lidding Dual Ovenable OL-10 3/8" x 2100 ft.	PAPER & CHEMICALS NUOVO
Paper & Chemicals	Dual Ovenable OL-103/8" Film	Film lidding dual ovenable ol-10 3/8 x	PAPER & CHEMICALS FORM PLASTICS
Paper & Chemicals	Ovenable Lidding Film 10 1/8"x 5100 ft	Film, Ovenable Lidding 10 ⅛" x 5100 ft., Perforated RL	PAPER & CHEMICALS NUOVO
Paper & Chemicals	(PC)Dual Ovenable OL-10 3/8" x 2100 ft	Film, Lidding Dual Ovenable OL-10 3/8" x 2100 ft.	PAPER & CHEMICALS NUOVO
Paper & Chemicals	(PC)Dual Ovenable OL-103/8" Film	Film lidding dual ovenable ol-10 3/8 x	PAPER & CHEMICALS FORM PLASTICS
Paper & Chemicals	(PC)Ovenable Lidding Film 10 1/8"x 5100 ft	Film, Ovenable Lidding 10 ⅛" x 5100 ft., Perforated RL	PAPER & CHEMICALS NUOVO
Paper & Chemicals	Tissue Bathroom Big Roll	Bathroom tissue, Big roll	PAPER & CHEMICALS W.B.MASON
Paper & Chemicals	Degreaser Floor Cleaner	Cleaner Citrus Degreaser Floor Scubber	PAPER & CHEMICALS IMPERIAL DADE
Paper & Chemicals	Mop Bucket W/Ringer	Mop bucket with wringers	PAPER & CHEMICALS W.B.MASON
Paper & Chemicals	Lobby Broom	Broom	PAPER & CHEMICALS W.B.MASON
Paper & Chemicals	Trash Bag Liner 38X58 1.Mil x-heavy	Bags/Trash Bag Liner 38x58 1.5 Mil Heavy Duty	PAPER & CHEMICALS DISPOSE n SAVE
Paper & Chemicals	Trash Linner 38x58 Heavy Duty	Bags/Trash Bag Liner 38x58 1.5 Mil Heavy Duty	PAPER & CHEMICALS DISPOSE n SAVE
Paper & Chemicals	Trash Bag Liner 38x58 1.5 Mil Heavy Duty	Bags/Trash Bag Liner 38x58 1.5 Mil Heavy Duty	PAPER & CHEMICALS DISPOSE n SAVE

Paper & Chemicals	Tray Boat # 3	Tray Boat # 3	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Container/ Hinged ,Clear 6in. ,Square	Container/ Hinged ,Clear 6in. ,Square	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Container/ Hinged ,BLACK6in. ,Square	Container/ Hinged ,BLACK6in. ,Square	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Container/ Hinged ,BLACK6in. ,Square	Container/ Hinged ,BLACK6in. ,Square	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Container/ Hinged ,Clear 6in. ,Square	Container/ Hinged ,Clear 6in. ,Square	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Cup Hot 10oz	Cup, Hot 10 oz.	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	Bag, Paper Brown 6#	Bags, Grocery, Brown 6#	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	Foil Sheets 9X10.75	Foil Sheets 9 x 10.75	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Fork Med Wt	Forks, Med Wt , White	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	Pan Full Size 1/2 Deep	Pan, 1/2 Deep	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Spoon Tea LT	Spoon Tea Lt Wt	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	Spoon Soup Heavy	Spoon, Soup, Formal Heavy	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	Spoon Tea Heavy	Spoon, Soup, Formal Heavy	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION

Paper & Chemicals	Brillo/Soap Pad Hotel Size	Soap, Pad Hotel Size	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Spork , Elementary, No dispenser,	Paper/ Spork , Elementary, No dispenser, 1000 per case	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Cup Clear 9oz	Cup Clear Cold 12OZ	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	Paper Plate 9"	Plate, paper 9"	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	Tape Masking 2"	Tape, Masking 2"x60	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Paper Wax Sheets 10X10.75	Wax Paper Sheets 10 x 10.75	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	Paper/Wrap Vinyl 18X2000	Wrap, Vinyl 18x2000	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	Pail 8 QT Red Steri	Pail, 8 Quart Red Steri for Sanitizing Solution	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Bottle Spray W/Trigger	Spray Bottle w/trigger	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Inspectors Choice	INSPECTORS CHOICE DEGREASER	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Cup Cold 5oz	Cup Cold 5.5OZ	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Cup Clear 9oz	Cup Clear Cold 12OZ	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	Paper Plate 6"	Plate, Paper, 6" Jazz	PAPER & CHEMICALS	W.B.MASON

Paper & Chemicals	Pad Black Stripping 17"	Pads, black stripping 17"	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Pad Black Stripping 20"	Pads, black stripping 20"	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Spork, Combo Kit (Elem)	Spork, Combo Kit (Elem)	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	Towels, Multi Fold paper tissue	Towels, Multi Fold paper tissue	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Tray Boat # 2	Tray Boat # 3	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Lobby Dust Pan	Metal Dust Pan	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Mop Head 20 OZ	Mop heads (wet) 20 oz.	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Mop Head 24 OZ	Mop heads (wet) 24 oz.	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Pad S/S Curly Kate, Stainless Steel pad	Pad, Stainless Steel, Curley Kate	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	#2 Boat Tray	Tray Food 2#	PAPER & CHEMICALS	WB Mason
Paper & Chemicals	Tray Boat #1	Tray Boat #1	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Wipes Alcohol, Moist Towelette,	Wipes Alcohol, Moist Towelette,	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Box Cutter	Box Cutter	PAPER & CHEMICALS	W.B.MASON

Paper & Chemicals	Box Cutter Replacement Blades	Box Cutter Replacement Blades	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Cup Cold 5.5OZ	Cup Cold 5.5OZ	PAPER & CHEMICALS	W.B.MASON
Paper & Chemicals	Gloves Vinyl P/F LG	Gloves Vinyl P/F LG	PAPER & CHEMICALS	UNITED SALES
Paper & Chemicals	Gloves Vinyl P/F Med	Gloves Vinyl P/F Med	PAPER & CHEMICALS	UNITED SALES
Paper & Chemicals	Gloves Vinyl P/F Small	Gloves Vinyl P/F Small	PAPER & CHEMICALS	UNITED SALES
Paper & Chemicals	Gloves Vinyl P/F XLG	Gloves Vinyl P/F XLG	PAPER & CHEMICALS	UNITED SALES
Paper & Chemicals	Hair Net, Bouffant, 21inch, White	Hair Net, Bouffant, 21inch, White	PAPER & CHEMICALS	JERUSALEM DISTRIBUTION
Paper & Chemicals	Sani-T-10	Sani-T-10	PAPER & CHEMICALS	IMPERIAL DADE
Paper & Chemicals	Boat Tray #1	Tray Boat #1	PAPER & CHEMICALS	W.B.MASON
Poultry	Chicken, Strips w/ grill marks- TYS	Dark Chicken Strips	MEAT, POULTRY, FISH	Tyson Foods
Poultry	WG Breaded Chicken Patties	Chicken Patty	MEAT, POULTRY, FISH	Tyson Foods
Poultry	Breaded All White Meat Chicken tenders	Breast Chunks, All White Meat	MEAT, POULTRY, FISH	Tyson Foods
Poultry	Oven Roasted Glazed Chicken Wings	Fully Cooked Glazed Chicken Wings	MEAT, POULTRY, FISH	Tyson Foods

Poultry	Artisan Whole Muscle Breaded Chicken	Grilled Sensations Whole Muscle Boneless	MEAT, POULTRY, FISH	Rich Chicks
Poultry	"Chicken, Garlic Basil Meatballs with	Garlic Basil Chicken Meatballs w/ Mozz Cheese	MEAT, POULTRY, FISH	Rich Chicks
Poultry	Whole Muscle Breaded Chicken Breast	Whole Muscle Breast Filet	MEAT, POULTRY, FISH	Tyson Foods
Poultry	Browned Turkey Breast Steak	Sliced turkey breast , thick slice	MEAT, POULTRY, FISH	Thurston Foods
Poultry	Jennie O Turkey Kielbasa Fully Cooked	Turkey Bacon, Fully Cooked	MEAT, POULTRY, FISH	Thurston Foods
Poultry	BBQ Turkey with LS Western Sauce	BBQ Turkey w/lo sodium wester	MEAT, POULTRY, FISH	Ace Endico
Poultry	Burnt Ends	Brisket Burnt ends Cooked	MEAT, POULTRY, FISH	Ace Endico
Poultry	Fully Cooked Diced Chicken	Fully Cooked Glazed Chicken Wings	MEAT, POULTRY, FISH	Tyson Foods
Poultry	WG Breaded Popcorn Smackers - White and	Popcorn Smackers, White + Dark	MEAT, POULTRY, FISH	Tyson Prepared Foods
Poultry	Goldkist Chicken Nuggets	Chicken Nuggets	MEAT, POULTRY, FISH	Tyson Prepared Foods
Poultry	WG Breaded Dark Meat Popcorn Smackers	Dark Popcorn Smackers	MEAT, POULTRY, FISH	Tyson Foods
Poultry	WG Breaded Breast Chunk 6/5# FC	WG Breaded Breast Chunks Glazed Asian Style	MEAT, POULTRY, FISH	Thurston Foods
Poultry	GK CHICKEN FAJITA STRIPS 6/5# FC	Dark Chicken Strips	MEAT, POULTRY, FISH	Tyson Foods

Poultry	Chicken/ Drumstick Breaded ,3oz	Breaded Drumstick	MEAT, POULTRY, FISH	Tyson Foods
Snacks	WG Brownie	WG Brownie IW	SNACKS	Ace Endico
Snacks	WG Brookee	WG Brookee IW	SNACKS	Ace Endico
Snacks	IW WG Brownie	WG Brownie IW	SNACKS	THURSTON FOODS
Snacks	CORN FRITO ORIGINAL CHIPS	CHIPS CORN FRITO ORIGINAL	SNACKS	DRISCOLL FOODS
Snacks	POTATO CHIPS	CHIPS POTATO	SNACKS	THURSTON FOODS
Snacks	POTATO PLAIN CHIPS	CHIPS POTATO PLAIN	SNACKS	THURSTON FOODS
Snacks	WG CHIPS TORTILLA ROUND Tostitos	WG CHIPS TORTILLA ROUND Tostitos	SNACKS	Ace Endico
Snacks	Baked Cheetos Flamin' Hot	CHEETOS BAKED WG	SNACKS	ACE ENDICO
Snacks	Baked Cheetos Famin' Hot Limon	CHEETOS BAKED WG	SNACKS	Ace Endico
Snacks	Grandma's Mini Choc Chip Cookies	David's chocolate chip WG cookies	SNACKS	THURSTON FOODS
Snacks	Fritos Original	CHIPS CORN FRITO ORIGINAL	SNACKS	DRISCOLL FOODS
Snacks	Doritos RF Nachos Cheese	CHIPS NACHO CHEESE DORITO RDF	SNACKS	DRISCOLL FOODS

Snacks	Fritos Original Corn Chips	CHIPS CORN FRITO ORIGINAL	SNACKS	DRISCOLL FOODS
Snacks	TORTILLA SCOOPS, 72 ct. 0875oz. CHIPS	CHIP TORTILLA SCOOPS	SNACKS	DRISCOLL FOODS
Snacks	IW WG Mini Brownie Bar	WG Brownie Bite IW	SNACKS	ACE ENDICO
Snacks	FatCat-Cookie Chocolate Chip WG, I/W	David's chocolate chip WG cookies	SNACKS	THURSTON FOODS
Snacks	FatCat-Cookie Double Chocolate	David's chocolate chip WG cookies	SNACKS	THURSTON FOODS
Snacks	DORITO RICH COOL RANCH, reduced fat CHIPS	CHIPS DORITO RICH COOL RANCH	SNACKS	ACE ENDICO
Snacks	CORN FRITOS CHIPS	CHIPS CORN FRITOS	SNACKS	DRISCOLL FOODS
Snacks	NACHO CHEESE DORITO RDF CHIPS	CHIPS NACHO CHEESE DORITO RDF	SNACKS	DRISCOLL FOODS
Snacks	SOUR CREAM & ONION SSS CHIPS	CHIPS SOUR CREAM & ONION SSS	SNACKS	THURSTON FOODS
Snacks	SUNCHIPS ORIGINAL WGR	SUNCHIPS ORIGINAL WGR	SNACKS	Ace Endico
Snacks	WG CHIPS TORTILLA Tostitos	WG CHIPS TORTILLA Tostitos	SNACKS	Ace Endico
Snacks	CHEETOS BAKED WG	CHEETOS BAKED WG	SNACKS	Ace Endico
Snacks	BAKED LAYS REGULAR LSS CHIPS	CHIPS BAKED LAYS REGULAR LSS	SNACKS	ACE ENDICO

Snacks	SUNCHIPS CHEDDAR CHEESE CHIPS	CHIPS SUNCHIPS CHEDDAR CHEESE	SNACKS	ACE ENDICO
Snacks	DORITOS RICH SPICY SWEET CHILI	DORITOS RICH SPICY SWEET CHILI	SNACKS	Ace Endico
Snacks	Chocolate Chp Crumb Loaf WG IW	Chocolate Chp Crumb Loaf WG IW	SNACKS	Driscoll Foods
Snacks	Pita Chips	CHIPS POTATO	SNACKS	THURSTON FOODS
Snacks	Doritos RF Cool Ranch	CHIPS DORITO RICH COOL RANCH	SNACKS	ACE ENDICO
Snacks	Doritos RF Spicy Sweet Chili	DORITOS RICH SPICY SWEET CHILI	SNACKS	ACE ENDICO
Snacks	Funyuns Baked	CHEETOS BAKED WG	SNACKS	ACE ENDICO
Snacks	Harvest Cheddar Sun Chips	CHIPS SUNCHIPS CHEDDAR CHEESE	SNACKS	ACE ENDICO
Snacks	Doritos Walking Taco RF Spicy Sweet Chili	DORITOS RICH SPICY SWEET CHILI	SNACKS	ACE ENDICO

26-27 Vendor	25-26 Price	26-27 Price	Dollar Change	Status	26-27 UOM
Tyson Prepared Foods	$0.33	$25.62	$25.29	Increase	Case
Thurston Foods Inc.	$47.12	$25.29	-$21.83	Decrease	Case
Thurston Foods Inc.	$0.34	$22.41	$22.07	Increase	Case
Thurston Foods Inc.	$23.74	$22.87	-$0.87	Decrease	Case
Thurston Foods Inc.	$0.55	$32.51	$31.96	Increase	Case
Thurston Foods Inc.	$27.19	$22.79	-$4.40	Decrease	Case
Thurston Foods Inc.	$36.14	$52.23	$16.09	Review: name and price candidate	Case
Thurston Foods Inc.	$27.19	$25.29	-$1.90	Decrease	Case
Thurston Foods Inc.	$0.76	$48.65	$47.89	Increase	Case
Thurston Foods Inc.	$80.87	$51.47	-$29.40	Decrease	Case
Bake Crafters	$99.42	$81.11	-$18.31	Decrease	Case
Bake Crafters	$0.34	$32.85	$32.51	Increase	Case

Bake Crafters	$47.12	$29.57	-$17.55	Decrease	Case
Albie's Food Products, LLC	$0.30	$42.60	$42.30	Increase	Case
Driscoll Foods	$27.19	$28.70	$1.51	Increase	Case
Driscoll Foods	$27.19	$29.04	$1.85	Increase	Case
Driscoll Foods	$62.89	$32.74	-$30.15	Decrease	Case
Driscoll Foods	$27.19	$29.14	$1.95	Increase	Case
Driscoll Foods	$47.12	$25.97	-$21.15	Decrease	Case
Driscoll Foods	$62.89	$35.49	-$27.40	Decrease	Case
Driscoll Foods	$27.19	$35.53	$8.34	Increase	Case
Driscoll Foods	$44.21	$17.04	-$27.17	Decrease	Case
Driscoll Foods	$29.81	$29.14	-$0.67	Decrease	Case
Driscoll Foods	$21.45	$27.92	$6.47	Increase	Case
Driscoll Foods	$21.45	$28.09	$6.64	Increase	Case

Driscoll Foods	$29.81	$28.09	-$1.72	Decrease	Case
Driscoll Foods	$27.19	$41.74	$14.55	Increase	Case
Driscoll Foods	$10.66	$35.97	$25.31	Increase	Case
Driscoll Foods	$27.19	$39.74	$12.55	Increase	Case
Tasty Brands	$0.25	$62.70	$62.45	Increase	Case
Tasty Brands	$9.42	$95.84	$86.42	Increase	Case
Tabatchnick	$23.92	$52.11	$28.19	Increase	Case
Tabatchnick	$11.39	$53.04	$41.65	Increase	Case
Tabatchnick	$23.94	$66.34	$42.40	Increase	Case
Tabatchnick	$19.97	$52.57	$32.60	Increase	Case
S.A. PIAZZA	$20.50	$62.92	$42.42	Increase	Case
S.A. PIAZZA	$88.97	$57.32	-$31.65	Decrease	Case
S.A. PIAZZA	$72.46	$55.76	-$16.70	Decrease	Case

S.A. PIAZZA	$213.11	$57.13	-$155.98	Decrease	Case
S.A. PIAZZA	$74.59	$60.42	-$14.17	Decrease	Case
S.A. PIAZZA	$67.52	$58.50	-$9.02	Decrease	Case
S.A. PIAZZA	$74.59	$55.76	-$18.83	Decrease	Case
S.A. PIAZZA	$94.07	$55.76	-$38.31	Decrease	Case
S.A. PIAZZA	$13.94	$59.87	$45.93	Increase	Case
S.A. PIAZZA	$9.95	$59.33	$49.38	Increase	Case
Rich Pro.	$21.49	$53.44	$31.95	Increase	Case
Global Food Sol.	$0.84	$0.64	-$0.20	Decrease	Case
Global Food Sol.	$1.03	$0.77	-$0.26	Decrease	Case
Global Food Sol.	$9.42	$0.86	-$8.56	Decrease	Case
Driscoll	$44.19	$26.88	-$17.31	Decrease	Case
Frozen Bakery	$73.19	$43.76	-$29.43	Decrease	Case

Frozen Bakery	$73.94	$54.61	-$19.33	Decrease	Case
JTM	$38.20	$48.37	$10.17	Increase	Case
JTM	$21.90	$51.23	$29.33	Increase	Case
JTM	$9.10	$51.45	$42.35	Increase	Case
JTM	$38.20	$52.95	$14.75	Increase	Case
JTM	$29.88	$46.89	$17.01	Increase	Case
Jerusalem Distribution Inc.	$18.73	$22.36	$3.63	Increase	Case
Jerusalem Distribution Inc.	$47.88	$43.49	-$4.39	Decrease	Case
Jerusalem Distribution Inc.	$47.88	$43.49	-$4.39	Decrease	Case
Jerusalem Distribution Inc.	$43.05	$21.60	-$21.45	Decrease	Case
Jerusalem Distribution Inc.	$19.81	$20.50	$0.69	Increase	Case
Jerusalem Distribution Inc.	$19.69	$23.12	$3.43	Increase	Case
Jerusalem Distribution Inc.	$16.77	$26.40	$9.63	Increase	Case

Jerusalem Distribution Inc.	$21.92	$70.29	$48.37	Increase	Case
Jerusalem Distribution Inc.	$18.73	$22.29	$3.56	Increase	Case
Jerusalem Distribution Inc.	$125.58	$53.94	-$71.64	Decrease	Case
Jerusalem Distribution Inc.	$19.69	$23.12	$3.43	Increase	Case
Jerusalem Distribution Inc.	$17.09	$21.58	$4.49	Increase	Case
Jerusalem Distribution Inc.	$18.73	$22.29	$3.56	Increase	Case
Jerusalem Distribution Inc.	$18.27	$39.78	$21.51	Increase	Case
Jerusalem Distribution Inc.	$27.79	$29.83	$2.04	Increase	Case
Jerusalem Distribution Inc.	$8.86	$21.49	$12.63	Increase	Case
Jerusalem Distribution Inc.	$17.66	$20.29	$2.63	Increase	Case
Jerusalem Distribution Inc.	$8.86	$19.60	$10.74	Increase	Case
Jerusalem Distribution Inc.	$15.49	$23.95	$8.46	Increase	Case
Jerusalem Distribution Inc.	$15.49	$33.49	$18.00	Increase	Case

Driscoll Foods	$33.74	$37.04	$3.30	Increase	Case
Driscoll Foods	$15.35	$7.14	-$8.21	Decrease	Case
Driscoll Foods	$26.02	$8.48	-$17.54	Decrease	Case
Driscoll Foods	$56.10	$5.72	-$50.38	Decrease	Case
Driscoll Foods	$92.46	$59.88	-$32.58	Decrease	Case
Driscoll Foods	$26.67	$27.49	$0.82	Increase	Case
Driscoll Foods	$18.27	$27.49	$9.22	Increase	Case
Driscoll Foods	$32.84	$33.74	$0.90	Increase	Case
Driscoll Foods	$22.55	$38.74	$16.19	Increase	Case
Driscoll Foods	$9.94	$9.01	-$0.93	Decrease	Case
Driscoll Foods	$18.97	$17.98	-$0.99	Decrease	Case
Driscoll Foods	$10.82	$7.44	-$3.38	Decrease	Case
Driscoll Foods	$7.52	$4.01	-$3.51	Decrease	Case

Driscoll Foods	$30.67	$4.49	-$26.18	Decrease	Case
Driscoll Foods	$12.86	$12.09	-$0.77	Decrease	Case
Driscoll Foods	$60.52	$6.18	-$54.34	Decrease	Case
Driscoll Foods	$30.16	$5.01	-$25.15	Decrease	Case
Driscoll Foods	$18.03	$7.01	-$11.02	Decrease	Case
Driscoll Foods	$11.40	$4.81	-$6.59	Decrease	Case
Driscoll Foods	$36.43	$4.71	-$31.72	Decrease	Case
Driscoll Foods	$22.82	$4.39	-$18.43	Decrease	Case
Driscoll Foods	$38.58	$5.41	-$33.17	Decrease	Case
Driscoll Foods	$32.98	$5.29	-$27.69	Decrease	Case
Driscoll Foods	$60.52	$5.91	-$54.61	Decrease	Case
Driscoll Foods	$17.23	$7.14	-$10.09	Decrease	Case
Driscoll Foods	$22.49	$5.94	-$16.55	Decrease	Case

Driscoll Foods	$30.16	$8.14	-$22.02	Decrease	Case
Driscoll Foods	$31.39	$5.19	-$26.20	Decrease	Case
Driscoll Foods	$44.21	$5.85	-$38.36	Decrease	Case
Driscoll Foods	$19.87	$5.19	-$14.68	Decrease	Case
Driscoll Foods	$7.52	$7.14	-$0.38	Decrease	Case
Driscoll Foods	$39.34	$5.34	-$34.00	Decrease	Case
Driscoll Foods	$38.78	$39.81	$1.03	Increase	Case
Driscoll Foods	$30.22	$6.19	-$24.03	Decrease	Case
Driscoll Foods	$60.52	$5.50	-$55.02	Decrease	Case
Driscoll Foods	$8.86	$8.14	-$0.72	Decrease	Case
Driscoll Foods	$17.23	$9.01	-$8.22	Decrease	Case
Driscoll Foods	$56.10	$5.92	-$50.18	Decrease	Case
Driscoll Foods	$25.60	$7.48	-$18.12	Decrease	Case

Driscoll Foods	$31.39	$5.71	-$25.68	Decrease	Case
Driscoll Foods	$15.35	$8.14	-$7.21	Decrease	Case
Driscoll Foods	$56.10	$5.71	-$50.39	Decrease	Case
Driscoll Foods	$14.95	$16.33	$1.38	Increase	Case
Driscoll Foods	$21.04	$7.44	-$13.60	Decrease	Case
Driscoll Foods	$22.14	$23.19	$1.05	Increase	Case
Driscoll Foods	$22.43	$33.74	$11.31	Increase	Case
Driscoll Foods	$11.04	$35.49	$24.45	Increase	Case
Driscoll Foods	$11.04	$15.98	$4.94	Increase	Case
Driscoll Foods	$19.54	$11.01	-$8.53	Decrease	Case
Driscoll Foods	$9.08	$10.01	$0.93	Increase	Case
Driscoll Foods	$29.38	$31.41	$2.03	Increase	Case
Driscoll Foods	$18.36	$17.54	-$0.82	Decrease	Case

Driscoll Foods	$19.08	$18.74	-$0.34	Decrease	Case
Driscoll Foods	$27.79	$27.89	$0.10	Increase	Case
Driscoll Foods	$22.25	$33.74	$11.49	Increase	Case
Driscoll Foods	$17.09	$20.19	$3.10	Increase	Case
Driscoll Foods	$18.73	$28.14	$9.41	Increase	Case
Driscoll Foods	$19.48	$11.94	-$7.54	Decrease	Case
Driscoll Foods	$21.04	$57.18	$36.14	Increase	Case
Driscoll Foods	$9.01	$15.74	$6.73	Increase	Case
Driscoll Foods	$19.54	$64.49	$44.95	Increase	Case
Driscoll Foods	$19.81	$59.14	$39.33	Increase	Case
Driscoll Foods	$9.01	$17.19	$8.18	Increase	Case
Driscoll Foods	$27.79	$77.79	$50.00	Increase	Case
Driscoll Foods	$15.55	$40.49	$24.94	Increase	Case

Driscoll Foods	$21.92	$22.14	$0.22	Increase	Case
Driscoll Foods	$28.49	$40.74	$12.25	Increase	Case
Driscoll Foods	$19.54	$19.34	-$0.20	Decrease	Case
Driscoll Foods	$16.77	$18.87	$2.10	Increase	Case
Driscoll Foods	$10.11	$54.19	$44.08	Increase	Case
Driscoll Foods	$22.38	$21.50	-$0.88	Decrease	Case
Driscoll Foods	$37.97	$17.98	-$19.99	Decrease	Case
Driscoll Foods	$100.03	$17.82	-$82.21	Decrease	Case
Driscoll Foods	$22.49	$9.08	-$13.41	Decrease	Case
Driscoll Foods	$22.14	$25.41	$3.27	Increase	Case
Driscoll Foods	$11.40	$5.85	-$5.55	Decrease	Case
Driscoll Foods	$18.03	$7.49	-$10.54	Decrease	Case
Driscoll Foods	$22.82	$5.98	-$16.84	Decrease	Case

Driscoll Foods	$31.39	$5.95	-$25.44	Decrease	Case
Driscoll Foods	$22.49	$7.14	-$15.35	Decrease	Case
Driscoll Foods	$60.52	$5.95	-$54.57	Decrease	Case
Driscoll Foods	$30.67	$4.79	-$25.88	Decrease	Case
Driscoll Foods	$56.10	$9.31	-$46.79	Decrease	Case
Driscoll Foods	$11.04	$24.72	$13.68	Increase	Case
Driscoll Foods	$15.76	$19.08	$3.32	Increase	Case
Driscoll Foods	$41.10	$39.78	-$1.32	Decrease	Case
Driscoll Foods	$15.34	$14.10	-$1.24	Decrease	Case
Driscoll Foods	$72.57	$15.98	-$56.59	Decrease	Case
Driscoll Foods	$28.22	$22.14	-$6.08	Decrease	Case
Driscoll Foods	$28.85	$9.18	-$19.67	Decrease	Case
Driscoll Foods	$30.16	$5.23	-$24.93	Decrease	Case

Driscoll Foods	$44.21	$5.74	-$38.47	Decrease	Case
Driscoll Foods	$56.10	$4.91	-$51.19	Decrease	Case
Driscoll Foods	$11.40	$4.89	-$6.51	Decrease	Case
Driscoll Foods	$38.58	$5.14	-$33.44	Decrease	Case
Driscoll Foods	$32.98	$5.47	-$27.51	Decrease	Case
Driscoll Foods	$22.49	$5.87	-$16.62	Decrease	Case
Driscoll Foods	$22.49	$5.15	-$17.34	Decrease	Case
Driscoll Foods	$33.33	$32.79	-$0.54	Decrease	Case
Driscoll Foods	$11.04	$10.19	-$0.85	Decrease	Case
Driscoll Foods	$4.76	$47.41	$42.65	Increase	Case
Driscoll Foods	$24.26	$7.44	-$16.82	Decrease	Case
Driscoll Foods	$33.80	$5.98	-$27.82	Decrease	Case
Driscoll Foods	$26.02	$8.98	-$17.04	Decrease	Case

Driscoll Foods	$26.02	$10.14	-$15.88	Decrease	Case
Driscoll Foods	$31.39	$5.85	-$25.54	Decrease	Case
Driscoll Foods	$26.78	$33.94	$7.16	Increase	Case
Driscoll Foods	$18.27	$18.74	$0.47	Increase	Case
Driscoll Foods	$18.86	$19.08	$0.22	Increase	Case
Driscoll Foods	$15.09	$67.74	$52.65	Increase	Case
Driscoll Foods	$19.54	$18.88	-$0.66	Decrease	Case
Driscoll Foods	$17.09	$18.14	$1.05	Increase	Case
Driscoll Foods	$14.95	$15.92	$0.97	Increase	Case
Driscoll Foods	$19.54	$19.14	-$0.40	Decrease	Case
Driscoll Foods	$30.16	$7.04	-$23.12	Decrease	Case
Driscoll Foods	$22.82	$9.14	-$13.68	Decrease	Case
Driscoll Foods	$20.27	$22.74	$2.47	Increase	Case

Driscoll Foods	$36.43	$1.88	-$34.55	Decrease	Case
Driscoll Foods	$30.16	$10.14	-$20.02	Decrease	Case
Driscoll Foods	$48.47	$20.74	-$27.73	Decrease	Case
Driscoll Foods	$88.35	$35.41	-$52.94	Decrease	Case
Driscoll Foods	$20.27	$20.49	$0.22	Increase	Case
Driscoll Foods	$63.67	$27.98	-$35.69	Decrease	Case
Driscoll Foods	$17.09	$18.14	$1.05	Increase	Case
Driscoll Foods	$12.86	$12.14	-$0.72	Decrease	Case
Driscoll Foods	$17.66	$7.14	-$10.52	Decrease	Case
Driscoll Foods	$8.86	$8.19	-$0.67	Decrease	Case
Driscoll Foods	$8.86	$8.71	-$0.15	Decrease	Case
Driscoll Foods	$7.44	$8.39	$0.95	Increase	Case
Driscoll Foods	$30.67	$4.75	-$25.92	Decrease	Case

Driscoll Foods	$32.98	$4.88	-$28.10	Decrease	Case
Driscoll Foods	$20.27	$4.01	-$16.26	Decrease	Case
Driscoll Foods	$15.35	$8.14	-$7.21	Decrease	Case
Driscoll Foods	$89.92	$18.29	-$71.63	Decrease	Case
Driscoll Foods	$63.67	$18.01	-$45.66	Decrease	Case
Driscoll Foods	$15.85	$10.74	-$5.11	Decrease	Case
Nippon Shokken U.S.A. Inc.	$43.67	$46.98	$3.31	Increase	Case
Nippon Shokken U.S.A. Inc.	$88.35	$99.00	$10.65	Increase	Case
Nippon Shokken U.S.A. Inc.	$7.44	$84.00	$76.56	Increase	Case
Nippon Shokken U.S.A. Inc.	$88.35	$93.00	$4.65	Increase	Case
Nippon Shokken U.S.A. Inc.	$28.22	$75.00	$46.78	Increase	Case
Nippon Shokken U.S.A. Inc.	$61.57	$66.00	$4.43	Increase	Case
Nippon Shokken U.S.A. Inc.	$72.57	$78.00	$5.43	Increase	Case

Nippon Shokken U.S.A. Inc.	$63.67	$69.00	$5.33	Increase	Case
CONDIMENTS NIPPON	$113.56	$120.00	$6.44	Increase	Case
Condiments THURSTON	$32.78	$32.11	-$0.67	Decrease	Case
Condiments THURSTON	$17.66	$18.02	$0.36	Increase	Case
Condiments THURSTON	$26.02	$10.96	-$15.06	Decrease	Case
Condiments THURSTON	$47.98	$45.24	-$2.74	Decrease	Case
Condiments THURSTON	$28.49	$40.01	$11.52	Increase	Case
Condiments THURSTON	$27.15	$28.07	$0.92	Increase	Case
Condiments THURSTON	$20.58	$41.71	$21.13	Increase	Case
Condiments THURSTON	$17.68	$18.29	$0.61	Increase	Case
Condiments THURSTON	$27.15	$28.07	$0.92	Increase	Case
Condiments THURSTON	$22.14	$13.72	-$8.42	Decrease	Case
Condiments THURSTON	$15.34	$14.17	-$1.17	Decrease	Case

Condiments THURSTON	$15.49	$15.65	$0.16	Increase	Case
Condiments THURSTON	$12.08	$3.54	-$8.54	Decrease	Case
Condiments THURSTON	$8.07	$3.23	-$4.84	Decrease	Case
Condiments THURSTON	$8.07	$3.23	-$4.84	Decrease	Case
Condiments THURSTON	$11.40	$6.51	-$4.89	Decrease	Case
Condiments THURSTON	$36.43	$6.51	-$29.92	Decrease	Case
Condiments THURSTON	$12.08	$3.54	-$8.54	Decrease	Case
Condiments THURSTON	$8.07	$3.23	-$4.84	Decrease	Case
Condiments THURSTON	$22.49	$20.89	-$1.60	Decrease	Case
Condiments THURSTON	$15.55	$17.16	$1.61	Increase	Case
Condiments THURSTON	$15.04	$12.35	-$2.69	Decrease	Case
Condiments THURSTON	$31.77	$32.88	$1.11	Increase	Case
Condiments THURSTON	$22.43	$21.63	-$0.80	Decrease	Case

Condiments THURSTON	$9.23	$6.46	-$2.77	Decrease	Case
Condiments THURSTON	$15.55	$17.16	$1.61	Increase	Case
Condiments THURSTON	$28.22	$27.53	-$0.69	Decrease	Case
Condiments THURSTON	$18.12	$16.77	-$1.35	Decrease	Case
Condiments THURSTON	$20.27	$4.52	-$15.75	Decrease	Case
Condiments THURSTON	$12.08	$3.54	-$8.54	Decrease	Case
Condiments THURSTON	$31.39	$5.71	-$25.68	Decrease	Case
Condiments THURSTON	$17.68	$19.98	$2.30	Increase	Case
Condiments THURSTON	$98.44	$95.09	-$3.35	Decrease	Case
Condiments THURSTON	$12.86	$38.11	$25.25	Increase	Case
Condiments THURSTON	$33.53	$5.99	-$27.54	Decrease	Case
Condiments THURSTON	$15.49	$33.02	$17.53	Increase	Case
Condiments THURSTON	$43.67	$60.50	$16.83	Increase	Case

Condiments THURSTON	$30.67	$6.58	-$24.09	Decrease	Case
Condiments THURSTON	$8.07	$3.44	-$4.63	Decrease	Case
Condiments THURSTON	$22.55	$18.27	-$4.28	Decrease	Case
Condiments THURSTON	$260.26	$17.43	-$242.83	Decrease	Case
Condiments THURSTON	$9.94	$33.85	$23.91	Increase	Case
Condiments THURSTON	$19.69	$20.30	$0.61	Increase	Case
Condiments THURSTON	$8.86	$6.99	-$1.87	Decrease	Case
Condiments THURSTON	$7.44	$16.09	$8.65	Increase	Case
Condiments THURSTON	$9.94	$39.73	$29.79	Increase	Case
Bakecrafters	$0.73	$74.78	$74.05	Increase	Case
Bakecrafters	$0.67	$76.07	$75.40	Increase	Case
Bakecrafters	$0.84	$93.91	$93.08	Increase	Case
Bakecrafters	$1.09	$63.15	$62.06	Increase	Case

Bakecrafters	$56.40	$36.13	-$20.27	Decrease	Case
Bakecrafters	$50.06	$33.22	-$16.84	Decrease	Case
Bakecrafters	$73.19	$58.00	-$15.19	Decrease	Case
168.0	$6.95	$54.37	$47.42	Increase	Case
1000.0	$9.85	$22.49	$12.64	Increase	Case
250.0	$5.32	$33.78	$28.46	Increase	Case
168.0	$4.47	$66.84	$62.37	Increase	Case
COMMODITY FRUIT & VEG. RED GOLD	$19.70	$33.45	$13.75	Increase	Case
COMMODITY FRUIT & VEG. DRISCOL	$3.59	$23.98	$20.39	Increase	Case
COMMODITY FRUIT & VEG. DRISCOL	$3.59	$23.98	$20.39	Increase	Case
COMMODITY FRUIT & VEG. DRISCOL	$3.59	$23.98	$20.39	Increase	Case
COMMODITY FRUIT & VEG. DRISCOL	$3.59	$23.98	$20.39	Increase	Case
COMMODITY FRUIT & VEG. DRISCOL	$3.59	$23.98	$20.39	Increase	Case

COMMODITY FRUIT & VEG. DRISCOL	$3.59	$23.98	$20.39	Increase	Case
COMMODITY FRUIT & VEG. DRISCOL	$3.59	$23.98	$20.39	Increase	Case
COMMODITY FRUIT & VEG. DRISCOL	$3.59	$23.98	$20.39	Increase	Case
COMMODITY FRUIT & VEG. DRISCOL	$3.59	$23.98	$20.39	Increase	Case
COMMODITY FRUIT & VEG. DRISCOL	$3.59	$23.98	$20.39	Increase	Case
COMMODITY FRUIT & VEG. DRISCOL	$3.59	$23.98	$20.39	Increase	Case
60.48	$4.13	$0.36	-$3.77	Decrease	Case
20.0	$3.41	$2.45	$0.96	Decrease	Case
35.0	$1.97	$0.14	-$1.83	Decrease	Case
68.04	$3.16	$0.41	-$2.76	Decrease	Case
COMMODITY FRUIT & VEG. DRISCOL	$19.70	$37.01	$17.31	Increase	Case
COMMODITY FRUIT & VEG. DRISCOL	$3.32	$34.11	$30.79	Increase	Case
COMMODITY FRUIT & VEG. DRISCOL	$3.32	$34.11	$30.79	Increase	Case

Thurston Foods Inc.	$24.55	$29.08	$4.53	Increase	Case
Thurston Foods Inc.	$32.66	$37.21	$4.55	Increase	Case
Thurston Foods Inc.	$27.49	$26.44	-$1.05	Decrease	Case
Thurston Foods Inc.	$58.70	$69.16	$10.46	Increase	Case
Thurston Foods Inc.	$39.85	$47.30	$7.45	Increase	Case
Thurston Foods Inc.	$42.49	$45.15	$2.66	Increase	Case
Thurston Foods Inc.	$32.66	$37.84	$5.18	Increase	Case
Thurston Foods Inc.	$27.54	$37.71	$10.17	Increase	Case
Thurston Foods Inc.	$24.55	$29.08	$4.53	Increase	Case
Thurston Foods Inc.	$30.09	$27.92	-$2.17	Decrease	Case
Thurston Foods Inc.	$22.49	$22.02	-$0.47	Decrease	Case
Thurston Foods Inc.	$21.72	$26.79	$5.07	Increase	Case
Thurston Foods Inc.	$1.33	$45.83	$44.50	Increase	Case

Thurston Foods Inc.	$28.49	$33.51	$5.02	Increase	Case
Thurston Foods Inc.	$41.10	$43.70	$2.60	Increase	Case
Thurston Foods Inc.	$35.52	$22.02	-$13.50	Decrease	Case
Thurston Foods Inc.	$35.85	$37.84	$1.99	Increase	Case
Thurston Foods Inc.	$33.07	$33.96	$0.89	Increase	Case
Driscoll Foods	$44.49	$35.74	-$8.75	Decrease	Case
Driscoll Foods	$21.49	$1.22	-$20.27	Decrease	Case
Driscoll Foods	$74.59	$87.10	$12.51	Increase	Case
Driscoll Foods	$74.59	$87.10	$12.51	Increase	Case
Driscoll Foods	$15.08	$0.89	-$14.19	Decrease	Case
Driscoll Foods	$22.95	$38.71	$15.76	Increase	Case
Driscoll Foods	$19.38	$2.14	-$17.24	Decrease	Case
Driscoll Foods	$42.49	$1.08	-$41.41	Decrease	Case

Driscoll Foods	$42.49	$36.09	-$6.40	Decrease	Case
Driscoll Foods	$31.78	$29.81	-$1.97	Decrease	Case
Driscoll Foods	$35.79	$32.09	-$3.70	Decrease	Case
Driscoll Foods	$34.18	$34.19	$0.01	Increase	Case
Driscoll Foods	$41.78	$37.94	-$3.84	Decrease	Case
Driscoll Foods	$41.78	$33.87	-$7.91	Decrease	Case
Driscoll Foods	$39.49	$33.97	-$5.52	Decrease	Case
Driscoll Foods	$39.49	$33.77	-$5.72	Decrease	Case
Driscoll Foods	$39.49	$34.19	-$5.30	Decrease	Case
Driscoll Foods	$39.65	$59.01	$19.36	Increase	Case
Driscoll Foods	$27.49	$58.94	$31.45	Increase	Case
Driscoll Foods	$32.66	$1.24	-$31.42	Decrease	Case
Driscoll Foods	$34.18	$42.01	$7.83	Increase	Case

Driscoll Foods	$35.79	$31.74	-$4.05	Decrease	Case
Driscoll Foods	$32.49	$39.19	$6.70	Increase	Case
Driscoll Foods	$28.49	$28.09	-$0.40	Decrease	Case
Driscoll Foods	$28.19	$28.14	-$0.05	Decrease	Case
Driscoll Foods	$36.02	$2.59	-$33.43	Decrease	Case
Driscoll Foods	$37.14	$38.49	$1.35	Increase	Case
Driscoll Foods	$28.19	$28.09	-$0.10	Decrease	Case
Driscoll Foods	$35.38	$32.49	-$2.89	Decrease	Case
Driscoll Foods	$28.49	$28.14	-$0.35	Decrease	Case
Driscoll Foods	$23.79	$1.27	-$22.52	Decrease	Case
Driscoll Foods	$44.49	$49.78	$5.29	Increase	Case
Driscoll Foods	$39.65	$39.14	-$0.51	Decrease	Case
Driscoll Foods	$39.65	$39.14	-$0.51	Decrease	Case

Driscoll Foods	$19.70	$27.92	$8.22	Increase	Case
Driscoll Foods	$19.70	$27.92	$8.22	Increase	Case
Driscoll Foods	$33.80	$33.49	-$0.31	Decrease	Case
Driscoll Foods	$22.49	$40.90	$18.41	Increase	Case
Driscoll Foods	$25.38	$24.19	-$1.19	Decrease	Case
BEVERAGE GROCERY-DRISCOLL	$0.24	$0.19	-$0.05	Decrease	Case
BEVERAGE GROCERY-DRISCOLL	$0.24	$0.18	-$0.06	Decrease	Case
BEVERAGE GROCERY-DRISCOLL	$39.79	$0.41	-$39.38	Decrease	Case
BEVERAGE GROCERY-DRISCOLL	$23.45	$0.38	-$23.07	Decrease	Case
BEVERAGE GROCERY-DRISCOLL	$0.50	$0.18	-$0.32	Decrease	Case
BEVERAGE GROCERY-DRISCOLL	$35.98	$0.21	-$35.78	Decrease	Case
BEVERAGE GROCERY-DRISCOLL	$25.75	$0.19	-$25.57	Decrease	Case
BEVERAGE GROCERY-DRISCOLL	$0.24	$0.21	$0.04	Decrease	Case

BEVERAGE GROCERY-DRISCOLL	$32.78	$35.74	$2.96	Increase	Case
BEVERAGE GROCERY-DRISCOLL	$32.78	$35.74	$2.96	Increase	Case
BEVERAGE GROCERY-DRISCOLL	$26.32	$25.74	-$0.58	Decrease	Case
BEVERAGE GROCERY-DRISCOLL	$15.88	$34.74	$18.86	Increase	Case
BEVERAGE GROCERY-DRISCOLL	$0.24	$8.14	$7.90	Increase	Case
BEVERAGE GROCERY-DRISCOLL	$0.24	$8.14	$7.90	Increase	Case
BEVERAGE GROCERY-DRISCOLL	$0.24	$8.14	$7.90	Increase	Case
BEVERAGE GROCERY-DRISCOLL	$1.45	$0.14	-$1.31	Decrease	Case
BEVERAGE GROCERY-DRISCOLL	$15.88	$18.08	$2.20	Increase	Case
BEVERAGE GROCERY-DRISCOLL	$22.08	$25.74	$3.66	Increase	Case
BEVERAGE GROCERY-DRISCOLL	$15.98	$18.08	$2.10	Increase	Case
BEVERAGE GROCERY-DRISCOLL	$15.87	$17.92	$2.05	Increase	Case
BEVERAGE GROCERY-DRISCOLL	$15.84	$17.97	$2.13	Increase	Case

BEVERAGE GROCERY-DRISCOLL	$32.78	$35.92	$3.14	Increase	Case
BEVERAGE GROCERY-DRISCOLL	$32.78	$35.92	$3.14	Increase	Case
Thurston Foods	$0.24	$14.03	$13.79	Increase	Case
Thurston Foods	$0.24	$18.99	$18.75	Increase	Case
Thurston Foods	$39.79	$49.28	$9.49	Increase	Case
Thurston Foods	$0.24	$14.03	$13.79	Increase	Case
Thurston Foods	$91.00	$92.75	$1.75	Increase	Case
Thurston Foods	$91.00	$92.75	$1.75	Increase	Case
Thurston Foods	$89.25	$92.75	$3.50	Increase	Case
Thurston Foods	$32.78	$33.60	$0.82	Increase	Case
Thurston Foods	$26.32	$16.90	-$9.42	Decrease	Case
Thurston Foods	$26.32	$30.76	$4.44	Increase	Case
Thurston Foods	$15.88	$34.25	$18.37	Increase	Case

Thurston Foods	$3.55	$85.81	$82.26	Increase	Case
Thurston Foods	$10.66	$14.09	$3.43	Increase	Case
Thurston Foods	$1.45	$8.33	$6.88	Increase	Case
Thurston Foods	$1.45	$14.55	$13.10	Increase	Case
Thurston Foods	$15.88	$16.68	$0.80	Increase	Case
Thurston Foods	$1.45	$7.88	$6.43	Increase	Case
80/8oz.	$1.45	$14.55	$13.10	Increase	Case
Thurston Foods	$15.98	$16.68	$0.70	Increase	Case
Thurston Foods	$15.87	$16.68	$0.81	Increase	Case
Thurston Foods	$15.84	$16.68	$0.84	Increase	Case
Thurston Foods	$32.78	$33.60	$0.82	Increase	Case
Thurston Foods	$32.78	$33.60	$0.82	Increase	Case
0049485000006	$16.19	$65.99	$49.80	Increase	Case

Driscoll Foods	$27.01	$32.19	$5.18	Increase	Case
Driscoll Foods	$29.98	$28.74	-$1.24	Decrease	Case
Driscoll Foods	$8.74	$10.58	$1.84	Increase	Case
Driscoll Foods	$10.66	$11.92	$1.26	Increase	Case
Driscoll Foods	$10.11	$11.92	$1.81	Increase	Case
Driscoll Foods	$10.11	$11.92	$1.81	Increase	Case
Driscoll Foods	$25.43	$19.08	-$6.35	Decrease	Case
Driscoll Foods	$84.75	$25.94	-$58.81	Decrease	Case
Driscoll Foods	$3.04	$3.19	$0.15	Increase	Case
Driscoll Foods	$27.01	$26.49	-$0.52	Decrease	Case
Driscoll Foods	$44.29	$37.70	-$6.59	Decrease	Case
Driscoll Foods	$27.01	$25.94	-$1.07	Decrease	Case
Driscoll Foods	$8.74	$10.81	$2.07	Increase	Case

Driscoll Foods	$19.13	$22.30	$3.17	Increase	Case
Driscoll Foods	$1.45	$5.14	$3.69	Increase	Case
Driscoll Foods	$21.04	$53.14	$32.10	Increase	Case
Driscoll Foods	$28.49	$47.19	$18.70	Increase	Case
Driscoll Foods	$19.69	$59.49	$39.80	Increase	Case
Driscoll Foods	$36.74	$45.94	$9.20	Increase	Case
Driscoll Foods	$1.45	$9.18	$7.73	Increase	Case
Driscoll Foods	$31.50	$31.04	-$0.46	Decrease	Case
Driscoll Foods	$31.50	$30.71	-$0.79	Decrease	Case
Driscoll Foods	$36.43	$51.14	$14.71	Increase	Case
Driscoll Foods	$29.98	$28.74	-$1.24	Decrease	Case
Driscoll Foods	$42.94	$55.19	$12.25	Increase	Case
Driscoll Foods	$22.38	$19.74	-$2.64	Decrease	Case

Driscoll Foods	$75.60	$42.74	-$32.86	Decrease	Case
Driscoll Foods	$22.08	$25.74	$3.66	Increase	Case
Driscoll Foods	$19.04	$18.78	-$0.26	Decrease	Case
Driscoll Foods	$22.38	$19.88	-$2.50	Decrease	Case
Driscoll Foods	$14.01	$17.49	$3.48	Increase	Case
Jerusalem Distribution Inc.	$14.01	$17.46	$3.45	Increase	Case
Jerusalem Distribution Inc.	$61.20	$55.49	-$5.71	Decrease	Case
Jerusalem Distribution Inc.	$61.20	$55.49	-$5.71	Decrease	Case
Jerusalem Distribution Inc.	$33.74	$33.49	-$0.25	Decrease	Case
Jerusalem Distribution Inc.	$0.29	$11.94	$11.66	Increase	Case
BIG SPOON LLC	$93.23	$88.00	-$5.23	Decrease	Case
BIG SPOON LLC	$93.23	$88.00	-$5.23	Decrease	Case
BIG SPOON LLC	$93.23	$88.00	-$5.23	Decrease	Case

BIG SPOON LLC	$86.88	$82.00	-$4.88	Decrease	Case
Thurston Foods Inc.	$34.91	$31.52	-$3.39	Decrease	Case
Thurston Foods Inc.	$14.01	$24.91	$10.90	Increase	Case
Thurston Foods Inc.	$1.48	$55.30	$53.82	Increase	Case
Thurston Foods Inc.	$27.01	$26.97	-$0.04	Decrease	Case
Thurston Foods Inc.	$27.01	$26.97	-$0.04	Decrease	Case
Thurston Foods Inc.	$85.08	$89.61	$4.53	Increase	Case
Thurston Foods Inc.	$46.46	$2.88	-$43.58	Decrease	Case
Thurston Foods Inc.	$34.91	$31.52	-$3.39	Decrease	Case
Thurston Foods Inc.	$18.58	$22.29	$3.71	Increase	Case
Thurston Foods Inc.	$53.74	$62.86	$9.12	Increase	Case
Thurston Foods Inc.	$53.74	$62.86	$9.12	Increase	Case
Thurston Foods Inc.	$25.09	$42.38	$17.29	Increase	Case

Thurston Foods Inc.	$24.14	$20.05	-$4.09	Decrease	Case
Thurston Foods Inc.	$19.13	$19.87	$0.74	Increase	Case
Thurston Foods Inc.	$19.13	$19.87	$0.74	Increase	Case
Thurston Foods Inc.	$27.32	$47.15	$19.83	Increase	Case
Thurston Foods Inc.	$72.57	$60.29	-$12.28	Decrease	Case
Thurston Foods Inc.	$22.98	$22.67	-$0.31	Decrease	Case
Thurston Foods Inc.	$8.74	$11.94	$3.20	Increase	Case
Thurston Foods Inc.	$10.11	$11.31	$1.20	Increase	Case
Thurston Foods Inc.	$1.45	$4.85	$3.40	Increase	Case
Thurston Foods Inc.	$31.50	$45.06	$13.56	Increase	Case
Thurston Foods Inc.	$31.50	$28.65	-$2.85	Decrease	Case
Thurston Foods Inc.	$34.06	$29.84	-$4.22	Decrease	Case
Thurston Foods Inc.	$8.74	$37.28	$28.54	Increase	Case

Thurston Foods Inc.	$20.54	$16.88	-$3.66	Decrease	Case
Thurston Foods Inc.	$39.88	$44.01	$4.13	Increase	Case
Thurston Foods Inc.	$39.74	$39.71	-$0.03	Decrease	Case
Thurston Foods Inc.	$27.15	$28.07	$0.92	Increase	Case
Thurston Foods Inc.	$1.48	$109.80	$108.32	Increase	Case
Tyson Prepared Foods	$1.03	$78.10	$77.07	Increase	Case
Tyson Prepared Foods	$1.69	$56.41	$54.72	Increase	Case
Albie's Food Products, LLC	$47.87	$46.56	-$1.31	Decrease	Case
Driscoll Foods	$3.37	$4.57	$1.20	Increase	Case
Driscoll Foods	$3.37	$4.57	$1.20	Increase	Case
Driscoll Foods	$0.60	$4.41	$3.81	Increase	Case
Driscoll Foods	$0.98	$90.78	$89.80	Increase	Case
Driscoll Foods	$69.83	$67.49	-$2.34	Decrease	Case

Driscoll Foods	$69.99	$67.49	-$2.50	Decrease	Case
Driscoll Foods	$73.87	$44.94	-$28.93	Decrease	Case
Driscoll Foods	$73.87	$40.14	-$33.73	Decrease	Case
Driscoll Foods	$1.33	$9.19	$7.86	Increase	Case
Rich Chicks, LLC	$1.03	$128.25	$127.22	Increase	Case
Rich Chicks, LLC	$1.03	$128.25	$127.22	Increase	Case
Rich Chicks, LLC	$1.03	$128.25	$127.22	Increase	Case
Tyson Prepared Foods	$0.55	$89.54	$88.99	Increase	Case
Tyson Prepared Foods	$0.42	$25.40	$24.98	Increase	Case
Tyson Prepared Foods	$0.42	$94.33	$93.91	Increase	Case
Tyson Prepared Foods	$0.90	$87.51	$86.61	Increase	Case
Tyson Prepared Foods	$85.08	$35.00	-$50.08	Decrease	Case
Tyson Prepared Foods	$0.86	$126.56	$125.70	Increase	Case

Thurston Foods Inc.	$73.54	$76.02	$2.48	Increase	Case
Thurston Foods Inc.	$47.87	$48.59	$0.72	Increase	Case
Thurston Foods Inc.	$0.30	$81.74	$81.44	Increase	Case
Thurston Foods Inc.	$0.80	$81.74	$80.94	Increase	Case
Thurston Foods Inc.	$81.59	$47.94	-$33.65	Decrease	Case
Thurston Foods Inc.	$81.59	$47.94	-$33.65	Decrease	Case
Thurston Foods Inc.	$81.59	$47.94	-$33.65	Decrease	Case
Thurston Foods Inc.	$0.60	$44.24	$43.64	Increase	Case
Thurston Foods Inc.	$28.16	$28.16	$0.00	No change	Case
Thurston Foods Inc.	$95.64	$137.77	$42.13	Increase	Case
Thurston Foods Inc.	$0.43	$137.77	$137.34	Increase	Case
Thurston Foods Inc.	$69.99	$69.99	$0.00	Review match — No change	Case
Thurston Foods Inc.	$1.45	$5.89	$4.44	Increase	Case

Thurston Foods Inc.	$73.54	$76.02	$2.48	Increase	Case
Thurston Foods Inc.	$0.30	$81.74	$81.44	Increase	Case
Thurston Foods Inc.	$260.26	$288.99	$28.73	Increase	Case
Thurston Foods Inc.	$83.88	$76.54	-$7.34	Decrease	Case
Thurston Foods Inc.	$73.54	$92.07	$18.53	Increase	Case
Thurston Foods Inc.	$1.33	$8.79	$7.46	Increase	Case
Thurston Foods Inc.	$0.60	$44.24	$43.64	Increase	Case
Thurston Foods Inc.	$106.19	$93.59	-$12.60	Decrease	Case
Thurston Foods Inc.	$1.69	$59.57	$57.88	Increase	Case
Thurston Foods Inc.	$1.69	$59.57	$57.88	Increase	Case
Thurston Foods Inc.	$260.26	$1.68	-$258.58	Decrease	Case
Thurston Foods Inc.	$0.79	$88.94	$88.15	Increase	Case
Thurston Foods Inc.	$73.54	$76.02	$2.48	Increase	Case

Thurston Foods Inc.	$81.59	$47.94	-$33.65	Decrease	Case
Tabatchnick Fine Foods, Inc.	$44.19	$66.34	$22.15	Increase	Case
Thurston Foods Inc.	$40.74	$45.77	$5.03	Increase	Case
Thurston Foods Inc.	$3.05	$49.53	$46.48	Increase	Case
Thurston Foods Inc.	$4.15	$61.16	$57.01	Increase	Case
Thurston Foods Inc.	$3.05	$61.16	$58.11	Increase	Case
Thurston Foods Inc.	$1.64	$28.91	$27.27	Increase	Case
Thurston Foods Inc.	$34.19	$66.32	$32.13	Increase	Case
Thurston Foods Inc.	$59.32	$61.41	$2.09	Increase	Case
Thurston Foods Inc.	$46.46	$46.64	$0.18	Increase	Case
Thurston Foods Inc.	$2.99	$61.41	$58.42	Increase	Case
Thurston Foods Inc.	$34.19	$61.41	$27.22	Increase	Case
Thurston Foods Inc.	$3.75	$30.45	$26.70	Increase	Case

Thurston Foods Inc.	$3.75	$30.45	$26.70	Increase	Case
Thurston Foods Inc.	$3.05	$59.60	$56.55	Increase	Case
Thurston Foods Inc.	$3.05	$44.93	$41.88	Increase	Case
Thurston Foods Inc.	$40.74	$41.93	$1.19	Increase	Case
Thurston Foods Inc.	$59.32	$45.77	-$13.55	Decrease	Case
Thurston Foods Inc.	$44.19	$45.77	$1.58	Increase	Case
Thurston Foods Inc.	$49.74	$45.77	-$3.97	Decrease	Case
Thurston Foods Inc.	$58.24	$74.37	$16.13	Increase	Case
Thurston Foods Inc.	$3.05	$59.60	$56.55	Increase	Case
Thurston Foods Inc.	$3.19	$3.85	$0.66	Increase	Case
Thurston Foods Inc.	$5.97	$64.86	$58.89	Increase	Case
Thurston Foods Inc.	$2.00	$40.48	$38.48	Increase	Case
Thurston Foods Inc.	$0.55	$13.63	$13.08	Increase	Case

Thurston Foods Inc.	$59.84	$61.41	$1.57	Increase	Case
Thurston Foods Inc.	$58.24	$55.06	-$3.18	Decrease	Case
Thurston Foods Inc.	$40.74	$75.78	$35.04	Increase	Case
Thurston Foods Inc.	$59.22	$63.30	$4.08	Increase	Case
Thurston Foods Inc.	$39.18	$40.41	$1.23	Increase	Case
Thurston Foods Inc.	$46.46	$46.54	$0.08	Increase	Case
Thurston Foods Inc.	$40.74	$49.53	$8.79	Increase	Case
Thurston Foods Inc.	$39.69	$46.81	$7.12	Increase	Case
Thurston Foods Inc.	$3.04	$9.17	$6.13	Increase	Case
Thurston Foods Inc.	$3.02	$63.98	$60.96	Increase	Case
Thurston Foods Inc.	$58.74	$18.68	-$40.06	Decrease	Case
Thurston Foods Inc.	$0.22	$19.45	$19.23	Increase	Case
Thurston Foods Inc.	$3.02	$47.02	$44.00	Increase	Case

Thurston Foods Inc.	$39.18	$41.93	$2.75	Increase	Case
Thurston Foods Inc.	$3.04	$9.17	$6.13	Increase	Case
Thurston Foods Inc.	$49.53	$64.02	$14.49	Increase	Case
Thurston Foods Inc.	$58.74	$9.17	-$49.57	Decrease	Case
Thurston Foods Inc.	$49.53	$55.10	$5.57	Increase	Case
Thurston Foods Inc.	$68.16	$75.78	$7.62	Increase	Case
Thurston Foods Inc.	$58.74	$9.17	-$49.57	Decrease	Case
Thurston Foods Inc.	$39.18	$41.93	$2.75	Increase	Case
Thurston Foods Inc.	$40.74	$45.77	$5.03	Increase	Case
Wade's Dairy	$0.15	$2.79	$2.64	Increase	Case
Wade's Dairy	$1.64	$10.55	$8.91	Increase	Case
Wade's Dairy	$3.14	$3.10	-$0.04	Decrease	Case
Wade's Dairy	$3.14	$3.10	-$0.04	Decrease	Case

Wade's Dairy	$3.82	$0.26	-$3.56	Decrease	Case
Wade's Dairy	$3.82	$3.99	$0.17	Increase	Case
Wade's Dairy	$0.55	8.7999999999999995E-2	-$0.46	Decrease	Case
Wade's Dairy	$0.28	$0.28	-1.5E-3	Decrease	Case
Wade's Dairy	$0.26	$0.27	1.0200000000000001E-2	Increase	Case
Wade's Dairy	$3.14	$3.05	-$0.09	Decrease	Case
Wade's Dairy	$3.04	$0.68	-$2.36	Decrease	Case
Wade's Dairy	$58.74	7.4999999999999997E-2	-$58.67	Decrease	Case
Wade's Dairy	$3.69	$2.95	-$0.74	Decrease	Case
Wade's Dairy	$1.97	$9.20	$7.23	Increase	Case
Wade's Dairy	$3.71	$3.99	$0.28	Increase	Case
Wade's Dairy	$4.31	$3.99	-$0.32	Decrease	Case
Albie's Food Products, LLC	$1.10	$44.00	$42.90	Increase	Case

Driscoll Foods	$0.29	$33.92	$33.63	Increase	Case
Driscoll Foods	$0.26	$33.92	$33.66	Increase	Case
Driscoll Foods	$22.80	$74.37	$51.57	Increase	Case
Driscoll Foods	$18.49	$76.19	$57.70	Increase	Case
Driscoll Foods	$43.99	$47.19	$3.20	Increase	Case
Driscoll Foods	$45.74	$47.01	$1.27	Increase	Case
Driscoll Foods	$43.99	$47.79	$3.80	Increase	Case
Driscoll Foods	$45.74	$47.14	$1.40	Increase	Case
Driscoll Foods	$57.50	$75.97	$18.47	Increase	Case
Driscoll Foods	$73.19	$74.07	$0.88	Increase	Case
Driscoll Foods	$73.94	$75.97	$2.03	Increase	Case
Driscoll Foods	$42.94	$67.19	$24.25	Review: name and price candidate	Case
Driscoll Foods	$0.35	$0.26	-9.470000000000006E-2	Decrease	Case

Driscoll Foods	$99.78	$111.74	$11.96	Increase	Case
Driscoll Foods	$99.42	$67.49	-$31.93	Decrease	Case
Driscoll Foods	$101.74	$3.80	-$97.94	Decrease	Case
Driscoll Foods	$35.52	$44.16	$8.64	Increase	Case
Driscoll Foods	$46.83	$49.98	$3.15	Increase	Case
Driscoll Foods	$43.00	$51.14	$8.14	Increase	Case
Driscoll Foods	$18.84	$79.14	$60.30	Increase	Case
Driscoll Foods	$13.94	$79.14	$65.20	Increase	Case
Driscoll Foods	$65.04	$76.50	$11.46	Increase	Case
Driscoll Foods	$35.19	$33.72	-$1.47	Decrease	Case
Driscoll Foods	$35.19	$33.72	-$1.47	Decrease	Case
Driscoll Foods	$36.51	$34.78	-$1.73	Decrease	Case
Driscoll Foods	$36.51	$34.78	-$1.73	Decrease	Case

Driscoll Foods	$0.22	$30.01	$29.79	Increase	Case
Driscoll Foods	$22.95	$37.49	$14.54	Increase	Case
Driscoll Foods	$58.29	$39.77	-$18.52	Decrease	Case
Bake Crafters	$0.22	$46.61	$46.39	Increase	Case
Bake Crafters	$73.94	$63.43	-$10.51	Decrease	Case
Bake Crafters	$0.26	$34.56	$34.30	Increase	Case
Bake Crafters	$99.78	$98.86	-$0.92	Decrease	Case
Bake Crafters	$0.25	$61.27	$61.02	Increase	Case
Bake Crafters	$49.83	$64.47	$14.64	Increase	Case
Bake Crafters	$73.94	$48.43	-$25.51	Decrease	Case
Thurston Foods Inc.	$59.48	$50.23	-$9.25	Decrease	Case
Thurston Foods Inc.	$59.48	$50.23	-$9.25	Decrease	Case
Thurston Foods Inc.	$41.70	$43.14	$1.44	Increase	Case

Thurston Foods Inc.	$0.34	$22.41	$22.07	Increase	Case
Thurston Foods Inc.	$101.74	$102.58	$0.84	Increase	Case
Thurston Foods Inc.	$101.94	$102.58	$0.64	Increase	Case
Thurston Foods Inc.	$48.47	$67.02	$18.55	Increase	Case
Thurston Foods Inc.	$73.54	$111.69	$38.15	Increase	Case
Thurston Foods Inc.	$37.42	$38.99	$1.57	Increase	Case
Thurston Foods Inc.	$86.98	$90.91	$3.93	Increase	Case
Thurston Foods Inc.	$42.94	$46.57	$3.63	Increase	Case
Thurston Foods Inc.	$48.77	$51.11	$2.34	Increase	Case
Thurston Foods Inc.	$72.46	$80.88	$8.42	Increase	Case
Thurston Foods Inc.	$83.34	$85.59	$2.25	Increase	Case
Thurston Foods Inc.	$83.42	$85.59	$2.17	Increase	Case
Thurston Foods Inc.	$82.49	$85.57	$3.08	Increase	Case

Thurston Foods Inc.	$80.87	$83.64	$2.77	Increase	Case
Thurston Foods Inc.	$94.07	$85.59	-$8.48	Decrease	Case
Thurston Foods Inc.	$83.34	$96.57	$13.23	Increase	Case
Thurston Foods Inc.	$0.94	$73.87	$72.93	Increase	Case
Thurston Foods Inc.	$0.40	$31.75	$31.35	Increase	Case
Thurston Foods Inc.	$48.36	$56.97	$8.61	Increase	Case
Global Food Sol.	$91.48	$85.44	-$6.04	Decrease	Case
CHAVES	$21.45	$45.00	$23.55	Increase	CASE
CHAVES	$62.89	$45.00	-$17.89	Decrease	CASE
CHAVES	$27.19	$45.00	$17.81	Increase	CASE
Cream-O-Land Dairies, LLC	$0.22	$18.65	$18.43	Increase	Case
Cream-O-Land Dairies, LLC	$3.82	$0.31	-$3.51	Decrease	Case
Cream-O-Land Dairies, LLC	$0.26	$0.31	5.170000000000003E-2	Increase	Case

Cream-O-Land Dairies, LLC	$0.26	$0.31	4.65E-2	Increase	Case
Cream-O-Land Dairies, LLC	$19.85	$1.92	-$17.93	Decrease	Case
Cream-O-Land Dairies, LLC	$3.58	$3.43	-$0.15	Decrease	Case
Cream-O-Land Dairies, LLC	$0.77	$0.82	$0.05	Increase	Case
Cream-O-Land Dairies, LLC	$3.71	$1.85	-$1.86	Decrease	Case
Cream-O-Land Dairies, LLC	$1.65	$1.50	-$0.15	Decrease	Case
Dispose N Save	$9.34	$11.34	$2.00	Increase	case
Dispose N Save	$12.88	$17.72	$4.84	Review: name and price candidate	CS
Dispose N Save	$29.84	$29.84	$0.00	Review paper match — No change	CASE
Unipak Corp.	$16.84	$20.68	$3.84	Increase	CS
Unipak Corp.	$16.84	$23.82	$6.98	Increase	CASE
Form Plastics Company	$189.02	$189.02	$0.00	Review paper match — No change	CASE
Form Plastics Company	$175.87	$230.20	$54.33	Increase	CASE

Form Plastics Company	$276.93	$276.93	$0.00	Review paper match — No change	case
Form Plastics Company	$273.01	$266.55	-$6.46	Decrease	case
Form Plastics Company	$154.54	$154.54	$0.00	Review paper match — No change	case
Form Plastics Company	$305.38	$305.38	$0.00	Review paper match — No change	case
Form Plastics Company	$305.38	$305.38	$0.00	Review paper match — No change	CASE
Form Plastics Company	$240.58	$240.58	$0.00	Review paper match — No change	case
Imperial Bag & Paper CO.,LLC	$21.22	$112.14	$90.92	Increase	case
Imperial Bag & Paper CO.,LLC	$73.50	$73.50	$0.00	Review paper match — No change	case
Imperial Bag & Paper CO.,LLC	$10.00	$16.49	$6.49	Increase	case
Imperial Bag & Paper CO.,LLC	$32.95	$24.67	-$8.28	Decrease	case
Imperial Bag & Paper CO.,LLC	$8.50	$8.30	-$0.20	Decrease	case
Imperial Bag & Paper CO.,LLC	$11.25	$12.65	$1.40	Increase	case
Imperial Bag & Paper CO.,LLC	$168.00	$149.10	-$18.90	Decrease	case

Imperial Bag & Paper CO.,LLC	$305.38	$163.63	-$141.75	Decrease	case
Imperial Bag & Paper CO.,LLC	$7.95	$8.93	$0.98	Review: name and price candidate	CS
Imperial Bag & Paper CO.,LLC	$19.41	$19.97	$0.56	Increase	CS
Imperial Bag & Paper CO.,LLC	$36.50	$42.14	$5.64	Increase	CS
Imperial Bag & Paper CO.,LLC	$6.82	$3.46	-$3.36	Decrease	CASE
Imperial Bag & Paper CO.,LLC	$52.85	$125.91	$73.06	Increase	CASE
Imperial Bag & Paper CO.,LLC	$66.00	$62.94	-$3.06	Decrease	CASE
Imperial Bag & Paper CO.,LLC	$43.95	$44.49	$0.54	Increase	CASE
Imperial Bag & Paper CO.,LLC	$33.18	$38.70	$5.52	Increase	CASE
Imperial Bag & Paper CO.,LLC	$13.50	$0.01	-$13.49	Decrease	CASE
Imperial Bag & Paper CO.,LLC	$58.14	$99.52	$41.38	Increase	CASE
Imperial Bag & Paper CO.,LLC	$69.95	$79.29	$9.34	Increase	CASE
Imperial Bag & Paper CO.,LLC	$76.40	$76.48	$0.08	Increase	CASE

Imperial Bag & Paper CO.,LLC	$25.47	$13.76	-$11.71	Decrease	CASE
Imperial Bag & Paper CO.,LLC	$43.95	$44.49	$0.54	Increase	CASE
Imperial Bag & Paper CO.,LLC	$34.00	$40.59	$6.59	Increase	CASE
Imperial Bag & Paper CO.,LLC	$43.95	$44.49	$0.54	Increase	case
Imperial Bag & Paper CO.,LLC	$44.00	$58.10	$14.10	Increase	CASE
Imperial Bag & Paper CO.,LLC	$39.95	$51.21	$11.26	Increase	CASE
Imperial Bag & Paper CO.,LLC	$68.75	$53.96	-$14.79	Decrease	CASE
Imperial Bag & Paper CO.,LLC	$40.93	$47.79	$6.86	Increase	CASE
Imperial Bag & Paper CO.,LLC	$33.18	$41.68	$8.50	Increase	CASE
Imperial Bag & Paper CO.,LLC	$44.00	$64.21	$20.21	Increase	case
Imperial Bag & Paper CO.,LLC	$52.85	$41.77	-$11.08	Decrease	CASE
Imperial Bag & Paper CO.,LLC	$14.95	$87.26	$72.31	Increase	CASE
Imperial Bag & Paper CO.,LLC	$15.95	$14.50	-$1.45	Decrease	CASE

Jerusalem Distribution Inc.	$64.34	$58.77	-$5.57	Decrease	case
Jerusalem Distribution Inc.	$21.41	$34.54	$13.13	Increase	case
Jerusalem Distribution Inc.	$10.05	$16.78	$6.73	Increase	case
Jerusalem Distribution Inc.	$38.95	$43.87	$4.92	Increase	case
Jerusalem Distribution Inc.	$69.95	$62.49	-$7.46	Decrease	CASE
Jerusalem Distribution Inc.	$46.95	$46.87	-$0.08	Decrease	CASE
Jerusalem Distribution Inc.	$44.00	$42.80	-$1.20	Decrease	CASE
Jerusalem Distribution Inc.	$39.95	$47.90	$7.95	Increase	CASE
Jerusalem Distribution Inc.	$68.75	$51.80	-$16.95	Decrease	CASE
Jerusalem Distribution Inc.	$40.93	$49.93	$9.00	Increase	CASE
Jerusalem Distribution Inc.	$33.18	$38.76	$5.58	Increase	CASE
NUOVO PACKAGING	$195.00	$240.00	$45.00	Increase	case
NUOVO PACKAGING	$225.00	$260.00	$35.00	Increase	case

NUOVO PACKAGING	$345.00	$345.00	$0.00	Review paper match — No change	case
NUOVO PACKAGING	$354.08	$345.00	-$9.08	Decrease	case
NUOVO PACKAGING	$345.00	$345.00	$0.00	Review paper match — No change	case
Plastic Connections	$345.00	$79.16	-$265.84	Decrease	case
Plastic Connections	$354.08	$72.91	-$281.17	Decrease	case
Plastic Connections	$345.00	$187.62	-$157.38	Decrease	case
Sam Tell and Son Inc	$21.41	$18.44	-$2.97	Decrease	case
Sam Tell and Son Inc	$31.82	$25.31	-$6.51	Decrease	CS
Sam Tell and Son Inc	$53.98	$58.00	$4.02	Increase	CS
Sam Tell and Son Inc	$12.49	$4.06	-$8.43	Decrease	CASE
Unipak Corp.	$16.84	$15.72	-$1.12	Decrease	case
Unipak Corp.	$16.84	$14.84	-$2.00	Decrease	CS
Unipak Corp.	$16.84	$17.88	$1.04	Increase	CASE

WB MASON	$19.38	$18.19	-$1.19	Decrease	CASE
WB MASON	$44.26	$43.22	-$1.04	Decrease	Case
WB MASON	$20.57	$20.89	$0.32	Increase	case
WB MASON	$20.57	$20.89	$0.32	Increase	case
WB MASON	$44.26	$43.22	-$1.04	Decrease	case
WB MASON	$34.95	$35.71	$0.76	Increase	case
WB MASON	$13.79	$10.16	-$3.63	Decrease	case
WB MASON	$47.43	$42.15	-$5.28	Decrease	case
WB Mason	$5.39	$6.17	$0.78	Increase	case
WB Mason	$30.46	$31.20	$0.74	Increase	case
WB Mason	$5.39	$6.16	$0.77	Increase	case
WB Mason	$13.95	$12.29	-$1.66	Decrease	case
WB Mason	$13.95	$12.16	-$1.79	Decrease	case

WB Mason	$26.14	$28.10	$1.96	Increase	case
WB Mason	$6.41	$6.50	$0.09	Increase	case
WB Mason	$38.95	$41.86	$2.91	Increase	case
WB Mason	$18.95	$18.12	-$0.83	Decrease	case
WB Mason	$5.55	$4.19	-$1.36	Decrease	case
WB Mason	$58.95	$53.00	-$5.95	Decrease	case
WB Mason	$15.49	$15.51	$0.02	Increase	case
WB Mason	$5.07	$5.73	$0.66	Increase	case
WB Mason	$8.95	$1.56	-$7.39	Decrease	case
WB Mason	$45.28	$26.73	-$18.55	Decrease	case
WB Mason	$33.61	$31.23	-$2.38	Decrease	case
WB Mason	$38.95	$41.86	$2.91	Increase	case
WB Mason	$11.60	$11.32	-$0.28	Decrease	case

WB Mason	$8.58	$8.89	$0.31	Increase	case
WB Mason	$12.07	$12.48	$0.41	Increase	case
WB Mason	$11.99	$14.08	$2.09	Increase	CS
WB Mason	$17.20	$18.76	$1.56	Increase	CS
WB Mason	$19.38	$21.37	$1.99	Increase	CS
WB Mason	$5.23	$10.89	$5.66	Increase	CS
WB Mason	$23.07	$1.91	-$21.16	Decrease	CASE
WB Mason	$26.53	$2.32	-$24.21	Decrease	CASE
WB Mason	$9.00	$4.51	-$4.49	Decrease	CASE
WB Mason	$23.11	$21.37	-$1.74	Review: name and price candidate	CASE
WB Mason	$20.46	$17.56	-$2.90	Decrease	CASE
WB Mason	$14.75	$15.44	$0.69	Increase	CASE
WB Mason	$4.33	$4.58	$0.25	Increase	CASE

WB Mason	$3.87	$4.29	$0.42	Increase	CASE
WB Mason	$33.61	$31.23	-$2.38	Decrease	CASE
WB Mason	$17.70	$18.00	$0.30	Increase	CASE
WB Mason	$17.70	$18.00	$0.30	Increase	CASE
WB Mason	$17.70	$18.00	$0.30	Increase	CASE
WB Mason	$17.70	$18.00	$0.30	Increase	CASE
WB Mason	$16.95	$22.93	$5.98	Increase	CASE
WB Mason	$23.95	$45.90	$21.95	Increase	CASE
WB Mason	$20.46	$17.56	-$2.90	Decrease	CASE
TYSON	$0.77	$54.59	$53.82	Increase	CASE
TYSON	$0.43	$52.90	$52.47	Increase	CASE
TYSON	$0.76	$63.87	$63.11	Increase	CASE
TYSON	$1.48	$92.40	$90.92	Increase	CASE

RICH CHICKS	$0.79	$52.60	$51.81	Increase	CASE
RICH CHICKS	$1.03	$66.60	$65.57	Increase	CASE
RICH CHICKS	$0.83	$52.60	$51.77	Increase	CASE
HORMEL	$132.61	$88.47	-$44.14	Decrease	CASE
Hormel	$81.59	$30.28	-$51.31	Decrease	Case
BROOKWOOD FARMS	$35.60	$34.00	-$1.60	Decrease	Case
BROOKWOOD FARMS	$85.08	$86.40	$1.32	Increase	CASE
PILGRIM	$1.48	$0.26	-$1.22	Decrease	CASE
PILGRIM	$0.73	$0.23	-$0.50	Decrease	CASE
PILGRIM	$0.43	$0.19	-$0.24	Decrease	CASE
PILGRIM	$0.95	$0.22	-$0.73	Decrease	CASE
PILGRIM	$89.33	$0.42	-$88.91	Decrease	CASE
PILGRIM	$0.77	$0.23	-$0.54	Decrease	CASE

PILGRIM	$0.98	$0.61	-$0.38	Decrease	CASE
Thurston Foods Inc.	$55.22	$55.73	$0.51	Increase	Case
Thurston Foods Inc.	$56.31	$56.85	$0.54	Increase	Case
Thurston Foods Inc.	$33.93	$55.73	$21.80	Increase	Case
Thurston Foods Inc.	$25.98	$33.99	$8.01	Increase	Case
Thurston Foods Inc.	$26.53	$28.28	$1.75	Increase	Case
Thurston Foods Inc.	$26.53	$28.28	$1.75	Increase	Case
Thurston Foods Inc.	$26.74	$22.10	-$4.64	Decrease	Case
Thurston Foods Inc.	$38.62	$25.63	-$12.99	Decrease	Case
Thurston Foods Inc.	$38.62	$37.12	-$1.50	Review: name and price candidate	Case
Thurston Foods Inc.	$48.36	$29.12	-$19.24	Decrease	Case
Thurston Foods Inc.	$25.98	$26.53	$0.55	Increase	Case
Thurston Foods Inc.	$26.59	$26.53	-$0.06	Decrease	Case

Thurston Foods Inc.	$25.98	$35.57	$9.59	Increase	Case
Driscoll Foods	$25.98	$28.01	$2.03	Increase	Case
Driscoll Foods	$55.22	$65.95	$10.73	Increase	Case
Driscoll Foods	$48.36	$63.14	$14.78	Increase	Case
Driscoll Foods	$48.36	$63.14	$14.78	Increase	Case
Driscoll Foods	$26.74	$28.80	$2.06	Increase	Case
Driscoll Foods	$25.98	$30.00	$4.02	Increase	Case
Driscoll Foods	$26.59	$28.80	$2.21	Increase	Case
Driscoll Foods	$24.49	$69.00	$44.51	Increase	Case
Driscoll Foods	$38.62	$39.52	$0.90	Increase	Case
Driscoll Foods	$26.74	$39.14	$12.40	Increase	Case
Driscoll Foods	$38.62	$40.56	$1.94	Increase	Case
Driscoll Foods	$39.10	$22.18	-$16.92	Decrease	Case

Driscoll Foods	$38.62	$39.04	$0.42	Increase	Case
Driscoll Foods	$26.74	$27.98	$1.24	Increase	Case
Driscoll Foods	$36.14	$35.74	-$0.40	Decrease	Case
Driscoll Foods	$26.53	$40.56	$14.03	Increase	Case
Driscoll Foods	$26.74	$27.98	$1.24	Increase	Case
Driscoll Foods	$26.74	$28.08	$1.34	Increase	Case
Driscoll Foods	$38.62	$39.19	$0.57	Increase	Case
Driscoll Foods	$38.62	$39.04	$0.42	Increase	Case
Driscoll Foods	$26.74	$23.44	-$3.30	Decrease	Case

26-27 Category / Sheet

Plain Category	Total	Matched	Price Incr	Price Decr	Unmatched
Breakfast	203	29	16	13	174
Cheese	35	28	15	13	7
Condiments	243	212	85	127	31
Frozen	9	7	4	3	2
Fruit & Vegetables	100	80	46	34	20
Grocery	239	119	76	41	120
Meat & Fish	57	46	31	13	11
Milk & Dairy	80	63	46	15	17
Miscellaneous	107	59	45	13	48
Other	61	13	4	7	48
Paper & Chemicals	189	120	63	47	69
Poultry	27	18	8	10	9
Snacks	84	34	26	8	50

City of Bridgeport, Connecticut

THOMAS E. CARROLL NUTRITION CENTER

BOARD OF EDUCATION—FOOD AND NUTRITION SERVICES

113 Federal Street, Bridgeport, Connecticut 06606-5225 ♦ Telephone 203 275-1200 & 203 275-1201

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JERUSALEM DISTRIBUTION

EMAIL: MERYL@METROSTARNY.COM

BNB052266 GROCERY/CONDIMENT ITEMS

Line Item	Description	UOM	Vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
234	DRESSING BALSAMIC VIN LITE	Case	Jerusalem Distribution Inc.	$22.36	60	G1641	KE1027B3	Domino 100464
264	Tomato Paste	Case	Jerusalem Distribution Inc.	$43.49	6	X302	520632	Emerald
283	Tomato paste	Case	Jerusalem Distribution Inc.	$43.49	6	G1321	38835	Emerald
304	DRESSING HONEY MUST. DISP. POU	Case	Jerusalem Distribution Inc.	$21.60	60	G1302	1001300098	HEINZ
314	DRESSING CAESAR LITE CREAMY	Case	Jerusalem Distribution Inc.	$20.50	60	G1605	17761	KENS
315	DRESSING CAESAR PC	Case	Jerusalem Distribution Inc.	$23.12	60	G1606	KE0827A5	KENS
322	Dressing, Ranch, Lite -Pouch	Case	Jerusalem Distribution Inc.	$26.40	100	G1597	KE0708A5	Ken's
334	DRESSING BLUE CHEESE DELUX	Case	Jerusalem Distribution Inc.	$70.29	4	G1604	KE0813B3	Ken's
338	Balsamic Vinegarette	Case	Jerusalem Distribution Inc.	$22.29	60	G1673	KE506OB3	Ken's
339	Bleu Cheese	Case	Jerusalem Distribution Inc.	$53.94	4	G1042	KE0820	Ken's Foods
343	Creamy Caesar, PC	Case	Jerusalem Distribution Inc.	$23.12	60	G1245	KE0827B3	Ken's Foods
344	RANCH LITE Cups	Case	Jerusalem Distribution Inc.	$21.58	100	G1415	KE0708A1	Ken's Foods
345	Thousand Island -Pouch	Case	Jerusalem Distribution Inc.	21.39	60	G1629	81987	Ken's Foods
346	Balsamic VInaigrette	Case	Jerusalem Distribution Inc.	22.29	60	G1665	17689	Ken's Foods
372	SALT KOSHER	Case	Jerusalem Distribution Inc.	39.78	12	G1467	780390	MORTON
439	Honey	Case	Jerusalem Distribution Inc.	79.64	6	G1043	0	0
443	Boom Boom Sauce	Case	Jerusalem Distribution Inc.	29.83	100	G1096	KE1936A1	KENS
458	French PC	Case	Jerusalem Distribution Inc.	21.49	60	G1204	KE1008B3	KENS
459	Italian Dressing, PC	Case	Jerusalem Distribution Inc.	20.29	60	G1205	KE0020B3	KENS
460	Ranch PC	Case	Jerusalem Distribution Inc.	19.6	60	G1206	KE0789B3	KENS
482	Equal, Sugar Substitute, P.C.	Case	Jerusalem Distribution Inc.	23.95	2000	G1707	0	0
483	Sugar Packets in the Raw	Case	Jerusalem Distribution Inc.	33.49	2000	G1708	0	0

City of Bridgeport, Connecticut

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DRISCOLL FOODS

EMAIL:
MWASSERMAN@DRISCOLLFOODS.COM

BNB052266 GROCERY/CONDIMENT ITEMS

Line Item	Description	UOM	Vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
206	Corn Starch	Case	Driscoll Foods	$37.04	1	X335	2001561	Argo
208	Turmeric	Case	Driscoll Foods	$7.14	1	G1465	932312	Emerald
209	Parsley Flakes 1	Case	Driscoll Foods	$8.48	1	G1284	481218	Emerald
211	Spice/ Garlic Granulated	Case	Driscoll Foods	$5.72	1	X315	101118	MCCORMICK
212	Sauce, Soy Garlic Glaze Sauce,	Case	Driscoll Foods	$59.88	1	G1529	696	Nippon
222	Gravy Turkey #5 Low Sodium	Case	Driscoll Foods	$39.74	1	G1438	748481	Campbell
223	Gravy Chicken #5 Low Sodium	Case	Driscoll Foods	$39.74	1	G1439	615639	Campbell
224	Gravy Brown #5 Low Sodium	Case	Driscoll Foods	$38.59	1	G1440	747370	Campbell
226	ORIENTAL BLEND	Case	Driscoll Foods	$27.49	1	G1374	50146	Chill Ripe
229	SALT SHAKERS ZTF	Case	Driscoll Foods	$27.49	1	G1376	15048	Diamond
230	Spice/ Salt- Kosher	Case	Driscoll Foods	$41.24	1	X33	100751	Diamond
231	SUGAR CONFECTIONARY 10X	Case	Driscoll Foods	$33.74	1	G1340	400639	Domino
232	SUGAR GRANULATED	Case	Driscoll Foods	38.74	1	G1341	400368	Domino
236	Taco Sauce	Case	Driscoll Foods	9.01	1	G1601	415709	DYMA
237	Sauce, Cup,Chicken Dipping	Case	Driscoll Foods	17.98	1	G1644	85837	DYMA
239	ADOBO PLAIN	Case	Driscoll Foods	7.44	1	G1343	3828	Eagle
240	Coriander Ground	Case	Driscoll Foods	4.01	1	X314	481240	Emerald
241	Powder Curry	Case	Driscoll Foods	5.01	1	X309	481242	Emerald
242	Cumin Ground	Case	Driscoll Foods	4.49	1	X336	481263	Emerald
243	Dip Cups, BBQ Sauce	Case	Driscoll Foods	12.09	1	G1593	39709	EMERALD
246	PEPPER BLACK PURE GROUND	Case	Driscoll Foods	6.18	1	G1464	900030248	Emerald
247	Basil Leaves Whole	Case	Driscoll Foods	5.01	1	X311	482512	Emerald
250	Ginger Ground	Case	Driscoll Foods	7.01	1	X317	481210	Emerald

251	Onion Granulated	Case	Driscoll Foods	4.81	1	X318	481214	Emerald
252	Onion Powder	Case	Driscoll Foods	4.71	1	X319	481215	Emerald
253	Oregano Ground	Case	Driscoll Foods	4.39	1	X320	920472	Emerald
254	Oregano Leaves	Case	Driscoll Foods	5.41	1	X322	481212	Emerald
256	Paprika Spanish	Case	Driscoll Foods	5.29	1	X323	481271	Emerald
257	Pepper Black Fine Ground	Case	Driscoll Foods	5.91	1	X326	281226	Emerald
258	Seasoning Cajun	Case	Driscoll Foods	7.14	1	X310	421224	Emerald
261	Seasoning Lemon Pepper	Case	Driscoll Foods	5.94	1	X330	481247	Emerald
265	BASIL LEAVES WHOLE	Case	Driscoll Foods	8.14	1	G1345	1741	Emerald
266	CHILI POWDER	Case	Driscoll Foods	5.19	1	G1346	2841	Emerald
267	CINNAMON GROUND	Case	Driscoll Foods	5.85	1	G1347	3341	Emerald
268	CINNAMON STICKS	Case	Driscoll Foods	5.19	1	G1348	900210226	Emerald
269	CORIANDER GROUND	Case	Driscoll Foods	7.14	1	G1349	3349	Emerald
270	GARLIC GRANULATED	Case	Driscoll Foods	5.34	1	G1350	7841	Emerald
272	Mayonnaise Extra heavy	Case	Driscoll Foods	39.81	1	G1153	898	Emerald
276	OREGANO LEAVES	Case	Driscoll Foods	6.19	1	G1356	12741	Emerald
277	PEPPER BLACK FINE GROUND	Case	Driscoll Foods	5.5	1	G1361	14341	Emerald
278	Relish PC	Case	Driscoll Foods	8.14	1	G1633	71603739	EMERALD
279	SEASONING CAJUN	Case	Driscoll Foods	9.01	1	G1363	900223210	Emerald
284	Seasoning/ Garlic Granulated	Case	Driscoll Foods	5.92	1	G1055	0	Emerald
285	Seasoning/ Parsley Flakes	Case	Driscoll Foods	7.48	1	G1068	101030	Emerald
286	Garlic Powder	Case	Driscoll Foods	5.71	1	X316	421245	Emerald
287	Tumeric Ground	Case	Driscoll Foods	8.14	1	X333	480604	Emerald
288	Garlic Ground	Case	Driscoll Foods	5.71	1	X339	481245	Emerald
289	Dip Cup Sweet & Sour	Case	Driscoll Foods	16.33	1	G1594	67212	Flavor 101591
290	Dressing,French PC	Case	Driscoll Foods	7.44	1	G1598	795477	Flavor Fresh
291	SYRUP PANCAKE PC	Case	Driscoll Foods	9.55	1	G1622	651550	Flavor Fresh
292	Seasoning/ Taco Mix Seasoning	Case	Driscoll Foods	23.19	1	G1180	0	Foothill Farms
294	BASE CHICKEN NO MSG	Case	Driscoll Foods	24.32	1	G1442	616260	Fresh Choice
295	Ketchup, Bulk	Case	Driscoll Foods	33.74	1	G1224	0	Furmano's Foods

296	MUSTARD SPICY BROWN	Case	Driscoll Foods	35.49	1	G1301	6414487140	GULDEN
297	MUSTARD SPICY BROWN PC	Case	Driscoll Foods	15.98	1	G1624	140111	Guldens
298	Condiment, Mayo, PC, Heinz	Case	Driscoll Foods	11.41	1	G1244	0	H.J. Heinz, Co.
299	Honey Mustard Dressing	Case	Driscoll Foods	11.01	1	X192	0	Heinz
306	Jelly/Grape PC	Case	Driscoll Foods	10.01	1	C0098	0	Heinz
310	MAYONNAISE PC	Case	Driscoll Foods	31.41	1	G1617	21126	Hellman's
316	DRESSING HONEY DIJON FFR PC	Case	Driscoll Foods	17.54	1	G1609	KE0600B3	KENS
317	Dressing, Caesar Lite-Pouch	Case	Driscoll Foods	18.74	1	G1596	KE670A5	Kens
318	Boom Boom Sauce PC	Case	Driscoll Foods	27.89	1	G1602	KE1936A1	KENS
320	DRESSING BLUE CHEESE CHUNKY	Case	Driscoll Foods	33.74	1	G1306	600524	Ken's
321	Dip Cup, Ranch	Case	Driscoll Foods	20.19	1	G1595	KE0789A1	Ken's
324	DRESSING BALSAMIC VIN FFR	Case	Driscoll Foods	28.14	100	G1309	KEO905	Ken's
325	DRESSING ITALIAN LITE RDF	Case	Driscoll Foods	11.94	1	G1308	KE0807	Ken's
326	DRESSING RANCH LITE	Case	Driscoll Foods	57.18	1	G1305	KEO708	Ken's
327	Dressing, Italian Lite-Pouch	Case	Driscoll Foods	15.74	1	G1630	KE0801A5	Ken's
328	DRESSING HONEY MUSTARD	Case	Driscoll Foods	64.49	1	G1418	KE0634	Ken's
329	DRESSING CREAMY CAESAR	Case	Driscoll Foods	59.14	1	G1419	KE0827	Ken's
330	DRESSING, Golden Italian, Pouch	Case	Driscoll Foods	17.19	1	G1420	160493	Ken's
331	Boom Boom Sauce Bulk	Case	Driscoll Foods	77.79	1	G1421	KE1936	Ken's
332	MAYONNAISE LIGHT RDC	Case	Driscoll Foods	40.49	1	G1422	KE0892	Ken's
333	DRESSING BLUE CHEESE ,POUCH	Case	Driscoll Foods	22.14	1	G1603	0	Ken's
335	GOLDEN ITALIAN Dressing	Case	Driscoll Foods	40.74	1	G1608	17564	Ken's
336	HONEY MUSTARD POUCH	Case	Driscoll Foods	19.34	1	G1610	0	Ken's
337	RANCH , POUCH	Case	Driscoll Foods	18.87	1	G1636	0	Ken's
340	Italian House	Case	Driscoll Foods	39.14	1	G1044	KE0811	Ken's Foods
341	Red Wine Vinegar	Case	Driscoll Foods	54.19	1	G1045	KE0819	Ken's Foods
347	Peppers, Jalapeno, Sliced	Case	Driscoll Foods	21.5	1	G1382	16814	KRINOS 101365
349	MRS Dash No Salt/Garlic & Herb	Case	Driscoll Foods	17.98	1	G1372	80260325	Lawry
350	MRS Dash No Salt/original	Case	Driscoll Foods	17.82	1	G1373	80260328	Lawry
354	LEMON PEPPER Seasoning	Case	Driscoll Foods	9.08	1	G1365	0	Lawry's

355	TACO MIX Seasoning	Case	Driscoll Foods	25.41	1	G1459	4635518	Lawry's
356	SYRUP PANCAKE PS CUPS	Case	Driscoll Foods	0.1089	100	G1623	791125	Lucky
359	Granulated Onion	Case	Driscoll Foods	5.85	1	G1062	0	Mc Cormick
360	GROUND GINGER	Case	Driscoll Foods	7.49	1	G1263	0	Mc Cormick
361	Oregano Ground,13oz.	Case	Driscoll Foods	5.98	1	G1745	101111	Mc Cormick
362	Chinese 5 Spice	Case	Driscoll Foods	19.78	1	G1466	767720	MCCORMICK
363	GARLIC POWDER	Case	Driscoll Foods	5.95	1	G1463	932662	MCCORMICK
364	Lemon Pepper	Case	Driscoll Foods	7.14	1	G1384	0	MCCORMICK
365	Pepper Black Pure Ground	Case	Driscoll Foods	5.95	1	X338	2232206	Mccormick
366	POWDER CURRY	Case	Driscoll Foods	4.71	1	G1344	900223211	MCCORMICK
367	CUMIN GROUND	Case	Driscoll Foods	4.79	1	G1461	101169	MCCORMICK
368	Signature Seasoning Blend	Case	Driscoll Foods	19.08	1	G1709	481022	MCCORMICK
369	Garlic Granulated 26 oz.	Case	Driscoll Foods	9.31	1	X337	22322234	MCCORMICK
371	MUSTARD DIJON	Case	Driscoll Foods	24.72	1	G1423	708770	Mike Amazing
373	SALT ROUNDS IODIZED	Case	Driscoll Foods	19.08	1	G1375	100011521	MORTON 28880
374	Peppers, Roasted Red	Case	Driscoll Foods	39.78	1	G1383	6730113167	NEMCO 04035
375	PEPPER PACKETS PC	Case	Driscoll Foods	14.1	1	G1627	776210	Nice Blend
376	Orange Sauce, PC, Less Sodium	Case	Driscoll Foods	15.98	1	G1691	364	Nippon
380	Siracha Chili Sauce Packet	Case	Driscoll Foods	22.14	1	X211	0	NIPPON SHOKKEN
383	ADOBO W/O PEPPER LIGHT LRS	Case	Driscoll Foods	9.18	1	G1458	765450	Packer
384	Basil Leaf	Case	Driscoll Foods	5.23	1	G1011	100567	Packer Label
386	Cinnamon Ground	Case	Driscoll Foods	5.74	1	G1036	0	Packer Label
387	Garlic Salt	Case	Driscoll Foods	4.91	1	G1056	0	Packer Label
388	Onion Salt	Case	Driscoll Foods	4.89	1	G1064	0	Packer Label
389	Oregano Leaf	Case	Driscoll Foods	5.14	1	G1065	0	Packer Label
390	Spanish Paprika	Case	Driscoll Foods	5.47	1	G1067	0	Packer Label
391	Black pepper	Case	Driscoll Foods	5.87	1	G1078	0	Packer Label
392	Pepper Cayenne	Case	Driscoll Foods	5.15	1	G1080	0	Packer Label
394	Marinara Dipping Cups 84 ct	Case	Driscoll Foods	32.79	1	G1663	162119	Red Gold Inc.
395	MUSTARD PC	Case	Driscoll Foods	10.19	1	G1638	1001300053	SALAD FRESH

396	Horseradish	Case	Driscoll Foods	47.41	1	G1544	5311	Seaside
397	PARSLEY FLAKES	Case	Driscoll Foods	7.44	1	G1379	0	SPICE MILL
398	SPICE PAPRIKA GROUND	Case	Driscoll Foods	5.98	1	G1377	0	SPICE MILL
399	Parsley Flakes	Case	Driscoll Foods	8.98	1	X324	481325	SPICE MILL
401	PARSLEY FLAKES	Case	Driscoll Foods	10.14	1	G1360	932478	SPICE MILL
403	GARLIC POWDER	Case	Driscoll Foods	5.85	1	G1351	8041	SPICE MILL
418	RELISH SWEET	Case	Driscoll Foods	33.94	1	G1314	2923	United Pickle
421	FLOUR ALL PURPOSE WINGOLD	Case	Driscoll Foods	18.74	1	G1318	5110463	Wingold
422	FLOUR WW WHITE FINE	Case	Driscoll Foods	19.08	1	G1315	5807	Wingold
423	HUMMUS CUP ORIGINAL	Case	Driscoll Foods	67.74	1	G1642	600355	ZeeZee
424	Honey Mustard Dip Cup	Case	Driscoll Foods	18.88	1	G1198	0	0
425	Ranch Low fat Dip Cup	Case	Driscoll Foods	18.14	1	G1200	0	0
427	Sweet & Sour Dip Cup	Case	Driscoll Foods	15.92	1	G1199	0	0
428	Honey Mustard Dip Cup	Case	Driscoll Foods	19.14	1	G1198	0	0
429	BASIL,DRIED	Case	Driscoll Foods	7.04	1	2003	0	0
430	BAY LEAF	Case	Driscoll Foods	8.14	1	2004	0	0
432	Oregano, Dried	Case	Driscoll Foods	9.14	1	2027	0	0
433	PEPPER,RED OR CAYENNE	Case	Driscoll Foods	4.49	1	2031	0	0
435	Salt, Table	Case	Driscoll Foods	22.74	1	2047	0	0
436	Baking Soda	Case	Driscoll Foods	29.74	1	G1008	0	0
437	Baking Powder	Case	Driscoll Foods	1.88	30	G1009	0	0
438	Bay Leaf Whole	Case	Driscoll Foods	10.14	1	G1012	0	0
440	Garlic & Herb	Case	Driscoll Foods	20.74	1	G1054	48766	0
441	Black Pepper Packets	Case	Driscoll Foods	0.005	3000	G1079	0	0
442	Hot Sauce	Case	Driscoll Foods	35.41	1	G1095	25780	0
445	Mexican Seasoning, Salt Free, Lawry's	Case	Driscoll Foods	20.78	1	G1100	0	0
449	Gravy Base	Case	Driscoll Foods	29.74	1	G1111	0	0
451	Salt Granular	Case	Driscoll Foods	20.49	1	G1171	0	0
452	Chili Sauce	Case	Driscoll Foods	27.98	1	G1173	0	0
454	Ranch Low fat Dip Cup	Case	Driscoll Foods	18.14	1	G1200	0	0

455	BBQ Sauce, Dip Cup	Case	Driscoll Foods	12.14	1	G1201	0	0
456	Thousand Island PC	Case	Driscoll Foods	7.59	1	G1202	0	0
459	Italian Dressing, PC	Case	Driscoll Foods	7.14	1	G1205	0	0
460	Ranch PC	Case	Driscoll Foods	8.19	1	G1206	0	0
461	Relish PC	Case	Driscoll Foods	8.71	1	G1210	0	0
462	Tartar Sauce	Case	Driscoll Foods	8.39	1	G1211	0	0
463	Cumin	Case	Driscoll Foods	4.75	1	G1219	0	0
464	Paprika	Case	Driscoll Foods	4.88	1	G1220	0	0
466	Turkey Gravy, Highland Market	Case	Driscoll Foods	42.74	1	G1247	1067624375	0
467	Roasted Beef Gravy, Highland Market	Case	Driscoll Foods	42.74	1	G1248	0	0
468	Seasoning Salt	Case	Driscoll Foods	4.01	1	G1250	0	0
469	Tumeric	Case	Driscoll Foods	8.14	1	G1253	0	0
475	Sriracha Chili Sauce, 1oz. Packet	Case	Driscoll Foods	18.29	1	G1530	746	0
480	Chives Freeze Dried	Case	Driscoll Foods	8.14	1	G1669	0	0
481	Sweet Chili Sauce, PC	Case	Driscoll Foods	18.01	1	G1690	0	0
484	Pancake syrup Gallons	Case	Driscoll Foods	25.74	1	G1721	24510	0
485	Carribean Jerk seasoning	Case	Driscoll Foods	10.74	1	X341	0	0

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Keoma Steele — Director E-mail: Nutrition@bridgeportedu.net

NIPPON SHOKKEN

EMAIL: torrii21423@nipponshokken.com

BNB052266 GROCERY/CONDIMENT

Line Item	Description	UOM	Vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
470	Teriyaki sauce	Case	Nippon Shokken	$46.98	6	G1257	3	Nippon Shokken USA
471	Mango Habanero Sauce	Case	Nippon Shokken	$99.00	6	G1264	546	Nippon Shokken USA
472	Curry Sauce	Case	Nippon Shokken	$84.00	6	G1265	343	Nippon Shokken USA
473	Mango Sauce	Case	Nippon Shokken	$93.00	6	G1266	324	Nippon Shokken USA
476	Sriracha Chili Sauce, 4.5lb. Bottles	Case	Nippon Shokken	$75.00	6	G1531	745	Nippon Shokken USA
477	General Tso'S	Case	Nippon Shokken U.S.A. Inc.	$66.00	6	G1532	8.50022E+11	Nippon Shokken USA
478	Less Sodium Orange Sauce	Case	Nippon Shokken U.S.A. Inc.	$78.00	6	G1550	8.58114E+11	Nippon Shokken USA
479	Sweet Chili Sauce	Case	Nippon Shokken U.S.A. Inc.	$69.00	6	G1618	8.52925E+11	Nippon Shokken USA
377	Soy Garlic Glaze, PC.	Case		$120.00	250	G1692	697	

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THURSTON

EMAIL:
TIM.THURSTON@THURSTONFOODS.COM

BNB052266 CONDIMENT/ GROCERY ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
207	SUGAR LIGHT BROWN	Case		$32.11	1	G1342	400592	Domino
210	DRESSING CREAMY ITALIAN PC	Case		$18.02	$1.00	G1607	17683	KENS
213	Parsley Flakes	Case		$10.96	$1.00	X325	481218	SPICE MILL
214	DRESSING BUTTERMILK RANCH	Case		$45.24	$1.00	G1311	KEO889	ADMIRATION
215	DRESSING CREAMY ITALIAN	Case		$40.01	$1.00	G1313	2	ADMIRATION
216	PICKLE CHIPS KOSHER DILL	Case		$28.07	1	G1549	390402	ADMIRATION
217	DRESSING DELUXE THOUSAND ISL	Case		$41.71	1	G1310	A	ADMIRATION
218	MUSTARD YELLOW	Case		$18.29	1	G1300	10041500081	ADMIRATION
220	PICKLE CHIPS KOSHER DILL	Case		$28.07	1	G1327	2942	B&G Foods, Inc
221	Seasoning Salt Free Mrs. Dash	Case		$47.47	1	G1007	880260328	B&G Foods, Inc
225	SEASONING TACO	Case		$13.72	1	G1378	0	CHEFS 100309
227	SOUR CREAM PC PACKETS	Case		$14.17	1	G1643	421	DAISY
235	SUGAR SUBSTITUTE PACKETS	Case		15.65	1	G1640	SP60242000	Domino 100464
259	Seasoning Italian	Case		3.54	1	X329	481234	Emerald
262	Thyme Ground	Case		3.23	1	X331	482172	Emerald
263	Thyme Leaves	Case		3.23	1	X332	481407	Emerald
273	ONION GRANULATED	Case		6.51	1	G1353	12341	Emerald
274	ONION POWDER	Case		6.51	1	G1354	12541	Emerald
280	SEASONING ITALIAN	Case		3.54	1	G1364	900223216	Emerald
281	THYME GROUND	Case		3.23	1	G1366	3432	Emerald
293	Seasoning/Sloppy Joe	Case		20.89	1	G1101	V416-AN190	Foothill Farms
300	Lite Mayonnaise	Case		17.16	1	X193	653300	Heinz
301	JELLY ASSORTMENT 4 PACK	Case		12.35	1	G1613	1216	Heinz
303	Dip Cup Salsa	Case		32.88	1	G1628	1001300052	HEINZ
305	Ketchup PC	Case		21.63	1	G1631	98480	Heinz
307	Condiment, Mustard, Yellow , PC, Heinz	Case		6.46	1	G1209	21190	Heinz
309	MAYONNAISE LIGHT PC	Case		17.16	1	G1616	6653300	Hellman's
311	Mild Siracha Sauce	Case		27.53	1	G1176	HUYHW7GC50	Huy Fong Foods, Inc.
319	DRESSING RANCH LIGHT POUCH	Case		16.77	1	G1612	20949	KENS
342	Thousand Island Fat Free	Case		18.32	1	G1046	KE1019B3	Ken's Foods
351	SALT SEASONED	Case		4.52	1	G1369	2150000300	Lawry
357	Italian Seasoning	Case		3.54	1	G1746	101037	Mc Cormick
358	Chili Powder	Case		5.71	1	G1035	101027	Mc Cormick
370	MUSTARD DELI	Case		19.98	1	G1414	709850	Mike Amazing
378	Sesame Dressing PC	Case		95.09	1	X191	193	NIPPON SHOKKEN

385	Chili Pepper Crushed	Case		4.76	1	G1034	932684	Packer Label
393	BBQ Sauce	Case		38.11	1	G1172	160768	Red Gold
400	PAPRIKA GROUND XFANCY	Case		5.99	1	G1339	13941	SPICE MILL
416	Splenda P.C., Sugar Substitute	Case		33.02	1	G1706	21328	Splenda
426	Sweet Teriyaki Sauce	Case		60.5	1	G1186	1044	KIKO
431	CUMIN SEED	Case		6.58	1	2014	932682	SPICE
434	THYME,DRIED	Case		3.44	1	2042	562	BADIA
446	granulated Sugar Pks	Case		18.27	1	G1104	401759	DOM
447	Beef Base	Case		18.87	1	G1109	46606	MAJOR
448	Chicken Base	Case		17.43	1	G1110	45206	MAJOR
450	Crushed Red Pepper	Case		4.76	1	G1162	932684	MCCO
453	Pesto Sauce	Case		33.85	1	G1175	11495	CDL
457	Caesar Light PC	Case		20.3	1	G1203	KE808A7	KEN
458	French PC	Case		6.99	1	G1204	FD1202	SALAD
462	Tartar Sauce	Case		16.09	1	G1211	4381000	HEINZ
465	Barbecue sauce	Case		39.73	1	G1233	SR5055	KEN
474	POWDER CURRY	Case		5.38	1	G1362	517	BADIA

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Keoma Steele — Director E-mail: Nutrition@bridgeportedu.net

Classic Delight, LLC.

EMAIL: mlaughman@classicdelight.com

BNB053266 COMMODITY

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
WI	Classic Delight Egg & Cheese Croissant, 60/2.4 oz	Case	Classic Delight, LLC.	$69.81	60	NEW CODE	37623	
WI	Classic Delight Egg & Cheese English Muffin, 60/3.2 oz	Case	Classic Delight, LLC.	$63.01	60	NEW CODE	37621	
WI	Classic Delight Cheese Lasagna Rolls w/CNE Cheese Filling (contains egg), 110/4.15 oz	Case	Classic Delight, LLC.	$70.64	110	NEW CODE	125	
WI	Classic Delight Cheese Lasagna Roll-Up, 110/4.15 oz	Case	Classic Delight, LLC.	$71.90	110	NEW CODE	126	
WI	Classic Delight Medium Square Ravioli w/CNE Cheese Filling (contains egg), 70/4.6 oz	Case	Classic Delight, LLC.	$48.32	$70.00	NEW CODE	145	
WI	Classic Delight Medium Square Cheese Ravioli, 70/4.6 oz	Case	Classic Delight, LLC.	$47.57	40	NEW CODE	425	

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EMISOULIS@GLOBALFOODSOLUTIONS.CO

BNB053266 COMMODITY

Line Item	Description	UOM	Column1	CASE	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
WI	WG Ciabatta Pepperjack Grilled Cheese	Case	Global Food Sol.	$85.44	96.00	B2696		Global
WI	Whole Wheat Ciabatta Bulk	Case	Global Food Sol.	$17.50	48.00	NEW CODE		Global
WI	Pre-Cooked Scrambled Eggs	Case	Global Food Sol.	$49.00	160.00	CD3131	RS3015	Global
WI	Scrambled Egg Whites	Case	Global Food Sol.	$49.00	160.00	CD3132	RS3017	Global
WI	4" Scrambled Egg Patty, 1.5 oz	Case	Global Food Sol.	$35.13	153.00	CD3130	RS3004	Global
WI	Cinnamon Crunchers Cereal Pouch	Case	Global Food Sol.	$33.00	100.00	DG77	RS5844	Global
WI	Cocoa Crunchers Cereal Pouch	Case	Global Food Sol.	$33.00	100.00	B2725	RS5621	Global

City of Bridgeport, Connecticut

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Keoma Steele — Director E-mail: Nutrition@bridgeportedu.ne

Line Item	Description	UOM	Column1	Unit Cost

s
275-1201
337-0147
et

Quantity Serving	LINQ Identifier	Item Number	Manufacturer

City of Bridgeport, Connecticut

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Line Item	Description	UOM	Column1	Unit Cost

s
275-1201
337-0147
et

Quantity Serving	LINQ Identifier	Item Number	Manufacturer

City of Bridgeport, Connecticut

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Line Item	Description	UOM	Column1	Unit Cost

s
275-1201
337-0147
et

Quantity Serving	LINQ Identifier	Item Number	Manufacturer

City of Bridgeport, Connecticut

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DRISCOLL FOODS

BIDDEPARTMENT@DRISCOLLFOODS.COM

BNB052266 BEVERAGE/ GROCERY ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
1110	100% Orange Juice	Case		0.19	44	X157		
1111	Orange Citrus Blend Juice Carton	Case		0.18	44			Ardmore Farms
1112	Orange Citrus Blend Juice Cup	Case		0.18	44			Ardmore Farms
1113	Slushie, Concord Grape, Cool Tropics	Case		0.38	96	J2023		Cool Tropics
1114	Slushie, Hula Cooler, Cool Tropics	Case		0.38	96	J2024		Cool Tropics
1115	Slushie, Mango Peach, Cool Tropics	Case		0.38	96	J2025		Cool Tropics
1116	Slushie Paradise Punch, Cool Tropics	Case		0.38	96	J2026		Cool Tropics
1117	citrusVegetable Juice, 4oz	Case		0.41	96	x0091		Cool Tropics
1118	Triple Berry Blast Vegetable Juice, 4oz.	Case		0.41	96	x0089		Cool Tropics
1119	Fruit Juice Slush	Case		0.38	96	X204		Cool Tropics
1120	Orange Juice	Case		0.18	44	X174		Harvest Hill
1138	Dragon Punch Veggie- Fruit Blend	Case		0.19	44	J2020		Harvest Hill
1139	Juicy Juice Fruit Punch	Case		0.21	40	J2019		Harvest Hill
1140	Cherry Star- Veggie-Fruit Juice 4.23oz.	Case		0.19	44	J2021		Harvest Hill
1141	Juicy Juice Grape	Case		0.21	40	J2017		Harvest Hill
1142	Juicy Juice orange	Case		0.21	40	J2018		Harvest Hill
1143	Juicy Juice (Orange Medley) Vegetable	Case		0.21	40	J2003		Harvest Hill
1144	Juicy Juice Apple	Case		0.21	40	J2015		Harvest Hill
1145	Juicy Juice Berry	Case		0.21	40	J2016		Harvest Hill
1146	Lindy's Froot Jooce	Case		35.74	90	J2010		Lindy's
1148	Raspberry/Watermelon, 4oz. Cups	Case		0.33	48	J2031		Ocean Spray
1149	Strawberry/Lemonade,4oz. cups	Case		0.33	48	J2032		Ocean Spray
1150	Apple ,4oz. cups	Case		0.18	44	J2032		Ocean Spray
1151	Apple Slices WO/C	Case		25.74	1	J2006		Peterson Farms
1152	Kiwi Strawberry Frozen Fruit Blend	Case		34.74	1	X078		Sidekicks
1153	Assorted Fruit Juice - 6.75 oz	Case		9.79	44	X083		Sun Cup - Totally Juice
1154	Apple Juice - 6.75 oz	Case		9.79	44	X084		Sun Cup - Totally Juice
1162	Fruit Juice - 4.23 oz	Case		8.14	44			Totally Juice
1163	100% Organic Apple Juice Box	Case		8.14	44			Tree Top
1164	100% Apple Juice Box	Case		8.14	44			Tree Top

1165	Single Serve 100% Juice- Apple	Case		8.14	44			Tree Top
1166	Single Serve 100% Juice- 3 Apple Blend	Case		8.14	44			Tree Top
1167	Single Serve 100% Juice- Orange Juice	Case		8.14	44			Tree Top
1169	Smoothie/ Mango Pineapple	Case		50.11	50	X44		
1170	Lactose Free 1%, Pure Dairy, shelf stable MILK	Case		13.89	27	X73		
1171	WATER SPRING	Case		0.14	72	G1390		
1172	Farm Orchard Suncup Sun Splash Veg Red/Orange	Case		0.18	44	J2001		
1173	Smoothie/ Strawberry/ Banana	Case		50.19	50	XX45		
1174	SunCup Paradise Punch 100% Juice	Case		0.18	44	J2002		
1175	Envy/ Sparkling Strawberry Kiwi, 100% Fruit Juice	Case		18.08	24	G1736		
1176	Orange, Carton, Frozen, USDA	Case		0.18	44	J2007		
1177	Orange, Cup, Frozen, USDA	Case		0.18	44	J2008		
1180	Tea Bags w/Tag, Env Bigelow	Case		25.74	1	G1381		
1181	Fruit Punch, w. calcium, 6.75oz.	Case		0.23	44	G1714		
1182	Orange- Tangerine w/ Calcium	Case		0.23	44	G1717		
1183	Envy/ Sparkling Acai Berry , 100% Fruit Juice	Case		18.08	1	G1733		
1184	Envy/ Sparkling Apple, 100 % Fruit Juice	Case		17.92	1	G1734		
1185	Envy/ Sparkling Fruit Punch,100% Fruit Juice	Case		17.97	1	G1735		
1186	Lindy's Froot Jooce	Case		35.92	1	J2010		
1187	Lindy's Froot Juice	Case		35.92	1	J2011		
1188	Dragon Punch Veggie- Fruit Blend	Case		14.55	1	J2020		
1189	Diet Cola	Case		10.99	1	G1674		
1190	Seltzer Plain	Case		10.99	1	G1675		

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Keoma Steele — Director E-mail: Nutrition@bridgeportedu.net

THURSTON FOODS

TIM.THURSTON@THURSTONFOODS.COM

BNB052266 BEVERAGE/ GROCERY

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
1110	100% Orange Juice	Case	1	14.03		X157		
1111	Orange Citrus Blend Juice Carton	Case	1	15.95				Ardmore Farms
1112	Orange Citrus Blend Juice Cup	Case	1	18.99				Ardmore Farms
1113	Slushie, Concord Grape, Cool Tropics	Case	1	31.16		J2023		Cool Tropics
1114	Slushie, Hula Cooler, Cool Tropics	Case	1	49.28		J2024		Cool Tropics
1115	Slushie, Mango Peach, Cool Tropics	Case	1	49.28		J2025		Cool Tropics
1116	Slushie Paradise Punch, Cool Tropics	Case	1	49.28		J2026		Cool Tropics
1117	citrusVegetable Juice, 4oz	Case	1	49.28		X0091		Cool Tropics
1118	Triple Berry Blast Vegetable Juice, 4oz.	Case	1	49.28		x0089		Cool Tropics
1120	Orange Juice	Case	1	14.03		X174		
1126	Frazil - Blue Razzmatazz 100 % JUICE	Case	2	92.75		24		Freezing Point LLC.
1127	Frazil- Strawberry Ice 100 % JUICE	Case	1	92.75		25		Freezing Point LLC.
1128	Frazil- SIMPLY MANGO Ice 100% Juice	Case	1	92.75		26		Freezing Point LLC.
1129	FRAZIL- GREEN APPLE 100% JUICE	Case	1	92.75		27		Freezing Point LLC.
1130	Frazil- Very Cherry 100% Juice	Case	1	92.75		28		Freezing Point LLC.
1131	Frazil- Triple Berry Juice 100% Juice	Case	1	92.75		49		Freezing Point LLC.
1132	Frazil Juice- POG, Passion Fruit, Orange ,Guava 100% Juice	Case	1	92.75		50		Freezing Point LLC.
1134	Frazil/ Cafe' Tango- French Vanilla Frozen Coffee	Case	1	92.75			STR0298	Freezing Point LLC.
1135	Frazil/ Cafe' Tango- Espresso Frozen Coffee	Case	1	92.75			88201	Freezing Point LLC.
1136	Frazil Juice -Just Peachy 100% Juice	Case	1	92.75			1.00312E+13	Freezing Point LLC.
1146	Lindy's Froot Jooce	Case	1	33.60		J2010	1.00312E+13	Lindy's
1147	Water Bottle /Small 8oz. mini	Case	1	8.33		G1664	1.00312E+13	Nestle USA, Inc.
1148	Raspberry/Watermelon, 4oz. Cups	Case	1	16.90		J2031	PACKER 100/2 OZ	Ocean Spray
1149	Strawberry/Lemonade,4oz. cups	Case	1	16.90		J2032	2009 84/4.4 OZ	Ocean Spray
1150	Apple ,4oz. cups	Case	1	16.90		J2032	62042 40/6.75 OZ	Ocean Spray
1151	Apple Slices WO/C	Case	1	30.76		J2006	62041 40/6.75	Peterson Farms
1152	Kiwi Strawberry Frozen Fruit Blend	Case	1	34.25		X078	1570007292	Sidekicks
1153	Assorted Fruit Juice - 6.75 oz	Case	1	13.47		X083		Sun Cup - Totally Juice
1154	Apple Juice - 6.75 oz	Case	1	12.80		X084		Sun Cup - Totally Juice
1155	MIX COCOA SGF	Case	1	85.81		G1391		SWISS MISS 22565
1158	Blackberry Flavored Water	Case	1	14.09			68100	Tastybrands
1159	Watermelon Flavored Water	Case	1	14.09			68101	Tastybrands
1160	Raspberry Peach Flavored Water	Case	1	14.09			68102	Tastybrands
1161	Crisp Apple Flavored Water	Case	1	14.09			68103	Tastybrands
1162	Fruit Juice - 4.23 oz	Case	1	8.61		X079	400805	Totally Juice

1168	WATER SPRING	Case	1	8.33		G1389		0
1169	Smoothie/ Mango Pineapple	Case	1	14.09		X44		0
1170	Lactose Free 1%, Pure Dairy, shelf stable MILK	Case	1	13.28		X73		0
1171	WATER SPRING	Case	1	14.55		G1390		0
1173	Smoothie/ Strawberry/ Banana	Case	1	44.90		XX45	TGSBY50	BARFRESH
1175	Envy/ Sparkling Strawberry Kiwi, 100% Fruit Juice	Case	1	16.68		G1736	7C2480WS	SWITCH
1178	WATER SPRING	Case	1	7.88		G1387	2754144 N	NIAGARA
1179	WATER SPRING	Case	80/8oz.	14.55		G1388	100833	NIAGARA
1181	Fruit Punch, w. calcium, 6.75oz.	Case	1	13.47		G1714	62042	ARDMORE 40/6.75
1182	Orange- Tangerine w/ Calcium	Case	1	13.47		G1717	62.4	ARD 40/6.75
1183	Envy/ Sparkling Acai Berry , 100% Fruit Juice	Case	1	16.68		G1733	72480BC	SWITCH
1184	Envy/ Sparkling Apple, 100 % Fruit Juice	Case	1	16.68		G1734	7C24800T	SWITCH
1185	Envy/ Sparkling Fruit Punch,100% Fruit Juice	Case	1	16.68		G1735	7C480KB	SWITCH
1186	Lindy's Froot Jooce	Case	1	33.60		J2010	STR0298	LINDY
1187	Lindy's Froot Juice	Case	1	33.60		J2011	WAT0182	LINDY
1188	Dragon Punch Veggie- Fruit Blend	Case	1	9.89		J2020	62009	ARD
1190	Seltzer Plain	Case	1	11.33		G1675	1000120	POLAR

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Keoma Steele — Director E-mail: Nutrition@bridgeportedu.net

RED GOLD

EMAIL: DMEIRING@REDGOLD.COM

BNB053266 COMMODITY FRUITS & VEGETABLE

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
85	Marinara Sauce Dipping Cups	Case	168	$54.37		CP3010	162119	Red Gold
86	Naturally Balanced Ketchup	Case	1000	$22.49		CP3011	REDYL9G	Red Gold
87	Naturally Balanced BBQ Sauce	Case	250	$33.78		CP3012	REDOA1Z	Red Gold
88	Salsa Dipping Cups	Case	168	$66.84		G1639	REDSC2ZC168	Red Gold
89	Marinara sauce/ Pouch	Case		$33.45		CP3077	RPKNC9H	Red Gold
WI	Ketchup 1 oz Dunk Cup	Case	120	$30.30			REDY51Z-	Red Gold

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DRISCOLL FOODS

BNB053266 COMMODITY FRUIT & VEGETABLE

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
74	Applesauce Unsweetened Original 4.5oz	Case		$23.98		CP3001	ASA10001	Peterson Farms
75	Applesauce Unsweetened Strawberry Banana 4.5oz	Case		$23.98		CP3048	ASA10015	Peterson Farms
76	Applesauce Unsweetened Blue Raspberry 4.5 oz	Case		$23.98		CP3049	ASA10008	Peterson Farms
77	Applesauce Unsweetened Cinnamon 4.5oz	Case		$23.98		CP3050	ASA10013	Peterson Farms
78	Applesauce Unsweetened Strawberry 4.5oz	Case		$23.98		CP3051	ASA10014	Peterson Farms
79	Applesauce Unsweetened Peach 4.5oz	Case		$23.98		CP3052	ASA10017	Peterson Farms
80	Applesauce Unsweetened Mixed Berries 4.5oz	Case		$23.98		CP3054	ASA10020	Peterson Farms
81	Applesauce Unsweetened Birthday Cake 4.5oz	Case		$23.98		CP3055	ASA10027	Peterson Farms
82	Applesauce Unsweetened Sour Cherry 4.5 oz	Case		$23.98		NEW CODE	ASA10046	Peterson Farms
83	Applesauce Unsweetened Sour Apple 4.5 oz	Case		$23.98		NEW CODE	ASA10028	Peterson Farms
84	Applesauce Unsweetened Watermelon 4.5 oz	Case		$23.98		NEW CODE	ASA10018	Peterson Farms
85	Marinara Sauce Dipping Cups	Case	$60.48	$0.36	168	CP3010	162119	Red Gold
86	Naturally Balanced Ketchup	Case	$20.00	$0.02	1000	CP3011	REDYL9G	Red Gold
87	Naturally Balanced BBQ Sauce	Case	$35.00	0.14	250	CP3012	REDOA1Z	Red Gold
88	Salsa Dipping Cups	Case	$68.04	0.405	168	G1639	REDSC2ZC168	Red Gold
89	Marinara sauce/ Pouch	Case		37.01		NEW CODE	RPKNC9H	Red Gold
90	Diced Cinnamon Apple Fruit Cups 4.5 oz	Case		34.11		CP3068	1750	Zee-Zees
91	Diced Apple Fruit Cups 4.5 oz	Case		34.11		G1742	1700	Zee-Zees

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MAID -RITE

EMAIL:DWANYO@MR.SPECIALTY.COM

BNB053266 - COMMODITY BEEF

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
66	Beef Pattie Rib, BBQ	Case	Maid- rite	$53.70		CM3005	75156-95120	Maid- Rite
68	0.833oz Ckd Beef Meatballs	Case	Maid- Rite	$50.40		CM3004	75156-94110	Maid- Rite
69	Beef Meatballs	Case	Maid- Rite	$50.40		CM3001	75156-94105	Maid- Rite
72	1.2oz beef sausage links	Case	Maid- Rite	$48.30		NEW CODE	75156-95200	Maid- Rite
73	2oz Ckd Beef Burgers Charbroiled	Case	Maid- Rite	$46.20		CM3122	75156-93320	Maid- Rite

NEW CODE

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JTM

EMAIL:
BENITAMOSER@JTMFOODGROUP.COM
BNB053266 COMMODITY BEEF

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
67	JTM 2.5 oz cooked beef burgers	Case	JTM	$60.18	196	CM3123	CP5659	JTM
70	PREMIUM "Philly" Sliced Beef Steak	Case	JTM	$96.52	173	X011	CP 5891	JTM
71	JTM Bowls WGR Rotini w/ meat sauce	Case	JTM	$48.75	64	CM3070	CP5591	JTM

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TASTY BRANDS

EMAIL: BIDS@TASTYBRANDSK12.COM

BNB053266 COMMODITY CHEESE ITEMS

Line Item	Description	UOM	Vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
53	Cheese WG Lasagna Rollup (Bulk)	Case	Tasty Brands	$62.70	120	G1668	00808WG	Tasty Brands
54	WG Tortellini (Bulk)	Case	Tasty Brands	$82.76	211	CD3125	00830WG	Tasty Brands
WI	IW WG Turkey Pepperoni & Mozzarella Grilled Cheese	Case	Tasty Brands	$95.84	108	NEW CODE	70112	Tasty Brands

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TABATCHNICK FINE FOODS

EMAIL: STEVEN@TABATCHNICK.COM

BNB053266 COMMODITY CHEESE

Line Item	Description	UOM	Vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
32	Cheese Sauce, Cheddar Bulk	Case	Tabatchnick	$52.11	160	G3033	99848-1	Tabatchnick
36	WHOLE GRAIN MAC & CHEESE 6 oz pre-pack	Case	Tabatchnick	$53.04	45	CD3010	91894	Tabatchnick
52	Cheddar Cheese Sauce Cups	Case	Tabatchnick	$66.34	96	G3033	99848-1	Tabatchnick
63	Alfredo Sauce, Lite	Case	Tabatchnick	$52.57	137.1	EMAIL:	930	Tabatchnick

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S.A. PIAZZA & ASSOC. LLC.

EMAIL: MCATON@SAPIAZZA.COM

BNB053266 COMMODITY CHEESE ITEMS

Line Item	Description	UOM	Vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
55	IW Wild Mike's 5" Deep Dish Pizza	Case	S.A. PIAZZA	$62.92	80	CD3044	403901	Wild Mike's
65	Wild Mike's 8-Cut Pepperoni - All Beef	Case	S.A. PIAZZA	$64.85	72	CD3182	20312	Wild Mike's
64	Wild Mike's 8-Cut Cheese	Case	S.A. PIAZZA	$57.32	72	NEW CODE	20311	Wild Mike's
WI	Cheese Pizza Bites	Case	S.A. PIAZZA	$55.76	60	NEW CODE		Wild Mike's
WI	Burrito Bites	Case	S.A. PIAZZA	$57.13	60	NEW CODE		Wild Mike's
WI	Cheese Bites	Case	S.A. PIAZZA	$60.42	60	NEW CODE		Wild Mike's
WI	Chipotle Chicken Bite	Case	S.A. PIAZZA	$58.50	60	NEW CODE		Wild Mike's
WI	Pepperoni Cheese Bites	Case	S.A. PIAZZA	$58.50	60	NEW CODE		Wild Mike's
WI	Burger Cheese Bites	Case	S.A. PIAZZA	$55.76	60	NEW CODE		Wild Mike's
WI	Buffalo Chicken Cheese Bites	Case	S.A. PIAZZA	$55.76	60	NEW CODE		Wild Mike's
WI	BBQ Chicken Bites	Case	S.A. PIAZZA	$59.87	60	NEW CODE		Wild Mike's
WI	Cheese & Jalapeno Bites	Case	S.A. PIAZZA	$59.33	60	NEW CODE		Wild Mike's

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RICH PRODUCTS

EMAIL: SCHOOLBIDS@RICH.COM

BNB053266 COMMODITY CHEESE ITEMS

Line Item	Description	UOM	Vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
51	MOZZARELLA STICKS	Case	Rich Pro.	$53.44	91	CD3031	65220	Rich Products
59	Whole Grain Rich Pizza Cruncher	Case	Rich Pro.	$63.66	70	CD3116	65225	Rich Products
60	WG Mexican Street Corn Bites (5 pieces per serving)	Case	Rich Pro.	$111.39	125	NEW CODE	24344	Rich Products

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Keoma Steele — Director E-mail: Nutrition@bridgeportedu.net

GLOBAL FOOD SOLUTIONS

BNB053266 COMMODITY CHEESE ITEMS

Line Item	Description	UOM	Vendor	CASE	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
38	WG Ciabatta Grilled Cheese IW	Case	Global Food Sol.	$61.13	96	X256	PUB-6000	Global
39	WG Ciabatta Slider with Mozzarella IW	Case	Global Food Sol.	$73.85	96	X72	PUB-6007	Global
40	WHOLE GRAIN ENGLISH MUFFIN, EGG, AND CHEESE SANDWICH, IW	Case	Global Food Sol.	$87.07	96	NEW CODE	PUB6210	Global
41	WHOLE GRAIN CROISSANT WITH CHEESE, IW	Case	Global Food Sol.	$82.78	96	NEW CODE	PUB6070	Global

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FROZEN BAKERY ACQUISITION LLC.

EMAIL: BIDS@MBCCOMPANIES.COM

BNB053266 COMMODITY CHEESE

Line Item	Description	UOM	Vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
33	WG Egg & American Cheese Croissant Sandwich IW (1 m/ma 1 gr)	Case	Bakecrafters	$74.78		X023	4605	Bakecrafters
34	WG Egg & Fiesta Cheese Croissant Sandwich IW (1 m/ma 1 gr)	Case	Bakecrafters	$76.07		X024	4606	Bakecrafters
35	WG Chicken Sausage & Cheese Croissant Sandwich IW (1 m/ma 1.5 gr)	Case	Bakecrafters	$93.91		X022	4607	Bakecrafters
37	Mozzarella & American Cheese Croissant Sandwich, WG - IW	Case	Bakecrafters	$63.15		CD3057	6709	Bakecrafters
49	4 x 6 Wheat Turkey Pepperoni Pizza - Boxed	Case	Bakecrafters	$36.13		CD3113	401WTP	Nardone
50	4 x 6 Wheat Cheese Pizza - Boxed	Case	Bakecrafters	$33.22		X058	401WCM2	Nardone
56	Chicken Sausage, Egg, & Cheese Sandwich on an English Muffin, WG - IW	Case	Bakecrafters	$122.85		CD104	6667	Bakecrafters
61	Alpha Simply Delicious 16" Whole Grain Cured All Beef-Pepperoni Pizza	Case	Bakecrafters	$62.25	72	NEW CODE	S D 164BWS	Alpha
62	Alpha Simply Delicious 16" Whole Grain Cheese Pizza	Case	Bakecrafters	$58.00	72	NEW CODE	SD162WS	Alpha

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DRISCOLL FOODS

BNB053266 COMMODITY

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
46	Reduced Fat Colby Jack Cubes	Case	Driscoll	$42.00	200	N/A	44115	Land O Lakes
47	Mild Cheddar Cheese Sticks	Case	Driscoll	$26.88	168	N/A	44880	Land O Lakes
61	BIG DADDY'S® Primo 16" WG Four Cheese Pizza	Case	Frozen Bakery	$43.76		X255	78637	schwans
62	BIG DADDY'S® Primo 16" WG Buffalo Chicken Pizza	Case	Frozen Bakery	$54.61		X264	6863878639	schwans

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JTM FOOD GROUP

EMAIL:
BENITAMOSER@JTMFOODGROUP.COM

BNB053266 COMMODITY CHEESE

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
42	PREMIUM Queso Blanco Sauce	Case	JTM	$48.37	240	CD3079	5718	JTM
44	straight noodle mac & cheese soy free JTM	Case	JTM	$51.23	80	X040	5769	JTM
45	PREMIUM (Stick) Macaroni & Cheese Single Serve Trays	Case	JTM	$51.45	40	CD3114	5784	JTM
WI	JTM PREMIUM QUESO BLANCO SAUCE TRAYS	Case	JTM	$52.95	$48.00	NEW CODE	5966	JTM
WI	JTM SIGNATURE CHEDDAR CHEESE SAUCE	Case	JTM	$46.89	$252.00	NEW CODE	5715	JTM

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TYSON FOODS

EMAIL: K12BIDGROUP@TYSON.COM

BNB053266 COMMODITY POULTRY ITEMS

Line Item	Description	UOM	Vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
12	Chicken, Strips w/ grill marks- TYS	CASE	TYSON	$54.59	168	CM3113	10167020928	Tyson
14	WG Breaded Chicken Patties	CASE	TYSON	$52.90	150	CM3018	10021540928	Tyson
16	"Chicken Nugget, Whole Grain, Tempura Battered, Bulk Packed	CASE	TYSON	$43.70	98	XCM3105	22178-928	Tyson
18	Breaded All White Meat Chicken tenders	CASE	TYSON	$63.87	114	CM3141	10703320928	TYSON
26	5.05 oz Mesquite Glazed Chicken Drumstick (1 m/ma)	CASE	TYSON	$48.59	95	CM3114	10264360928	Tyson
27	Oven Roasted Glazed Chicken Wings	CASE	TYSON	$92.40	89	CM3137	10346960928	Tyson
31	Sliced Black Forest Chicken Ham	CASE	TYSON	$25.85	55	N/A	10209800328	Tyson

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RICH CHICKS

EMAIL: BIDS@RICHCHICKS.COM

BNB053266 COMMODITY POULTRY ITEM

Line Item	Description	UOM	Vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
24	Artisan Whole Muscle Breaded Chicken Breast Tender RC	CASE	RICH CHICKS	$52.60	78	CM3140	43424	Rich Chicks
25	WHOLE GRAIN BREADED W/D CHICKEN SLIDER PATTY, FULLY COOKED	CASE	RICH CHICKS	$52.80	214	CM3130	54411	Rich Chicks
23	"Chicken, Garlic Basil Meatballs with Mozzarella	CASE	RICH CHICKS	$66.60	156	CM3080	91401	Rich Chicks
17	Whole Muscle Breaded Chicken Breast Fillet RC	CASE	RICH CHICKS	$52.60	120	CM3139	13440	Rich Chicks

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HORMEL FOODS

EMAIL: AJWOODS@HORMEL.COM

BNB053266 COMMODITY POULTRY ITEMS

Line Item	Description	UOM	Vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
11	Browned Turkey Breast Steak	CASE	HORMEL	$88.47	140	CM3030	230324	Jennie O
13	Sliced Turkey Italian-Style Combo Pack	CASE	HORMEL	$32.48	64	CM3100	209503	Jennie O
20	Jennie O Turkey Kielbasa Fully Cooked	Case	Hormel	$30.28	96		613620	Jennie O

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BROOKWOOD FARMS INC.

EMAIL:
ASHLEYWOOD@BROOKWOODFARMS.COM

BNB053266 COMMODITY POULTRY ITEM

Line Item	Description	UOM	Vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
15	BBQ Turkey with LS Western Sauce	Case	BROOKWOOD	$34.00	84	CM3128	16300	Brookwood Farms
WRITE IN	Burnt Ends	CASE	BROOKWOOD	$86.40	64	G1689	11098	BROOKWOOD FARMS

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PILGRIM PRIDE

EMAIL: GOLDKIST@PILGRIMS.COM

BNB053266 COMMODITY POULTRY

Line Item	Description	UOM	Vendor	CASE $	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
8	Fully Cooked Diced Chicken	CASE	PILGRIM	$52.96	203	CM3138	1230	GOLD KIST
9	WG Breaded Popcorn Smackers - White and Dark Meat 6/5# FC	CASE	PILGRIM	$23.61	104	NEW CODE	110458	GOLD KIST
16	Goldkist Chicken Nuggets	CASE	PILGRIM	$29.87	156	CM3124		GOLD KIST
18	Gold Kist Chicken Tenders	CASE	PILGRIM	$38.02	110	NEW CODE		GOLD KIST
19	WG Breaded Dark Meat Popcorn Smackers 6/5# FC	CASE	PILGRIM	$23.09	104	CM3117	110452	GOLD KIST
21	WG Breaded HomestyleWhite Meat Whole Muscle Chicken Breast Strips (Tenders)	CASE	PILGRIM	$49.23	100			GOLD KIST
22	WG Breaded Breast Chunk 6/5# FC	CASE	PILGRIM	$42.66	101	CM3094	7518	GOLD KIST
30	GK CHICKEN FAJITA STRIPS 6/5# FC	CASE	PILGRIM	$50.32	221	CM3077	1250	GOLD KIST
	Chicken/ Drumstick Breaded ,3oz	CASE	PILGRIM	$50.94	84	CM3131	7803	GOLD KIST
	WG Breaded WM Breast Fillets GK	CASE	PILGRIM	$51.06	120	CM3116	7516	GOLD KIST
	Hot & Spicy Breaded WM Breast Fillets GK	CASE	PILGRIM	$52.25	120	NEW CODE	7517	GOLD KIST

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DRISCOLL FOODS

COMMODITY EGG -BNB053266

Line Item	Description	UOM	Vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
2	IW Easy Eggs Hard Cooked Peeled Eggs, 14/2 Count - Printed	CASE	DRISCOLL	$35.97		X068		Michaels
3	5" x 2.5" Colby Cheese Omelet Single Fold (2 m/ma)	CASE	DRISCOLL	$52.14		CD3107		Michaels
5	Cage-free Three Cheese Egg Bite	CASE	DRISCOLL	$48.97		CD3106	14616-78985-00	Michaels
7	IW Whole Grain Cinnamon Glazed French Toast Sticks, CN, 2.9 oz.	CASE	DRISCOLL	$75.73		G1052	46025-75015-00	Michaels

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CHAVES BAKERY

BNB058266 BREAD & BAKERY ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
5	CORN MUFFIN I/W 51 % WG.	CASE	CHAVES	$45.00	80	B2649		CHAVES
6	APPLE CINNAMON MUFFINS 51% WG.	CASE	CHAVES	$45.00	80	B2582		CHAVES
7	BLUEBERRY MUFFINS 51% WG.	CASE	CHAVES	$45.00	80	B2580		CHAVES
8	HOT DOG BUNS- LOW SODIUM 6" SLICED	DOZEN	CHAVES	$2.40	12 ROLLS	X097		CHAVES
10	DINNER ROLLS WG. SPLIT TOP	DOZEN	CHAVES	$2.03	12 ROLLS	XB2509		CHAVES
11	GRINDER/ HOAGIE ROLLS 6" SLICED	DOZEN	CHAVES	$3.64	12 ROLLS	XB2507		CHAVES
12	HOAGIE ROLL 4" SLICED-SMALL	DOZEN	CHAVES	$3.50	12 ROLLS	X087		CHAVES
13	HAMBURGER BUNS/ROLLS 3.75" SLICED	DOZEN	CHAVES	$2.40	12 ROLLS	X088		CHAVES
14	Kaiser Roll 3.75" sliced	DOZEN	CHAVES	$3.17	12 ROLLS	X090		CHAVES
15	CHOCOLATE CHIP MUFFINS I/W	CASE	CHAVES	$45.00	80	X092		CHAVES
17	WG. LOAF BREAD 28OZ.	LOAF	CHAVES	$3.23	26 SLICES	X092		CHAVES

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TYSON FOODS

2200 DON TYSON PARKWAY SPRINGDALE,
AR. 72762

BNB052266 GROCERY/ BREAKFAST ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
24	Egg & Ch. on W.G Biscuit fully cooked I/W	Case	Tyson Prepared	$16.34	12 / 4.9 oz	B2549	10000051377	AdvancePierre Foods
104	Sausage /Turkey Patty	Case	Tyson Prepared	$25.62	64 / 2.5 oz	G1723	43622	Jimmy Dean Foods

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THURSTON FOODS

EMAIL:
TIM.THURSTON@THURSTONFOODS.COM

BNB052266 GROCERY /BREAKFAST ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
1	Waffles, Snack & Waffles 2.2 IW Butter Maple	Case	Thurston Foods Inc.	$54.40	96	X421	110	Arlington
2	Pancakes, mini single serve blueberry blast	Case	Thurston Foods Inc.	$29.43	72	X424	92560	EGGO
3	Pancakes, mini single serve cinnamon	Case	Thurston Foods Inc.	$29.43	72	X425	92562	EGGO
5	French Toast ,mini eggo bites	Case	Thurston Foods Inc.	$29.43	72	X429	29443	EGGO
7	Pancakes Eggo Mini Blueberry	Case	Thurston Foods Inc.	$29.43	72	B2572	92560	Kellogg, Co.
20	Banana Bread slice W.W, I/W	Case	Thurston Foods Inc.	$47.86	75	B2518	WBSBN270	Super Bakery Inc.
21	Banana Bread W>W,IW Slice Ultra 51%	Case	Thurston Foods Inc.	$47.86	75	B2525	WBSBN270	Super Bakery Inc.
28	Cosmic Confetti Snackn Waffle	Case	Thurston Foods Inc.	$50.32	96	X472	0	Arlington
35	Muffins, All Flavors Frozen	Case	Thurston Foods Inc.	$25.29	129.6	B2564	MUFFINTOWN 42670	Bake Crafters
36	Muffins Mini Blueberry	Case	Thurston Foods Inc.	$47.59	216	B2565	MUFFINTOWN 46401	Bake Crafters
40	IW Golden Cornbread Mini Loaf 2 oz/1 gr	Case	Thurston Foods Inc.	$22.41	144	X107	MUFFINTOWN 51605	Bake Crafters
43	IW Mini Corn Loaf - 1 gr	Case	Thurston Foods Inc.	$22.41	144	X110	MUFFINTOWN 51605	Bake Crafters
50	Buttermilk Pancakes 1 gr each BULK	Case	Thurston Foods Inc.	21.96	144	X118	RIG ST RS7245	Bake Crafters
56	Donut, WG Choclate Enrobed, IW	Case	Thurston Foods Inc.	26.81	72	X456	139	Bake Crafters
59	Egg & Cheese on English Muffin	Case	Thurston Foods Inc.	95.35	312	X475	6604	Bake Crafters
60	Breakfast/WG Pancake Bowl Peach	Case	Thurston Foods Inc.	71.89	72	X462	94030	Buena Vista
61	WG Pancake Bowl Cherry	Case	Driscoll Foods	71.89	72	X463	94040	Buena Vista
62	WG Pancake Bowl Apple	Case	Thurston Foods Inc.	71.89	72	X464	94010	Buena Vista
64	WG Sunrise Muffin Blueberry Crumble	Case	Thurston Foods Inc.	58.86	72	X466	90038	Buena Vista
65	WG Sunrise Muffin Cinnamon Crumble	Case	Thurston Foods Inc.	58.86	72	X466-2	90037	Buena Vista
68	Cowboy Bread WG, Ind. Wrapped Bowls	Case	Thurston Foods Inc.	57.25	244.8	X0099	90090	Buena Vista
70	Ham & Swiss Criossant IW	Case	Thurston Foods Inc.	81.43	216	X468	66034	Conagra
72	Pancakes W.G. w/Cinnamon Glaze IW	Case	Thurston Foods Inc.	46.41	240	B2570	4442	Driscoll
73	WG Cereal Oatmeal	Case	Thurston Foods Inc.	16.38	48	X441	24244	E S Food
74	Pancake Sandwich w/glaze IW	Case	Thurston Foods Inc.	47.59	240	B2568	41476	General Mills
82	Cereal RICE KRISPIES	Case	Thurston Foods Inc.	28.06	96	X414	475950	General Mills
86	WG Cereal CINNAMON TOAST CRUNCH 1 oz- 2 gr	Case	Thurston Foods Inc.	34.65	96	X389	148861	General Mills
87	WG Cereal GOLDEN GRAMS- 1 oz 2 gr	Case	Thurston Foods Inc.	31.41	96	X392	119434	J & J Snack Foods Corp.
103	IW Celebration Bar	Case	Thurston Foods Inc.	22.87	120	X202	102123	Keebler

105	Graham Cracker, Tiger Bites , Cinnamon	Case	Thurston Foods Inc.	40.34	150	B2645	11230	Keebler
107	Graham Cracker, Tiger Bites , Chocolate	Case	Thurston Foods Inc.	40.43	150	B2647	11248	Los Cabos
121	3 Cheese, Turkey Sauage , Egg Burrito	Case	Thurston Foods Inc.	107.31	98338	X477	71605	Pillsbury
127	French toast Mini Triple Berry Blast I/W	Case	Thurston Foods Inc.	32.09	72	B2551	310024	Pillsbury
132	French Toast, Trix, Citrus Flavor, I/W	Case	Thurston Foods Inc.	32.09	100333	G1731	125020	Pillsbury
133	French Toast, mini Triple Berry	Case	Thurston Foods Inc.	32.09	72	X430	373083	Post
137	WG Cereal FRUITY CHEERIOS	Case	Thurston Foods Inc.	28.13	96	X411	29594	Proview Foods
138	Mini Maple Pancake Chicken Bites, WG	Case	Thurston Foods Inc.	32.51	10	B2678	64014	Sky Blue
141	Muffin Top, choclate chip	Case	Thurston Foods Inc.	25.74	120	X431	MYTHCH260	Sky Blue
149	Mini Breakfast Cluster WG IW	Case	Thurston Foods Inc.	31.34	72	X448	WGBC272	Sky Blue
153	Double Chocolate-Brownie-Muffin WG IW	Case	Thurston Foods Inc.	22.79	96	X454	WMDC196	Sky Blue Bakery
155	Chocolate IW Slices	Case	Thurston Foods Inc.	52.23	75	B2524	WBSCH270	Super Bakery Inc.
167	Muffins Ultra WW, All Flavors	Case	Thurston Foods Inc.	32.05	192	B2567	2670	PAPTETTI
171	Egg, Patty Fully Cooked 3.5", Papetti.s	Case	Thurston Foods Inc.	25.71	144	B2656	35633	HADLE3Y
174	Cinnabar 2.9OZ.	Case	Thurston Foods Inc.	25.35	163.2	B2545	804IW	MUFFT
175	Muffin Blueberry IW	Case	Thurston Foods Inc.	24.11	129.6	B2559	42661	MUFFT
176	Muffin Chocolate Chip IW	Case	Thurston Foods Inc.	25.29	129.6	B2560	42670	SARA LEE
177	Double Chocolate IW	Case	Thurston Foods Inc.	22.79	96	B2561	8862	ALBIES
184	Breakfast Pocket	Case	Thurston Foods Inc.	48.65	180	B2611	852IW	ALBIES
185	Breakfast pocket Turkey Ham & Cheese	Case	Thurston Foods Inc.	51.47	180	B2614	843	0
187	Ciabatta Rolls, Bulk	Case	Thurston Foods Inc.	21.39	108	B2696	GFS052	RIGHT ST
188	Mini Blueberry Super Loaf, 120 Ct.	Case	Thurston Foods Inc.	33.22	180	B2697	924854	

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TABATCHNICK FINE FOODS

EMAIL: STEVEN@TABATCHNICK.COM

BNB052266 GROCERY/BREAKFAST ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
168	Hartford's Own Oatmeal- 2 oz	Case	Tabatchnick Fine	$44.50	45/6.0 oz	B2693	45740	Tabatchnick

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SYMBA & SNAP GOURMET FOODS, INC.

EMAIL: BIDS@SNAPGOURMETFOODS.COM

BNB052266 GROCERY/ BREAKFAST ITEMS

Line Item	Description	UOM	Vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
25	Egg & Cheese on a W.G. Bun I/W	Case	Symba & Snap Gourmet	$1.14	60	NEW CODE	7100560	Symba & Snap Gourmet Foods,
46	IW Egg & Cheese Maple Pancake Sandwich	Case	Symba & Snap Gourmet	$1.15	82	NEW CODE	7100561	Symba & Snap Gourmet Foods,
47	IW Chicken Sausage & Cheese Pancake Sandwich	Case	Symba & Snap Gourmet	$1.29	82	NEW CODE	7100562	Symba & Snap Gourmet Foods,
48	IW Breaded Chicken Maple Pancake Sandwich	Case	Symba & Snap Gourmet	$1.24	82	NEW CODE	7100563	Symba & Snap Gourmet Foods,
49	IW Chicken Sausage Maple Pancake Sandwich	Case	Symba & Snap Gourmet	$1.00	82	NEW CODE	7100564	Symba & Snap Gourmet Foods,
54	IW Egg & Fiesta Cheese Croissant	Case	Symba & Snap Gourmet Foods, Inc.	$1.08	82	NEW CODE	7100565	Symba & Snap Gourmet Foods, Inc.
58	Sausage, Egg & Cheese on English Muffin	Case	Symba & Snap Gourmet Foods, Inc.	$1.30	82	NEW CODE	7100566	Symba & Snap Gourmet Foods, Inc.
182	Chicken Sausage, Egg & Cheese on a Roll	Case	Symba & Snap Gourmet Foods, Inc.	$1.45	60	NEW CODE	7100568	Symba & Snap Gourmet Foods, Inc.

City of Bridgeport, Connecticut

THOMAS E. CARROLL NUTRITION CENTER

BOARD OF EDUCATION—FOOD AND NUTRITION SERVICES

113 Federal Street, Bridgeport, Connecticut 06606-5225 ♦ Telephone 203 275-1200 & 203 275-1201

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Keoma Steele — Director E-mail: Nutrition@bridgeportedu.net

FROZEN BAKERY ACQUISITION

EMAIL:BIDS@MBCCOMPANIES.COM

BNB052266 GROCERY/ BREAKFAST ITEMS

Line Item	Description	UOM	Vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
30	Mini Breakfast Bites, Apple, 4PK	Case	Bake Crafters	$42.00	72	B2669	1716	Bake Crafters
31	Pancake Bites,Poffitz	Case	Bake Crafters	$46.05	72	B2683	1673	Bake Crafters
38	Mini Breakfast Bites, Glazed, WG,4PK	Case	Bake Crafters	$43.55	72	B2670	1717	Bake Crafters
51	IW Maple Waffle 2 pk	Case	Bake Crafters	$29.57	144	X121	1734	Bake Crafters
53	IW Egg & Cheese Croissant	Case	Bake Crafters	$81.11	100	X126	4605	Bake Crafters
55	Mini Bagels IW	Case	Bake Crafters	$32.85	144	B2594	996	Bake Crafters
46	IW Egg & Cheese Maple Pancake Sandwich	Case	Bake Crafters	$146.56	82	X113		Bake Crafters
47	IW Chicken Sausage & Cheese Pancake Sandwich	Case	Bake Crafters	$141.18	82	X114		Bake Crafters
48	IW Breaded Chicken Maple Pancake Sandwich	Case	Bake Crafters	$95.90	82	x115		Bake Crafters
49	IW Chicken Sausage Maple Pancake Sandwich	Case	Bake Crafters	$126.15	82	X116		Bake Crafters
54	IW Egg & Fiesta Cheese Croissant	82.4	Bake Crafters	$82.40	82	X127		Bake Crafters
58	Sausage, Egg & Cheese on English Muffin	Case	Bake Crafters	$98.86	82	X474		Bake Crafters
WI	IW WAFFLE all flavors	Case	Bake Crafters	$29.57	144	NEW CODE		Bake Crafters

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DRISCOLL- BREAKFAST

BNB052266 GROCERY/ BREAKFAST ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
4	Waffles, mini blueberry 2.26 oz Asst. WG IW	Case	Driscoll Foods	$29.50	72	X427	29443	EGGO
6	Pancakes Eggo Mini Maple	Case	Driscoll Foods	$29.48	72	B2573	92562	Kellogg, Co.
8	Waffles Mini Maple W.G. IW 1	Case	Driscoll Foods	$29.50	72	B2652	32265	Pillsbury
9	Waffles Mini Maple W.G. IW 1 1	Case	Driscoll Foods	$29.50	72	B2663	32265	Pillsbury
10	Choclate Chip Muffin WG IW	Case	Driscoll Foods	$28.70	48	X455	WMCHCH248	Sky Blue
11	Cinnamon Crumb Loaf	Case	Driscoll Foods	$32.14	72	B2603	CRC272	Sky Blue Bakery
12	Blueberry Crumb Loaf	Case	Driscoll Foods	$32.14	72	B2604	CRC272	Sky Blue Bakery
13	Breakfast Bar W.G. I/W	Case	Driscoll Foods	$37.74	72	B2517	HWB5172	Sky Blue Bakery
14	W/G Simply Chocolate Chip Muffin	Case	Driscoll Foods	$29.04	48	B2687	WMCHCH248	Sky Blue Bakery
15	Super Stars Mini Powdered Donut Holes in a cup	Case	Driscoll Foods	$50.19	60	X399	9300	Super Bakery
16	Super Stars Mini Blueberry Glazed Donut Holes in a cup	Case	Driscoll Foods	$50.19	60	X400	9301	Super Bakery
17	Apple Strudel Frudel, WG,/IW	Case	Driscoll Foods	$37.81	72	B2620	41917	Super Bakery Inc.
18	Apple Strudel Frudel, WG,/IW 1	Case	Driscoll Foods	37.55	72	B2640	41917	Super Bakery Inc.
19	Mini Powdered Donut Hole Cup 1	Case	Driscoll Foods	50.19	60	B2662	9300	Super Bakery Inc.
22	Mini Blueberry Glazed Donut Hole Cup	Case	Driscoll Foods	50.19	60	B2622	9301	Super Bakery Inc.
23	Mini Blueberry Glazed Donut Hole Cup1	Case	Driscoll Foods	50.19	60	B2635	9301	Super Bakery Inc.
26	Waffles Snack- N Blueberry	Case	Driscoll Foods	51.14	96	B2676	931414	Arlington
27	Waffles, Snack & Waffles- 2.2 IW Butter Cinnamon	Case	Driscoll Foods	51.14	96	X422	130	Arlington
29	Bagel, Plain, WG, White IW,Sliced	Case	Driscoll Foods	22.97	84	B2594	959	Bake Crafters
32	Muffin Flats, Blueberry	Case	Driscoll Foods	32.74	90	B2555	936045	Bake Crafters
33	Muffin Flats, Apple Cinnamon IW	Case	Driscoll Foods	32.74	90	B2556	936044	Bake Crafters
34	Muffin Flats, Banana IW	Case	Driscoll Foods	32.74	90	B2557	936046	Bake Crafters
37	Pancakes Cinnamon Mini Single Serve	Case	Driscoll Foods	29.74	72	B2571	0	Bake Crafters
39	Pancakes,WG, Buttermilk Maple Chip, Buik,4"	Case	Driscoll Foods	37.01	280	B2671	1734	Bake Crafters
41	IW Chocolate Chip Muffin 2 oz/1 gr	Case	Driscoll Foods	29.14	192	X108	0	Bake Crafters
42	IW Cinnamon Crumb Cake 2 gr	Case	Driscoll Foods	37.19	216	X109	0	Bake Crafters
45	IW Mini Glazed Breakfast Bites - 4 pk	Case	Driscoll Foods	39.44	72	X112	0	Bake Crafters
52	Turkey Sausage Egg & Cheese Empanada BULK	Case	Driscoll Foods	88.91	252	X125	0	Bake Crafters

57	"Pancakes, WG, Buttermilk, Blueberry, 2 pack"	Case	Driscoll Foods	29.14	240	X457	1567	Bake Crafters
63	WG Sunrise Muffin	Case	Driscoll Foods	73.19	100	X465	63272	Buena Vista
66	Blueberry Crumble Cake W.G> I/W - New item	Case	Driscoll Foods	58.49	259.2	B2716	684827	Buena Vista
67	Muffin Sunrise Fortified W.G.	Case	Driscoll Foods	73.37	100	B2717	685238	Buena Vista
69	WG Muffin Top All Flavors	Case	Driscoll Foods	25.97	148.8	X467	63136	Buena Vista
71	Breakfast/ Blueberry Muffin, I/W, WGR.	Case	Driscoll Foods	30.98	120	B2707	651883	Buena Vista
75	PANCAKE,CONFETTI	Case	Driscoll Foods	29.01	72	G1258	0	EGGO
76	Waffles, mini Cinn. Eggo, 2.26 oz asst. WG IW 72 per case	Case	Driscoll Foods	28.91	72	X426	41300-109	EGGO
77	Eggo, mini confetti pancakes	Case	Driscoll Foods	29.01	72	X428	14688	EGGO
78	Cereaal/ Cherrio's ,Gl uten Free	Case	Driscoll Foods	30.57	96	B2705	9716	General Mills
79	WG Cereal KIX, 1 oz 2 gr	Case	Driscoll Foods	30.57	96	X393	119427	General Mills
80	WG Cereal CHEX CINNAMON	Case	Driscoll Foods	30.57	96	X408	383873	General Mills
81	WG Cereal LUCKY CHARMS	Case	Driscoll Foods	30.71	96	X412	319179	General Mills
83	Cereal Bar Cheerios strawberry	Case	Driscoll Foods	34.74		X439	319148	General Mills
84	WG Cereal Cinnamon Toast Crunch	Case	Driscoll Foods	30.71	96	X440	173411	General Mills
85	WG Cereal TRIX	Case	Driscoll Foods	30.71	96	X442	319223	General Mills
88	WG real, MULTIGRAIN CHERRIOS- 1 oz - 2 gr	Case	Driscoll Foods	30.97	96	X394	322636	General Mills
89	WG CHERRIOS- 1 oz - 2 gr	Case	Driscoll Foods	30.75	96	X397	322629	General Mills
90	Cereal Cheerios Honey k12	Case	Driscoll Foods	30.54	96	X403	148823	General Mills
91	Coco Puffs, Reduced Sugar, WG,GF	Case	Driscoll Foods	30.41	96	B2658	9711	General Mills Inc.
92	Cereal Fruity Cheerios	Case	Driscoll Foods	31.74	2.32	B2536	31916	General Mills Inc.
93	Cereal Golden Grahams	Case	Driscoll Foods	30.41	96	B2537	11943	General Mills Inc.
94	Lucky Charms WGR	Case	Driscoll Foods	30.49	96	X413	260587	General Mills Inc.
95	Cereal, Honey Nut Cherrio's	Case	Driscoll Foods	30.49	96	B2644	9704	General Mills Inc.
96	Muffin Blueberry Flat Rightstart	Case	Driscoll Foods	35.49	81	B2608	RS6884	GLOBAL FOOD SOLUTIONS
97	Muffin Apple Cinnamon Flat	Case	Driscoll Foods	35.49	81	B2609	RS6888	GLOBAL FOOD SOLUTIONS
98	Muffin Flat Chocolate Chip	Case	Driscoll Foods	35.53	81	B2610	RS6862	GLOBAL FOOD SOLUTIONS
99	Pumpkin Swirl Iced, IW	Case	Driscoll Foods	17.09	36	B2692	970531	Hadley Farms
100	Raspberry swirl I/W PASTRY	Case	Driscoll Foods	18	36	B2718	0	Hadley Farms
101	Cinnamon Roll	Case	Driscoll Foods	17.04	36	X401	375 IW	Hadley Farms
102	Link Turkey Sausage Fully Cooked , Gluten Free SAUSAGE	Case	Driscoll Foods	48.94	160	B2655	36534	Hormel Foods
106	Graham Cracker, Tiger BItes,Original Flavor	Case	Driscoll Foods	30.97	150	B2646	11232	Keebler
108	Cracker Graham Original 3 Pack	Case	Driscoll Foods	19.04	150	G1215	91829	Keebler
109	Cereal, Frosted Mini Wheat	Case	Driscoll Foods	33.51	96	B2651	9780	Kellogg, Co.
110	Cereal, Cinnamon Frosted Flakes	Case	Driscoll Foods	31.07		B2657	9772	Kellogg, Co.

111	Cereal Apple Jacks, 1/2 less sugar 1OZ.	Case	Driscoll Foods	33.37	96	B2532	0	Kellogg, Co.
112	Cereal Frosted Flakes, 1/3 less sugar 1 OZ.	Case	Driscoll Foods	27.07	96	B2534	0	Kellogg, Co.
113	Cereal Froot Loops Cereal, 1 OZ.	Case	Driscoll Foods	27.07	96	B2535	38000-78788	Kellogg, Co.
114	Cereal Raisin Bran	Case	Driscoll Foods	27.04	96	B2540	174972	Kellogg, Co.
115	Cereal Special K	Case	Driscoll Foods	30.71	96	B2542	0	Kellogg, Co.
116	WG Cereal APPLE JACKS 1/2 less sugar- 1 oz- 2 gr	Case	Driscoll Foods	33.74	96	X388	78787	Kellogs
117	WG Cereal FROSTED FLAKES- 1/3 less sugar 1oz-2 gr	Case	Driscoll Foods	26.39	96	X390	78786	Kellogs
118	WG Cereal SPECIAL K - 1 oz - 2 gr	Case	Driscoll Foods	30.71	96	X396	1696	Kellogs
119	Donut Rings	Case	Driscoll Foods	44.94	200	X404	0	Kellogs
120	WG Cereal Apple Cinn Cherrios	Case	Driscoll Foods	30.74	96	X407	318790	Kellogs
122	Cinnamon Toasters, Post/Maltomeal	Case	Driscoll Foods	26.43	96	B2709	174906	Malt-O-Meal, Co.
123	Frosted Flakes, Post/ Malt o meal	Case	Driscoll Foods	26.43	96	B2710	174986	Malt-O-Meal, Co.
125	Plant Based Vegan Breakfast Sausge	Case	Driscoll Foods	50.17	112	X423	910230	Morning Star
126	Apple I/W MUFFIN	Case	Driscoll Foods	29.14	96	B2681	0	Muffintown
128	Muffins Mini Chocolate Chip	Case	Driscoll Foods	39.71		B2566	0	Pillsbury
129	Waffles Mini Blueberry W.G. IW	Case	Driscoll Foods	29.47	96	B2579	32264	Pillsbury
130	French Toast Mini Cinnamon W.G	Case	Driscoll Foods	35.31	72	B2685	0	Pillsbury
131	Mini Pancakes Asst. Flavors Pillsbury	Case	Driscoll Foods	35.14	72	G1083	0	Pillsbury
135	WG Cereal CORN FLAKES ZTF	Case	Driscoll Foods	25.98	96	X409	615	Post
136	Cereal CRISPY RICE	Case	Driscoll Foods	26.19	96	X410	400031	Post
139	Donut Ring,W.G	Case	Driscoll Foods	41.75	84	B2654	40820	Rich's
140	MIni Apple Cin. Muffin Flats	Case	Driscoll Foods	35.74		B2686	RS6939	Right Start
142	WG Muffin, Bluberry IW	Case	Driscoll Foods	27.92	172.8	X432	WMBLU248	Sky Blue
143	Muffin IW WGR Blueberry RDF	Case	Driscoll Foods	28.31	192	X433	WMBLU196	Sky Blue
144	Muffin IW WGR Cho Chip RDF	Case	Driscoll Foods	28.14	192	X434	WMBLU197	Sky Blue
145	Muffin WRG Corn IW RDF	Case	Driscoll Foods	28.07	192	X435	CBLD196	Sky Blue
146	Breakfast Bun WG IW	Case	Driscoll Foods	33.19	60	X444	WWB5160	Sky Blue
147	Cinnamon Bun- WG IW Smart Snacks	Case	Driscoll Foods	33.04	216	X446	SWB5175	Sky Blue
148	Oatmeal Bun WG IW	Case	Driscoll Foods	42.74		X447	TWB5160	Sky Blue
150	Blueberry Crumb Cake WG IW	Case	Driscoll Foods	33.19	216	X449	BCR27	Sky Blue
151	Corn Muffin WG IW	Case	Driscoll Foods	28.09	172.8	X451	CBLD248	Sky Blue
152	Apple Muffin WG IW	Case	Driscoll Foods	28.09	192	X452	WMAPL196	Sky Blue
154	Cinnamon Bread I/W Slices	Case	Driscoll Foods	39.18	75	B2523	0	Sky Blue Bakery
156	Zucchini & Carrot Loaf W.G, I/W	Case	Driscoll Foods	33.74		B2553	WBSZU270	Sky Blue Bakery
157	Muffin Top Chocolate Chip IW	Case	Driscoll Foods	41.74		B2558	0	Sky Blue Bakery

158	Muffins Blueberry Simply W.G.	Case	Driscoll Foods	28.74	192	B2680	924859	Sky Blue Bakery
159	Blueberry Bread	Case	Driscoll Foods	48.19	75	B2694	7503	Super Bakery
160	Pumpkin Sliced Bread ,I/W, WG	Case	Driscoll Foods	48.32	75	B2643	100795	Super Bakery Inc.
161	Pumpkin bread slice W.W, I/W	Case	Driscoll Foods	49.14	75	B2520	0	Super Bakery Inc.
162	Pumpkin Sliced Bread ,I/W, WG	Case	Driscoll Foods	49.41	75	B2621	80119	Super Bakery Inc.
163	W/G Pull apart Donut Glazed	Case	Driscoll Foods	38.74	80	B2639	80134	Super Bakery Inc.
164	Banana Slice I/W	Case	Driscoll Foods	48.41	75	B2521	100792	Super Bakery Inc.
165	Lemon Bread, Slice W.W, I/W	Case	Driscoll Foods	53.29	75	B2519	80124	Super Bakery Inc.
166	Zucchini Bread WG, IW Slice	Case	Driscoll Foods	50.79	75	B2526	6072	Super Bakery Inc.
169	Waffles, Snack,N , Sweet Cinnamon Flavor	Case	Driscoll Foods	50.09	96	B2616	40892	0
170	Waffle,Snackin,Buttery Maple Flavor	Case	Driscoll Foods	50.09	96	B2617	40890	0
172	Scrambled Eggs/Liquid Frozen	Case	Driscoll Foods	54.48	30	G1131	0	0
173	Graham Cracker Vanilla Bear	Case	Driscoll Foods	38.14	300	X1687	0	0
178	Muffin Strawberry IW	Case	Driscoll Foods	54.14		B2562	0	0
179	Roll Apple W.G. IW	Case	Driscoll Foods	17.13	97.2	B2574	0	0
181	Egg & Cheese on a Roll	Case	Driscoll Foods	134.74		B2589	0	0
183	Pancakes, Whole Grain - Rich	Case	Driscoll Foods	22.77	144	B2607	110393	0
186	Apple Cider Donut	Case	Driscoll Foods	35.97	19350	B2648	8116	0
189	Chicken Sausage & Cheese Omelet	Case	Driscoll Foods	71.74	307.2	B2699	0	0
190	Waffles Square, Wrapped	Case	Driscoll Foods	28.79	165.6	G1183	0	0
191	PANCAKE,CONFETTI 1	Case	Driscoll Foods	29.04	72	G1434	0	0
192	Pillsbury 1 Grain IW Blueberry Muffin	Case	Driscoll Foods	39.71		0	114183	General Mills
193	Pillsbury 1 Grain IW Chocolate Chip Muffin	Case	Driscoll Foods	39.74		0	114183	General Mills
194	Pillsbury Breakfast Scrambler Egg & Cheese	Case	Driscoll Foods	58.79	72	0	13924-5	General Mills
195	Pillsbury Breakfast Scrambler Egg, Cheese & Turkey Sausage	Case	Driscoll Foods	58.74	72	0	13925-2	General Mills
196	Pillsbury Mini Pancake Puffs Maple	Case	Driscoll Foods	34.57	72	0	114245	General Mills
197	Pillsbury Mini Pancake Puffs Strawberry	Case	Driscoll Foods	33	72	0	114246	General Mills

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JTM

BNB052266 GROCERY ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
759	Penne with Alfredo Sauce- 80/6oz. servings -JTM	Case	00494850000006	$65.99	70/6OZ.	G1743	684750	J.T.M. Food Group

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DRISCOLL FOODS

BNB052266 GROCERY ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer	Column2
707	Black Beans in Pouch	Case	Driscoll Foods	$32.19	60	G1727	530761	Furmano	
709	chow Mein Sauce, Low Sodium	Case	Driscoll Foods	$90.78	25.2	G1747	696	Nippon	
711	PICKEL SPEAR DILL KOSHER	Case	Driscoll Foods	$28.74	5	G1337	110	United	
712	White Vinegar	Case	Driscoll Foods	$10.58	4	X197	0	ADMIRATION	
713	VINEGAR APPLE CIDER FLAVORED	Case	Driscoll Foods	$11.92	4	G1324	600631	ADMIRATION	
714	VINEGAR RED ITALIAN STYLE	Case	Driscoll Foods	$11.92	4	G1325	600621	ADMIRATION	
715	Vinegar, Red Wine	Case	Driscoll Foods	$11.92	4	G1330	6006211DK	ADMIRATION	
717	Quinoa	Case	Driscoll Foods	$25.90	10	X069	0	AMBROSIA	
718	Fortune Cookie, WG	Case	Driscoll Foods	$19.08	350	G1693	79203	Asian Food Solutions and Comida Vida	
719	Granola, Cinnamon WG, IW	Case	Driscoll Foods	$90.01	320	G1139	2264	Bake Crafters	
720	PASTA ELBOW WGR	Case	Driscoll Foods	$18.19	20	G1426	14195	Barilla	
723	Gluten Free Chicken Breast Fillet	Case	Driscoll Foods	3.45	10	G1728	102685	Brakebush Brothers	
724	Gluten Free Chicken Tenderloin	Case	Driscoll Foods	3.97	10	G1729	102686	Brakebush Brothers	
726	Vegetarian Bean	Case	Driscoll Foods	27.78	60	G1018	383134	0	
728	Brown Gravy, Campbell's	Case	Driscoll Foods	39.14	60	G1140	0	Campbells	
729	Chicken Gravy Low Salt	Case	Driscoll Foods	40.79	60	G1141	210	Campbells	
730	Turkey Gravy Low salt	Case	Driscoll Foods	40.79	60	G1142	10061	Campbells	
731	Yucca Steak Cut Fries	Case	Driscoll Foods	42.9	24	G1705	454732	Comida Vida	
732	Oil Blend - EVOO 75/25 Cortona	Case	Driscoll Foods	69.33	6	G1724	13503	Cortona	
733	Extra Virgin Olive Oil	Case	Driscoll Foods	25.94	12	X196	0	Cortona	
734	SPAGHETTI Pasta WGR THIN	Case	Driscoll Foods	18.14	20	G1424	712513	Dakota Growers	
735	Balsamic Glaze	Case	Driscoll Foods	33.44	77.4	G1435	557751	De Nigris	
739	Confectioners Sugar	Case	Driscoll Foods	33.14	24	G1739	12380	DOMINO	
742	Grated Cheese , Parmesan	Case	Driscoll Foods	3.19	12	G1540	0	Emerald	
747	Tomatoes diced, Domestic	Case	Driscoll Foods	27.41	60	G1431	798176	Furmano	
748	Tomatoes Crushed	Case	Driscoll Foods	28.04	60	G1433	F12262	Furmano	
749	Northern White Beans, Pouch	Case	Driscoll Foods	25.04	60	G1443	530880	Furmano	
750	BEANS KIDNEY RED POUCH	Case	Driscoll Foods	26.49	60	G1444	982554	Furmano	
752	Chick-Peas-Garbanzo	Case	Driscoll Foods	24.59	60	G1033	11984	Furmano's Foods	

753	PIGEON PEAS GANDULES GREEN LRS	Case	Driscoll Foods	37.7	360	G1394	2001	GOYA 99761	
755	BEANS DARK KIDNEY LRS	Case	Driscoll Foods	25.94	60	G1437	823962	Indigo	
757	White Vinegar	Case	Driscoll Foods	10.81	4	G1451	656400	Indigo	
760	WINE COOKING MARSALA	Case	Driscoll Foods	22.3	4	G1450	751830	Jolina	
763	Corned Beef,Brisket	Case	Driscoll Foods	5.14		G1271	42484	KAYEM	
764	Ranch Dressing	Case	Driscoll Foods	53.14	4	G1126	17677	Ken's Foods	
765	Creamy Italian Dressing	Case	Driscoll Foods	47.19	4	G1127	17412	Ken's Foods	
766	Caesar Dressing	Case	Driscoll Foods	59.49	4	G1128	827	Ken's Foods	
769	Craisins, Raspberry Lemon Dried	Case	Driscoll Foods	58.79	200	G1357	1381	Ocean Spray Cranberries, Inc.	
770	Craisins, Cranberry Dried	Case	Driscoll Foods	58.79	200	G1358	1382	Ocean Spray Cranberries, Inc.	
774	COUSCOUS ISRAELI WG	Case	Driscoll Foods	45.94	20	G1316	5095	Packer	
775	Wrap, Tomato 12" W.G	Case	Driscoll Foods	24.19	72	G1025	0	Packer Label	
776	Wrap,White 12" W.G	Case	Driscoll Foods	20.19	72	G1026	940102	Packer Label	HS
782	Cracker Goldfish Cheddar WG	Case	Driscoll Foods	65.14	300	G1214	18105	Pepperidge Farm®	
785	WATER PURIFIED	Case	Driscoll Foods	9.18	384	G1468	831672	Pure Life	
787	Tomato Sauce	Case	Driscoll Foods	31.04	60	G1190	RPKHA99	Red Gold Inc.	
789	Tomato Sauce	Case	Driscoll Foods	30.71	60	G1322	F12265	Redpack	
793	Corn Canned	Case	Driscoll Foods	30.98	60	G1040	6090	Seneca Foods	
798	BAKING POWDER	Case	Driscoll Foods	51.14	40	G1460	600090	UNIPRO	
799	PICKEL SPEAR DILL KOSHER	Case	Driscoll Foods	28.74	5	G1398	591538	United	
804	Vegetable oil	Case	Driscoll Foods	55.19	6	G1060	13640	0	
805	Black olives Pitted & Sliced	Case	Driscoll Foods	42.74	60	G1061	0	0	
807	Spaghetti Cut 51%W.G	Case	Driscoll Foods	17.74	20	G1069	0	0	
808	Ziti W.G	Case	Driscoll Foods	17.39	20	G1073	0	0	
810	Jalepeno Peppers Sliced	Case	Driscoll Foods	19.74	4	G1081	0	0	
812	Sauerkraut	Case	Driscoll Foods	40.08	60	G1098	0	0	
813	Taco Shells, Yellow Corn	Case	Driscoll Foods	15.98	200	G1102	152019	0	HS
814	Refried Beans, Vegetarian	Case	Driscoll Foods	47.92	6	G1112	0	0	
815	Bread/ Panko Bread Crumbs	Case	Driscoll Foods	30.97	35	G1113	0	0	
816	Tortilla Wrap 10" W.G	Case	Driscoll Foods	27.94	144	G1116	0	0	
823	Salsa	Case	Driscoll Foods	42.74	60	G1170	0	0	
827	Tea Bags w/ Tags & Envelope	Case	Driscoll Foods	25.74	10	G1187	0	0	
828	Lemon Juice - Bottle	Case	Driscoll Foods	18.78	384	G1218	0	0	
830	PEPPER,JALAPENO, SLICED	Case	Driscoll Foods	19.88	4	G1262	0	0	
831	Vegetable Base, Liquid Concentrate	Case	Driscoll Foods	59.01	128	G1646	8844	0	
833	Prok Spare BBQ Ribs	Case	Driscoll Foods	17.7	18	G1688	102582	0	
837	WG Chicky Woodles Cup	Case	Driscoll Foods	65.74	96	X0013	103892	Woodles	

784	Brown Par Boiled Rice	Case	Driscoll Foods	$17.49	25	G1430	862425	Producer's

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JERUSALEM DISTRIBUTION INC.

BNB052266 GROCERY ITEMS

Line Item	Description	UOM	Vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
710	Brown Rice Par Boiled	Case	Jerusalem Distributio	$17.46	25	G1093	12111	Uncle Bens Inc
796	Tuna Chunk Light Pouch, Domestic	Case	Jerusalem Distributio	$55.49	6	G1429	20150	STARKIST 20150
797	Tuna Chunk Light Tuna in pouch	Case	Jerusalem Distributio	$55.49	6	G1193	0	StarKist Co.
809	Penne Rigati 100% Whole Wheat Frozen	Case	Jerusalem Distributio	$24.49	20	G1077	0	0
817	Cornstarch	Case	Jerusalem Distribution Inc	$33.49	24	G1124	0	0
829	Water, Bulk	Case	Jerusalem Distribution Inc	$11.94	40	G1225	0	0

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PROVENDER BANDS, LLC.

BNB052266 GROCERY ITEMS

Line Item	Description	UOM	Vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
702	Fiesta Mexican Crumbles	Case	BIG SPOON LLC	$88.00	60	G037	PB00506	Deeply Rooted
703	Unflavored Crumbles DR	Case	BIG SPOON LLC	$82.00	60	G046	PB00601	Deeply Rooted
704	Zesty Italian Crumbles DR	Case	BIG SPOON LLC	$88.00	60	G036	PB00501	Deeply Rooted
736	Zesty Italian Crumble, Plant Based, Deeply Rooted	Case	BIG SPOON LLC	$88.00	60	G036	348175	Deeply Rooted
737	Fiesta Mexican Crumble, Plant based, Deeply Rooted	Case	BIG SPOON LLC	$88.00	60	G037	348174	Deeply Rooted
738	Unflavored Crumble, Plant Based, Deep Rooted	Case	BIG SPOON LLC	$82.00	60	G046	0	Deeply Rooted

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JULY **THURSTON FOODS**

EMAIL:
TIM.THURSTON@THURSTONFOODS.COM

BNB052266 GROCERY ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer	Column2
705	Penne Pasta Dry Non- W.G	Case	Thurston Foods Inc.	$17.64	20		440072	Barilla	440815
706	Sugar Dark Brown	Case	Thurston Foods Inc.	$31.52	24	X307	400592	Domino	401354
710	Brown Rice Par Boiled	Case	Thurston Foods Inc.	$24.91	25	G1093	12111	Uncle Bens Inc	12871
716	Uncured Fully Cooked Chicken Bacon	Case	Thurston Foods Inc.	$55.30	240	G1286	36500	AL FRESCO	37511
721	Red Kidney Beans	Case	Thurston Foods Inc.	$26.97	60	X194	F13107	Bella Vista	808
722	Beans, Kidney Red Pouch	Case	Thurston Foods Inc.	$26.97	60	G1446	1868700	BELLA VISTA TBA	1869509
725	Beef Brisket Burnt Ends	Case	Thurston Foods Inc.	$89.61	8	G1689	11098	Brookwood Farms	11921
727	CHEESE PEPPER JACK LOAF	Case	Thurston Foods Inc.	$2.88	10	G1407	31149	CABOT	31889
740	SUGAR DARK BROWN	Case	Thurston Foods Inc.	$31.52	24	G1457	433903	Domino	434699
741	TOMATOES, SUNDRIED HALVES	Case	Thurston Foods Inc.	$22.29	5	G1385	77105	Emerald	77873
743	Oil Blend 90/10 Canola Pomace	Case	Thurston Foods Inc.	$62.86	6	X305	350432	Emerald	351244
744	OIL BLND 90/10 CANOLA POMACE	Case	Thurston Foods Inc.	$62.86	6	G1336	15471	Emerald	16284
745	VINEGAR BALSAMIC IMPORTED	Case	Thurston Foods Inc.	$42.38	10	G1333	25260	Emerald	26057
746	Pita Wrap Tomato 12" low card WG	Case	Thurston Foods Inc.	20.05	72	X249	1302	Father Sams	2140
754	Instamash Potatoes	Case	Thurston Foods Inc.	52.08	19.44	G116	827332	Idahoan	828158
756	BEANS CANNELLINI	Case	Thurston Foods Inc.	28.63	60	G1448	F11618	Indigo	845
758	Pretzel, Soft, Slider Size	Case	Thurston Foods Inc.	39.85	200	G1667	30110	J & J Snack Foods Corp.	31108
761	Wine Cooking Sherry	Case	Thurston Foods Inc.	19.87	4	X303	550429	Jolina	551214
762	WINE COOKING SHERRY	Case	Thurston Foods Inc.	19.87	4	G1329	600861	Jolina	601647
767	Canola Oil	Case	Thurston Foods Inc.	47.15	576	X195	11252	La Spagnola	12642
768	Cranberry Sauce	Case	Thurston Foods Inc.	60.29	6	G1041	67450	Ocean Spray Cranberries, Inc.	68284
771	Pepper Banana Rings	Case	Thurston Foods Inc.	22.67	4	G1392	24306	Olympos	25104
773	OIL SOYBEAN VEGETABLE SALAD	Case	Thurston Foods Inc.	59.55	6	G1452	715680	PACKER	716519
777	Vanilla Extract, Imitation	Case	Thurston Foods Inc.	2.4	32	G1105	X	Packer Label	811
778	White Vinegar	Case	Thurston Foods Inc.	11.94	4	G1106	600611	Packer Label	601405
779	Fresh Fruit Salad	Case	Thurston Foods Inc.	49.35	10	G1138	78969	Packer Label	79807
780	Red Wine Vinegar	Case	Thurston Foods Inc.	11.31	4	G1196	600621	Packer Label	601416
781	SPRAY PAN SAUTE AND GRILL	Case	Thurston Foods Inc.	21.68	102	G1453	718730	PAM	719635
783	WATER SPRING Nestle	Case	Thurston Foods Inc.	4.85	405.6	G1386	88200	POLAND	89393
786	Tomato Paste	Case	Thurston Foods Inc.	45.06	6	G1189	RPKUA99	Red Gold Inc.	837
788	Tomatoes Diced	Case	Thurston Foods Inc.	28.65	60	G1192	F10442	Red Gold Inc.	877
790	Burgundy Cooking Wine	Case	Thurston Foods Inc.	29.84	4	X198	26839	Regina	27663
791	Whipped Topping in a bag	Case	Thurston Foods Inc.	50.32	192	G1732	23820	RICHS	24853
792	VINEGAR RICE MANKAKO	Case	Thurston Foods Inc.	37.28	4	G1455	655881	Roland	656714

794	Avocado Pulp Cup 2 oz	Case	Thurston Foods Inc.	16.88	72	X184	51909	Simplot	52792
795	Taco Boat- Tube	Case	Thurston Foods Inc.	56.81	200	G1027	363	Smokewood Foods Co.	1415
800	Whirl Sodium-Free Butter Flavored Oil	Case	Thurston Foods Inc.	44.01	3	G1338	103515	WHIRL 13600	104362
801	Woodles WG Ramen Noodles	Case	Thurston Foods Inc.	39.71	144	X387	3781	WOODLES	4766
802	Master Blend Coffee	Case	Thurston Foods Inc.	38.38	46.2	G1037	39369	MH	40256
803	Mushroom Stems & pieces	Case	Thurston Foods Inc.	52.91	60	G1059	13155	NEMC	14071
806	Food Release, PAM, Driscoll (6/17oz)	Case	Thurston Foods Inc.	21.68	102	G1066	315	VERS	1245
811	Pickle Chips,Dill	Case	Thurston Foods Inc.	28.07	4	G1082	2942	BG	3785
818	Hummus 2.50 OZ	Case	Thurston Foods Inc.	21.9	120	G1150	35020	CED	35980
819	Mandarin Orange Segments	Case	Thurston Foods Inc.	34.28	60	G1151	15724	HORN	16637
820	Instant Potatoes, Basic American Classic, Idahoan	Case	Thurston Foods Inc.	49.01	312	G1164	2970000313	IDAH 313	2970001494
821	Roast Beef Cooked	Case	Thurston Foods Inc.	109.8	15	G1168	2810	KAY 7.33LB	3756
822	Fully Cooked Roast Beef	Case	Thurston Foods Inc.	109.8	15	G1169	2810	KAY	3757
826	Stuffing	Case	Thurston Foods Inc.	70.15	330	G1184	75685	MRSC	76911
832	Apple Nectar, Thickening Drink	Case	Thurston Foods Inc.	14.37	96	G1651	16661	THIC	17603
835	Pico De Gallo	Case	Thurston Foods Inc.	75.28	10	K856	X	PACKER	920
836	Beans/ Pinto Beans 6/#10 cans	Case	Thurston Foods Inc.	30.41	60	CD032	F13104	FURM	926

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TYSON FOODS

BNB052266 GROCERY/ MEAT ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
824	Beef Shaved Steak, Pre-portioned	Case	Tyson Prepared	$78.10	40	G1181	10000008912	Tyson
825	Chicken Shaved Pre-Portioned Chicken	Case	Tyson Prepared	$56.41	32	G1182	10000041260	Tyson

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JTM

BNB052266 GROCERY/ MEAT ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
871	Premium Beef Chili with Beans	Case	00494850000006	$49.00	99	X014	CP5309	JTM
872	Signature Beef Sloppy Joe	Case	00494850000006	$44.87	132	X015	CP545	JTM
873	Premium Hot Honey Beef	Case	00494850000006	$52.30	122	X016	CP5407	JTM

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ALBIE'S

BNB052266 GROCERY/ MEAT ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
852	Stuffed Sandwich Fiestada Beef	Case	Albie's Food	$46.56	1	G1473	55291	Albie's Food Products, LLC

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DRISCOLL FOODS

BNB052266 GROCERY/ MEAT ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer	LINQ IMPORT NOTES DO NOT
864	Hamburger Raw(gound beef)	Case	Driscoll Foods	$4.57	1	X348	8563	Emerald	
865	Hamburger Raw (ground beef)	Case	Driscoll Foods	$4.57	1	G1269	42499	Emerald	
875	Franks, 100% Beef 20#	Case	Driscoll Foods	$4.41	12	X349	8849	Kunzler	
842	Breaded Drumstick	Case	Driscoll Foods	$90.78	1	CM3131	16660100928	Goldkist	(DO NOT IMPORT price, This is commercial)
843	Beef Bologna 100%	Case	Driscoll Foods	$4.50	12	G1020	13142	Packer Label	
849	Chicken & Vegetable Dumplig WG Wrapper	Case	Driscoll Foods	$67.49	1	G1486	60585	Schwans	
850	Dumplings, Chicken	Case	Driscoll Foods	$67.49	1	G1487	60585	Schwans	
867	Fish Patties w/ cheese 3 oz protein CN Label	Case	Driscoll Foods	$44.94	1	G1283	53998	Highliner	
868	Fish Sticks/Elem 3 oz protein CN Label	Case	Driscoll Foods	$40.14	1	G1282	6591	HIGHLINER	
869	BEEF ROAST SLICED	Case	Driscoll Foods	$9.19	12	G1273	49315	HORMEL 43432	

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TYSON FOODS

BNB052266 GROCERY/ MEAT ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer	IMPORT NOTES_ DO NOT PRINT
840	Chicken Wings Oven Roasted Glazed	Case	Tyson Prepared	$133.83	89	CM3137	10346960928	Foster Farms	use Commodity price for import
854	Chicken/Oven Glazed Drumstick	Case	Tyson Prepared	$87.51	95	CM3134	10264350928	Tyson	use Commodity price for import
885	Pancake Chicken Sausage Bites	Case	Tyson Prepared	$89.54	163	CM3051	10195430928	Proview Foods	use Commodity price for import
892	Hot & Spicy Breaded Chicken Drumsticks	Case	Tyson Prepared	$25.40	40	X205	1.0003E+11	TYSON	use Commodity price for import
893	Fully Cooked Hot and Spicy Breaded Chicken Drumsticks	Case	Tyson Prepared	$94.33	92	G1493	30016-0928	TYSON	use Commodity price for import
894	Fully Cooked Chicken Drumstick w. Gochujang Pepper Sauce	Case	Tyson Prepared Foods	$87.51	95	G1494	43781	TYSON	use Commodity price for import
897	Breaded Chicken Chunks- Gluten Free	Case	Tyson Prepared Foods	$35.00	49	G1121	10000069616	Tyson	use Commodity price for import
901	Chicken/ Fajita Seasoned Grilled Breast,. Strips w/rib meat	Case	Tyson Prepared Foods	$126.56	160	G1701	28001	Tyson	use Commodity price for import

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THURSTON FOODS

EMAIL:
TIM.THURSTON@THURSTONFOODS.COM

BNB052266 GROCERY MEAT ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer	IMPORT NOTES_ DO NOT PRINT
839	Turkey Ham, All Natural Slice 12/1.5 LB	Case	Thurston Foods Inc.	$76.02	1	G1490	89202	Butterball	
851	Stuffed Sandwich Fiestada Beef	Case	Thurston Foods Inc.	$48.59	1	G1473	55291	Schwans	
857	Turkey Sausage	Case	Thurston Foods Inc.	$81.74	1	CM3074	89208	Butterball	Duplicate, Remove Working Item- Tiffany
860	Turkey Sausage	Case	Thurston Foods Inc.	$81.74	1	G1491	30773	Butterball	Duplicate, Remove Working Item- Tiffany
856	Turkey Bacon, Fully Cooked	Case	Thurston Foods Inc.	$47.94	1	CM3075	870706	Butterball	Duplicate, Remove Working Item- Tiffany
858	Turkey Bacon, Fully Cooked	Case	Thurston Foods Inc.	$47.94	1	G1488	30302	Butterball	Duplicate, Remove Working Item- Tiffany
862	Turkey Bacon, Fully Cooked	Case	Thurston Foods Inc.	$47.94	1	X258	89214	Butterball	Duplicate, Remove Working Item- Tiffany
877	Franks, 100% Beef 20#	Case	Thurston Foods Inc.	$44.24	1	G1270	2002781548	Kunzler	
890	BUN HAMBURGER GTF VGN	Case	Thurston Foods Inc.	$28.16	1	G1293	120620670	Rotella	
845	Chicken Patty w/ Real Mango	Case	Thurston Foods Inc.	$137.77	1	X289	91410	Rich Chicks	Duplicate, Remove Working Item- Tiffany
848	Chicken Patty w/Real Mango & Jalapeno	Case	Thurston Foods Inc.	$137.77	1	G1534	91410	Rich Chicks	Duplicate, Remove Working Item- Tiffany
853	Dumplings, Chicken Six 0.76 oz , fully cooked 2m/ma 1 g eq.	Case	Thurston Foods Inc.	$69.99	1	X257	60585	Schwans	
855	Corned Beef, lean	Case	Thurston Foods Inc.	5.89	1	X350	53342	Best	
859	Turkey Ham	Case	Thurston Foods Inc.	76.02	1	G1489	89202	Butterball	
861	Turkey Sausage, links, precooked	Case	Thurston Foods Inc.	81.74	1	G1492	30676	Butterball	
863	Chicken Mole	Case	Thurston Foods Inc.	288.99	1	X1695	490040	COMIDA VIDA	
866	Salmon portions	Case	Thurston Foods Inc.	76.54	1	G1297	1059333	FPI 35240	
870	Turkey Kielbasa	Case	Thurston Foods Inc.	92.07	1	X003	613620	Hormel Foods	
874	Beef Pastrami Cooked	Case	Thurston Foods Inc.	8.79	1	G1272	1551	KAYEM	
876	Beef 100% Beef Franks (Hot Dog)	Case	Thurston Foods Inc.	44.24	1	G1238	684904	Kunzler	
878	IW Beef, Salsa Roja, Cheese	Case	Thurston Foods Inc.	93.59	1	X373	99770	Los Cabos	
879	Beef Short Ribs - Raw	Case	Thurston Foods Inc.	7.65	1	X072	X	North Farms	
880	Shaved Steak, Beef (pre-portioned)	Case	Thurston Foods Inc.	59.57	1	G1267	885	OLD NEIGHBOR	
881	Shaved Steak, Chicken (pre-portioned)	Case	Thurston Foods Inc.	59.57	1	G1268	895	OLD NEIGHBOR	
882	Beef Brisket - Raw	Case	Thurston Foods Inc.	6.41	1	X071	2642	PACKER	
883	Whole Chicken - Raw	Case	Thurston Foods Inc.	1.68	1	X073	6001	PACKER	
887	CHICKEN, WHOLE MUSCLE BONELESS CHUNK	Case	Thurston Foods Inc.	88.94	1	G1259	23415	Rich Chicks	
888	CHICKEN, TENDER, SPICY, FULLY COOKED H.S.	Case	Thurston Foods Inc.	88.78	1	G1260	43404	Rich Chicks	
891	Turkey ham, All natural Sliced	Case	Thurston Foods Inc.	76.02	1	G1195	89202	Shady Brook Farms	
895	Chicken Tender, Golden TYS	Case	Thurston Foods Inc.	122.04	1	CM3141	10703320928	Tyson Foods	use Commodity price for import
896	Bacon,Turkey pre cooked	Case	Thurston Foods Inc.	47.94	1	G1006	271106	JENNIO	
900	Beef Bologna	Case	Thurston Foods Inc.	4.26	1	G1246	315	OLD N	

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THURSTON

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BNB052266 GROCERY SNACK ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
1026	WG Brownie	Case	Thurston Foods Inc.	$55.73	96/2 OZ	X458	82220	Buena Vista
1027	WG Brookee	Case	Thurston Foods Inc.	$56.85	96/1.5 OZ	X460	84440	Buena Vista
1028	WG Natural Shamrock Cookie, 1.2oz, IW	Case	Thurston Foods Inc.	$69.32	150/1.2 OZ	B2712	72920	Buena Vista
1029	WG Natural Pink Heart Cookie, IW 1.2oz, IW	Case	Thurston Foods Inc.	$69.32	150/1.2 OZ	B2713	73820	Buena Vista
1030	IW WG Brownie	Case	Thurston Foods Inc.	$55.73	BUENA 96/2 OZ	X212	82220	Cookie Tree Bakery
1031	FatCat- Cookie Celebration WG, I/W	Case	Thurston Foods Inc.	$62.78	BUENA 120/1.5 OZ	B2700	922036	Driscoll Foods/ AKA/ Metropolitan Foods
1035	FatCat- Cookie Snickerdoodle WG, I/W	Case	Thurston Foods Inc.	$62.78	BUENA 150/1.2 OZ	B2704	922033	Driscoll Foods/ AKA/ Metropolitan Foods
1036	Fat Cat- Cookie, Vanilla Sugar	Case	Thurston Foods Inc.	$62.78	BUENA 150/1.2	B2706	922037	Fat Cat
1040	CORN FRITO ORIGINAL CHIPS	Case	Thurston Foods Inc.	$33.99	104	G1581	44355	Frito Lay
1043	POTATO CHIPS	Case	Thurston Foods Inc.	$28.28	120	G1585	19846	Frito Lay
1044	POTATO PLAIN CHIPS	Case	Thurston Foods Inc.	$28.28	120	G1586	33625	Frito Lay
1047	WG CHIPS TORTILLA ROUND Tostitos	Case	Thurston Foods Inc.	22.1	8/1 LB	G1590	62399	Frito Lay
1058	Waffle Sticks, Belgian	Case	Thurston Foods Inc.	54	216	B2675	931468	Krusteaz
1070	Doritos RF Flamas	Case	Thurston Foods Inc.	37.12	104	NEW CODE	62829	Pepsi Co.
1075	Baked Cheetos Flamin' Hot	Case	Thurston Foods Inc.	25.63	72	G1575	62984	Pepsi Co.
1076	Baked Cheetos Famin' Hot Limon	Case	Thurston Foods Inc.	37.12	104	G1577:	52889	Pepsi Co.
1078	Smartfood RF White Cheddar	Case	Thurston Foods Inc.	33.58	72	NEW CODE	30900	Pepsi Co.
1082	Grandma's Mini Choc Chip Cookies	Case	Thurston Foods Inc.	29.12398	80/1.22	NEW CODE	66154	Pepsi Co.
1088	Stacy's Multigrain Pita Chips	Case	Thurston Foods Inc.	32.42	6/16 OZ	NEW CODE	78245	Pepsi Co.
1092	Baked Salt & Vinegar Lay's	Case	Thurston Foods Inc.	27.42	60	NEW CODE	74847	Pepsi Co.
1097	Quaker Caramel Rice Crisps	Case	Thurston Foods Inc.	43.87	80	NEW CODE	43381	Pepsi Co.
1098	Quaker Apple Cinnamon Rice Crisps	Case	Thurston Foods Inc.	43.87	80	NEW CODE	57758	Pepsi Co.
1099	Quaker Buttermilk Ranch Rice Crisps	Case	Thurston Foods Inc.	43.87	80	NEW CODE	57759	Pepsi Co.
1104	Fritos Original	Case	Thurston Foods Inc.	26.53	120/.75	NEW CODE	32425	Pepsi Co.
1105	Doritos RF Nachos Cheese	Case	Thurston Foods Inc.	26.53	72	NEW CODE	20518	Pepsi Co.
1107	Fritos Original Corn Chips	Case	Thurston Foods Inc.	35.57	60/1.5	NEW CODE	69394	Pepsi Co.

City of Bridgeport, Connecticut

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Keoma Steele — Director E-mail: Nutrition@bridgeportedu.net

DRISCOLL FOODS

EMAIL:
MWASSERMAN@DRISCOLLFOODS.COM

BNB052266 GROCERY/ SNACK ITEMS

Line Item	Description	UOM	vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
1024	TORTILLA SCOOPS, 72 ct. 0875oz. CHIPS	Case	Driscoll Foods	$28.01	72	G1579	441308	Frito Lay
1025	IW WG Mini Brownie Bar	Case	Driscoll Foods	$65.95	144	X203	0	Bene-FIT
1032	FatCat- Cookie Chocolate Chip WG, I/W	Case	Driscoll Foods	$63.14	1	B2701	922035	Driscoll Foods/ AKA/
1033	FatCat- Cookie Double Chocolate Chip WG, I/W	Case	Driscoll Foods	$63.14	1	B2702	922003	Driscoll Foods/ AKA/
1034	FatCat- Cookie Pumpkin Harvest WG, I/W	Case	Driscoll Foods	$67.49	1	B2703	922034	Driscoll Foods/ AKA/ Metropolitan Foods
1037	CHEETOS WGR RF RICH PUFFS	Case	Driscoll Foods	$28.79	1	G1575	2191	Frito Lay
1039	DORITO RICH COOL RANCH, reduced fat CHIPS	Case	Driscoll Foods	$28.80	72	G1583	641323	Frito Lay
1041	CORN FRITOS CHIPS	Case	Driscoll Foods	$30.00	120	G1582	32405	Frito Lay
1042	NACHO CHEESE DORITO RDF CHIPS	Case	Driscoll Foods	$28.80	72	G1584	31748	Frito Lay
1045	SOUR CREAM & ONION SSS CHIPS	Case	Driscoll Foods	$69.00	300	G1587	3627	Frito Lay
1046	SUNCHIPS ORIGINAL WGR	Case	Driscoll Foods	$39.52	104	G1592	11151	Frito Lay
1048	WG CHIPS TORTILLA Tostitos	Case	Driscoll Foods	39.14	1	G1589	18792	Frito Lay
1049	CHEETOS BAKED WG	Case	Driscoll Foods	40.56	104	G1577	641817	Frito Lay
1050	BAKED LAYS REGULAR LSS CHIPS	Case	Driscoll Foods	22.18	1	G1580	641969	Frito Lay
1051	SUNCHIPS CHEDDAR CHEESE CHIPS	Case	Driscoll Foods	39.04	1	G1588	641821	Frito Lay
1052	DORITOS RICH SPICY SWEET CHILI	Case	Driscoll Foods	27.98	1	G1591	641324	Frito Lay
1053	Graham, Cinnamon Bug Bite, Keebler	Case	Driscoll Foods	47.04	1	B2628	10276	Keebler
1054	Pringles® Mingles™ Made With 8g Whole Grain Puffed Snacks, BBQ Sauce & Chicken Nuggets	Case	Driscoll Foods	30.74	1	NEW CODE	38000-33245	Kellanova
1055	Pringles® Mingles™ Made With 8g Whole Grain Puffed Snacks, Pepperoni & Cheese Pizza	Case	Driscoll Foods	30.74	1	NEW CODE	38000-33256	Kellanova
1056	Pringles Mingles Made With 8g Whole Grain Puffed Snacks, Zesty Lime & Chili	Case	Driscoll Foods	30.74	1	NEW CODE	38000-33241	Kellanova
1057	Pringles Mingles Made With 8g Whole Grain Puffed Snacks, Buffalo Wings & Ranch	Case	Driscoll Foods	30.74	1	NEW CODE	0	Kellanova
1059	Dorito R-. Fat, Walking Taco- Nacho Cheese	Case	Driscoll Foods	22.17	1	G1716	684822	Pepsi Co.
1060	Chocolate Chp Crumb Loaf WG IW	Case	Driscoll Foods	35.74	90	X450	CHR272	SKY BLUE
1061	PRETZEL HONEY WHEAT	Case	Driscoll Foods	39.83	104	G1576	44391	0
1062	Pita Chips	Case	Driscoll Foods	40.56	104	B2587	0	0
1063	Doritos® Reduced Fat Nacho Cheese Flavored Tortilla Chips - 1oz.	Case	Driscoll Foods	28.44	72	NEW CODE	31748	Pepsi Co.
1064	Doritos® Reduced Fat Wild White Nacho Flavored Tortilla Chips - 1oz.	Case	Driscoll Foods	28.44	72	NEW CODE	67609	Pepsi Co.

1065	Cheetos® Baked Whole Grain Rich Cheese Flavored Snacks – Crunchy - .875oz.	Case	Driscoll Foods	28.44	72	NEW CODE	62933	Pepsi Co.
1066	Cheetos RF Puffs	Case	Driscoll Foods	28.44	72	NEW CODE	21910	Pepsi Co.
1067	LSS RF Tostitos Rounds	Case	Driscoll Foods	22.14	1	NEW CODE	30103	Pepsi Co.
1068	SVL RF Tostitos Rounds	Case	Driscoll Foods	39.19	1	NEW CODE	18792	Pepsi Co.
1069	Doritos RF Cool Ranch	Case	Driscoll Foods	27.98	1	NEW CODE	36096	Pepsi Co.
1071	Doritos RF Tangy Golden Siracha	Case	Driscoll Foods	28.08	72	NEW CODE	78095	Pepsi Co.
1072	Doritos RF Spicy Sweet Chili	Case	Driscoll Foods	28.08	72	NEW CODE	49093	Pepsi Co.
1073	Rold Gold Heartzels	Case	Driscoll Foods	39	104	NEW CODE	15940	Pepsi Co.
1074	Funyuns Baked	Case	Driscoll Foods	39.19	1	NEW CODE	66689	Pepsi Co.
1077	Baked Tostitos Scoops	Case	Driscoll Foods	28.04	1	NEW CODE	42537	Pepsi Co.
1079	Fantastix! Flamin' Hot	Case	Driscoll Foods	39.78	1	NEW CODE	43578	Pepsi Co.
1080	Fantastix! Chili Cheese	Case	Driscoll Foods	39.78	1	NEW CODE	36098	Pepsi Co.
1081	Fantastix! Ranch Fries	Case	Driscoll Foods	39.78	1	NEW CODE	74993	Pepsi Co.
1083	Grandma's Mini Blueberry Vanilla Bites	Case	Driscoll Foods	39.49	1	NEW CODE	22642	Pepsi Co.
1084	Chewy Granola Bars Dark Chocolate Chunk	Case	Driscoll Foods	24.55	1	NEW CODE	31186	Pepsi Co.
1085	Chewy Granola Bars S'mores	Case	Driscoll Foods	24.55	1	NEW CODE	31181	Pepsi Co.
1087	Chewy Granola Bars Reduced Sugar Chocolate Chip	Case	Driscoll Foods	24.55	1	NEW CODE	31175	Pepsi Co.
1089	Baked Original Lay's	Case	Driscoll Foods	23.04	1	NEW CODE	33625	Pepsi Co.
1090	Baked BBQ Lay's	Case	Driscoll Foods	22.79	1	NEW CODE	32078	Pepsi Co.
1091	Baked Cheddar Sour Cream Lay's	Case	Driscoll Foods	23.08	1	NEW CODE	56882	Pepsi Co.
1093	Lay's Kettle Cooked 40% Less Fat Original	Case	Driscoll Foods	39.18	1	NEW CODE	25115	Pepsi Co.
1094	Lay's Kettle Cooked 40% Less Fat Sea Salt & Vinegar	Case	Driscoll Foods	39	1	NEW CODE	25113	Pepsi Co.
1095	Lay's Kettle Cooked 40% Less Fat Jalapeno Cheddar	Case	Driscoll Foods	39.18	1	NEW CODE	25111	Pepsi Co.
1096	Lay's Kettle Cooked 40% Less Fat Smoky BBQ	Case	Driscoll Foods	39.18	1	NEW CODE	0	Pepsi Co.
1100	Original Sun Chips	Case	Driscoll Foods	39.04	1	NEW CODE	44425	Pepsi Co.
1101	Harvest Cheddar Sun Chips	Case	Driscoll Foods	39.04	1	NEW CODE	11152	Pepsi Co.
1102	Honey BBQ Sun Chips	Case	Driscoll Foods	39.04	1	NEW CODE	78785	Pepsi Co.
1103	Garden Salsa Sun Chips	Case	Driscoll Foods	39.04	1	NEW CODE	36445	Pepsi Co.
1106	Tostitos RF Crispy Rounds	Case	Driscoll Foods	23.44	1	NEW CODE	20510	Pepsi Co.
1108	Doritos Walking Taco RF Spicy Sweet Chili	Case	Driscoll Foods	23.44	1	NEW CODE	0	Pepsi Co.
1109	Munchies Munch Mix Snack Mix	Case	Driscoll Foods	39.14	1	NEW CODE	0	Pepsi Co.

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ALBIE'S FOOD PRODUCTS

EMAIL: BIDS@ALBIES.COM

BNB052266 MISC. GROCERY ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
512	Soy butter w/ Grape Jelly Sandwich w/crust 2m/ma, 2 gr.eq.	Case	Albie's Food	$44.00	1	G1568	608	Albie's

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DRISCOLL FOODS

EMAIL:
MWASSERMAN@DRISCOLLFOODS.COM

BNB052266 MISC. GROCERY ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
488	Texas Toast, WG, Garlic, Bulk 1 grain eq.	Case	Driscoll Foods	$33.92	1	X368	1605	bake Crafters
489	HS Texas Garlic Toast Croutons	Case	Driscoll Foods	$33.92	1	G1227	1605	bake Crafters
495	Big Daddy's 16-inch Four Cheese pizza	Case	Driscoll Foods	$74.37	1	G1484	78637	Schwans
496	16 inch pepperoni pizza	Case	Driscoll Foods	$76.19	1	G1498	78638	Schwans
497	Stuffed sandwich Buffalo	Case	Driscoll Foods	$47.19	1	G1483	55292	Schwans
498	Stuffed sandwich Pepperoni pizza	Case	Driscoll Foods	$47.01	1	G1495	55293	Schwans
499	Stuffed Sandwich Buffalo	Case	Driscoll Foods	$47.79	1	X254	55292	Schwans
500	Stuffed Sandwich Pepperoni Pizza	Case	Driscoll Foods	$47.14	1	X262	55293	Schwans
501	16 inch Buffalo Chicken Pizza	Case	Driscoll Foods	$75.97	1	G1497	78639	Schwans
502	16 in 4 cheese pizza	Case	Driscoll Foods	$74.07	1	X255	78637	Schwans
503	16 in Buffalo Chicken Pizza	Case	Driscoll Foods	$75.97	1	X264	78639	Schwans
508	WG Southwestern Chicken and Vegetable Egg Roll	Case	Driscoll Foods	$67.19	1	NEW CODE	41212	Tastybrands
509	WG Pizza Egg Roll	Case	Driscoll Foods	$49.79	1	NEW CODE	41200	Tastybrands
510	WG Buffalo Style Chicken Egg Rolls	Case	Driscoll Foods	$77.98	1	NEW CODE	41209	Tastybrands
511	WG Southwestern Style Chicken Egg Rolls	Case	Driscoll Foods	$67.19	1	NEW CODE	41212	Tastybrands
513	Soybutter & Jelly Crustless Sandwich I/W 72 per case	Case	Driscoll Foods	$59.49	1	G1094	607	Albie's
515	Croissants, Margarine White WG Red Fat Sliced 2.2 oz.	Case	Driscoll Foods	$0.26	200	G1482	40818	bake Crafters
519	Buttermilk Biscuit WG	Case	Driscoll Foods	$29.74	1	B2501	2017	Bake Crafters
521	Buttermilk Biscuit, Sliced, WG,2oz.	Case	Driscoll Foods	$34.97	1	B2641	43706	Bake Crafters
527	Dinner Rolls WG Low Sodium Smooth Top	Case	Driscoll Foods	$34.21	1	X103	0	Bake Crafters
528	Grilled Cheese Garlic Mozzarella IW	Case	Driscoll Foods	$111.74	1	X286	6729	Bake Crafters
536	WG 3 Cheese Calzone IW	Case	Driscoll Foods	$67.49	1	X375	50241	Buena Vista
540	Garlic Brazilian Cheese Bread	Case	Driscoll Foods	$192.14	1	G1696	490030	Comida Vida
541	Readi-Bake Cookie Dough Heart Themed	Case	Driscoll Foods	$57.49	1	X479	651879	Driscoll
553	Turkey Pepperoni (Pillow Pack)	Case	Driscoll Foods	$3.80	10	X208	0	Hormel Foods
554	Whole Grain Soft Pretzel FunShapes®Heart	Case	Driscoll Foods	$30.14	1	B2714	3702	J & J Snack Foods Corp.
555	Whole Grain Soft Pretzel FunShapes® - Shamrock	Case	Driscoll Foods	$30.14	1	B2715	3703	J & J Snack Foods Corp.

557	Asian Vegetable Blend	Case	Driscoll Foods	$44.16	24	G1005	88193	J.R. Simplot Company
558	Green Beans, Cut Frozen	Case	Driscoll Foods	$17.00	20	G1014	34216	J.R. Simplot Company
561	Peas, Frozen Bulk	Case	Driscoll Foods	$25.00	20	G1076	34377	J.R. Simplot Company
562	Bean & Cheese Burrito, De Chile Relleno , I/W	Case	Driscoll Foods	$65.41	1	G1711	0	Los Cabos
565	Chicken & Veggie Egg Roll	Case	Driscoll Foods	$49.98	1	G1700	102152	MINH
567	Pizza/ Nardone's Cheese Individually Boxed ,4 X 6	Case	Driscoll Foods	$45.09	1	X058	401WCM2, Individually boxed cheese pizza	Nardone Bros
568	Bagged Whip topping	Case	Driscoll Foods	$51.14	1	G1274	1353	ON TOP 30455
570	Collard Greens Frozen	Case	Driscoll Foods	$37.44	36	G1038	0	Packer Label
572	16inch BBQ Chicken Pizza	Case	Driscoll Foods	$79.14	1	G1496	68618	Schwans
573	16 in BBQ Chicken Pizza	Case	Driscoll Foods	$79.14	1	X263	68638	Schwans
574	Goodman- pull-a-part	Case	Driscoll Foods	$37.84	1	B2639	18450	super bakery
576	Let's Celebrate Cupcakes	Case	Driscoll Foods	$38.19	1	B2711	103891	Super Bakery
578	Onion Rings	Case	Driscoll Foods	$76.50	1	G1063	3350	Tasty Brands LLC
586	WG Cheese Tortellini	Case	Driscoll Foods	$94.79	1	NEW CODE	00830WG	Tastybrands
587	Whole Grain Cheese Pizza Poppers	Case	Driscoll Foods	$73.19	1	NEW CODE	53306	Tastybrands
588	WG Garlic Cheesy Twiz-Stik	Case	Driscoll Foods	$70.93	1	NEW CODE	62001	Tastybrands
589	WG Grilled Cheese Pull Aparts, Bulk	Case	Driscoll Foods	$102.41	1	NEW CODE	62004	Tastybrands
590	WG “New York Style” Garlic Knot	Case	Driscoll Foods	$64.19	1	NEW CODE	81002	Tastybrands
591	WG “New York Style” Garlic Knot – 1.30 oz	Case	Driscoll Foods	$63.19	1	NEW CODE	81003	Tastybrands
593	Quesadilla, Cheese Pizza, WG 1	Case	Driscoll Foods	$65.14	1	G1681	404197	THE MAX
594	BUN GTF IW HAMBURGER ROLL SLI	Case	Driscoll Foods	$33.72	1	G1521	306497	Udi
595	Bun GTF IW Hamburger Roll Sli	Case	Driscoll Foods	$33.72	1	X278	960616	Udi
596	Bun GTF IW Hot Dog Roll	Case	Driscoll Foods	$34.78	1	X352	780620	Udi
597	BUN GTF IW HOT DOG ROLL	Case	Driscoll Foods	$34.78	1	G1292	IW538	Udi
602	Pillsbury Cheesy Pull Aparts	Case	Driscoll Foods	$62.49	1	X770	0	0
604	White Sliced Bread, Gluten Free	Case	Driscoll Foods	$33.74	1	B2590	0	0
610	Pita Bread Wrap 7" W.G	Case	Driscoll Foods	$15.34	1	G1115	28201	0
611	Breadstick White Garlic heat & serve W.G	Case	Driscoll Foods	$30.01	1	G1117	0	0
612	Chicken Dumplings Fully Cooked	Case	Driscoll Foods	$67.09	1	G1129	0	0
613	Sweet Plantain Slices	Case	Driscoll Foods	$37.49	1	G1719	0	0
614	Rainbow Candy Cookie Dough	Case	Driscoll Foods	$39.77	1	G1725	323532	0
615	Cookie Dough, Sugar Cookie	Case	Driscoll Foods	$39.74	1	G1726	323279	0

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FROZEN BAKERY ACQUISITION

Email: bids@mbccompanies.com

BNB052266 MISC. GROCERY ITEMS

Line Item	Description	UOM	Vendor	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer	LINQ IMPORT DO NOT PRINT
487	White WG RS Garlic Breadstick, 1 gr heat & serve	Case	Bake Crafters	$46.61	240	G1480	1638	bake Crafters	
504	16 in Pepperoni Pizza	Case	Bake Crafters	$63.43	64	X265	78638		
517	Garlic Texas Toast	Case	Bake Crafters	$34.56	120	X368	926050	Bake Crafters	DO NOT IMPORT, Manual Import add second vendor Driscoll Cheaper TIFFANY
518	Grilled Cheese Garlic Mozzarella	Case	Bake Crafters	$98.86	96	X287	6727	Bake Crafters	This is Commercial, Commodity Price is import price
522	Garlic Mozzarella Dippinz Bites.WG- Meal	Case	Bake Crafters	$61.27	240	G1720	3714	Bake Crafters	This is Commercial, Commodity Price is import price
525	Dinner Rolls 2 oz-2 gr	Case	Bake Crafters	$33.81	108	X095	4064	Bake Crafters	
526	Slider Buns 2.5" sliced	Case	Bake Crafters	$64.47	288	X098	519	Bake Crafters	
529	Buttermilk Biscuit 3" WG Sliced	Case	Bake Crafters	$36.38	144	B2606	923	Bake Crafters Food Company	
566	IW 6-inch Turkey Pepperoni Pizza	Case	Bake Crafters	$48.43	80	X057	M80WBCA1	Nardone Bros	

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THURSTON FOODS

Email: tim.thurston@thurstonfoods.com

BNB052266 MISC. GROCERY ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
486	Corn Bread	Case	Thurston Foods Inc.	$22.41	1	G1156	1278	Bake Crafters
494	WG Vegetable fried rice	Case	Thurston Foods Inc.	$50.23	1	G1476	69074	Minh
505	Vegetable Fried Rice	Case	Thurston Foods Inc.	$50.23	1	G1154	69074	Schwan's Food Service
514	NOODLE LO MEIN PRE-COOKED	Case	Thurston Foods Inc.	$43.14	1	G1295	6104	AMOY 98326
516	Cornberad Mini Loaf IW	Case	Thurston Foods Inc.	$22.41	1	X366	2111	Bake Crafters
520	Loaf 100% Whole Wheat, bread	Case	Thurston Foods Inc.	$24.83	1	B2502	3352	Bake Crafters
523	Buttermilk Biscuits sliced - 1 gr	Case	Thurston Foods Inc.	$20.33	1	X093	6293	Bake Crafters
524	Dinner Rolls 1 oz-1 gr	Case	Thurston Foods Inc.	$23.76	1	X094	107	Bake Crafters
534	Ciabatta Roll, Bimbo Brand	Case	Thurston Foods Inc.	$22.33	1	B2708	120515	Bimbo Bakeries Usa
537	WG BEan & Cheese Empanada	Case	Thurston Foods Inc.	$102.58	1	X379	50451	Buena Vista
538	WG Nacho Pretzel	Case	Thurston Foods Inc.	$102.58	1	X381	50821	Buena Vista
539	Herb Garlic Blend	Case	Thurston Foods Inc.	$67.02	1	X200	781802	CHEF 102083
552	Turkey and Gravy	Case	Thurston Foods Inc.	111.69	1	X007	286228	Hormel Foods
556	Pretzel Roll, WG 3oz.	Case	Thurston Foods Inc.	53.14	1	B2688	642518	J & J Snack Foods Corp.
559	Brussel Sprouts Frozen	Case	Thurston Foods Inc.	38.99	1	G1029	83297	J.R. Simplot Company
560	Kernal Corn Frozen	Case	Thurston Foods Inc.	20.46	1	G1039	34339	J.R. Simplot Company
563	Chicken, Salsa Verde & Mozzarella Cheese Tamales	Case	Thurston Foods Inc.	90.91	1	X210	99760	Los Cabos
564	Vegetable Egg Roll	Case	Thurston Foods Inc.	46.57	1	G1130	69039	MINH
575	Super Pumpkin Whole Grain Bread Slice	Case	Thurston Foods Inc.	51.11	1	X443	7505	super bakery
577	Sandwich,Italian Combo, I/W	Case	Thurston Foods Inc.	89.58	1	G1659	98100	Tasty Brands
579	ANYTIMERS® Cheese Pizza Kit	Case	Thurston Foods Inc.	80.88	1	NEW CODE	10101	Tastybrands
580	ANYTIMERS® Cheese & Turkey Pepperoni Pizza Kit	Case	Thurston Foods Inc.	85.59	1	84	10102	Tastybrands
581	ANYTIMERS® BBQ Chicken Pizza	Case	Thurston Foods Inc.	85.59	1	NEW CODE	10108	Tastybrands
582	ANYTIMERS® Turkey & Cheese Kit	Case	Thurston Foods Inc.	85.57	1	86	10202	Tastybrands
583	ANYTIMERS® Turkey Ham & Cheese Kit	Case	Thurston Foods Inc.	83.64	1	NEW CODE	10206	Tastybrands
584	ANYTIMERS® Buffalo Chicken & Cheese Kit	Case	Thurston Foods Inc.	85.59	1	NEW CODE	10218	Tastybrands
585	ANYTIMERS® Turkey Pepperoni & Cheese Kit	Case	Thurston Foods Inc.	96.57	1	85	10292	Tastybrands
598	Cheese Bites	Case	Thurston Foods Inc.	73.87	1	CD3040	11003	WILD MIKES

599	BREADSTICK CHEESE STUFFED WGR	Case	Thurston Foods Inc.	31.75	1	G1520	73338	Wild Mike's
600	Gluten Free 5" Cheese Pizza	Case	Thurston Foods Inc.	50.97	1	G1057	101631	STILLR 24/6 OZ
606	Ciabatta Roll WG, Sliced Slider size	Case	Thurston Foods Inc.	50.63	1	B2689	310135	BIMBO
607	Traditional Chocolate Chip- David's	Case	Thurston Foods Inc.	56.97	1	B2690	921149	DAVID
608	Pasta, Frozen Fully Cooked W.G	Case	Thurston Foods Inc.	34.34	1	G1072	4130831063	MARZ
609	Pepperoni Pizza, Gluten Free 6"	Case	Thurston Foods Inc.	57.36	1	G1084	1500M	S AND F
617	The Amazing Chickpea® Crustless CB&J™ (Banana Cinnamon Chickpea Butter & Grape Jelly Sandwiches)	Case	Thurston Foods Inc.	63.92	1	G105	F9067S	The Amazing Chickpea
618	The Amazing Chickpea® Crustless CB&J™ (Apple Cinnamon Chickpea Butter & Grape Jelly Sandwiches)	Case	Thurston Foods Inc.	53.79	1	NEW CODE	F9041S	The Amazing Chickpea
619	The Amazing Chickpea Crustless CB&J(Creamy Chickpea Butter & Grape Jelly Sandwiches)	Case	Thurston Foods Inc.	53.79	1	NEW CODE	F9040S	The Amazing Chickpea

City of Bridgeport, Connecticut

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Keoma Steele — Director E-mail: Nutrition@bridgeportedu.net

TYSON FOODS

EMAIL: K12BIDGROUP@TYSON.COM

BNB052266 MISCELLANEOUS GROCERY ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
601	Gluten Free Breaded Chicken Chunks	Case	Tyson Prepared	$35.00	49	G1058	100217	Tyson

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Keoma Steele — Director E-mail: Nutrition@bridgeportedu.net

C & C JANITORIAL SUPPLIES INC.

EMAIL: ABIGAIL.RIVERA@CCSUPPLIES.COM

BNB051266 PAPER & CLEANING ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
85	Gloves Yellow All Size	case	C&C Janitorial	$105.84	1	PC1521	30# (SM-XL)	N/A
131	Sani Wipes	CS	C&C Janitorial	$92.50	1	PC1580	9371-12	GOJO

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Keoma Steele — Director E-mail: Nutrition@bridgeportedu.net

DISPOSE N SAVE

EMAIL: BIDS@DISPOSENSAVE.COM

BNB051266 PAPER & CLEANING ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
50	Bun Rack Cover(32x20x75)	case	Dispose N Save	$11.34	1	PC1509	0	
121	Bags/Small Trash Liners 1.5 Mil 24 x24	CS	Dispose N Save	$17.72	1	PC1665	UP24	
151	Wrap Pallet 18"	CASE	Dispose N Save	$29.84	1	PC1573	0	
129	Trash Linner 38x58 Heavy Duty	CS	Unipak Corp.	$20.68	$1.00	PC1663	58XXHRL	N/A
154	Trash Bag Liner 38x58 1.5 Mil Heavy Duty	CASE	Unipak Corp.	$23.82	$1.00	PC1662	PC4616	N/A

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FORM PLASTICS

EMAIL: CS@FORMPLASTICS.COM

BNB051266 PAPER & CLEANING ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
4	Tray Cold Clear 5052	CASE	Form Plastics	$189.02	1	PC1558	5052-151700	Form Plastics 5052-151700
5	Tray Cold Clear 5072	CASE	Form Plastics	$230.20	1	PC1695	5052-151700	Form Plastics 5052-151700
38	Tray Ovenable 1 Comp 5057	case	Form Plastics	$276.93	1	PC1565	5057-404539	Form Plastics 5057-404539
40	Tray, 6042-128500 Clear Meal Tray	case	Form Plastics	$266.55	1	PC1649	6042-128500	Form Plastics 6042-128500
42	Tray Ovenable 1/2 pan #7525	case	Form Plastics	$154.54	1	PC1651	7525-404539	Form Plastics 7525-404539
43	2 Compartment Lg. Burger Tray # 6278	case	Form Plastics Company	$305.38	1	PC1677	6278-404539	Form Plastics# 6277-404539
152	Tray Ovenable 1 Comp #6047	CASE	Form Plastics Company	$305.38	1	PC1566	6047	Form Plastics
37	Tray Ovenable 1 Comp #5047	case	Form Plastics Company	$240.5800	1	PC1563	5047-404539	Form Plastics 5047-404539

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IMPERIAL BAG & PAPER

EMAIL:
DAVID.BEDFORD@IMPERIALDADE.COM

BNB051266 PAPER & CLEANING ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
14	Bags Sandwich 6" Wetwax	case	Imperial Bag & Paper	$112.14	1	PC1506	SAND675W	Victoria Bay
31	Powder Laundry /Washer Machine Soap	case	Imperial Bag & Paper	$27.29	1	PC1680	G00043	
34	Sterno Cans	case	Imperial Bag & Paper	$38.89	1	X070	F800	Dine A Glo-Diablo
36	Dixie Ultra Surface, Wipes for Dispenser	case	Imperial Bag & Paper	$73.50	$1.00	PC1652	29710	EXACT
45	Frazil Cup 12oz	case	Imperial Bag & Paper	$51.03	$1.00	PC1696	VG12CF	Freezing Point LLC.
48	Bag, Paper Brown 20#	case	Imperial Bag & Paper CO.,LLC	$23.20	1	PC1505	VB20SOB	Imperial Bag & Paper Co, LLC
49	Bags Vacuum Cleaner, Micro Filtration	case	Imperial Bag & Paper CO.,LLC	$12.31	1	PC1508	103483	Imperial Bag & Paper Co, LLC
52	Tray Field Trip	case	Imperial Bag & Paper CO.,LLC	$36.00	1	PC1516	7195	Imperial Bag & Paper Co, LLC
60	Mitt Oven Comm. Grade	case	Imperial Bag & Paper CO.,LLC	$4.96	1	PC1575	OMF17	Imperial Bag & Paper Co, LLC
62	Bleach Qt	case	Imperial Bag & Paper CO.,LLC	$16.49	1	PC1581	23138639611	Imperial Bag & Paper Co, LLC
67	Lid, Dome for 16" Tray	case	Imperial Bag & Paper CO.,LLC	$29.30	1	PC1637	A16PETDM	Imperial Bag & Paper Co, LLC
68	Lid, Dome for 18" Black Trays	case	Imperial Bag & Paper CO.,LLC	$34.09	1	PC1638	A18PETDM	Imperial Bag & Paper Co, LLC
69	Lid, Dome for 12" Tray	case	Imperial Bag & Paper CO.,LLC	17.93	1	PC1639	A12PETDM	Imperial Bag & Paper Co, LLC
71	Tray, 16in Black, Checkmate	case	Imperial Bag & Paper CO.,LLC	38.71	1	PC1641	A916BL25	Imperial Bag & Paper Co, LLC
74	Tongs, Black, Plastic, 9 inch Heavy weight	case	Imperial Bag & Paper CO.,LLC	10.85	1	PC1644	VBSWT9B	Imperial Bag & Paper Co, LLC
75	Tongs, I/W Clear, plastic 9in.	case	Imperial Bag & Paper CO.,LLC	10.65	1	PC1645	VBSWT9C	Imperial Bag & Paper Co, LLC
78	Hydrio Q10, Chemical Test Strips , for Sani buckets	case	Imperial Bag & Paper CO.,LLC	5.21	1	PC1653	TPQT10	Imperial Bag & Paper Co, LLC

81	Lid 9oz-24oz cup	case	Imperial Bag & Paper CO.,LLC	24.67	1	PC1692	F98HCF	Imperial Bag & Paper Co, LLC
87	Pad Black Stripping 12"	case	Imperial Bag & Paper CO.,LLC	8.3	1	PC1608	VB12BSTP	Mansfield Paper
88	Pad Black Stripping 16"	case	Imperial Bag & Paper CO.,LLC	12.65	1	PC1609	VB16BSTP	Mansfield Paper
93	Ovenable C-pet Single Compartment Tray	case	Imperial Bag & Paper CO.,LLC	149.1	1	X215	7589-150	Nuovo Packaging
99	Ovenable C-pet Two Compartment Tray 6 1/2"x 5"x 1 3/4"	case	Imperial Bag & Paper CO.,LLC	163.63	1	X221	75891502C	Nuovo Packaging
105	Film 19" Wrapping Cold	CS	Imperial Bag & Paper CO.,LLC	19.29	1	PC1534	18X2M	Nuovo Venture
114	Simple- Pak, 9x6x3 Hinged paper container	CS	Imperial Bag & Paper CO.,LLC	29.53	1	PC1689	VBAY96HW	Simple Pack Manufacturing & Packaging LLC
115	Honey comb Hairnet , Black 24"	CS	Imperial Bag & Paper CO.,LLC	8.93	1	PC1687	S-15372BL	Uline
116	Kleenex ,Hand Towels, pop ups	CS	Imperial Bag & Paper CO.,LLC	67.04	1	PC1688	S-15812	Uline
124	Towels Single Fold	CS	Imperial Bag & Paper CO.,LLC	19.97	1	PC1624	VBSF66K	Victoria Bay
128	Glass Cleaner Spray Can	CS	Imperial Bag & Paper CO.,LLC	42.14	1	PC1591	LOOK32	0
135	Detergent Dish Washer Ultra Clean	CS	Imperial Bag & Paper CO.,LLC	199	1	PC1597	K01083	0
140	Mop Handle	CASE	Imperial Bag & Paper CO.,LLC	3.46	1	PC1604	136STKB	0
145	All purpose Cleaner Spray Nozzle	CASE	Imperial Bag & Paper CO.,LLC	125.91	1	PC1619	KNIGHT32	0
161	Clean By 4D	CASE	Imperial Bag & Paper CO.,LLC	62.94	1	PC1634	101102	0
166	Dixie Dispenser,Forks for H.S. , Ultra Smartstock	CASE	Imperial Bag & Paper CO.,LLC	44.49	1	PC1678	DUSSPF5	0
172	MicroRaves LC4F 9"x6" Clear Cold Lid	CASE	Imperial Bag & Paper CO.,LLC	38.7	1	PC1654	4304009	0
177	Soap Foam Dispenser	CASE	Imperial Bag & Paper CO.,LLC	0.01	1	PC1614	WHB1LDS	0
178	Sparclean 52 Rinse aid, High Temp.	CASE	Imperial Bag & Paper CO.,LLC	99.52	1	PC1626	7652/4	0
179	Sparclean Clean on the Go Sure Step	CASE	Imperial Bag & Paper CO.,LLC	79.29	1	PC1631	4802	0
180	SparClean Super Suds 48	CASE	Imperial Bag & Paper CO.,LLC	76.48	1	PC1630	7348	0
181	Sponge 3X6	CASE	Imperial Bag & Paper CO.,LLC	13.76	1	PC1616	VB74MSS	0
182	Dixie Teaspoon, H.S. Disp, H.D. Ultra smartstock	CASE	Imperial Bag & Paper CO.,LLC	44.49	1	PC1679	DUSSPT5	0
183	Spray Buff	CASE	Imperial Bag & Paper CO.,LLC	40.59	1	PC1618	D00058	0
189	Elementary Spork,for Dispensers ,Black Ind. wrapped pks	case	Imperial Bag & Paper CO.,LLC	44.49	1	PC1674	DUSSPR5	0
173	MicroRaves M416 9"x6" Container,16 oz. 1 Comp.	CASE	Imperial Bag & Paper CO.,LLC	$58.10	252	PC1660	4541602	
174	MicroRaves M424 9"x6" Container, 24 oz. 1Comp.	CASE	Imperial Bag & Paper CO.,LLC	51.21	252	PC1659	4542402	
175	MicroRaves M432 9"x6" 32oz. Container, 1Comp.	CASE	Imperial Bag & Paper CO.,LLC	53.96	252	PC1658	4543200	
185	Disposable lunch Tray ,Natural 12in	CASE	Imperial Bag & Paper CO.,LLC	47.79	250	PC1650	20815	
186	MicroRaves "9x6" Lid, Clear Cold anti fog	CASE	Imperial Bag & Paper CO.,LLC	41.68	252	PC1655	4304002	

187	MicroRaves M420-2 9"x6" Container 8/12 Oz. Microwavab	case	Imperial Bag & Paper CO.,LLC	64.21	252	PC1657	4540422	
188	MicroRaves-, Clear Microwavable Vented HOT FOOD	case	Imperial Bag & Paper CO.,LLC	$50.18	252	PC1656	4334003	0
165	Excellente 24, Clean on the go, APC	CASE	Imperial Bag & Paper CO.,LLC	$41.77	8	PC1633	4803	0
164	Dawn Dish Soap	CASE	Imperial Bag & Paper CO.,LLC	$87.26	1	PC1635	45112	DAWN
35	Bags, Poly Clear, Breakfast, go bags(8x3x15)	CASE	Imperial Bag & Paper CO.,LLC	$14.5000		PC1636		
143	Stainless Steel pad/ curly kate	Case		$36.05				
146	Wax Deli Sheets 6x10.75	Case		$42.07				
156	Bleach Gallon Size	Case		$24.31				
181	Sponge 3x6	Case		$13.76				
	9 oz. Cold Cup	Case		$43.51				
	Hot Coffee Cups							

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Keoma Steele — Director E-mail: Nutrition@bridgeportedu.net

JERUSALEM DISTRUBUTION INC.

EMAIL: MERYL@METROSTARNY.COM

BNB051266 PAPER & CLEANING ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
15	Foil Sheets 12X10.75	case	Jerusalem Distributio	$58.77	2400	PC1517	0	
19	Napkin White 13X13	case	Jerusalem Distributio	$24.49	6000	PC1531	0	
26	Table Cover 54X108	case	Jerusalem Distributio	$33.95	48	PC1554	0	
28	Tissue Bathroom Sm Roll	case	Jerusalem Distributio	$34.54	96	PC1578	0	
33	Combo Cutlery Kit, High Schools	case	Jerusalem Distributio	$16.78	500	PC1670	1237	
51	Cup Clear Cold 16OZ	case	Jerusalem Distribution Inc.	$43.87	1000	PC1511	0	
54	Panliner 16.5 X 24.25 ,Parchment Paper for lining trays	case	Jerusalem Distribution Inc.	$37.87	1000	PC1544	VBF25Q	
79	Paper/ Napkin, white 12x12,1/4 fold	case	Jerusalem Distribution Inc.	$24.59	6000	PC1681	LNAP12500	
133	Disinfectant Cleaner	CS	Jerusalem Distribution Inc.	$29.64	4	PC1590	0	
155	Comet Bleach Spray Cleaner	CASE	Jerusalem Distribution Inc.	$62.49	8	PC1587	0	
162	Hinged Container 8.9in. 55oz. Clear	CASE	Jerusalem Distribution Inc.	$46.87	250	PC1671	C95PST1	
173	9"x6" Container,16 oz. 1 Comp. BLACK	CASE	Jerusalem Distribution Inc.	$42.80	252	NEW CODE		ANCHOR PACKAGING
174	9"x6" Container, 24 oz. 1Comp.BLACK	CASE	Jerusalem Distribution Inc.	47.9	252	NEW CODE		ANCHOR PACKAGING
175	9"x6" 32oz. Container, 1Comp. BLACK	CASE	Jerusalem Distribution Inc.	51.8	252	NEW CODE		ANCHOR PACKAGING
185	Disposable lunch Tray ,Natural 12in	CASE	Jerusalem Distribution Inc.	49.93	250	NEW CODE		
186	"9x6" Lid, Clear Cold anti fog BLACK	CASE	Jerusalem Distribution Inc.	38.76	252	NEW CODE		ANCHOR PACKAGING
187	9"x6" Container 8/12 Oz. BLACK	case	Jerusalem Distribution Inc.	47.81	252	NEW CODE		ANCHOR PACKAGING

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NUOVO PACKAGING

EMAIL: MARK@NUOVOPAC.COM

BNB051266 PAPER & CLEANING ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
94	16" K-195 Cellophane Packaging Film DOBOY Machine	case	NUOVO PACKAGING	$240.00	1	X216	0	Nuovo Packaging
95	19" K-195 Cellophane Packaging Film DOBOY Machine	case	NUOVO PACKAGING	$260.00	1	X217	0	Nuovo Packaging
96	Dual Ovenable OL-10 3/8" x 2100 ft Perforated Film	case	NUOVO PACKAGING	$345.00	1	X218	0	Nuovo Packaging
97	Dual Ovenable OL-103/8" Film	case	NUOVO PACKAGING	$345.00	1	X219	0	Nuovo Packaging
98	Ovenable Lidding Film 10 1/8"x 5100 ft Perforated	case	NUOVO PACKAGING	$345.00	1	X220	0	Nuovo Packaging
104	Tray Ovenable Black 2.12 , 1 Compartment tray ,Nuovo	CS	NUOVO PACKAGING	$260.00	1	PC1691	BP589-212-1C	Nuovo Packaging
106	Film 10" Ovenable Wrapping	CS	NUOVO PACKAGING	$160.00	1	PC1535	0	Nuovo Venture
107	Film 12" Ovenable Wrapping	CS	NUOVO PACKAGING	$180.00	1	PC1536	0	Nuovo Venture
108	Film 14" Ovenable Wrapping	CS	NUOVO PACKAGING	$200.00	1	PC1537	0	Nuovo Venture
109	Film 16" Ovenable Wrapping	CS	NUOVO PACKAGING	$240.00	1	PC1538	0	Nuovo Venture
110	Film 19" Ovenable Wrapping	CS	NUOVO PACKAGING	$260.00	1	PC1539	0	Nuovo Venture

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PLASTIC CONNECTIONS

EMAIL: CSR@PLASTICCONNECTIONS.COM

BNB051266 PAPER & CLEANING ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
96	(PC)Dual Ovenable OL-10 3/8" x 2100 ft Perforated Film	case	Plastic Connection	$79.16	1	NEW CODE	SEE ATTACHMENT	
97	(PC)Dual Ovenable OL-103/8" Film	case	Plastic Connection	$72.91	1	NEW CODE	SEE ATTACHMENT	
98	(PC)Ovenable Lidding Film 10 1/8"x 5100 ft Perforated	case	Plastic Connection	$187.62	1	NEW CODE	SEE ATTACHMENT	
100	(PC)Film Lidding 9 .375X3000 ,18LB., NON- Perf	case	Plastic Connection	$94.12	1	NEW CODE	FLM-APT100-9.375	
101	(PC)Film Lidding 9 3/8X3000,18LB., Hot Pin Perf.	CS	Plastic Connection	$102.19	1	NEW CODE	FLM-APT-9.375X3000,	
102	(PC)Film Lidding 10 3/8X 3000, Solid Cold ,20ib., Non Perf.	CS	Plastic Connections	$104.16	1	NEW CODE	FLM-APT100-10.375X3000	
103	(PC)Film Lidding 10.375x3000 Hot Pin Perf., 20lb.	CS	Plastic Connections	$113.09	1	NEW CODE	FLM-APT100-10.375X3000 HOT PIN PERF	
106	(PC)Film 10" Ovenable Wrapping (PC)	CS	Plastic Connections	$56.08	1	NEW CODE	SEE ATTACHMENT IN GENERAL CONDITIONS	
107	(PC)Film 12" Ovenable Wrapping (PC)	CS	Plastic Connections	$67.30	1	NEW CODE	SEE ATTACHMENT IN GENERAL CONDITIONS	
108	(PC)Film 14" Ovenable Wrapping (PC)	CS	Plastic Connections	$39.26	1	NEW CODE	SEE ATTACHMENT IN GENERAL	
109	(PC)Film 16" Ovenable Wrapping (PC)	CS	Plastic Connections	$44.86	1	NEW CODE	SEE ATTACHMENT IN GENERAL	
110	(PC)Film 19" Ovenable Wrapping (PC)	CS	Plastic Connections	$53.28	1	NEW CODE	SEE ATTACHMENT IN GENERAL CONDITIONS	

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SAFETY & OCCUPATIONAL SUPPLIES

EMAIL: BFRANKLIN201001@GMAIL.COM

BNB051266 PAPER & CLEANING ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
25	Table Cover 50X108 White	case	SAFETY AND	$57.00	1	PC1553	0	0
27	Tape Sealing Clear 2"	case	SAFETY AND	$14.00	1	PC1555	0	0
123	Coffee Stirrers Wood	CS	SAFETY AND	$30.00	1	PC1551	0	0
165	Excellente 24, Clean on the go, APC	CASE	SAFETY AND	$63.00	1	PC1633	4803	0
188	MicroRaves-, Clear Microwavable Vented HOT FOOD	case	SAFETY AND	$69.00	1	NEW CODE		0
190	Cold Cup 12oz.	case	SAFETY AND OCCUPATI	$20.80	1	NEW CODE	0	0

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Keoma Steele — Director E-mail: Nutrition@bridgeportedu.net

SAM TELL & SON INC.

EMAIL:
GOVERNMENTSALES@SAMTELL.COM

BNB051266 PAPER & CLEANING ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
29	Tissue Bathroom Big Roll	case	Sam Tell and Son Inc	$18.44	$1.00	PC1579	S2029	SIMPLE EARTH
44	Spoon straw, jumbo wrapped for Frazil drinks	case	Sam Tell and Son Inc	$56.51	$1.00	PC1683	EMPRESS / ESS10	Freezing Point LLC.
56	Table Cover Red Gingham Roll	case	Sam Tell and Son Inc	$23.75	$1.00	PC1552	HOFFMASTER / 113003	Imperial Bag & Paper Co, LLC
65	VB Encapsulated Metal Safe Dish detergent	case	Sam Tell and Son Inc	$47.86	$1.00	PC1627	K01083	Imperial Bag & Paper Co, LLC
76	Tong, Salad,Black, 6 inch	case	Sam Tell and Son Inc	$1.66	$1.00	PC1646	460603	Imperial Bag & Paper Co, LLC
120	Degreaser Floor Cleaner	CS	Sam Tell and Son Inc	$25.31	1	PC1589	PP-28133	PERFORMANCE PLUS
132	Angeled Broom	CS	Sam Tell and Son Inc	$75.56	1	PC1588	BR-1024MH	ABCO
134	Oven Cleaner Spray Can	CS	Sam Tell and Son Inc	$50.83	1	PC1592	438-5177	CHASE PRODUCTS
139	Mop Bucket W/Ringer	CS	Sam Tell and Son Inc	$58.00	1	PC1603	PPSPWMB-Y	PERFORMANCE PLUS
148	Blue Plastic Lunch Trays	CASE	Sam Tell and Son Inc	$3.49	1	PC1570	86107	VOLLRATH
160	Lobby Broom	CASE	Sam Tell and Son Inc	$4.06	1	PC1600	P36960-EA	PERFORMANCE PLUS
191	Packing Tape	case	Sam Tell and Son Inc	$71.21	1	0	BT20	WSTERN PLASTICS

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SIMPLEPACK
MANUFACTURING

EMAIL:
ACCOUNTING@SIMPLEPAKUSA.COM

BNB051266 PAPER & CLEANING ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Case	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
111	Simple -Pak - Hinged Container, Paper, 6in.Square	CS	simplepack manufactur	$0.09	$108.00	1200	PC1684	SP00WC	Simple Pack Manufacturing &
153	Tray Ovenable 2 Comp Hamburger #6277	CASE	simplepack manufactur	$0.35	$105.00	300	PC1567	SP2CMP	SIMPLEPACK
112	Simple Pak- Hinged Container, Paper, 9in,9x9x3	CASE	simplepack manufacturing and packaging llc	0.27	$54.00	200	PC1685	FC882H	Simple Pack Manufacturing & Packaging LLC.
113	Lunch Tray 9.4 x 6.9 x 1.2 -Simple Pak	CASE	simplepack manufacturing and packaging llc	0.16	$64.00	400	PC1686	SP14	Simple Pack Manufacturing & Packaging LLC.

City of Bridgeport, Connecticut

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Keoma Steele — Director E-mail: Nutrition@bridgeportedu.net

UNIPAK CORP.

EMAIL:
CUSTOMERCARE@UNIPAKCORP.NET

BNB051266 PAPER & CLEANING ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
47	Trash Bag Liner 38X58 1.Mil x-heavy	case	Unipak Corp.	$15.72	$1.00	PC1503,55 Gallon	58XXH	N/A
119	Trash Bag Liner, Small 12-18 Galloon	CS	Unipak Corp.	$14.25	$1.00	PC1545	0	N/A
129	Trash Linner 38x58 Heavy Duty	CS	Unipak Corp.	$14.84	$1.00	PC1663	58XXHRL	N/A
154	Trash Bag Liner 38x58 1.5 Mil Heavy Duty	CASE	Unipak Corp.	$17.88	$1.00	PC1662	PC4616	N/A

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WB MASON

EMAIL: TAYLOR.IRVINE@WBMASON.COM

BNB051266 PAPER & CLEANING ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
6	Tray Boat # 3	CASE	WB MASON	$18.19	1	PC1561	F0300	
7	Cafeteria Tray 5CMPT Nat	CASE	WB MASON	$19.94	1	PC1705	HUH21032	
8	Container/ Hinged ,Clear 6in. ,Square	Case	WB MASON	$43.22	1	PC1672	C57PST1	
9	Container/ Hinged ,BLACK6in. ,Square	case	WB MASON	$20.89	1	PC1676	C57PST1	
10	Container/ Hinged ,BLACK6in. ,Square	case	WB MASON	$20.89	1	PC1676	C57PST1	
11	Container/ Hinged ,Clear 6in. ,Square	case	WB MASON	$43.22	1	PC1672	C57PST1	
12	Cup Hot 10oz	case	WB MASON	$35.71	1	PC1512	0	
13	Bag, Paper Brown 6#	case	WB MASON	$10.16	1	PC1504	0	
16	Foil Sheets 9X10.75	case	WB MASON	$42.15	1	PC1518	0	0
18	Fork Med Wt	case	WB Mason	$6.17	1	PC1520	0	0
20	Pan Full Size Steam/TBLE	case	WB Mason	$50.64	1	PC1532	0	0
21	Pan Full Size 1/2 Deep	case	WB Mason	$31.20	1	PC1533	0	0
22	Spoon Tea LT	case	WB Mason	6.16	1	PC1548	0	0
23	Spoon Soup Heavy	case	WB Mason	12.29	1	PC1549	0	0
24	Spoon Tea Heavy	case	WB Mason	12.16	1	PC1550	0	0
30	Brillo/Soap Pad Hotel Size	case	WB Mason	28.1	1	PC1615	0	0
32	Spork , Elementary, No dispenser, 1000 per case	case	WB Mason	6.5	1	PC1661	3954	Chef's Supply
46	Cup Clear 9oz	case	WB Mason	41.86	1	PC1515	0	
53	Lid 2oz Souffle Cup	case	WB Mason	15.95	1	PC1530	0	
55	Paper Plate 9"	case	WB Mason	18.12	1	PC1546	0	
57	Tape Masking 2"	case	WB Mason	4.19	1	PC1556	0	
58	Paper Wax Sheets 10X10.75	case	WB Mason	53	1	PC1572	VB1010	
59	Paper/Wrap Vinyl 18X2000	case	WB Mason	15.51	1	PC1574	0	
61	Rags Bar Mop	case	WB Mason	7.08	1	PC1577	0	
63	Pail 8 QT Red Steri	case	WB Mason	5.73	1	PC1612	0	
64	Bottle Spray W/Trigger	case	WB Mason	1.56	1	PC1617	0	
66	Inspectors Choice	case	WB Mason	26.73	1	PC1632	4inspect	
70	Tray, Black 12in. Catering Tray	case	WB Mason	22	1	PC1640	A912BL25	

72	Tray, Black 18in. Checkmate round tray, catering	case	WB Mason	46.2	1	PC1642	A918BL25	
73	Napkin, Beverage, White 1PLY	case	WB Mason	10.95	1	PC1643	VBBEVNAPK	
77	Tong, Clear Plastic ,7 inch, Platter Pleasers	case	WB Mason	21.28	1	PC1647	3307CL	
80	Taco Take out Container, Hinged w/ Dome lid, 3 Comp. pulp	case	WB Mason	75.71	1	PC1682	0	
82	Cup Cold 5oz	case	WB Mason	31.23	1	PC1513	0	
83	Cup Souffle 2oz	case	WB Mason	19.19	1	PC1514	0	
84	Cup Clear 9oz	case	WB Mason	41.86	1	PC1515	0	
86	Paper Plate 6"	case	WB Mason	11.32	1	PC1547	0	
89	Pad Black Stripping 17"	case	WB Mason	8.89	1	PC1610	0	
90	Pad Black Stripping 20"	case	WB Mason	12.48	1	PC1611	0	
91	Thermometer Probe Wipes	case	WB Mason	2.7	1	PC1621	0	
92	Paper Toilet Tissue Rolls for dispensers	case	WB Mason	23.51	1	PC1622	VBJT 2100	
117	Spork, Combo Kit (Elem)	CS	WB Mason	14.08	1	PC1502	0	
118	T-shirt Bags	CS	WB Mason	17.13	1	PC1527	0	
125	Knife Plastic Heavy Duty	CS	WB Mason	12.91	1	PC1528	0	0
126	Clorox Wipes	CS	WB Mason	4.1	1	PC1669	0	0
127	Towels, Multi Fold paper tissue	CS	WB Mason	18.76	1	PC1623	0	0
130	Tray Boat # 2	CS	WB Mason	21.37	1	PC1560	0	0
136	Detergent Dishwashing Liquid	CS	WB Mason	4.32	1	PC1598	0	0
138	Lobby Dust Pan	CS	WB Mason	10.89	1	PC1601	0	0
141	Mop Head 20 OZ	CASE	WB Mason	1.91	1	PC1605	0	0
142	Mop Head 24 OZ	CASE	WB Mason	2.32	1	PC1606	0	0
143	Pad S/S Curly Kate, Stainless Steel pad	CASE	WB Mason	4.51	1	PC1607	PRC	0
144	Paper Towels, disenser, Nat.800ft.7.9in.	CASE	WB Mason	20.51	1	PC1613	0	0
146	Paper Wax Deli Sheets Midget 6x10.75	CASE	WB Mason	32.89	1	PC1673	VB610	0
147	#2 Boat Tray	CASE	WB Mason	21.37	1	PC1560	0	0
149	Tray Boat #1	CASE	WB Mason	17.56	1	PC1559	0	0
150	Wipes Alcohol, Moist Towelette,	CASE	WB Mason	15.44	1	PC1576	Kari Out	0
158	Box Cutter	CASE	WB Mason	4.58	1	PC1666	H-595	0
159	Box Cutter Replacement Blades	CASE	WB Mason	4.29	1	PC1667	H-595b	0
163	Cup Cold 5.5OZ	CASE	WB Mason	31.23	1	PC1510	0	0
167	Gloves Vinyl P/F LG	CASE	WB Mason	18	1	PC1522	0	0
168	Gloves Vinyl P/F Med	CASE	WB Mason	18	1	PC1523	0	0
169	Gloves Vinyl P/F Small	CASE	WB Mason	18	1	PC1524	0	0
170	Gloves Vinyl P/F XLG	CASE	WB Mason	18	1	PC1525	0	0

171	Hair Net, Bouffant, 21inch, White	CASE	WB Mason	22.93	1	PC1668	0	0
176	Sani-T-10	CASE	WB Mason	45.9	1	PC1628	4ST10	0
184	Boat Tray #1	CASE	WB Mason	17.56	1	PC1559	0	0
192	Mop Head 16oz.	case	WB Mason	1.63	1	NEW CODE	0	0
193	5 Qt. Sani Safe Bucket	case	WB Mason	4.84	1	NEW CODE	0	0

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THURSTON FOODS

EMAIL:
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BNB052266 GROCERY ITEMS/ FRUITS & VEGETABLES

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
631	Cauliflower Florets, nuggets	Case	Thurston Foods Inc.	$29.08	$1.00	G1120	6289	Chill Ripe
632	Zucchini, Bulk Frozen, Domestic	Case	Thurston Foods Inc.	$37.21	$1.00	G1288	42325	Chill Ripe
634	Mixed Fruit	Case	Thurston Foods Inc.	$26.44	$1.00	X075	3065	Dole
635	Raspberries	Case	Thurston Foods Inc.	$69.16	$1.00	X077	RRS10A9920	Dole
637	BURGER BLACK BEAN SOY VGN	Case	Thurston Foods Inc.	$47.30	$1.00	G1294	84505900072	Dr Praeger
648	Potatoes Chopped Red Skin	Case	Thurston Foods Inc.	$45.15	1	G1049	4851	McCain Foods USA, Inc.
651	Fries/ Shoe- String French Fries, 1/4 inch, uncoated	Case	Thurston Foods Inc.	$33.90	1	G1712	MCX01	McCain Foods USA, Inc.
652	PEPPER STRIPS RED & GREEN	Case	Thurston Foods Inc.	$43.31	1	G1328	F10327	NEMCO
657	Zucchini, Bulk Frozen	Case	Thurston Foods Inc.	$37.84	1	G1108	943006	PACKER
665	Brussel Sprouts, Bulk Frozen, Domestic	Case	Thurston Foods Inc.	$37.71	1	G1509	183297	Simplot
675	Cauliflower Florets, Domestic	Case	Thurston Foods Inc.	$29.08	1	G1289	49263	Simplot
676	Broccoli, Cuts	Case	Thurston Foods Inc.	$27.92	1	G1738	49273	Simplot
678	Mixed Vegetables, Frozen (broccoli, cauliflower, carrots, ye	Case	Thurston Foods Inc.	$22.02	1	G1507	454658	Sunsource
683	Apple Sauce- Unsweetened	Case	Thurston Foods Inc.	$26.79	1	0	104878	Tree Top
686	Diced Caramel Apple fruit cup, I/W	Case	Thurston Foods Inc.	$45.83	1	G1741	1750	Zee Zees
692	Sweet Potato Barrels	Case	Thurston Foods Inc.	$33.51	1	G1091	L0094	LAMB
693	Raisins	Case	Thurston Foods Inc.	$38.48	1	G1092	402020000	SUNM
694	Roasted Red Peppers	Case	Thurston Foods Inc.	$43.70	1	G1163	6730113167	NEMCO
695	Mixed Vegetable Frozen, Thurston	Case	Thurston Foods Inc.	$22.02	1	G1155	89019	CHILL
697	edamame bean	Case	Thurston Foods Inc.	$37.84	1	J2013	7117952276	SIMPL
698	Southwest Black beans	Case	Thurston Foods Inc.	$27.85	1	X0301	F13105	FURMA
699	Eggplant Breaded Round	Case	Thurston Foods Inc.	$36.21	1	G1666	37560	DOMI
701	Roasted Corn & Peppers	Case	Thurston Foods Inc.	$33.96	1	G1730	66	SIMPL

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DRISCOLL FOODS

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MWASSERMAN@DRISCOLLFOODS.COM

BNB052266 GROCERY ITEMS/ FRUIT & VEGETABLE

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer	LINQ IMPORT
622	PINEAPPLE SLICED PIJ	Case	Driscoll Foods	$35.74	60	G1395	13142	AMBROSIA	
625	ONIONS DICED BULK FRZ	Case	Driscoll Foods	$1.22	24	G1528	453590	0	
626	Shredded Potato Cheese Bake	Case	Driscoll Foods	$32.74	1	NEW CODE	33787	Basic American Foods	
627	YUCCA & CHEESE BITES PCK	Case	Driscoll Foods	$87.10	1	G1517	364965	Brisas	Duplicate, Remove
628	Yucca & Cheese Bites Pck-1	Case	Driscoll Foods	$87.10	1	X276	YBCF150	Brisas	Duplicate, Remove
630	Beans, Green Cut Frz 20# Grade A Fancy, Domestic	Case	Driscoll Foods	$0.89	20	G1510	90050	Chill ripe	
633	Sweet Plantains	Case	Driscoll Foods	$38.71	1	G1694	470615	COMIDA VIDA	
636	Lime Juice	Case	Driscoll Foods	$2.14	12	34	250693	DR	
638	Potato Chunks Seasoned Skin on	Case	Driscoll Foods	$1.08	36	X355	700247	Emerald	
639	POTATO CHUNKS SEASONED SKIN ON	Case	Driscoll Foods	$36.09	1	G1296	MCF04851	Emerald	
640	Coated Ovenable French Fries	Case	Driscoll Foods	$29.81	1	X186	0	MCCAIN	
641	Waffle Cut Unseasoned French Fries	Case	Driscoll Foods	$32.09	1	X187	0	MCCAIN	
642	8-cut Skin-On Potato Wedges	Case	Driscoll Foods	$34.19	1	X188	0	MCCAIN	
643	FRIES TWIRLS GOLDEN SPIRALS	Case	Driscoll Foods	$37.94	1	G1523	42860	Mccain	
644	Fries Twirls Golden Spirals	Case	Driscoll Foods	$33.87	1	X279	4108	Mccain	
645	Potato Tots LRS	Case	Driscoll Foods	$33.97	1	X351	833138	Mccain	
646	POTATO TOTS LRS	Case	Driscoll Foods	$33.77	1	G1290	OIF00215A	Mccain	
647	Tater Tots /Gems	Case	Driscoll Foods	$34.19	1	CP3035	684889	MCCAIN 32085	
649	Potato/ Potato, Deli Roasters, Oven Roast	Case	Driscoll Foods	$39.81	1	G1090	0	McCain Foods USA, Inc.	
650	Vegetable/Chopped Red Skin Halves Potatoes	Case	Driscoll Foods	$37.81	1	G1133	MCF04812	McCain Foods USA, Inc.	
653	Craisins,Watermelon	Case	Driscoll Foods	$58.97	1	G1125	1368	Ocean Spray Cranberries, Inc.	
654	Craisins, Strawberry Dried	Case	Driscoll Foods	$59.01	1	G1312	1375	Ocean Spray Cranberries, Inc.	
655	Craisins, Cherry Dried	Case	Driscoll Foods	$58.89	1	G1334	1376	Ocean Spray Cranberries, Inc.	
656	Craisins, Orange Dried	Case	Driscoll Foods	$59.04	1	G1335	1378	Ocean Spray Cranberries, Inc.	
658	Applesauce, Fancy Domestic (6/#10)	Case	Driscoll Foods	$28.12	1	G1004	680596	Packer Label	
659	Mixed Fruit	Case	Driscoll Foods	$58.94	1	G1053	0	Packer Label	
660	Peaches Diced Juice or Light Syrup	Case	Driscoll Foods	$58.14	1	G1074	0	Packer Label	
661	Pears, Diced Juice or Light Syrup	Case	Driscoll Foods	$49.74	1	G1075	0	Packer Label	
662	Collard Green, Bulk Frozen, Domestic	Case	Driscoll Foods	$1.24	36	G1505	452940	REGAL	
663	FRIES WEDGE 8-CUT SKIN ON	Case	Driscoll Foods	$42.01	1	G1525	10000496	SIM	

664	Fries Waffle Cut Unseasoned	Case	Driscoll Foods	$31.74	1	X280	1037A	SIM[PLOT
667	Fries, conquest crinkle	Case	Driscoll Foods	$39.19	1	G1516	9048350	Simplot
668	Fries, sweet potato crinkle cut	Case	Driscoll Foods	$28.09	1	G1514	9020356	Simplot
669	Fries, sweet potato lattice crosscut	Case	Driscoll Foods	$28.14	1	G1513	9027829	Simplot
670	GUACAMOLE WESTERN STYLE	Case	Driscoll Foods	$2.59	16	G1526	193425	Simplot
671	PEPPER ONION BLEND FLAMEROAST	Case	Driscoll Foods	$38.49	1	G1506	677796	Simplot
672	Fries, sweet potato lattice crosscut	Case	Driscoll Foods	$28.09	1	X273	27829	Simplot
673	Fries, Tater gem puffs	Case	Driscoll Foods	$32.49	1	G1512	9004189	Simplot
674	Sweet Potato 3/8 Cut Crinkle Cut, Frozen,	Case	Driscoll Foods	$28.14	1	CP3028	700302	Simplot
677	BROCCOLI FLORETTE, 20 lb.	Case	Driscoll Foods	$1.27	20	XG1503	944824	Simplot
679	Peaches, Dice, Juice or Light Syrup Northwest, Domestic	Case	Driscoll Foods	$58.49	1	G1454	681452	Sunsource
680	PEARS SLICED PIJ	Case	Driscoll Foods	$49.78	1	G1470	681456	Sunsource
681	Apple Crisps- Apple	Case	Driscoll Foods	$39.14	1	G1655	105261	Tree Top
682	Apple Crisps- Strawberry	Case	Driscoll Foods	$39.14	1	G1718	105260	Tree Top
684	Apple Sauce Pouch- Apple	Case	Driscoll Foods	$27.92	1	NEW CODE	104558	Tree Top
685	Apple Sauce Pouch-Strawberry	Case	Driscoll Foods	$27.92	1	NEW CODE	104560	Tree Top
687	Amazin' Raisins	Case	Driscoll Foods	$85.19	1	G1003	AA03	0
688	Potato Rounds Oven Ready	Case	Driscoll Foods	$32.71	1	G1085	0	0
689	Potato Shoestring ,Oven Ready, No Coat	Case	Driscoll Foods	$32.94	1	G1087	0	0
690	Potato Wedges, Oven Ready	Case	Driscoll Foods	$34.01	1	G1088	0	0
691	French Fries Oven Ready	Case	Driscoll Foods	$33.49	1	G1089	0	0
696	Red Pepper	Case	Driscoll Foods	$40.90	1	G1217	0	0
700	Peas & Carrots	Case	Driscoll Foods	$24.19	1	G1676	0	0

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TABATCHNICK FINE FOODS

EMAIL: STEVEN@TABATCHNICK.COM

BNB052266 GROCERY ITEMS/ DAIRY

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
995	Cheddar Cheese Sauce (cups)	Case	Tabatchnick Fine Foods, Inc	$66.34	96	G1277	99848	Tabatchnick

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DRISCOLL DAIRY

EMAIL:
MWASSERMAN@DRISCOLLFOODS.COM

BNB052266 GROCERY ITEMS/ DAIRY

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
1010	Yogurt, Strawberry, Cup	Case	Driscoll Foods	$15.01	$1.00	B2598	N/A	N/A

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THURSTON DAIRY ITEMS

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TIM.THURSTON@THURSTONFOODS.COM
BNB052266 GROCERY ITEMS/ DAIRY

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer
905	Reduced Fat Cheddar Cheese Sticks	Case	Thurston Foods Inc.	$45.77	1	G1551	402921	BONG
906	Pepper Jack Natural Slices	Case	Thurston Foods Inc.	$49.53	1	G1397	752521	LOL
907	Reduced Fat Swiss Cheese Readi-Pac Slices	Case	Thurston Foods Inc.	$61.16	1	G1555	44261	BONG
908	Reduced Fat Swiss Cheese Readi-Pac Slices	Case	Thurston Foods Inc.	$61.16	1	X236	44261	BONG
912	SOUR CREAM 5LB	Case	Thurston Foods Inc.	$28.91	1	G1411	189964	Daisy
916	Pasteurized Blended Yellow Red. Fat Cheddar	Case	Thurston Foods Inc.	$66.32	1	G1547	114421	Laubscher
917	Pasteurized Blended Yellow Red. Fat Cheddar	Case	Thurston Foods Inc.	$61.41	1	X230	114421	Laubscher
918	Cheese Pepperjack	Case	Thurston Foods Inc.	$46.64	1	X223	752521	LOL 168/1 OZ (101969)
919	shredded mild cheddar cheese -Y	Case	Thurston Foods Inc.	$61.41	1	G1556	41749	LOL 4/5 LB (99952)
920	Pasteurized Blended Shredded Cheese	Case	Thurston Foods Inc.	$61.41	1	X229	41749	LOL 4/5 LB (99952)
921	CHEESE FETA CRUMBLES	Case	Thurston Foods Inc.	$30.45	1	G1562	33509	Marmaris
922	Cheese Feta Crumbles	Case	Thurston Foods Inc.	$30.45	1	X241	33509	Marmaris
923	MARGARINE SOLIDS UNSALTED ZTF	Case	Thurston Foods Inc.	$38.47	1	G1408	21001	PACKER
926	Pepper Jack Cheese Readi-Pac Slices	Case	Thurston Foods Inc.	$59.60	1	G1548	44238	BONG
928	Reduced fat mild cheddar cheese Readi-Pac Slices	Case	Thurston Foods Inc.	$44.93	1	X234	234444	BONG
930	Reduced Fat Mozzarella Cheese Sticks	Case	Thurston Foods Inc.	$41.93	1	X180	402951	BONG
931	Pasteurized Blended Yellow Cheddar	Case	Thurston Foods Inc.	$45.77	1	G1546	114411	BONG
932	Cheddar Cheese Sticks	Case	Thurston Foods Inc.	$45.77	1	G1536	30570	BONG
933	Marble Cheese Sticks	Case	Thurston Foods Inc.	$45.77	1	G1396	402931	BONG
937	White American - 160v Processed Slices	Case	Thurston Foods Inc.	$74.37	1	G1404	110501	BONG
940	Pepperjack Cheese Readi-Pac Slices	Case	Thurston Foods Inc.	$59.60	1	X231	174486	BONG
941	Cheese, Swiss	Case	Thurston Foods Inc.	$3.85	1	G1542	18226	MAM
955	Butter Portion Control - 17 #	Case	Thurston Foods Inc.	$64.86	1	X159	6050	Cream-O-Land
957	Cottage Cheese - Lowfat	Case	Thurston Foods Inc.	$40.48	1	X161	51309	Cream-O-Land
968	Chocolate Dairy-Free Milk	Case	Thurston Foods Inc.	$13.63	1	X172	10512	Diversified
977	BUTTER CHIP SALTED 1000 CT	Case	Thurston Foods Inc.	$64.86	1	G1412	11735	GRASSLAND
978	Cheese, Cheddar	Case	Thurston Foods Inc.	$61.41	1	G1539	23017	Great Lakes
979	Cheese, American White, Sliced 160 ct. per block	Case	Thurston Foods Inc.	$55.06	1	G1538	102394	Land O Lakes
980	Reduced Fat Cheddar Cheese Cubes	Case	Thurston Foods Inc.	$75.78	1	X046	44751	Land O Lakes
981	Cheese, Mozzarella, Shredded	Case	Thurston Foods Inc.	$63.30	1	CD3029	416980000000	LOL
982	LMPS Mozzarella String Cheese Sticks	Case	Thurston Foods Inc.	$40.41	1	G1545	402951	LOL
983	Cheese Pepperjack	Case	Thurston Foods Inc.	$46.54	1	G1537	402941	LOL 168/1 OZ (101969)
984	Reduced Fat Cheddar Cheese Sticks	Case	Thurston Foods Inc.	$49.53	1	X048	44882	LOL 168/1 OZ (101969)
985	Light Mozzarella String Cheese	Case	Thurston Foods Inc.	$46.81	1	X044	59703	LOL 168/1 OZ (98614)
986	Egg Patty Fried w/ Black Pepper	Case	Thurston Foods Inc.	$56.68	1	G1047	70407	Michael Foods
987	Liquid, Frozen	Case	Thurston Foods Inc.	$57.07	1	G1275	65123	MICHAELS
988	Scrambled Liquid (Frozen) – Cook-in-Bag 1/4 cup = 1.5	Case	Thurston Foods Inc.	$52.87	1	G1276	54211	MICHAELS
990	White, Large EGGS	Case	Thurston Foods Inc.	$9.17	1	G1543	235743	PACKER
991	Shredded Monterey Jack/Mild Cheddar Cheese Blend	Case	Thurston Foods Inc.	$63.98	1	X238	33014	PACKER
992	Eggs X Large A Carton	Case	Thurston Foods Inc.	$18.68	1	X361	353004	PACKER
993	CREAM CHEESE LITE CUPS	Case	Thurston Foods Inc.	$19.45	1	G1625	104158	Brighton Farms
994	Shredded monterey jack/mild cheddar cheese blend	Case	Thurston Foods Inc.	$47.02	1	G1557	41485	Savoldi
996	Lactose Free Low Fat (1%) Milk	Case	Thurston Foods Inc.	$13.28	13	0	68104	Tastybrands
997	Lactose Free Skim (Fat Free) Chocolate Milk	Case	Thurston Foods Inc.	$14.51	13	0	68106	Tastybrands

998	Mozzarella String Cheese Sticks	Case	Thurston Foods Inc.	$41.93	1	X179	402951	Thurston
999	Large White Eggs	Case	Thurston Foods Inc.	$9.17	1	G1132	LWL15	MIT
1001	shredded reduced fat american - Y	Case	Thurston Foods Inc.	$64.02	1	G1559	41728	BONG
1002	Eggs Large Loose AA	Case	Thurston Foods Inc.	$9.17	1	X363	681077	MIT
1003	Reduced Fat Process American Cheese Slice	Case	Thurston Foods Inc.	$55.10	1	CD3007	46030	BONG
1004	CHEESE MILD CHEDDAR CUBES RDF	Case	Thurston Foods Inc.	$75.78	1	G1561	31086	LOL
1005	EGGS LARGE LOOSE AA	Case	Thurston Foods Inc.	$9.17	1	G1409	53005	MIT
1007	Liquid Frozen Eggs (HS Scrambled Eggs)	Case	Thurston Foods Inc.	$56.73	1	G1048	54211	PAPP
1008	Yogurt Parfait	Case	Thurston Foods Inc.	$27.17	1	B2584	20824000	YOPL
1009	Yogurt, Yoplait, Vanilla, ParfaitPro	Case	Thurston Foods Inc.	$27.17	1	B2588	20824000	YOP
1010	Yogurt, Strawberry, Cup	Case	Thurston Foods Inc.	$14.99	1	B2598	73463	DANNON
1011	Yogurt, all varieties	Case	Thurston Foods Inc.	$14.99	1	B2599	73463	DANNON
1013	Strawberry Milk	Case	Thurston Foods Inc.	$16.35	1		10284	MOD
1018	Mozzarella String Cheese, Light168 portions/case	Case	Thurston Foods Inc.	$41.93	1	X044	402951	BONG168
1021	Reduced Fat Cheddar Sticks	Case	Thurston Foods Inc.	$45.77	1	X048	402911	BONG

City of Bridgeport, Connecticut

THOMAS E. CARROLL NUTRITION CENTER

BOARD OF EDUCATION—FOOD AND NUTRITION SERVICES

113 Federal Street, Bridgeport, Connecticut 06606-5225 ♦ Telephone 203 275-1200 & 203 275-1201

Fax: Office 203 337-0165 & 203 337-0096 ♦ Shipping 203 337-0164 ♦ Kitchen Office 203 337-0147

Keoma Steele — Director E-mail: Nutrition@bridgeportedu.net

Cream O Land

EMAIL: JASONZURN@CREAMOLAND.COM

BNB052266 GROCERY ITEMS/DAIRY

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer	LINQ IMPORT NOTES_ DO NOT PRINT
1014	Strawberry Millk	Case	Cream-O-Land	$0.35	50	G1255	23	0	Do not IMPORT MANUAL
925	CHEESE CREAM CUP	Case	Cream-O-Land	$18.65	1	G1625	222160	0	Do not IMPORT MANUAL
943	White, Fat Free MILK	Case	Cream-O-Land	$0.31	50	G1222	20	Cream O' Land Dairy	Do not IMPORT MANUAL
949	Non-Fat Skim Milk	Case	Cream-O-Land	$0.31	50	X149	20	Cream-O-Land	Do not IMPORT MANUAL
951	1% Milk	Case	Cream-O-Land	$0.31	50	G1223	3016	Cream-O-Land	Do not IMPORT MANUAL
952	1% Milk 1/2 gallon	Case	Cream-O-Land Dairies, LLC	$1.92	9	X155	9513	Cream-O-Land	Do not IMPORT MANUAL
953	Half and Half Creamers	Case	Cream-O-Land Dairies, LLC	$14.43	1	X156	657	Cream-O-Land	Do not IMPORT MANUAL
954	Almond Milk 1/2 gallon	Case	Cream-O-Land Dairies, LLC	$3.43	6	X158	1220	Cream-O-Land	Do not IMPORT MANUAL
960	Lactaid Calcium Fortified Fat Free Milk	Case	Cream-O-Land Dairies, LLC	$0.82	50	X165	2177	Cream-O-Land	Do not IMPORT MANUAL
961	Skim Milk 1/2 gallon	Case	Cream-O-Land Dairies, LLC	$1.85	9	X168	9518	Cream-O-Land	Do not IMPORT MANUAL
963	Original Plant-Based Milk	Case	Cream-O-Land Dairies, LLC	$1.50	12	X173	1270-1272	Cream-O-Land	Do not IMPORT MANUAL
959	Half & Half	Case	Cream-O-Land Dairies, LLC	$2.99	24	X164	550	Cream-O-Land	Do not IMPORT MANUAL

City of Bridgeport, Connecticut

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Fax: Office 203 337-0165 & 203 337-0096 ♦ Shipping 203 337-0164 ♦ Kitchen Office 203 337-0147
Keoma Steele — Director E-mail: Nutrition@bridgeportedu.net

Wade's Dairy

EMAIL: DGAMBINO@WADESDAIRY.COM

BNB052266 - GROCERY ITEMS

Line Item	Description	UOM	Column1	Unit Cost	Quantity Serving	LINQ Identifier	Item Number	Manufacturer	LINQ IMPORT NOTES_ DO NOT PRINT
903	Refrigerated Liquid Whole Egg, Carton, 15/2 lb.	Case	Wade's Dairy	$3.99	30	0	46025-91200-00	0	Do not IMPORT MANUAL
966	Sour Cream	Case	Wade's Dairy	$2.79	20	X169	0	Daisy	Do not IMPORT MANUAL
967	Sour Cream 5 lb	Case	Wade's Dairy	$10.55	20	X362	IDA5	DAISY	Do not IMPORT MANUAL
973	BUTTER SOLID AA UNSALTED	Case	Wade's Dairy	$3.10	3.1	G1565	13602	G	Do not IMPORT MANUAL
974	Butter Solid AA Unsalted	Case	Wade's Dairy	$3.10	3.1	X242	3100	G	Do not IMPORT MANUAL
909	White, 1% MILK	Case	Wade's Dairy	$0.26	50	X154	3016		Do not IMPORT MANUAL
910	White, 1% Gallon MILK	Case	Wade's Dairy	$3.99	4	G1280	3016		Do not IMPORT MANUAL
945	White, Fat Free, Lactose Free MILK	Case	Wade's Dairy	$0.09	24	G1239	0		Do not IMPORT MANUAL
947	Flavored Fat Free Milk CHOCOLATE	Case	Wade's Dairy	$0.28	50	X147	0		Do not IMPORT MANUAL
948	Non-Fat Skim Milk/ 50 ct	Case	Wade's Dairy	$0.27	50	X148	0		Do not IMPORT MANUAL
956	Butter Solids - 1 #	Case	Wade's Dairy	$3.05	3.05	X160	0		Do not IMPORT MANUAL
970	Eggs, White Large	Case	Wade's Dairy	$0.68	1	X227	53002		Do not IMPORT MANUAL
972	EGGS X LARGE A CARTON	Case	Wade's Dairy	$0.08		G1410	53003		Do not IMPORT MANUAL
959	Half & Half	Case	Wade's Dairy	$2.26		X164	0		Do not IMPORT MANUAL
962	Soy Milk 1 quart	Case	Wade's Dairy	$2.95	half gallon	X170			Do not IMPORT MANUAL
964	Strawberry/ Flavored Fat-Free Milk	Case	Wade's Dairy	$2.80	50 pack	X478			Do not IMPORT MANUAL
971	Ricotta Cheese	Case	Wade's Dairy	$9.20	48 oz	X166			Do not IMPORT MANUAL
975	Skim Milk	Case	Wade's Dairy	$3.99	0	X167			Do not IMPORT MANUAL
976	Whole Milk	Case	Wade's Dairy	$3.99	0	X153			Do not IMPORT MANUAL

City of Bridgeport, Connecticut

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Keoma Steele — Director E-mail: Nutrition@bridgeportedu.ne

Line Item	Description	UOM	Column1	Unit Cost

s
275-1201
337-0147
et

Quantity Serving	LINQ Identifier	Item Number	Manufacturer

FIELD TRIP CHECK LIST

School District Day Trip, Out-of-State, Overnight Trips

(International trips need Board approval)

School:	Fairchild Wheeler Interdistrict Magnet High School
Date of Trip:	March 10, 2027- March 14, 2027
Location of Trip:	Walt Disney World Orlando, Florida

To provide notification of an out-of-state day trip, the document listed below must be submitted along with this signed checklist to the appropriate Executive Director at least 10 school days prior to the trip. All local day trips are approved along with the completed document by the building principapl 5 days prior to the trip.
To provide notification of all overnight and international trips the document below must be submitted along with this signed checklist to the appropriate Executive Director at least 30 days to be reviewed prior to moving forward for BOE review and authorization.

Field Trip Policy #6201 must be reviewed prior to planning a field trip and submitting it for district approval.

The following documents must be included in the completed packet:

- ✓ Field Trip Checklist / Alignment to the Curriculum
- ✓ Brochure, itinerary or overview of trip
- ✓ Student Information List with notation of permission slips submitted (**please check received on form**)
- ✓ Chaperone Contact Information (enclosed)
- ✓ Transportation Information - Bus, hotel, airline Form
- ✓ Transportation (if non-contracted bus by our district, you will need to present proof of insurance) N/A
- ✓ Safety Plan
- ✓ Nurse has reviewed the medical needs of each participant
- ✓ 1 complete copy of packet to the appropriate Executive Staff (i.e. Assistant Superintendent/Executive Director)

The principal's signature verifies that all required information included on this checklist has been completed and reviewed. All procedures and policies have been adhered to and the principal approved this school trip.

Principal's Signature

10/1/26
Date

BRIDGEPORT PUBLIC SCHOOLS – FIELD TRIPS

ALIGNMENT TO THE CURRICULUM

School:	Fairchild Wheeler Interdistrict Magnet High School
Date of Trip:	March 10, 2027- March 14, 2027
Location of Trip:	Walt Disney World Orlando, Florida
Purpose of the Trip:	The purpose of this trip is to provide students with an opportunity to explore the intersection of technology and creativity. They can learn from Disney Imagineers, who are experts in the field of engineering and design, and gain hands-on experiences in solving real-world problems. The program offers a unique blend of technical and creative skills that are essential for success in any industry. Students can also network with Disney professionals and learn about their education and career paths.
Alignment to Curriculum:	Disney's Imagination trip will align with our schools' curriculum by providing students with tools they need to express themselves creatively and academically. It will also encourage career exploration and teach critical skills that are essential for success in the 21st century.
Student to Teacher/Chaperone ratio:	1 to 10
Additional Information: I.e. Grant Related	

Disney

IMAGINATION CAMPUS

Journey to Disney's Imagination Campus: Where dreams come to life!

We're thrilled to invite you to join us on an unforgettable expedition to the enchanting realm of Disney's Imagination Campus, which offers the best of high-tech, multidisciplinary, and experiential learning opportunities that teach students to become both creative and critical thinkers. Students will learn from Disney Imagineering – one of the world's most creative organizations – how science and technology are used to create your favorite attractions Tron, Guardians of the Galaxy, and Star Wars.

Dates: March 10, 2027 - March 14, 2027

Total Cost ($1,700) Includes:

- 3 day park admission
- Disney hotel (based on 4 same genders to a room)
- Round trip flight to Orlando
- Lunch & dinner

For more information contact Ms. Perez at sperez1@bridgeportedu.net or Mr. Viesto at dviesto@bridgeportedu.net

TRANSPORTATION & LODGING INFORMATION

BUS

(If non-contracted bus by our district, you will need to present proof of insurance).

Bus Company Name: Mears

Bus Company Address: 324 W Gore St, Orlando FL, 32806

Telephone: 407-422-4561

****Proof of Insurance:** (Proof of Insurance must be included in packet.)

** include information in the packet

Hotel

Hotel Name:

Hotel Address:

Telephone Number:

Airline

Airline Name: Avelo

Airline Flight #: TBD

Telephone

BRIDGEPORT PUBLIC SCHOOLS – FIELD TRIPS
SCHOOL HEALTH FIELD TRIP APPROVAL FORM

TO BE COMPLETED BY SCHOOL NURSE

School nurses will review this list with the field trip coordinator. When medication training and other student medical issues have been resolved, the nurse will initial the checklist, which will then be submitted for the principal's approval. This is a mandatory form in order to receive approval for the trip.

✓ 1) Medication training completed by the employee designated to administer and maintain medications (including inhalers, Epi-pens, etc.).

NA 2) Necessary arrangements/training made for any students needing procedures (e.g., catheterizations, tube feedings, etc.).

✓ 3) Necessary arrangements/training for students with special medical conditions (e.g., diabetes, asthma, seizure disorders, cardiac condition, etc.).

NA 4) Arrangements have been made for special equipment needed (e.g., all-terrain wheelchair for the beach).

✓ 5) Arrangements have been made for access to emergency medical services.

✓ 6) Lunch/snack arrangements have been made in consideration of students with food allergies.

✓ 7) School nurse recommendations on additional supplies needed (e.g., first-aid kit, water, sunscreen, etc.).

✓ 8) Arrangements have been made for communication (e.g., access to cell phones, walkie-talkies for staff during activity, etc.)

✓ 9) Other medical or safety issues addressed.

The School Nurse signature verifies that he/she has reviewed the medical needs of students attending the field trip

Roxanne Vanmbavathong, ENC		9-30-2020
School Nurse Name	School Nurse Signature	Date

BRIDGEPORT PUBLIC SCHOOLS – FIELD TRIPS
EXECUTIVE STAFF SIGNATURE

Out-of-State,Overnight and International Trips Only

TO BE COMPLETED BY EXECUTIVE DIRECTOR

Received By: Dr. Christopher Siano

Title: Executive Director

Signature:

Date: 9/30/26

FIELD TRIP CHECK LIST

School District Day Trip, Out-of-State, Overnight Trips

(International trips need Board approval)

School: Interdistrict Discovery Magnet School
Date of Trip: November 20, 2026 - November 22, 2026
Location of Trip: Newton, Massachusetts

To provide notification of an out-of-state day trip, the document listed below must be submitted along with this signed checklist to the appropriate Executive Director at least 10 school days prior to the trip. All local day trips are approved along with the completed document by the building principl 5 days prior to the trip.
To provide notification of all overnight and International trips the document below must be submitted along with this signed checklist to the appropriate Executive Director at least 30 days to be reviewed prior to moving forward for BOE review and authorization.

Field Trip Policy #6201 must be reviewed prior to planning a field trip and submitting it for district approval.

The following documents must be included in the completed packet:

- ✓ Field Trip Checklist / Alignment to the Curriculum
- Brochure, itinerary or overview of trip
- ✓ Student Information List with notation of permission slips submitted (**please check received on form**)
- ✓ Chaperone Contact Information (enclosed)
- ✓ Transportation Information - Bus, hotel, airline Form
- Transportation (if non-contracted bus by our district, you will need to present proof of insurance)
- ✓ Safety Plan
- ✓ Nurse has reviewed the medical needs of each participant
- 1 complete copy of packet to the appropriate Executive Staff (i.e. Assistant Superintendent/Executive Director)

The principal's signature verifies that all required information included on this checklist has been completed and reviewed. All procedures and policies have been adhered to and the principal approved this school trip.

Principal's Signature — Date: 9/28/26

BRIDGEPORT PUBLIC SCHOOLS – FIELD TRIPS

ALIGNMENT TO THE CURRICULUM

School:	Interdistrict Discovery Magnet School
Date of Trip:	November 20, 2026
Location of Trip:	Wellen Montessori School 80 Crescent Ave. Newton, MA
Purpose of the Trip:	Boston Debate
Alignment to Curriculum:	Debate Tournament
Student to Teacher/Chaperone ratio:	1/4
Additional Information: I.e. Grant Related	Bridgeport Debate League

TRANSPORTATION & LODGING INFORMATION

BUS

(If non-contracted bus by our district, you will need to present proof of insurance).

Bus Company Name: N/A

Bus Company Address:

Telephone:

**Proof of Insurance: (Proof of Insurance must be included in packet.)

** include information in the packet

Hotel

Hotel Name: Four Points by Sheraton 320

Hotel Address: Washington St. Newton MA 02458

Telephone Number:

Airline

Airline Name:

Airline Flight #:

Telephone

SAFETY PLAN

School: Interdistrict Discovery Magnet School

Date of Trip: November 20, 2026

Location of Trip: Wellen Montessori School
80 Crescent Ave.
Newton, MA

Description of Plan:

BRIDGEPORT PUBLIC SCHOOLS – FIELD TRIPS
SCHOOL HEALTH FIELD TRIP APPROVAL FORM

TO BE COMPLETED BY SCHOOL NURSE

School nurses will review this list with the field trip coordinator. When medication training and other student medical issues have been resolved, the nurse will initial the checklist, which will then be submitted for the principal's approval. This is a mandatory form in order to receive approval for the trip.

☒ 1) Medication training completed by the employee designated to administer and maintain medications (including inhalers, Epi-pens, etc.).

☒ 2) Necessary arrangements/training made for any students needing procedures (e.g., catheterizations, tube feedings, etc.).

☑ 3) Necessary arrangements/training for students with special medical conditions (e.g., diabetes, asthma, seizure disorders, cardiac condition, etc.).

☒ 4) Arrangements have been made for special equipment needed (e.g., all-terrain wheelchair for the beach).

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☑ 7) School nurse recommendations on additional supplies needed (e.g., first-aid kit, water, sunscreen, etc.).

☑ 8) Arrangements have been made for communication (e.g., access to cell phones, walkie-talkies for staff during activity, etc.)

☑ 9) Other medical or safety issues addressed.

The School Nurse signature verifies that he/she has reviewed the medical needs of students attending the field trip

Carole Casey RN		9/28/25
School Nurse Name	School Nurse Signature	Date

BRIDGEPORT PUBLIC SCHOOLS – FIELD TRIPS
EXECUTIVE STAFF SIGNATURE

Out-of-State,Overnight and International Trips Only

TO BE COMPLETED BY EXECUTIVE DIRECTOR

Received By: _____

Title: _____

Signature: _____

Date: _____

FIELD TRIP CHECK LIST

School District Day Trip, Out-of-State, Overnight Trips

(International trips need Board approval)

School: Interdistrict Discovery Magnet School
Date of Trip: November 20, 2026 - November 22, 2026
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- 1 complete copy of packet to the appropriate Executive Staff (i.e. Assistant Superintendent/Executive Director)

The principal's signature verifies that all required information included on this checklist has been completed and reviewed. All procedures and policies have been adhered to and the principal approved this school trip.

_____ 9/28/26

Principal's Signature Date

BRIDGEPORT PUBLIC SCHOOLS – FIELD TRIPS

ALIGNMENT TO THE CURRICULUM

School:	Interdistrict Discovery Magnet School
Date of Trip:	November 20, 2026
Location of Trip:	Wellen Montessori School 80 Crescent Ave. Newton, MA
Purpose of the Trip:	Boston Debate
Alignment to Curriculum:	Debate Tournament
Student to Teacher/Chaperone ratio:	1/4
Additional Information: I.e. Grant Related	Bridgeport Debate League

TRANSPORTATION & LODGING INFORMATION

BUS

(If non-contracted bus by our district, you will need to present proof of insurance).

Bus Company Name: N/A

Bus Company Address:

Telephone:

**Proof of Insurance: (Proof of Insurance must be included in packet.)

** include information in the packet

Hotel

Hotel Name: Four Points by Sheraton 320

Hotel Address: Washington St. Newton MA 02458

Telephone Number:

Airline

Airline Name:

Airline Flight #:

Telephone

BRIDGEPORT PUBLIC SCHOOLS – FIELD TRIPS
SCHOOL HEALTH FIELD TRIP APPROVAL FORM

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The School Nurse signature verifies that he/she has reviewed the medical needs of students attending the field trip

Carole Casey RN		9/28/25
School Nurse Name	School Nurse Signature	Date

BRIDGEPORT PUBLIC SCHOOLS – FIELD TRIPS
EXECUTIVE STAFF SIGNATURE

Out-of-State,Overnight and International Trips Only

TO BE COMPLETED BY EXECUTIVE DIRECTOR

Received By: _____

Title: _____

Signature: _____

Date: _____

CITY OF BRIDGEPORT BOARD OF EDUCATION

EDUCATIONAL SPECIFICATION FOR THE ROOF REPLACEMENT PROJECT

TO

Read School

130 Ezra Street

BRIDGEPORT, CT

August 21, 2026

1. **RATIONALE FOR THE PROJECT**

This project is for the roof replacement of approximately 55,000 square feet of the roofing systems at the Read School. Due to its advanced age, ongoing leaks and general wear and tears, these roofs need to be replaced. The project scope of work will include the complete removal of roofing materials and insulation, abatement of any asbestos containing materials, replacement of any roofing decking needing replacement and the installation of a new 20-year flat roof EPDM membrane system with flashing and sheet metal as required.

The current roofing system on the original school was installed in 1968 and on the addition in 1999. Water damage is visible in the suspended ceiling and walls below and on the gym floor.

Skylight replacements are included in this project Some limited parapet repair work is included with this project.

2. **LONG RANGE EDUCATIONAL PLAN**

The Bridgeport Public School Facilities provision calls for a safe and appropriate learning environment. To comply with this aspect of the plan, it is required to replace the roofs at the Read School.

3. **THE PROJECT**

The project includes the following components:

- Testing and identifying any remnant asbestos containing in the flashing, roofing or caulk materials

- Remove roofing down to the deck and dispose of any hazardous materials that may be present.
- Replacement of any damaged decking material
- Installing a new roofing system, with integrated flashings and drains, the roofing system will be EPDM 60 mil minimum.
- Replacement of all roof drains will be included in the scope as well as installing scuppers and other secondary drains as required by code.
- Replacement of the skylights
- Repointing, rebuilding, and flashing of the parapets.

4. **BUILDING SYSTEMS**
   - Security: n/a
   - Public Address: n/a
   - Technology: n/a
   - Phone Systems: n/a
   - Clocks: n/a

5. **INTERIOR BUILDING ENVIRONMENT**
   - Acoustic Ceilings: if ceiling tiles are damaged due to water leaking through the roof, they will be replaced as part of the project. An allowance and unit prices will be identified.
   - Walls: Watermarks on the walls will be repainted as part of the project.
   - Lighting: n/a
   - HVAC: Rooftop units will be moved and replaced to allow for roofing to take place, any electrical code violations will be corrected.
   - Plumbing: n/a
   - Windows and Doors: n/a

6. **SITE DEVELOPMENT**
   - Site Acquisitions: n/a
   - Parking: n/a
   - Drives: n/a
   - Walkways: n/a
   - Outdoor Athletic facilities: n/a
   - Landscaping: n/a
   - Site Improvements: n/a

7. **CONSTRUCTION BONUS REQUESTS**

   Read School does not house any special programs eligible for a school construction bonus.

   - School Readiness: n/a
   - Lighthouse School: n/a

- CHOICE: n/a
- Full Day Kindergarten: n/a
- Reduced Class size: n/a
- Regional Vo-ag Center: n/a
- Inter-district Magnet School: n/a
- Inter-district Cooperative School: n/a
- Regional Special Education Center: n/a

8. **COMMUNITY ISSUE**

Read school is designed for community uses during the school hours, before and after school hours and on some weekends, throughout the school year and summer. These uses to include:

- PTO
- The Recreation Department
- Voting
- Summer Enrichment Programs
- Neighborhood and City-wide public meetings
- Boys and Girls Scouts
- Community choral and other performances

FY27 Barnum Commissioner's Network Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Instructional Leadership**	$71,619	.35 FTE ELA Instructional Coach (split with FY27 Alliance) .35 FTE Math Instructional Coach (split with FY27 Alliance)
ACADEMICS	**2.1. Improve Student Engagement in Tier 1 Instruction**	$239,872	After Hours PD for Teachers (hourly pay) HILL for Literacy Coaching and Data Support: 10 coaching days, 5 admin data days, and 5 teacher days HMH Coaching – 8 days STAR Coaching – 3 teacher workshops, 2 para workshops, and 12 coaching days Wonders Coaching – 7 days KES substitute to cover classrooms during PD and coaching Computer carts for 6th and 7th grade computers Instructional Supplies Science kits, ELA/math workbook consumables, teacher's manuals, etc.
ACADEMICS	**2.2. Improve Differentiation and Support for Special Populations: SPED**	$207,634	4 Interventionists – hourly Connecting Math Concepts and Corrective Reading Coaching x 11 days CES Coaching for specialist teachers x 6 2-hour sessions and 18 coaching days CES PD and Coaching for ESL/SPED differentiation x 10 2-hour sessions and 20 coaching days Corrective Reading and Connecting Math Concepts Intervention materials
CLIMATE	**3.1. Student Attendance**	$44,809	Attendance Monitor – hourly Attendance Team – hourly x 6 teachers School store: Attendance incentives
CLIMATE	**3.2. Improve Student Social-Emotional and Behavioral Well-Being**	$67,622	Climate Coach – Per Diem SmartPass
CLIMATE	**3.3. Increase Parent Partnership and Communication**	$35,540	Parent Engagement Team – hourly x 5 teachers Food/refreshments for parent engagement events Supplies for parent engagement events
		$667,096 (total allocation)	

FY27 Columbus Commissioner's Network Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Instructional Practice**	$317,521	Academic Interventionist – Per Diem SIOP Extended Day PD for Teachers (hourly pay)
TALENT	**1.2. Instructional Leadership**	$95,970	.50 FTE ELA/EL Instructional Coach (split with FY27 Columbus SIG grant) 10 Teacher Leaders – Hourly grade level work
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$375,524	.50 FTE 3rd Grade Teacher (split with FY27 Columbus SIG grant) EL Interventionist – Per Diem Connecting Math Concepts and Corrective Reading Coaching x 15 days Empowering Writers subscription and PD HMH PD X 20 days SPED PD – McGraw Hill SIOP PD x 40 days Wonders/McGraw Hill PD x 20 days Dual language classroom libraries Promethean board McGraw Hill intervention materials Corrective Reading and Connecting Math Concepts intervention materials Science kits, ELA/math workbook consumables, teacher's manuals, etc.
CLIMATE	**3.1. Behavior Management**	$15,100	School belonging/engagement initiative: School-branded shirts, folders, pens, water bottles, etc. Smartpass
CLIMATE	**3.2. School Attendance**	$28,400	Field Trips: Transportation, entry fees, food, etc. Attendance Incentives: supplies for student rewards for attending school and milestone celebrations
		$832,515 (total allocation)	

FY27 Bassick School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Leadership**	$22,383	Teacher Department Head Stipends x 8 teachers Summer Leadership Work x 5 people
TALENT	**1.2. Professional Learning**	$56,520	HMH Coaching x 5 days Substitute services for PD/Coaching relief PowerSchool Training
ACADEMICS	**2.1. Curriculum and Academic Programming**	$55,895	HMH and statistics math consumables and textbooks ELA curricular supplies: Novels, classroom libraries, choice texts, independent reading books Instructional supplies for math and science manipulatives, paper, pens, markers, folders, etc.
CLIMATE	**3.1. Student Attendance**	$65,202	Afterschool Club Stipends x 8 people Attendance support – clerical RISE 8th to 9th Grade Transition Program
		$200,000 (total allocation)	

FY27 Batalla School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Professional Learning Plan**	$91,424	Curriculum Associates: Mosaico Fundamentos PD x 2 sessions Curriculum Associates Magnetic Foundations for English Development PD x 2 sessions HMH Coaching x 9 days Wonders Coaching x 9 days TaJu Educational Solutions PD x 4 sessions
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$21,985	K-2 Consumables and Classroom Libraries: Curriculum Associates – Mosaico Fundamentos Amplify – Lectura for K-6 assessment of Spanish literacy to confirm transfer potential to English in literacy
ACADEMICS	**2.2. Instructional Practice**	$86,591	1 FTE Math Instructional Coach
		$200,000 (total allocation)	

FY27 Bridgeport Military Academy (BMA) School Improvement Grant – Application Summary

Last Updated: 10/8/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Professional Learning Plan**	$28,452	HMH Coaching x 5 days CES SIOP Professional Learning Sessions x 14 2-hour sessions “Rigor is NOT a Four-Letter Word” PD guide
TALENT	**1.2. Leadership**	$7,102	Teacher Department Head Stipends x 7 people
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$22,686.50	Afterschool Tutors x 2 – hourly SAT Prep Club Stipend x 1 person Capstone: EdAdvance Software
ACADEMICS	**2.2. Curriculum and Academic Programming**	$2,561	Instructional supplies: Supplemental books and thematic materials for curriculum-based instruction Instructional supplies for the Science Fair
CLIMATE	**3.1. Student Attendance and School Climate**	$27,832	Attendance Monitor – hourly Afterschool Club Stipends x 7 people Transportation and entry for educational field trips, college visits, career fairs, experiential learning First Responder pathway uniforms (shirts and patches) Awards and tokens of achievement for quarterly awards ceremonies
		$88,633.50 **(total allocation)**	

FY27 Claytor School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Professional Learning Plan**	$79,009	HILL for Literacy PD x 10 sessions HMH Coaching x 8.5 days Wonders PD x 8.5 days PD supplies HMH, Wonders, Hill for Literacy
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$1,509	Instructional Supplies: Science kits, ELA/math workbook consumables, teacher's manuals, writing utensils, etc.
CLIMATE	**3.1. Behavioral Management**	$93,646	Climate Coach – Per Diem Family and Support Coach – Hourly RESET Program
CLIMATE	**3.2. Student Attendance**	$25,836	Attendance Monitor – hourly
		$200,000 (total allocation)	

FY27 Columbus School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Instructional Leadership**	$61,883	0.50 FTE ELA/EL Instructional Coach (split with Columbus's FY27 Commissioner's Network grant)
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$80,670	0.50 FTE 3rd Grade Teacher (split with Columbus's FY27 Commissioner's Network grant) Building substitute for school-wide PD/coaching relief Instructional Supplies Science kits, ELA/math workbook consumables, teacher's manuals, writing utensils, etc.
CLIMATE	**3.1. Behavior Management**	$2,400	Flexible classroom furniture: Modular seating, mobile desks/tables, etc.
CLIMATE	**3.2. School Attendance**	$55,047	Attendance Monitor – hourly Sound system and laser projector
		$200,000 (total allocation)	

FY27 Cross School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Professional Learning Plan**	$121,857	HILL for Literacy Coaching x 7 days HMH Coaching x 8 days Wonders Coaching x 8 days Long-term substitute: PBIS specialist for building coverage during PD/coaching
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$1,704	Academic tutors x 2
CLIMATE	**3.1. School Attendance**	$40,010	Attendance Support Liaison – hourly Afterschool Club Stipends x 8 people Prepared food for parent engagement events x 4 events Supplies for parent engagement events x 4 events Supplies for afterschool clubs
CLIMATE	**3.2. Behavioral Management**	$36,429	Climate Coach – Per Diem
		$200,000 (total allocation)	

FY27 Dunbar School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Professional Learning Plan**	$43,435	HILL for Literacy Coaching x 7 days HMH Coaching x 6 days Wonders Coaching x 2 days Substitute services for PD/coaching relief
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$95,827	Interventionist/Co-Teacher x 3 people – Per Diem Academic supplies for classroom use Supplies for outdoor classroom
CLIMATE	**3.1. Behavioral Management**	$24,370	Summer Student Support Institute x 15 staff – hourly Prepared food for non-academic parent/community events, ceremonies, banquets, celebrations, activities/open house Supplies for school culture/PBIS Supplies for non-academic parent/community events, ceremonies, banquets, celebrations, activities/open house
CLIMATE	**3.2. Student Attendance**	$31,557	Attendance Monitor – hourly Afterschool Club Stipends x 10 people Field trips Transportation/entrance fees
OPERATIONS	**4.1. Classroom Technology**	$4,811	Student Chromebooks – classroom technology updates
		$200,000 (total allocation)	

FY27 Edison School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$150,005	ELA Interventionist – Per Diem ELA Tutors x2 – hourly Math Tutors x 2 – hourly HILL for Literacy Coaching x 10 sessions HMH Coaching x 8 sessions Wonders Coaching x 8 sessions Building substitute coverage for PD and coaching
CLIMATE	**3.1. Student Attendance**	$49,995	Attendance Monitor – hourly Parent Engagement Team x 3 people – hourly Food for parent engagement events Field trips: Bus transportation and entrance fees Supplies for attendance awards program Supplies for PBIS events Supplies for parent engagement events
		$200,000 **(total allocation)**	

FY27 Harding School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Professional Learning Plan**	$35,000	HMH Coaching x 10 days
ACADEMICS	**2.1. Curriculum & Academic Programming**	$3,633.50	Instructional materials and resources: SPED Life School Program, Arts Day, science classroom kits, supplemental instructional supplies and SEL equipment
CLIMATE	**3.1. Student Attendance**	$50,000	RISE 8th to 9th Grade Transition Program
		$88,633.50 (total allocation)	

FY27 Marin School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
ACADEMICS	**2.1. Instructional Framework**	$120,484	HMH Math Coaching x 12 days Wonders Literacy Coaching x 12 days Building substitute Coverage for coaching days
ACADEMICS	**2.2. Curriculum & Academic Programming**	$12,562	Field trips: Transportation, entrance fees, etc. Instructional Materials: Chart paper, markers, pencils, pens, attendance incentives, certificates, awards, etc.
CLIMATE	**3.1. Student Attendance**	$66,954	Afterschool Club Stipends x 16 people Parent Engagement x 15 teachers – hourly Attendance Monitor – hourly Afterschool Club Musical Stipends x 4 people Restorative Practices PD – Effective School Solutions x 3 days Teacher PD resources: Restorative Practice manuals Wireless combo lavalier and handheld microphone system Afterschool club supplies: Basketballs, board games, paper, etc. Parent engagement supplies: Paper plates, tickets, waters, speaker, tablecloths, etc. Musical theater supplies: Playwright, props, headsets, batteries, paint, paper, crafts, makeup, costumes, etc.
		$200,000 **(total allocation)**	

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Allocations

Allocation Type (1)	Comm Network S3 (12547)	Total
LEA	$667,096.00	$667,096.00
Total	$667,096.00	$667,096.00

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Funded School

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Funded School
School Code:
School Name:
School Amount:

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

The Turnaround Committee, in consultation with the School Governance Council, develops the Turnaround Plan in accordance with C.G.S. § 10-223h(d) and the guidelines issued by the Commissioner. Accordingly, the Turnaround Plan must include:

1.	Provide a rigorous needs analysis informed by the operations and instructional audit.
2.	Identify an evidence-based turnaround model, aligned to school needs and growth areas.
3.	Provide robust strategies to secure, support, develop, evaluate, and retain top talent.
4.	Summarize the school's academic model, including curricula, assessments, and data-driven instruction.
5.	Outline a comprehensive approach to build a positive school culture and climate.
6.	Develop operational structures to effectively utilize time and resources.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

*** Principal Name**

Christine Kasten

*** Principal Email**

ckasten@bridgeportedu.net

Click here to view the most recent school data from the Connecticut Report Card:

Step 1. Complete the Target column based on school data in the recent Connecticut Report Card and ESSA Milestones targets.

School Data	2023-24 Target
Grades Served	PK-8
Student Enrollment	554
Percentage Eligible for Free/Reduced Price Meals	94.9 %
Percentage of Students with Disabilities	31.6 %
Percent of English Learner Students	39.4 %
Percentage of Students Chronically Absent	37.1 %
Classroom Teacher Attendance (Average FTE Days Absent)	24.00
Suspension/Expulsion Rate	8.40
School Performance Index (SPI) for ELA	68.40
Smarter Balanced Growth ELA	86.50
School Performance Index (SPI) for Math	67.10
Smarter Balanced Growth Math	88.20
School Performance Index (SPI) for Science	75 %
High School Only: Meeting Benchmark on College Readiness Exam	
High School Only: College-and-Career-Readiness Course-Taking	

High School Only: Four-Year Cohort Graduation Rate	
Next Generation Accountability Index	75.60

2022-23 Audit

Talent:		**Academics:**	
1.1 Instructional practice	3 - Proficient	2.1. Academic rigor	3 - Proficient
1.2. Leadership effectiveness	3 - Proficient	2.2. Student engagement	2 - Developing
1.3. Instructional leadership	3 - Proficient	2.3. Supports for special populations	1 - Needs Improvement
Culture and Climate:		**Operations:**	
3.1. School environment	3 - Proficient	4.1. Adequate instructional time	3 - Proficient
3.2. Student attendance	1 - Needs Improvement	4.2. Use of instructional time	3 - Proficient
3.3. Student behavior	2 - Developing	4.3. Financial management	2 - Developing
3.4. Family and Community Engagement	3 - Proficient		

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Identify a core set of no more than three strategies to advance the school's talent-related reform priorities. Following the sample below, summarize each talent strategy using a number (eg. 1.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Talent

Talent Priorities:	Aligned SMART Goals:
Sample: 1.1 Embedded Literacy Coaching *- School will staff one literacy coach. Coaches will work with the district's Chief Academic Officer and school principal 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 2022.*	***Sample: 1.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, increase the School Performance Index (SPI) for English Language Arts (ELA) from 50.2 in 2018-19 to 54.1 in 2022-23.*
1.1. Instructional Leadership: Barnum School will have two instructional coaches in the areas of Math and ELA to provide professional learning and build teacher capacity. The administration will work with instructional coaches to plan ongoing professional development and embedded coaching for teachers, which will lead staff to provide high-quality instruction, including differentiation. In addition, these instructional coaches will participate in professional learning at the district level with the Assistant Superintendent for Curriculum and Instruction and their respective district coordinators.	1.1 Aligned SMART Goals- By June 2027, Barnum's SPI-ELA will increase from 45.4 in 2024-25 to 68.4 in 2026-27. By June 2027, Barnum's SPI-Math will increase from 42.2 in 2024-25 to 67.1 in 2026-27. By June 2027, students in grades K-6 will achieve their district ELA targets in DIBELS. By June 2027, students in grades K-6 will achieve their district math targets in NWEA.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Identify a core set of no more than three strategies to advance the school's academic-related reform priorities. Following the sample below, summarize each academic strategy using a number (eg. 2.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Academics

Academic Priorities:	Aligned SMART Goals:
Sample: 2.1 Pre-K Grade 3 Literacy *- Academic interventionists will provide direct instruction and monitor student progress using research based interventions in reading. Staff will provide this support using the following tools: Leveled Literacy Intervention (LLI), Lexia Core 5 Reading, and Wilson Reading Fundations. Additionally, the school will offer a full day kindergarten program for all kindergarten students. As part of this program, and in alignment with the Reading Foundations Common Core State Standards, teachers will implement Fundations (Wilson Language), a structured, sequential and cumulative phonics/spelling program using multi-sensory teaching techniques.*	***Sample: 2.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, increase the School Performance Index (SPI) for English Language Arts (ELA) from 50.2 in 2018-19 to 54.1 in 2022-23.*

2.1. Improve Student Engagement in Tier 1 Instruction: Barnum will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional partners. This plan is designed to deepen instructional practice and improve outcomes across core academic areas, including Math and ELA. Teachers will participate in targeted professional learning through partnerships with HMH, Hill for Literacy, and McGraw-Hill (Wonders). HMH will support teachers in developing stronger mathematics instruction, with an emphasis on conceptual understanding, student discourse, and the use of visual models and manipulatives. Hill for Literacy will focus on enhancing foundational literacy skills, data-driven instruction, and early intervention strategies to support reading development. Wonders will provide training in foundational literacy, reading comprehension, and differentiated instructional strategies to address the varied needs of students across grade levels. Throughout the school year, professional learning will build staff capacity to increase student engagement, strengthen academic rigor, and implement high-quality instructional materials with fidelity. A substitute teacher will be paid to cover classes while instructors are receiving professional development during the school day. Additionally, teachers will be compensated for attending professional development sessions held outside of their normally contracted hours. STAR Autism Support will provide a comprehensive coaching model designed to strengthen inclusive Tier I instruction. Their approach combines embedded coaching, modeling, and feedback with flexible training options that build sustainable teacher capacity to effectively support students with autism and other diverse learning needs. Instructional coaching and professional learning will emphasize embedding student discourse, visible thinking strategies, and purposeful use of manipulatives into daily instruction. Cont....	Differentiated classroom instructional materials aligned to these strategies will be purchased to support classroom implementation. Barnum will update instructional materials to support a more engaging and inclusive learning environment. Refreshed instructional supplies such as science kits, consumables such as workbooks and teacher manuals, and additional classroom materials will support hands-on exploration and deeper conceptual understanding. Barnum will also purchase two computer carts for grades 6 and 7, supported by a structured replacement and refurbishment plan to ensure long-term sustainability. The expected device lifecycle is approximately four years, allowing the school to maintain consistent access to updated and reliable technology over time. Barnum will invest in Lenovo 500w Gen 5 12.2 Notebooks and cases, with 3 Year ADP warranty. These carts will ensure equitable access to digital curricular tools and assessment platforms for all students. The devices will support Tier I core instruction by enhancing daily academic engagement, expanding opportunities for interactive and blended learning, and strengthening instructional delivery across subject areas. They will also improve assessment practices, including standardized testing administration and the implementation of IEP accommodations and supports. Overall, this investment promotes equitable access to technology, strengthens instructional effectiveness, and supports data-informed teaching and learning. ********** 2.1 Aligned SMART Goals- By June 2027, Barnum's SPI-ELA will increase from 45.4 in 2024-25 to 68.4 in 2026-27. By June 2027, Barnum's SPI-Math will increase from 42.2 in 2024-25 to 67.1 in 2026-27. By June 2027, students in grades K-6 will achieve their district ELA targets in DIBELS. By June 2027, students in grades K-6 will achieve their district math targets in NWEA.

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2.2. Improve Differentiation and Support for Special Student Populations: SPED. Barnum is committed to strengthening inclusive practices and ensuring all students - particularly those with disabilities and multilingual learners - receive high-quality, differentiated instruction that meets their unique needs. Throughout the year, ongoing professional learning will build staff capacity to support special populations both in general education classrooms (Tier 1 instruction) and in specialized settings such as resource and self-contained classrooms. Instructional coaches and external partners will collaborate with teachers to address learning gaps and implement scaffolding strategies that support student access to grade-level content. A particular focus will be placed on designing lessons that are accessible to multilingual learners (MLLs) and students served under the Individuals with Disabilities Education Act (IDEA). Teachers will receive support in planning for differentiation, adapting materials, and embedding supports directly into core instruction. To support these efforts, teachers will receive professional development and coaching through CES for ESL and SPED differentiation. Special education resource teachers will receive coaching and professional development on implementing the Corrective Reading and Connecting Math Concepts programs. These evidence-based, direct instruction programs are designed to help struggling students rapidly acquire foundational skills in reading and math. Intervention materials for Corrective Reading and Connecting Math Concepts will be purchased to support teachers in designing visually supportive tools that enhance comprehension and organization for all learners. Specialist teachers will also receive coaching through CES. Additionally, the school employs 4 interventionists who follow a standardized schedule for intervention blocks, ensuring consistency in student support.	2.2 Aligned SMART Goals- By June 2027, Barnum's SPI-ELA will increase from 45.4 in 2024-25 to 68.4 in 2026-27. By June 2027, Barnum's SPI-Math will increase from 42.2 in 2024-25 to 67.1 in 2026-27. By June 2027, students in grades K-6 will achieve their district ELA targets in DIBELS. By June 2027, students in grades K-6 will achieve their district math targets in NWEA.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Identify a core set of no more than three strategies to advance the school's climate-related reform priorities. Following the sample below, summarize each climate strategy using a number (eg. 3.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Climate

Climate Priorities:	Aligned SMART Goals:
Sample: 3.1 Chronic Absenteeism/Attendance: *- Through the creation of a School Attendance Team, the school will reduce chronic absenteeism by providing and hiring support staff and an external partner (e.g. Attendance Works) to develop and execute strategies to reduce absenteeism by recognizing good and improved attendance; engaging students and parents to determine root causes for attendance issues; monitoring attendance data and practice; and providing personalized early outreach. By using a tiered system of supports aligned to student/family needs, we will be able to increase student attendance, decrease chronic absenteeism and promote positive home-school partnerships. Each school attendance team meeting will include a review of bi-weekly chronic absenteeism data as a review of the effectiveness of Tier I and II attendance interventions.*	***Sample: 3.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, decrease the school's Chronic Absenteeism indicator from 14.7 in 2020-21 to 12.0 in 2022-23.*
3.1. Student Attendance. Barnum will continue to implement a dedicated school-based attendance team to address all aspects of improving student attendance. This team will meet weekly to monitor data, identify trends, and develop responsive strategies to support students and families. Attendance team members will be compensated for their time. A part-time Attendance Monitor will play a key role in this effort by engaging directly with families of chronically absent students, reviewing attendance data to identify students at risk of becoming chronically absent, and providing targeted interventions. The Attendance Monitor will also work to improve communication with families and raise awareness about the importance of consistent, on-time attendance for academic success. The school will continue to implement a range of incentive-based attendance initiatives (including the school store) aimed at encouraging daily participation and fostering a positive school culture. These include Barnum Bucks (a rewards-based program), Half-Day Challenges, and Monthly Classroom Challenges, which celebrate classrooms with the highest attendance rates. Together, these efforts aim to create a proactive and supportive approach to improving attendance, reducing chronic absenteeism, and ensuring all students are present and engaged in learning.	3.1 Aligned SMART Goals- By June 2027, Barnum's chronic absenteeism rate will decrease from 37.1% in 2025-26 to 11.2% in 2026-27.

3.2. Improve Student Social-Emotional and Behavioral Well-Being: To foster a positive school climate and support the social-emotional and behavioral well-being of all students, Barnum will continue to strengthen its implementation of schoolwide Positive Behavioral Interventions and Supports (PBIS) in alignment with restorative practices. Barnum will strengthen schoolwide behavioral systems by establishing consistent Tier 1 expectations, as well as targeted Tier 2 and Tier 3 supports designed to minimize off-task behaviors and increase positive student-staff interactions. A Climate Coach will lead this work by providing professional development on Tier 1 behavioral management practices, equipping teachers with Tier 2 strategies for addressing challenging behaviors, and delivering training in restorative practices. In addition, systems will be created to regularly celebrate student and staff successes, reinforcing a positive and supportive school culture that increases engagement and attendance. Barnum will also invest in SmartPass, a web-based digital hall pass software to help reduce hallway conflicts and increase student accountability and attendance.	3.2 Aligned SMART Goals- By June 2027, Barnum's chronic absenteeism rate will decrease from 37.1% in 2025-26 to 11.2% in 2026-27.
3.3. Increase Parent Partnership and Communication: Barnum will continue to strengthen family-school partnerships by supporting the ongoing work of the Parent Engagement Team, which meets at least twice per month outside of school hours to plan and coordinate family engagement events. Team members will be compensated for their time, recognizing the critical role they play in building trust and collaboration between the school and its families. Keeping parents engaged in the school community is a key strategy to reducing chronic absenteeism. The Parent Engagement Team will focus on increasing family participation in school events through targeted outreach and strategic communication efforts. To support accessibility and encourage attendance - particularly for evening events - meals will be provided, acknowledging the timing of these gatherings during regular mealtimes. Barnum will invest in food, refreshments, and other supplies for parent engagement events. Events will serve as both community-building opportunities and platforms for sharing key information with families. These gatherings will include updates on school initiatives, student achievement data, attendance trends, and accountability measures, along with strategies families can use at home to reinforce school priorities. To ensure ongoing improvement in communication efforts, the school will collect and review data related to parent outreach and engagement. This will help monitor the effectiveness of communication strategies and ensure that families are receiving timely, relevant, and actionable information from the school.	3.3 Aligned SMART Goals- By June 2027, Barnum's chronic absenteeism rate will decrease from 37.1% in 2025-26 to 11.2% in 2026-27.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Identify a core set of no more than three strategies to advance the school's operations-related reform priorities. Following the sample below, summarize each climate strategy using a number (eg. 3.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Operations

Operations Priorities:	Aligned SMART Goals:
Sample: 4.1 Extended Learning Time: *- The school will offer an extended school day to students in grades 1-5. This program will and offer Science and Math instruction and Co-Curricular Enrichment activities to raise present levels of academic performance for students. Program provides students an opportunity to receive additional instruction from certified teachers from 3-5 days a week. Program includes extensive experiential learning through project-based activities aligned with math and science standards, but also utilizes the "close reading" methodology as part of the non-fiction reading necessary for the preparation for each activity.*	***Sample: 4.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, increase the School Performance Index (SPI) for Math from 50.2 in 2018-19 to 54.1 in 2022-23.*

Budget

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Object		Total
100 - Personal Services > Salaries		$280,070.00
200 - Personal Services > Employee Benefits		$19,264.00
300 - Purchased Professional and Technical Services		$231,540.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$43,060.00
600 - Supplies		$93,162.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$667,096.00
	Allocation	$667,096.00
	Remaining	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

100 - Personal Services > Salaries - $280,070.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	INTERVENTIONIST - HOURLY 3 INTERVENTIONIST x 32 WEEKS x 20 HRS x $42 = $80,640
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$80,640.00	
Line Item Total:	$80,640.00	
Object:	100 - Personal Services > Salaries	CLIMATE COACH - PER DIEM 1 CLIMATE COACH x 186 DAYS x $350 = $65,100
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$65,100.00	
Line Item Total:	$65,100.00	
Object:	100 - Personal Services > Salaries	.35 FTE INSTRUCTIONAL COACH - MATH - $29,892
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$29,892.00	
Line Item Total:	$29,892.00	

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Object:	100 - Personal Services > Salaries	ATTENDANCE MONITOR - HOURLY 1 ATTENDANCE MONITOR x 186 DAYS x 5HRS/DAY x $30 = $27,900
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$27,900.00	
Line Item Total:	$27,900.00	
Object:	100 - Personal Services > Salaries	.35 FTE INSTRUCTIONAL COACH - ELA - $25,718
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$25,718.00	
Line Item Total:	$25,718.00	
Object:	100 - Personal Services > Salaries	PARENT ENGAGEMENT TEAM - HOURLY 5 TEACHERS x 10 MONTHS x 10 HRS/MONTH x $42 = $21,000
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$21,000.00	
Line Item Total:	$21,000.00	
Object:	100 - Personal Services > Salaries	INTERVENTIONIST - HOURLY 1 INTERVENTIONIST x 32 WEEKS x 10 HRS/WEEK x $42 = $13,440
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	

Quantity:	1.00	
Cost:	$13,440.00	
Line Item Total:	$13,440.00	

Object:	100 - Personal Services > Salaries	ATTENDANCE TEAM - HOURLY 6 TEACHERS x 30 WEEKS x 1.5 HRS/WEEK x $42 = $11,340
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bridgeport School District (0000000015-00)	
Quantity:	1.00	
Cost:	$11,340.00	
Line Item Total:	$11,340.00	

Object:	100 - Personal Services > Salaries	PROFESSIONAL DEVELOPMENT PARTICIPATION - AFTER HOURS 15 TEACHERS x 4 DAYS x 2 HRS x $42 = $5,040
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$5,040.00	
Line Item Total:	$5,040.00	

Total for 100 - Personal Services > Salaries:	$280,070.00
Total for all other Objects:	$387,026.00
Total for all Objects:	$667,096.00
Allocation:	$667,096.00
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

200 - Personal Services > Employee Benefits - $19,264.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	INSTRUCTIONAL COACH - MATH - FRINGE - $15,636
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$15,636.00	
Line Item Total:	$15,636.00	
Object:	200 - Personal Services > Employee Benefits	3 INTERVENTIONISTS FRINGE - $1,169
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$1,169.00	
Line Item Total:	$1,169.00	
Object:	200 - Personal Services > Employee Benefits	CLIMATE COACH - PER DIEM FRINGE - $944
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$944.00	
Line Item Total:	$944.00	

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Object: 200 - Personal Services > Employee Benefits **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.1 **LEA / School:** Barnum School (015-0111) **Quantity:** 1.00 **Cost:** $405.00 **Line Item Total:** $405.00	ATTENDANCE MONITOR FRINGE - $405
Object: 200 - Personal Services > Employee Benefits **Purpose:** 01 - Public School Activities **Focus Area:** Talent - Goal 1.1 **LEA / School:** Barnum School (015-0111) **Quantity:** 1.00 **Cost:** $373.00 **Line Item Total:** $373.00	INSTRUCTIONAL COACH - ELA - FRINGE - $373
Object: 200 - Personal Services > Employee Benefits **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.3 **LEA / School:** Barnum School (015-0111) **Quantity:** 1.00 **Cost:** $305.00 **Line Item Total:** $305.00	PARENT ENGAGEMENT TEAM FRINGE - $305
Object: 200 - Personal Services > Employee Benefits **Purpose:** 01 - Public School Activities **Focus Area:** Academics Goal 2.2 **LEA / School:** Barnum School (015-0111)	1 INTERVENTIONIST FRINGE - $195

Quantity:	1.00	
Cost:	$195.00	
Line Item Total:	$195.00	

Object:	200 - Personal Services > Employee Benefits	ATTENDANCE TEAM FRINGE - $164
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$164.00	
Line Item Total:	$164.00	

Object:	200 - Personal Services > Employee Benefits	PROFESSIONAL DEVELOPMENT PARTICIPATION - AFTER HOURS - FRINGE - $73
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$73.00	
Line Item Total:	$73.00	

Total for 200 - Personal Services > Employee Benefits:	$19,264.00
Total for all other Objects:	$647,832.00
Total for all Objects:	$667,096.00
Allocation:	$667,096.00
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

300 - Purchased Professional and Technical Services - $231,540.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	STAR COACHING: 3 TEACHER WORKSHOPS x $1,350/WORKSHOP = $4,050 2 PARA WORKSHOPS x $1,350/WORKSHOP = $2,700 12 COACHING DAYS x $3,050/COACHING DAY = $36,600 TOTAL = $43,350
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$43,350.00	
Line Item Total:	$43,350.00	
Object:	300 - Purchased Professional and Technical Services	CONNECTING MATH CONCEPTS AND CORRECTIVE READING COACHING: 11 DAYS x $3,500/PER DAY = $38,500
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$38,500.00	
Line Item Total:	$38,500.00	
Object:	300 - Purchased Professional and Technical Services	HILL FOR LITERACY COACHING AND DATA SUPPORT: 10 COACHING DAYS, 5 ADMIN DATA DAYS, 5 TEACHER DAYS 20 DAYS TOTAL X $1,800/DAY = $36,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$36,000.00	

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Line Item Total:	$36,000.00	
Object:	300 - Purchased Professional and Technical Services	CES PD AND COACHING FOR ESL/SPED DIFFERENTIATION - $35,690 10 2-hour sessions at $569/session = $5,690 20 coaching days at $1,500/day = $30,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$35,690.00	
Line Item Total:	$35,690.00	
Object:	300 - Purchased Professional and Technical Services	HMH COACHING: 8 DAYS x $3,500/PER DAY = $28,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$28,000.00	
Line Item Total:	$28,000.00	
Object:	300 - Purchased Professional and Technical Services	CES COACHING FOR SPECIALIST TEACHERS - $25,500 6 2-hour sessions x $500/session = $3,000 18 coaching days x $1,250/day = $22,500
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$25,500.00	
Line Item Total:	$25,500.00	

Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
Focus Area:	Academics Goal 2.1
LEA / School:	Barnum School (015-0111)
Quantity:	1.00
Cost:	$24,500.00
Line Item Total:	$24,500.00

WONDERS COACHING: 7 DAYS x $3,500/PER DAY = $24,500

Total for 300 - Purchased Professional and Technical Services:	$231,540.00
Total for all other Objects:	$435,556.00
Total for all Objects:	$667,096.00
Allocation:	$667,096.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

500 - Other Purchased Services - $43,060.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	KES SUB TO COVER PD AND COACHING: 180 DAYS x $192/PER DAY - $34,560
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$34,560.00	
Line Item Total:	$34,560.00	
Object:	500 - Other Purchased Services	FOOD/REFRESHMENTS: PARENT ENGAGEMENT EVENTS - $8,500
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$8,500.00	
Line Item Total:	$8,500.00	

Total for 500 - Other Purchased Services:	$43,060.00
Total for all other Objects:	$624,036.00
Total for all Objects:	$667,096.00
Allocation:	$667,096.00
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

600 - Supplies - $93,162.00

Budget Detail		Narrative Description
Object:	600 - Supplies	COMPUTER CARTS FOR 6TH AND 7TH GRADE COMPUTERS - $57,349 INCLUDING APPROXIMATELY: - 80 x Lenovo 500w Gen 12.2" Notebook - HD - Intel N-Series N150 @ $515/ea = $41,200 - 80 x 3 year Extended Service Maintenance and Repair @ $98/ea = $7,840 - 80 x Laser Etching, Enrollment with Imaging, and Asset Tags @ $39.50/ea = $3,160 - 80 x Lenovo 500w Gen 12.2" cases @ $27/ea = $2,160 - 2 x Aver X30i 30 Device Charging Cart + Unpack/Installation @ $1,495/ea = $2,989
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$57,349.00	
Line Item Total:	$57,349.00	
Object:	600 - Supplies	CORRECTIVE READING AND CONNECTING MATH CONCEPTS INTERVENTION MATERIALS - $12,500
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$12,500.00	
Line Item Total:	$12,500.00	
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: SCIENCE KITS, ELA/MATH WORKBOOK CONSUMABLES, TEACHER'S MANUALS, ETC. - $11,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$11,000.00	
Line Item Total:	$11,000.00	

Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.3 **LEA / School:** Barnum School (015-0111) **Quantity:** 1.00 **Cost:** $5,735.00 **Line Item Total:** $5,735.00	SUPPLIES: PARENT ENGAGEMENT - $5,735
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.1 **LEA / School:** Barnum School (015-0111) **Quantity:** 1.00 **Cost:** $5,000.00 **Line Item Total:** $5,000.00	SCHOOL STORE: ATTENDANCE INCENTIVES - $5,000
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.2 **LEA / School:** Barnum School (015-0111) **Quantity:** 1.00 **Cost:** $1,578.00 **Line Item Total:** $1,578.00	SMARTPASS - $1,578

Total for 600 - Supplies:	$93,162.00
Total for all other Objects:	$573,934.00
Total for all Objects:	$667,096.00
Allocation:	

	$667,096.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Filter by Location: All - $667,096.00

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		280,070.00	280,070.00
200 - Personal Services > Employee Benefits		19,264.00	19,264.00
300 - Purchased Professional and Technical Services		231,540.00	231,540.00
500 - Other Purchased Services		43,060.00	43,060.00
600 - Supplies		93,162.00	93,162.00
Total		667,096.00	667,096.00
		Allocation	667,096.00
		Remaining	0.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Optional Documents		
Type	**Document Template**	**Document/Link**
Other Commissioner's Network Documentation	N/A	

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Allocations

Allocation Type	(1)	Comm Network S2 (12547)	Total
LEA		$832,515.00	$832,515.00
Total		$832,515.00	$832,515.00

Funded School

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Funded School
School Code:
School Name:
School Amount:

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

The Turnaround Committee, in consultation with the School Governance Council, develops the Turnaround Plan in accordance with C.G.S. § 10-223h(d) and the guidelines issued by the Commissioner. Accordingly, the Turnaround Plan must include:

1.	Provide a rigorous needs analysis informed by the operations and instructional audit.
2.	Identify an evidence-based turnaround model, aligned to school needs and growth areas.
3.	Provide robust strategies to secure, support, develop, evaluate, and retain top talent.
4.	Summarize the school's academic model, including curricula, assessments, and data-driven instruction.
5.	Outline a comprehensive approach to build a positive school culture and climate.
6.	Develop operational structures to effectively utilize time and resources.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

*** Principal Name**

Linda Bagoly

*** Principal Email**

lbagoly@bridgeportedu.net

Click here to view the most recent school data from the Connecticut Report Card:

Step 1. Complete the Target column based on school data in the recent Connecticut Report Card and ESSA Milestones targets.

School Data	2023-24 Target
Grades Served	PK-8
Student Enrollment	530
Percentage Eligible for Free/Reduced Price Meals	96.8 %
Percentage of Students with Disabilities	21.1 %
Percent of English Learner Students	52.6 %
Percentage of Students Chronically Absent	32.8 %
Classroom Teacher Attendance (Average FTE Days Absent)	14.40
Suspension/Expulsion Rate	5.20
School Performance Index (SPI) for ELA	68.20
Smarter Balanced Growth ELA	85.70
School Performance Index (SPI) for Math	66.30
Smarter Balanced Growth Math	86.70
School Performance Index (SPI) for Science	75 %
High School Only: Meeting Benchmark on College Readiness Exam	
High School Only: College-and-Career-Readiness Course-Taking	

High School Only: Four-Year Cohort Graduation Rate	
Next Generation Accountability Index	76.70

2022-23 Audit

Talent:		**Academics:**	
1.1 Instructional practice	2 - Developing	2.1. Academic rigor	2 - Developing
1.2. Leadership effectiveness	2 - Developing	2.2. Student engagement	2 - Developing
1.3. Instructional leadership	3 - Proficient	2.3. Supports for special populations	2 - Developing
Culture and Climate:		**Operations:**	
3.1. School environment	3 - Proficient	4.1. Adequate instructional time	3 - Proficient
3.2. Student attendance	2 - Developing	4.2. Use of instructional time	3 - Proficient
3.3. Student behavior	2 - Developing	4.3. Financial management	3 - Proficient
3.4. Family and Community Engagement	2 - Developing		

Talent

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Identify a core set of no more than three strategies to advance the school's talent-related reform priorities. Following the sample below, summarize each talent strategy using a number (eg. 1.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Talent

Talent Priorities:	Aligned SMART Goals:
Sample: 1.1 Embedded Literacy Coaching *- School will staff one literacy coach. Coaches will work with the district's Chief Academic Officer and school principal 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 2022.*	***Sample: 1.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, increase the School Performance Index (SPI) for English Language Arts (ELA) from 50.2 in 2018-19 to 54.1 in 2022-23.*
1.1. Instructional Practice: The needs assessment identified a need to support teachers during instructional time. In response, Columbus will hire 4 academic support interventionists for ELA and Math supplemental support during What I Need (WIN) blocks for small group instruction. In addition, 12 extended day academic interventionists will offer after-school tutoring in Math and ELA. To build staff capacity, Columbus will invest in professional development from Cooperative Educational Services. Cooperative Educational Services will facilitate introductory professional learning sessions for Columbus teachers focused on the Sheltered Instruction Observation Protocol (SIOP) Model. These sessions will address the first four SIOP components - lesson preparation, building background, comprehensible input, and instructional strategies - and will support educators in designing cohesive, language-rich instruction that increases access to grade-level curriculum and promotes equitable outcomes for multilingual learners. Teachers will also be paid hourly for this extended day professional development conducted outside of their regularly contracted hours.	1.1 Aligned SMART Goals: By June 2027, Columbus' SPI in ELA will increase from 39.4 in 2024-25 to 68.2 in 2026-27. By June 2027, Columbus' SPI in Math will increase from 41.7 in 2024-25 to 66.3 in 2026-27. By June 2027, the number of students in Grades K-8 scoring in the Intensive Support level on the DIBELS assessment will decrease by 10%.

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1.2. Instructional Leadership: An ELA/EL Instructional Coach will be hired to support high-quality instruction, with a particular focus on English Language Learners and students receiving special education services. The coach will work closely with Columbus administrators to design and implement ongoing, job-embedded professional development aimed at building staff capacity and instructional excellence. Additionally, the instructional coaches will engage in regular district-level professional learning alongside the Assistant Superintendent of Curriculum and Instruction and relevant district coordinators to ensure alignment with district-wide goals and initiatives. Additionally, 10 Grade Level teacher leaders will be paid to advance the school's data teaming inititative. The team of 10 teacher leaders ensures representation of all grade-levels and content areas. This team will support the implementation of the school's data teaming initiative across the school by faciliating grade-level and departmental data meetings; supporting colleagues in analyzing student performance data and identifying instructional priorities; and coordinating the collection and organization of data artifacts and evidence of implementation. This investment is designed to build internal capacity, strengthen data-driven instructional practices, and ensure that the data teaming initiative is implemented consistently throughout the school.	1.2 Aligned SMART Goals: By June 2027, Columbus' SPI in ELA will increase from 39.4 in 2024-25 to 68.2 in 2026-27. By June 2027, Columbus' SPI in Math will increase from 41.7 in 2024-25 to 66.3 in 2026-27. By June 2027, the number of students in Grades K-8 scoring in the Intensive Support level on the DIBELS assessment will decrease by 10%.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Identify a core set of no more than three strategies to advance the school's academic-related reform priorities. Following the sample below, summarize each academic strategy using a number (eg. 2.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Academics

Academic Priorities:	Aligned SMART Goals:
Sample: 2.1 Pre-K Grade 3 Literacy *- Academic interventionists will provide direct instruction and monitor student progress using research based interventions in reading. Staff will provide this support using the following tools: Leveled Literacy Intervention (LLI), Lexia Core 5 Reading, and Wilson Reading Fundations. Additionally, the school will offer a full day kindergarten program for all kindergarten students. As part of this program, and in alignment with the Reading Foundations Common Core State Standards, teachers will implement Fundations (Wilson Language), a structured, sequential and cumulative phonics/spelling program using multi-sensory teaching techniques.*	***Sample: 2.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, increase the School Performance Index (SPI) for English Language Arts (ELA) from 50.2 in 2018-19 to 54.1 in 2022-23.*

2.1. Differentiation and Support for Diverse Learners. To strengthen academic rigor and better meet the diverse learning needs of its students, Columbus will implement a comprehensive professional development plan grounded in several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH, Wonders, and Empowering Writers to deepen instructional practice in Math and ELA with a particular emphasis on supporting English Language Learners and students receiving special education services. Teachers will receive coaching and professional development on implementing the Corrective Reading and Connecting Math Concepts programs. These evidence-based, direct instruction programs are designed to help struggling students rapidly acquire foundational skills in reading and math. Intervention materials for Corrective Reading and Connecting Math Concepts will be purchased to support teachers in designing visually supportive tools that enhance comprehension and organization for all learners.To faciliate professional development sessions, Columbus will pay for a building substitute teacher. Special Education teachers will participate in McGraw Hill Intervention Professional Development focused on special education. Columbus will invest in books and supplies to facilitate this specialized professional development. To further address the needs of English Language Learner (ELL) students, Columbus will add a 3rd grade teacher to reduce class sizes and create smaller, more supportive learning environments for ELL instruction. By decreasing student-to-teacher ratios, the school will be better positioned to provide more individualized attention and targeted support for language development. This additional staffing will allow teachers to more effectively differentiate instruction, implement research-based language acquisition strategies, and ensure that ELL students have equitable access to grade-level content. Continued...	This dedicated position will ensure that multilingual learners receive the individualized scaffolding, vocabulary development, and content-access strategies necessary to engage fully with grade-level material. Moreover, the EL interventionist will provide supplemental instruction and support to the school's EL students. Beyond professional learning and staffing enhancements, Columbus will update instructional materials to support a more engaging and inclusive learning environment. Refreshed instructional supplies such as science kits, consumables such as workbooks and teacher manuals, and additional classroom materials will support hands-on exploration and deeper conceptual understanding. Columbus will invest in high-quality, engaging texts in order to establish Dual Language Classroom Libraries. Technology will also be modernized through the replacement of outdated Promethean boards. The expected device lifecycle is approximately four years, allowing the school to maintain consistent access to updated and reliable technology over time. This board will ensure equitable access to digital curricular tools and assessment platforms for all students and will support Tier I core instruction by enhancing daily academic engagement, expanding opportunities for interactive and blended learning, and strengthening instructional delivery across subject areas. Overall, this investment promotes equitable access to technology, strengthens instructional effectiveness, and supports data-informed teaching and learning. ********** 2.1 Aligned SMART Goals: By June 2027, Columbus' SPI in ELA will increase from 39.4 in 2024-25 to 68.2 in 2026-27. By June 2027, Columbus' SPI in Math will increase from 41.7 in 2024-25 to 66.3 in 2026-27. By June 2027, the number of students in Grades K-8 scoring in the Intensive Support level on the DIBELS assessment will decrease by 10%.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Identify a core set of no more than three strategies to advance the school's climate-related reform priorities. Following the sample below, summarize each climate strategy using a number (eg. 3.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Climate

Climate Priorities:	Aligned SMART Goals:
Sample: 3.1 Chronic Absenteeism/Attendance: *- Through the creation of a School Attendance Team, the school will reduce chronic absenteeism by providing and hiring support staff and an external partner (e.g. Attendance Works) to develop and execute strategies to reduce absenteeism by recognizing good and improved attendance; engaging students and parents to determine root causes for attendance issues; monitoring attendance data and practice; and providing personalized early outreach. By using a tiered system of supports aligned to student/family needs, we will be able to increase student attendance, decrease chronic absenteeism and promote positive home-school partnerships. Each school attendance team meeting will include a review of bi-weekly chronic absenteeism data as a review of the effectiveness of Tier I and II attendance interventions.*	***Sample: 3.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, decrease the school's Chronic Absenteeism indicator from 14.7 in 2020-21 to 12.0 in 2022-23.*
3.1. Behavior Management. The needs assessment at Columbus revealed a high number of discipline referrals and elevated levels of chronic absenteeism, both of which were closely tied to students feeling disconnected from their school community. Columbus will invest in shirts, folders, pens, and water bottles with school logos to promote belonging at school and engagement with the school community. Columbus will also invest in SmartPass, a web-based digital hall pass software to help reduce hallway conflicts and increase student accountability and attendance.	3.1 Aligned SMART Goals: By June 2027, Columbus's Chronic Absenteeism rate will decrease from 32.8% in 2025-26 to 8.5% in 2026-27.

3.2. School Attendance. The needs assessment identified a high rate of chronic absenteeism, closely tied to a poorly defined and inconsistently implemented schoolwide behavior management plan and social-emotional learning (SEL) approach. To address this, Columbus will invest in attendance incentives such as rewards and celebrations that increase students' engagement with school. In addition, to promote student engagement, belonging, and positive connections to school, Columbus will invest in enriching field trips that promote learning and engagement with school, and will pay for buses, entry, and food when applicable. Examples of potential fieldtrips include the Peabody Museum at Yale University, Mystic Aquarium, University of Connecticut, the Connecticut State Capital, and Long Wharf Theatre. Final field trip selections will be based on curriculum alignment, grade-level learning objectives, student needs, and the availability of community and educational partnerships. These experiences will strengthen Columbus's school climate and culture by providing students with opportunities to build positive relationships with peers and staff, experience success outside of the traditional classroom setting, enhance college and career rediness, and develop a stronger sense of belonging and connection to the school community. By creating shared, engaging experiences and reinforcing positive participation, field trips and attendance celebrations will help foster a school culture in which students feel valued, supported, and motivated to attend regularly. In turn, these investments will complement the school's SEL and behavior-management efforts by promoting positive behavior, relationship-building, and a greater sense of community.	3.2 Aligned SMART Goals: By June 2027, Columbus's Chronic Absenteeism rate will decrease from 32.8% in 2025-26 to 8.5% in 2026-27.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Identify a core set of no more than three strategies to advance the school's operations-related reform priorities. Following the sample below, summarize each climate strategy using a number (eg. 3.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Operations

Operations Priorities:	Aligned SMART Goals:
Sample: 4.1 Extended Learning Time: *- The school will offer an extended school day to students in grades 1-5. This program will and offer Science and Math instruction and Co-Curricular Enrichment activities to raise present levels of academic performance for students. Program provides students an opportunity to receive additional instruction from certified teachers from 3-5 days a week. Program includes extensive experiential learning through project-based activities aligned with math and science standards, but also utilizes the "close reading" methodology as part of the non-fiction reading necessary for the preparation for each activity.*	***Sample: 4.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, increase the School Performance Index (SPI) for Math from 50.2 in 2018-19 to 54.1 in 2022-23.*

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Object		Total
100 - Personal Services > Salaries		$410,860.00
200 - Personal Services > Employee Benefits		$20,975.00
300 - Purchased Professional and Technical Services		$272,250.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$15,640.00
600 - Supplies		$112,790.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$832,515.00
	Allocation	$832,515.00
	Remaining	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

100 - Personal Services > Salaries - $410,860.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	ACADEMIC INTERVENTIONIST - PER DIEM 4 INTERVENTIONIST x 160 DAYS x $235 = $150,400
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$150,400.00	
Line Item Total:	$150,400.00	
Object:	100 - Personal Services > Salaries	ACADEMIC INTERVENTIONIST - EXTENDED DAY - HOURLY 12 INTERVENTIONIST x 160 DAYS x 1.5 HRS x $42 = $120,960
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$120,960.00	
Line Item Total:	$120,960.00	
Object:	100 - Personal Services > Salaries	.50 FTE INSTRUCTIONAL COACH - ELA/EL - $53,770
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$53,770.00	
Line Item Total:	$53,770.00	

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Object: 100 - Personal Services > Salaries **Purpose:** 01 - Public School Activities **Focus Area:** Talent - Goal 1.2 **LEA / School:** Columbus School (015-0511) **Quantity:** 1.00 **Cost:** $33,600.00 **Line Item Total:** $33,600.00	TEACHER LEADER - GRADE LEVEL - HOURLY 10 TEACHER LEADERS x 40 DAYS x 2 HRS x $42 = $33,600
Object: 100 - Personal Services > Salaries **Purpose:** 01 - Public School Activities **Focus Area:** Academics Goal 2.1 **LEA / School:** Columbus School (015-0511) **Quantity:** 1.00 **Cost:** $23,250.00 **Line Item Total:** $23,250.00	.50 FTE 3RD GRADE TEACHER - $23,250
Object: 100 - Personal Services > Salaries **Purpose:** 01 - Public School Activities **Focus Area:** Academics Goal 2.1 **LEA / School:** Columbus School (015-0511) **Quantity:** 1.00 **Cost:** $18,800.00 **Line Item Total:** $18,800.00	INTERVENTIONIST - PER DIEM - EL 1 INTERVENTIONIST x 80 days x $235 = $18,800
Object: 100 - Personal Services > Salaries **Purpose:** 01 - Public School Activities **Focus Area:** Talent - Goal 1.1 **LEA / School:** Columbus School (015-0511)	EXTENDED DAY PD - SIOP 12 TEACHERS x 10 DAYS x 2 HRS x $42 = $10,080

Quantity:	1.00
Cost:	$10,080.00
Line Item Total:	$10,080.00

Total for 100 - Personal Services > Salaries:	$410,860.00
Total for all other Objects:	$421,655.00
Total for all Objects:	$832,515.00
Allocation:	$832,515.00
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

200 - Personal Services > Employee Benefits - $20,975.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	INSTRUCTIONAL COACH - ELA/EL FRINGE - $8,113
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$8,113.00	
Line Item Total:	$8,113.00	
Object:	200 - Personal Services > Employee Benefits	3RD GRADE TEACHER FRINGE - $6,856
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$6,856.00	
Line Item Total:	$6,856.00	
Object:	200 - Personal Services > Employee Benefits	4 ACADEMIC INTERVENTIONIST - PER DIEM FRINGE
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$2,181.00	
Line Item Total:	$2,181.00	

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Object:	200 - Personal Services > Employee Benefits	ACADEMIC INTERVENTIONIST - EXTENDED DAY FRINGE
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$1,754.00	
Line Item Total:	$1,754.00	
Object:	200 - Personal Services > Employee Benefits	INTERVENTIONIST - PER DIEM - EL FRINGE $1,438
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$1,438.00	
Line Item Total:	$1,438.00	
Object:	200 - Personal Services > Employee Benefits	TEACHER LEADERs - GRADE LEVEL FRINGE - $487
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$487.00	
Line Item Total:	$487.00	
Object:	200 - Personal Services > Employee Benefits	EXTENDED DAY PD - SIOP - FRINGE - $146
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	

Quantity:	1.00
Cost:	$146.00
Line Item Total:	$146.00

Total for 200 - Personal Services > Employee Benefits:	$20,975.00
Total for all other Objects:	$811,540.00
Total for all Objects:	$832,515.00
Allocation:	$832,515.00
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

300 - Purchased Professional and Technical Services - $272,250.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	WONDERS/MCGRAW HILL PD: $4,500/PER DAY x 20 DAYS - $90,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$90,000.00	
Line Item Total:	$90,000.00	
Object:	300 - Purchased Professional and Technical Services	HMH PD: $3,500/PER DAY x 20 DAYS - $70,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$70,000.00	
Line Item Total:	$70,000.00	
Object:	300 - Purchased Professional and Technical Services	CONNECTING MATH CONCEPTS AND CORRECTIVE READING COACHING: 15 DAYS x $3,500/PER DAY
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$52,500.00	

Line Item Total:	$52,500.00	
Object:	300 - Purchased Professional and Technical Services	SIOP: $800/PER DAY x 40 DAYS- $32,000
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$32,000.00	
Line Item Total:	$32,000.00	
Object:	300 - Purchased Professional and Technical Services	EMPOWERING WRITERS (ONE-TIME SUBSCRIPTION FOR THE YEAR) - $21,750
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$21,750.00	
Line Item Total:	$21,750.00	
Object:	300 - Purchased Professional and Technical Services	MCGRAW HILL: INTERVENTION PD (SPED FOCUSED) - $6,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$6,000.00	
Line Item Total:	$6,000.00	

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Total for 300 - Purchased Professional and Technical Services:	$272,250.00
Total for all other Objects:	$560,265.00
Total for all Objects:	$832,515.00
Allocation:	$832,515.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

500 - Other Purchased Services - $15,640.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	FIELD TRIPS: TRANSPORTATION, ENTRY FEES, FOOD, ETC. - $15,000
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$15,000.00	
Line Item Total:	$15,000.00	
Object:	500 - Other Purchased Services	PROMETHEAN BOARD INSTALLATION - $640
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$640.00	
Line Item Total:	$640.00	

Total for 500 - Other Purchased Services:	$15,640.00
Total for all other Objects:	$816,875.00
Total for all Objects:	$832,515.00
Allocation:	$832,515.00
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

600 - Supplies - $112,790.00

Budget Detail		Narrative Description
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: MCGRAW HILL INTERVENTION MATERIALS - $34,990
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$34,990.00	
Line Item Total:	$34,990.00	
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: SCIENCE KITS, ELA/MATH WORKBOOK CONSUMABLES, TEACHER'S MANUALS, ETC. - $20,200
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$20,200.00	
Line Item Total:	$20,200.00	
Object:	600 - Supplies	CORRECTIVE READING AND CONNECTING MATH CONCEPTS INTERVENTION MATERIALS - $14,900
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$14,900.00	
Line Item Total:	$14,900.00	

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Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Academics Goal 2.1 **LEA / School:** Columbus School (015-0511) **Quantity:** 1.00 **Cost:** $14,200.00 **Line Item Total:** $14,200.00	DUAL LANGUAGE CLASSROOM LIBRARIES - $14,200
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.1 **LEA / School:** Columbus School (015-0511) **Quantity:** 1.00 **Cost:** $13,500.00 **Line Item Total:** $13,500.00	SCHOOL BELONGING/ENGAGEMENT INITIATIVE: SCHOOL-BRANDED SHIRTS, FOLDERS, PENS, WATER BOTTLES, ETC. - $13,500
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.2 **LEA / School:** Columbus School (015-0511) **Quantity:** 1.00 **Cost:** $13,400.00 **Line Item Total:** $13,400.00	ATTENDANCE INCENTIVES: SUPPLIES FOR STUDENT REWARDS FOR ATTENDING SCHOOL AND MILESTONE CELEBRATIONS - $13,400
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.1 **LEA / School:** Columbus School (015-0511)	SMARTPASS - $1,600

Quantity:	1.00
Cost:	$1,600.00
Line Item Total:	$1,600.00

Total for 600 - Supplies:	$112,790.00
Total for all other Objects:	$719,725.00
Total for all Objects:	$832,515.00
Allocation:	$832,515.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Filter by Location: All - $832,515.00

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		410,860.00	410,860.00
200 - Personal Services > Employee Benefits		20,975.00	20,975.00
300 - Purchased Professional and Technical Services		272,250.00	272,250.00
500 - Other Purchased Services		15,640.00	15,640.00
600 - Supplies		112,790.00	112,790.00
Total		832,515.00	832,515.00
		Allocation	832,515.00
		Remaining	0.00

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Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Optional Documents		
Type	**Document Template**	**Document/Link**
Other Commissioner's Network Documentation	N/A	

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Allocations

Allocation Type (1)	ESSA SIG - CSI/Turnaround (20679) CFDA: 84.010A	Total
LEA	$1,600,000.00	$1,600,000.00
Total	$1,600,000.00	$1,600,000.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Contacts

Required Contacts	
Type	**Contact(s)**
ESSA SIG Contact [Select at least 1 contact(s)]	Hannah Whitley

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - District Level Questions and Guidance

Guidance and Instructions
The district must commit to using Title I, Part A, Section 1003 funding for its schools demonstrating the greatest need and the strongest commitment to using funding for improvement. The district must provide Title I, Part A, Section 1003 funding to selected schools for up to four years, which may include one year of planning. The minimum annual award for a Title I Turnaround School is $200,000. The minimum annual award for a Focus School is $50,000. The maximum annual award for any school is $500,000.
Complete a school application for Title I, Part A, Section 1003 School Improvement Grant funding by selecting the school from the drop-down list in the School Improvement Section. Complete the needs assessment, school plan and budget pages in the section for each of the schools selected by the district to receive funding.
Award of the Title I, Part A, Section 1003 School Improvement Grants requires the district to describe its strategy and structure to support school turnaround efforts at the district level.
Please note that prior to award of Section 1003 funds, the district must complete the district application and school plans; and, the district must submit, for CSDE approval, a school improvement plan for each school in the district identified as a Title I Turnaround School. These school improvement plans must be informed by performance on the CSDE long term goals (academic achievement for mathematics and literacy, graduation rate and English Learner proficiency); must include evidence-based interventions; must be based on school-level needs assessment; must identify resource inequities to be addressed in the plan; must be approved by the district and the state; and must be monitored periodically by the state during Opportunity District monitoring meetings. If a district's Turnaround School has been selected for Section 1003 funding, the school plan submitted with this application will serve as the school improvement plan.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - District Level Questions and Guidance

Section 1: District Capacity and Organizational Structure

* The district must demonstrate that it has the capacity and an intentional organizational structure to support turnaround efforts in its lowest-performing schools. Please provide a clear overview of the district's capacity and staffing structure to support its lowest performing schools. Specifically describe the supports and technical assistance provided by the district to its lowest performing schools.

Under the leadership of Interim Superintendent Dr. Royce Avery and Assistant Superintendent of Curriculum and Instruction Margaret Hughes, the district's organizational staff will work with each of the SIG schools, along with Executive Directors Sangeeta Bella and Dr. Christopher Siano. Additionally, the district's Directors/Content Area leads for ELA, Math, Science, and Early Childhood will work with the Chief of Special Education and Bilingual Education/World Languages. The Department of Data Management will assist schools with the retrieval of data and the alignment with specific content areas, as well as professional development.

Section 2: District Support for Development of School Improvement Plans

* The district must provide support for the development of school improvement plans for schools receiving Section 1003 funding. Please provide a clear overview of technical support provided to schools in the development of school improvement plans which include evidence-based interventions.

Each district school is mandated to create and abide by a School Improvement Plan. Under the supervision of the Executive Directors and the Assistant Superintendent of Curriculum and Instruction, each SIG school will work with a team of assembled school staff, students, and community team members to draft the school's plan. Additionally, through district-designed and provided professional development sessions, SIG building administrators and, as necessary, school leadership teams will have access to the team as mentioned above to learn and apply district-aligned teachings related to improving building academics, student, staff, and family social and emotional quotients, as well as how to enhance building climate and how to better utilize community wraparound services.

Section 3: Accountability and Monitoring Strategy

* The district must develop and implement tools and processes to create shared accountability for results at the school and district levels. Describe the district's systems, tools and processes it will use to monitor the fidelity of school plan implementation.

The Executive Directors consistently visits all SIG recipient schools. While grant implementation is not a formal evaluation process, it includes basic elements such as building management, academic improvement, and school climate improvement. During the school year, administrators receive informal evaluations to ensure that the noted grant programs are being implemented with fidelity. Any issues identified during these reviews will be addressed in real-time during the program's implementation. Additionally, at the end of each school year, funding is made available, and these grant plans will be utilized to evaluate the principal's ability to implement all the program's SMART goals fully.

Section 4: Review of External Partners.

* The district must use a rigorous review process to recruit, screen, select and evaluate any external partner with whom the district will partner to ensure that the external partner is working to implement evidence-based interventions. Describe the process the district used to recruit, screen, select and evaluate external partners.

For items greater than or equal to $25,000, principals are guided to identify either state and/or city-approved contractors. If available vendors cannot provide the necessary services, principals utilize informal bidding processes by which three quotes from viable providers are requested, with the most appropriate provider being chosen. Funding over $25,000 requires Requests for Proposals and a bid process where the best provider is chosen to complete the required tasks. Once a vendor is engaged, the principal evaluates the program's statement of work, overall objectives, and the terms and conditions of the agreement

to confirm that the noted tasks are completed accurately and by the specified dates/times. Vendors are paid via PO/invoicing processes. The principal must sign and acknowledge the invoices to confirm that the contracted work has been completed.

Section 5: Alignment of Resources

* The district must align other Federal, State and local resources to carry out activities supported with funds from Section 1003. Describe the district's strategy or approach to aligning all Federal, State and local resources to support school improvement and to address resource inequities.

The district utilizes federal, state, and local funding through a school-based budgeting model established for the School Improvement Grant and Commissioner's Network grants. This model empowers school staff to collaborate closely with the Assistant Superintendent of Curriculum and Instruction, Executive Directors, and the Department of Grants Development and Management (overseen by the Interim Superintendent) to effectively plan, manage, and allocate available resources. Implemented during the 2012-2013 school year, this strategy has enabled the district to support school improvement efforts better and address resource inequities. Using student enrollment data and a structured allocation model, the district determines appropriate staffing levels and identifies school-specific needs to ensure each school receives the services and resources required for success.

Section 6: Conditions for Success

* The district must secure optimal conditions and create policies and practices that enable school reform and provide site-based flexibility. Describe how the district will modify its practices and policies to allow schools additional autonomy in exchange for increased accountability and to allow for full implementation of the interventions outlined in the school plans.

As noted above, all School Improvement Gra nt principals will be monitored monthly and evaluated annually based on progress in four key areas: talent, academics, climate, and operations. While no formal changes to district evaluation policies are anticipated, the SIG grant plan will be incorporated as an informal component of each principal's performance review. The Academics Department - which includes the Assistant Superintendent of Curriculum and Instruction and the Executive Directors- will support this process by facilitating ongoing dialogue among SIG principals. These discussions will focus on sharing best practices, addressing identified growth areas, and aligning efforts with SMART goals for the upcoming year.

Section 7: School Budgets

* The district must commit to thoughtful and strategic resourcing, including investments in high-yield evidence-based interventions and efforts to promote sustainability. The Section 1003 funding must supplement, not supplant, State and local funds. Describe how the district will ensure that the low-performing schools receiving Section 1003 funding will continue to receive all Federal, State and local funding it would receive in the absences of additional funding from Section 1003.

All district schools with School Improvement Grants and Commissioner's Network grants utilize the aforementioned school-based budgeting model, which is grounded in empowerment and accountability at the school level. For the remaining schools with grant funding, the resource allocation system is equitable, uniform, and transparent, while retaining the flexibility to respond to school-specific needs. The model allows school-based decisions to deploy discretionary resources to meet school-specific needs. All federal, state, and local funding attributed to schools will not be reduced or modified due to the school's newly minted SIG school status. All services/programming/materials the schools receive under the school-based budgeting model will remain as is, and funds collected via the SIG program are considered supplemental.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - District Level Questions and Guidance

☑ *** 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.**

A.	The applicant has the necessary legal authority to apply for and receive the proposed grant;		
B.	The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;		
C.	The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;		
D.	The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;		
E.	Grant funds shall not be used to supplant funds normally budgeted by the agency;		
F.	Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;		
G.	The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;		
H.	The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;		
I.	If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;		
J.	The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;		
K.	At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;		
L.	REQUIRED LANGUAGE (NON-DISCRIMINATION)		
	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)	(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.
	(c)	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.
	(d)	The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
	(e)	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.
	(f)	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.
78	(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 § 46a56; 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.	

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

Object		Total
100 - Personal Services > Salaries		$562,167.00
200 - Personal Services > Employee Benefits		$75,574.00
300 - Purchased Professional and Technical Services		$465,124.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$300,505.00
600 - Supplies		$196,630.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$1,600,000.00
	Allocation	$1,600,000.00
	Remaining	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

100 - Personal Services > Salaries - $562,167.00

Budget Detail	Narrative Description	
	Total for 100 - Personal Services > Salaries:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$1,600,000.00
	Remaining:	$1,600,000.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

200 - Personal Services > Employee Benefits - $75,574.00

Budget Detail	Narrative Description	
	Total for 200 - Personal Services > Employee Benefits:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$1,600,000.00
	Remaining:	$1,600,000.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

300 - Purchased Professional and Technical Services - $465,124.00

Budget Detail	Narrative Description	
	Total for 300 - Purchased Professional and Technical Services:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$1,600,000.00
	Remaining:	$1,600,000.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

500 - Other Purchased Services - $300,505.00

Budget Detail	Narrative Description	
	Total for 500 - Other Purchased Services:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$1,600,000.00
	Remaining:	$1,600,000.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

600 - Supplies - $196,630.00

Budget Detail	Narrative Description	
	Total for 600 - Supplies:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$1,600,000.00
	Remaining:	$1,600,000.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

Purpose Object	01 - Public School Activities	Total
100 - Personal Services > Salaries	562,167.00	562,167.00
200 - Personal Services > Employee Benefits	75,574.00	75,574.00
300 - Purchased Professional and Technical Services	465,124.00	465,124.00
500 - Other Purchased Services	300,505.00	300,505.00
600 - Supplies	196,630.00	196,630.00
Total	1,600,000.00	1,600,000.00
	Allocation	1,600,000.00
	Remaining	0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Bassick High School	$200,000.00	$0.00	$200,000.00	$200,000.00
Cesar Batalla School	$200,000.00	$0.00	$200,000.00	$200,000.00
Columbus School	$200,000.00	$0.00	$200,000.00	$200,000.00
Edison School	$200,000.00	$0.00	$200,000.00	$200,000.00
Geraldine Claytor Magnet Academy	$200,000.00	$0.00	$200,000.00	$200,000.00
Luis Munoz Marin School	$200,000.00	$0.00	$200,000.00	$200,000.00
Paul Laurence Dunbar School	$200,000.00	$0.00	$200,000.00	$200,000.00
Wilbur Cross School	$200,000.00	$0.00	$200,000.00	$200,000.00
Total:	**$1,600,000.00**	**$0.00**	**$1,600,000.00**	**$1,600,000.00**

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School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

Principal's Name:	*	Joseph Raiola
Principal's Email:	*	jraiola@bridgeportedu.net
District SIG Support Person:	*	Ms. Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	9-12
Student Enrollment	1,129.00
Percentage Eligible for Free/Reduced Price Meals	92.8 %
Percentage of Students with Disabilities	28.5 %
Percentage of English Language/Multilingual (EL/ML) Learners	36.8 %
Percentage of Students Chronically Absent	50.5 %
Suspension/Expulsion Rate	16.30
Classroom Teacher Attendance (Average FTE Days Absent)	15.20
High School Only: College-and-Career-Readiness Course-Taking	82.90
Middle School & High School Only: On-Track to High School Graduation	68.10
High School Only: Demonstrating Postsecondary Readiness	11.80

ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	66.10
Smarter Balanced Growth ELA	
School Performance Index (SPI) for Math	66.50
Smarter Balanced Growth - Math	
High School Only: Four Year Cohort Graduation Rate	88.90
Next Generation Accountability Index	75.80
LAS Links Growth - Literacy	84.70
LAS Links Growth - Oral	92.40
Chronic Absenteeism	14.90
High School Only: Six Year Adjusted Cohort Graduation Rate	94.00

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
05/18/2026	virtual	District Principals, School Turnaround officer	A 2027 SIG planning kick-off meeting was held with district principals and the School Turnaround Officer.
05/25/2026	In-Person	School leaderhip team- Principal, Assistant Principals, ELA teacher, SPED teacher, SPED resource coordinator, School Counselor	The School Leadership Team updated and reviewed the needs assessment and engaged in planning for the 2027 School Improvement Grant (SIG).
06/02/2026	In-Person	PTSO president and students	The PTSO President and students collected feedback on the 2026 SIG programs and discussed priorities and recommendations for the 2027 School Improvement Grant (SIG).
06/11/2026	In-Person	School leaderhip team- Principal, Assistant Principals, ELA teacher, SPED teacher, SPED resource coordinator, School Counselor	The school leadership team set goals for 2027 SIG and expenditure proposals.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to

effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

Talent Indicators	Assessment Score	Evidence	Reasoning
EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	2. Developing	District equity is a concern, as other high schools have fully staffed STEM departments and smaller class sizes than Bassick High School does. Our school continues to face major shortages in math, science and Technology Education candidates, often requiring the use of long-term substitutes. Hiring and recruitment are managed centrally by District HR, with school-level involvement limited to reviewing applications, interviewing, and recommending hires.	Bassick has limited influence over recruitment, which is controlled at the district level. Persistent shortages of qualified STEM teachers lead to reliance on substitutes, exacerbating inequities compared to other district schools. Without a targeted plan for attracting and retaining teachers in high-need areas, students face ongoing challenges in access to consistent, high-quality instruction.
1.2 Evaluation & Coaching Systems	2. Developing	The district has implemented an approved Professional Development Advisory Council (PDAC) plan. The PDAC program provides embedded coaching as the primary support model.	While the PDAC program establishes a coaching framework, it is district-driven rather than tailored to specific school needs. The lack of differentiated or school-based evaluation and coaching limits opportunities for teachers to receive targeted support aligned to local goals and challenges.

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1.3 Professional Learning Plan	2. Developing	The district publishes a professional development calendar. The school's PD calendar is aligned with the district's schedule.	Although the alignment ensures consistent professional learning opportunities, Bassick lacks structured time for vertical alignment and curricular planning. This gap reduces opportunities for cross-grade collaboration and hinders the development of coherent instructional progressions across content areas.
1.4 Leadership	2. Developing	The current school leadership team is composed of administrators and a small sample of teacher leders. The current leadership team has limited teacher input due to lack of resources, department heads for high schools are not possible due to funding and staffing limits.	A leadership team limited to administrators and a small number of teachers reduces opportunities for shared decision-making and the incorporation of diverse faculty perspectives. Expanding the team to include teacher leaders from all departments would strengthen collaborative leadership and ensure more inclusive decision-making processes.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	2. Developing	There is an initial draft of curriculum for some courses, including pacing guides, assessments, and unit plans. Grade-level curriculum is missing in some subject areas.	Bassick has access to a published curriculum across some content and courses. Without consistent pacing guides and unit plans, instruction varies widely and limits alignment across grades.

2.2 Instructional Framework	2. Developing	Instruction is a mix of project-based, student-centered work, and teacher-directed lessons. No published instructional framework exists that aligns instruction to the curriculum. School administration uses best practices to support teachers, but support is not grounded in a unified framework.	The absence of a clearly articulated instructional framework reduces consistency across classrooms. While best practices are promoted, there is no systemic approach that ensures alignment to curriculum or equity of instructional delivery.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	Instruction is just starting to provide a text-rich learning environment for multilingual learners (MLLs). Many classes deliver instruction with limited modalities. Multilingual support is largely confined to EL-designated classes and does not carry over into Tier 1 instruction. Some teachers provide additional supports, but most classroom teachers lack training in strategies for ML learners.	Support for diverse learners is inconsistent. While individual teachers make efforts, there is no schoolwide framework to ensure Tier 1 instruction addresses the needs of multilingual learners and other diverse student groups.
2.4 Assessment Practices & Data Use	2. Developing	District assessments and benchmarking are used to monitor growth in ELA and Math. Currently, there is minimal use of school-based data teams to analyze results. Assessments are administered, but results are not consistently used for planning or instructional adjustments.	Although district assessments are in place, data use is limited. Without robust data team practices, the school is not leveraging assessment information to inform instruction or guide interventions.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**

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EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***
3.1 School Environment	2. Developing	The school environment is organized, but student engagement and pride are limited.	While the school fosters organization and some sense of belonging, the opening of a new building saw a revitilzation of school culture.
3.2 Attendance	1. Below Standard	The chronic absenteeism rate at Bassick High School was 50.5% during the 2025-26 school year.	Extremely high rates of chronic absenteeism undermine student learning and schoolwide improvement efforts. Targeted attendance interventions are needed.
3.3 Behavioral Management	1. Below Standard	The school's suspension rate was 16.3% during the 2024-25 school year.	Suspension rates are disproportionately high, signaling the need for restorative practices and proactive behavior interventions.
3.4 Equitable Partnerships with Stakeholders	2. Developing	The school offers 6–8 PTSO meetings/events per year. The PTSO is active, with events that include parent learning opportunities. Parents who attend PTSO meetings are engaged, but overall participation is limited. Partnerships with external providers exist, but access to wraparound services is hindered by sign-up barriers.	The school has a foundation of parent and community engagement through an active PTSO and some external partnerships. However, limited participation and logistical barriers prevent equitable access to these supports.
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**

EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***
4.1 Scheduling Structures	3. Proficient	The schedule is designed to ensure outlined instructional hours in ELA and Math.	The schedule provides adequate instructional time in core content areas, but adjustments may be needed to ensure balanced opportunities across subjects.
4.2 Use of Time	3. Proficient	9th- and 10th-grade students receive full-year, 80-minute periods for ELA and Math. 11th- and 12th-grade students only have ELA and Math during one semester. Common planning time exists but is inconsistently or minimally used. Teachers require more support in effectively using extended instructional time.	Time allocations favor underclassmen, but upper-grade students receive less consistent support in core subjects. Ineffective use of common planning reduces opportunities for collaboration and instructional improvement.
4.3 Technology, Facilities, & Operational Planning	3. Proficient	The opening of our new school in 2025-26 provided students with a brand new facility.	Having a bright, newly construction buidling brings a sense of belonging for students and staff. Students feel valued and appreciated by the space they learn in. Technology is now aligned to 21st centry expectations and evolution.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* 4.1. Scheduling Structures	Students have adequate instructional time in core content areas, particularly ELA and Math. Protected blocks for underclassmen ensure students have extended opportunities for learning that align with state benchmarks.	All 9th- and 10th-grade students receive full-year, 80-minute instructional blocks in ELA and Math.
4.3. Technology, Facilities, and Operational Planning	The transition to a new high school building, adjacent to the University of Bridgeport campus, provides students with a modern, state-of-the-art facility. The upgraded environment is expected to improve student pride, engagement, and access to learning opportunities.	The new facility opened August 2025, with a ribbon-cutting ceremony marking completion.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* 3.2. Attendance & 3.3. Behavior Management	Chronic absenteeism, currently at 53%, reflects challenges in school climate, family engagement, and consistent Tier 1 instruction that motivates students to attend. Transportation issues may also contribute. Improving daily attendance will require stronger connections between families, student success, and school supports.	School Funding
1.2. Professional Learning Plan	Teachers lack sufficient instructional feedback and coaching specific to instructional pedagogy. Without targeted professional development and ongoing data-driven support, student achievement lags.	Empowering, Rigorous Content
2.1. Curriculum and Academic Programming	Teachers have not received consistent instructional feedback in mathematics and ELA. Lack of school-based coaching, coupled with limited time for collaborative planning, reduces effectiveness in improving student learning outcomes.	School Leadership Quality & Diversity

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Bassick High School's SPI in Math will increase from 35.6 in 2025-26 to 65.5 in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Bassick High School's SPI in ELA will increase from 35.6 in 2025-26 to 66.1 in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, Bassick High School's chronic absenteeism rate will decrease from 50.5% in 2025-26 to 14.9% in 2026-27.

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Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, 70% of grade 9-12 students will meet their ELA IAB goal.
Internal Benchmark Goal #5	* By June 2027, 70% of all students will meet their math IAB goal.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1	1.1. Leadership: Because the needs assessment revealed that the current leadership team is composed only of administrators, the school will expand its leadership capacity by appointing eight (8) teachers to serve as Department Heads. These teacher leaders will receive stipends for their service and will participate in extra-duty responsibilities, including contributing to schoolwide administrative decision-making. This distributed leadership model will strengthen teacher voice, improve instructional alignment across departments, and foster a more collaborative and responsive school culture. Additionally, five teachers will participate in 15 hours of summer leadership professional development to further strengthen their leadership skills and will receive compensation for their time.	Goal #1 Goal #4	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #3, Goal #4, Goal #5 Evidence Base: Strong	8 TEACHER DEPARTMENT HEAD STIPENDS SUMMER LEADERSHIP WORK - 5 PEOPLE X 15 HRS/EA	$ 22,383.00
1.2		Goal #2	Effective Teacher Professional Development Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Goal #1, Goal #2, Goal #4, Goal #5		$ 56,520.00

	1.2. Professional Learning Plan: To strengthen academic rigor and support the diverse learning needs of its students, Bassick will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH, focusing on deepening teachers' instructional practices in mathematics. Funds will be allocated to pay for substitute teaching services to provide release time for teacher leaders participating in coaching and professional development activities. Bassick will also invest in PowerSchool professional development, ensuring that new staff receive training in creating student-centered master schedules. This training will build staff expertise, improve the quality of the scheduling process, and ensure that the master schedule maximizes instructional time, provides equitable access to courses, and supports interventions and enrichment opportunities.	Goal #5	Evidence Base: Strong	HMH: COACHING (5 days x $3,500 Per Day) SUBSTITUTE SERVICES FOR PD/COACHING RELIEF ($189/DAY X 180 DAYS) POWERSCHOOL TRAINING	
1.3		Select... Select...	Evidence Base: Select...		$ 0.00
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority**

					Please Note: this cost is automatically populated based on information provided on the Budget page.
Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1		Goal #1		ELA CURRICULUR SUPPLIES: NOVELS, CLASSROOM LIBRARIES, CHOICE TEXTS, INDEPENDENT READING BOOKS INSTRUCTIONAL SUPPLIES: FOR MATH AND SCIENCE MANIPULATIVES, PAPER, PENS, MARKERS, FOLDERS, ETC. MATH CONSUMABLES AND TEXTBOOKS: HMH AND STATISTICS	$ 55,895.00

	2.1. Curriculum and Academic Programming. Bassick will update and enhance mathematics and ELA instructional supplies to ensure a well-rounded educational experience for all students. An investment in updated ELA curricular supplies, including novels, classroom libraries, choice texts, and independent reading books, will expand students' access to high-quality, engaging texts and support differentiated instruction, independent reading, and the development of strong literacy skills. Instructional supplies for math and science, including manipulatives, paper, pens, markers, and folders, will provide students and teachers with the materials necessary to support hands-on learning, reinforce key concepts, and facilitate consistent, engaging classroom instruction. Updated math consumables and textbooks will align school resources to the district's mathematics curriculum and ensure that students have access to current, standards-aligned materials that support grade-level learning and academic achievement.		CSDE Evidence based Practice Guide for Reading identifies Tier 1: Strong Evidence for providing reading interventions (Tier 2 students) AND Tier 1: Strong Evidence for Implementing a specific set of core in-school strategies and practices to support reading. Source: School-based Strategies for Narrowing the Achievement Gap: February 2017. AND CSDE Evidence based Practice Guide for Math identifies Tier 1: Strong evidence to provide explicit and systematic intervention instruction AND Tier 2: Moderate evidence in providing instructional coaching. Source: Instructional Coaching: Professional Development Strategies that Improve Instruction and Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). Goal #1, Goal #2, Goal #4, Goal #5		
		Goal #4	Evidence Base: Strong		
2.2		Select...			$ 0.00
		Select...	Evidence Base: Select...		
2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority**

					Please Note: this cost is automatically populated based on information provided on the Budget page.
Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1. Student Attendance. Bassick will strengthen its school-based attendance initiatives by maintaining a dedicated Attendance Team focused on addressing all aspects of student attendance. This team will meet weekly to review data, monitor trends, and design responsive strategies to support students and families. A clerical staff member will be hired to support the Attendance Team by managing data entry, coordinating outreach efforts, and ensuring timely follow-up with students and families. Through these combined efforts, Bassick will adopt a proactive, family-centered approach to improving attendance, reducing chronic absenteeism, and ensuring that all students are consistently present, engaged, and positioned for academic success. Moreover, SIG funds will be used to support a CT RISE 8th-to-9th-grade transition	Goal #3 Select...	"Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd." Evidence Base: Strong	1 – ATTENDANCE SUPPORT CLERICAL – 1 PERSON X 40 WEEKS X 5 HRS/WK AFTER SCHOOL CLUB STIPENDS X 8 PEOPLE RISE: 8TH TO 9TH GRADE TRANSITION PROGRAM	$ 65,202.00

	program, including the Grade 9 Focus Network, which provides ongoing coaching for the Grade 9 leadership team; an On-Track Mentor Program to support an identified caseload of approximately 50 Grade 9th students; and implementation of the RISE Data Hub, which integrates with the district's student information system to provide timely visibility into student progress and identify students who may be at risk of falling off track. These supports will enable the Grade 9 team to use data to identify needs early, coordinate targeted interventions, monitor student progress, and strengthen student engagement and on-track achievement during the critical transition to high school. The overall approach will build the school's capacity for continuous improvement while supporting students' successful progression toward on-time graduation and postsecondary opportunity. To further strengthen students' connection to school and increase their motivation to attend regularly, Bassick will expand extended learning opportunities by hiring teachers to lead and coordinate after-school clubs and enrichment activities, with stipends provided for work beyond the regular school day. These opportunities will provide students with engaging, hands-on experiences that build positive relationships with staff and peers while extending learning beyond the traditional classroom.				
3.2		Select...			$ 0.00
		Select...	Evidence Base: Select...		

Specific Operations Priority and Strategy	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.	*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000
4.1	Select...			$ 0.00
	Select...	Evidence Base: Select...		

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Object		Total
100 - Personal Services > Salaries		$36,063.00
200 - Personal Services > Employee Benefits		$522.00
300 - Purchased Professional and Technical Services		$17,500.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$90,020.00
600 - Supplies		$55,895.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

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100 - Personal Services > Salaries - $36,063.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Teacher Department Heads - Stipends: 8 Stipends x $2,500/person
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$20,000.00	
Line Item Total:	$20,000.00	
Object:	100 - Personal Services > Salaries	Afterschool Club Stipends: 8 Stipends x $1,000/person
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$8,000.00	
Line Item Total:	$8,000.00	
Object:	100 - Personal Services > Salaries	Attendance Support - Clerical: 1 Attendance Support x 40 weeks x 5hrs x $30/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$6,000.00	
Line Item Total:	$6,000.00	
Object:	100 - Personal Services > Salaries	Summer Leadership Work: 5 persons x 15hrs x $27.50/hr
Purpose:	01 - Public School Activities	
Focus Area:		

Talent - Goal 1.1

LEA / School: Bassick High School (015-6111)

Quantity: 1.00

Cost: $2,063.00

Line Item Total: $2,063.00

Total for 100 - Personal Services > Salaries:	$36,063.00
Total for all other Objects:	$163,937.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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200 - Personal Services > Employee Benefits - $522.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Teacher Department Heads - Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$290.00	
Line Item Total:	$290.00	
Object:	200 - Personal Services > Employee Benefits	Afterschool Club Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$116.00	
Line Item Total:	$116.00	
Object:	200 - Personal Services > Employee Benefits	Attendance Support - Clerical Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$86.00	
Line Item Total:	$86.00	
Object:	200 - Personal Services > Employee	Summer Leadership Work Fringe

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Benefits

Purpose: 01 - Public School Activities

Focus Area: Talent - Goal 1.1

LEA / School: Bassick High School (015-6111)

Quantity: 1.00

Cost: $30.00

Line Item Total: $30.00

Total for 200 - Personal Services > Employee Benefits:	$522.00
Total for all other Objects:	$199,478.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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300 - Purchased Professional and Technical Services - $17,500.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	HMH: COACHING (5 days x $3,500 Per Day)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$17,500.00	
Line Item Total:	$17,500.00	

Total for 300 - Purchased Professional and Technical Services:	$17,500.00
Total for all other Objects:	$182,500.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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500 - Other Purchased Services - $90,020.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	RISE: 8TH TO 9TH GRADE TRANSITION PROGRAM
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$51,000.00	
Line Item Total:	$51,000.00	
Object:	500 - Other Purchased Services	SUBSTITUTE SERVICES FOR PD/COACHING RELIEF ($189/DAY X 180 DAYS)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$34,020.00	
Line Item Total:	$34,020.00	
Object:	500 - Other Purchased Services	POWERSCHOOL TRAINING
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	

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Total for 500 - Other Purchased Services: $90,020.00

Total for all other Objects: $109,980.00

Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

600 - Supplies - $55,895.00

Budget Detail		Narrative Description
Object:	600 - Supplies	MATH CONSUMABLES AND TEXTBOOKS: HMH AND STATISTICS
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$30,000.00	
Line Item Total:	$30,000.00	
Object:	600 - Supplies	ELA CURRICULUR SUPPLIES: NOVELS, CLASSROOM LIBRARIES, CHOICE TEXTS, INDEPENDENT READING BOOKS
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$15,500.00	
Line Item Total:	$15,500.00	
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: FOR MATH AND SCIENCE MANIPULATIVES, PAPER, PENS, MARKERS, FOLDERS, ETC.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$10,395.00	
Line Item Total:	$10,395.00	

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Total for 600 - Supplies: $55,895.00

Total for all other Objects: $144,105.00

Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Filter by Location: All - $200,000.00

Object / Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries	36,063.00	36,063.00
200 - Personal Services > Employee Benefits	522.00	522.00
300 - Purchased Professional and Technical Services	17,500.00	17,500.00
500 - Other Purchased Services	90,020.00	90,020.00
600 - Supplies	55,895.00	55,895.00
Total	200,000.00	200,000.00
	Allocation	200,000.00
	Remaining	0.00

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Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Bassick High School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

Principal's Name:	*	Digna A. Marte
Principal's Email:	*	dmarte1@bridgeportedu.net
District SIG Support Person:	*	Ms. Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	PK-8
Student Enrollment	927.00
Percentage Eligible for Free/Reduced Price Meals	93.5 %
Percentage of Students with Disabilities	15.0 %
Percentage of English Language/Multilingual (EL/ML) Learners	57.5 %
Percentage of Students Chronically Absent	39.5 %
Suspension/Expulsion Rate	11.20
Classroom Teacher Attendance (Average FTE Days Absent)	21.80
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	81.80
High School Only: Demonstrating Postsecondary Readiness	

ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	67.60
Smarter Balanced Growth ELA	87.20
School Performance Index (SPI) for Math	66.10
Smarter Balanced Growth - Math	88.50
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	77.70
LAS Links Growth - Literacy	90.20
LAS Links Growth - Oral	92.00
Chronic Absenteeism	6.70
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

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Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
05/18/2026	Virtual Meeting	Executive Director and Turnaround Schools to review the application.	An overview of the SIG process was provided to improve the school's understanding of the process. The school completed the Needs Assessment.
05/21/2026	In-person	Executive Director and Turnaround Schools to review the application.	Executive Director facilitated time to provide feedback and support for our application.
05/26/2026	In-person	Meeting with grade level teachers during admin common planning times.	Grade level teachers met to discuss the progress and impact of the Dual Language Program, review academic programming and student support initiatives, and identify the resources, priorities, and funding needs that should be included in the grant application to strengthen services and improve outcomes for our students.

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05/29/2026	In-person	Director of Literacy, Director Multilingual Learners, Executive Director, and K to 3 Biliteracy teachers.	A meeting was held to identify a mission, vision, values, and goal of the program in the next phase.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

Talent Indicators	Assessment Score	Evidence	Reasoning
EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***

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1.1 Hiring, Recruitment, & Retention	2. Developing	Due to the ongoing challenge of recruiting certified Bilingual and Special Education teachers, Batalla has remained committed to supporting both students and educators by investing in the development of its staff. The school has actively mentored long-term substitutes and encouraged them to pursue certification programs, helping to build a strong and sustainable pipeline of qualified teachers who are dedicated to our community. This year, Batalla is welcoming a new Kindergarten through Grade 2 team, including two educators who bring valuable experience and expertise. One is a seasoned Bilingual teacher, and the other is a Durational Shortage Area Permit (DSAP) teacher who has served the district for many years as a Restorative Practices Coordinator. Their diverse backgrounds will strengthen instruction, foster positive relationships, and provide meaningful support for students and families.	Throughout the year, Batalla has seen an increase in the number of students requiring social-emotional and specialized academic support. As a result, it is especially important to have educators with experience in Special Education and student-centered practices. Their knowledge and skills help ensure that all students receive the individualized support they need to succeed academically, socially, and emotionally, while also providing teachers with the collaboration and resources necessary to meet the diverse needs of our learners.
1.2 Evaluation & Coaching Systems	2. Developing	A foundational coaching and feedback system is in place, including a calendar of coaching cycles and timestamped observation feedback logs. Teachers require time and training to understand the new expectations, and trust-building is essential to establish a sustainable support cycle.	While foundational tools such as coaching calendars and feedback logs are in place, the school team is still in the process of building consistency, trust, and shared expectations with staff. The implementation of a new evaluation system requires time for training and adjustment. These factors contribute to the current “Developing” stage, with clear plans for growth and system refinement moving forward.

1.3 Professional Learning Plan	2. Developing	Based on student performance data and instructional outcomes, Batalla identified dual language instruction, literacy, and numeracy as key areas for continued growth and support. Data from the 2024–2025 school year demonstrated measurable gains in mathematics achievement, particularly in grades 4–8, where targeted coaching and ongoing instructional support contributed to improved student outcomes. These results highlighted the positive impact of job-embedded professional learning and coaching on classroom practice and student achievement. During the 2025–2026 school year, the school did not have a dedicated math coach due to staffing changes. At the same time, district-wide priorities focused heavily on literacy instruction, including the implementation of the HILL for Literacy framework and strengthening teachers' use of decodable texts and foundational reading skills. While this focus supported literacy development, it limited opportunities for targeted mathematics coaching and professional learning.	In response to current student achievement data and instructional needs, Batalla will develop a comprehensive professional development calendar aligned to a strategic school improvement plan. This plan will provide a clear and focused framework for strengthening instructional practices in dual language education, literacy, and mathematics. Through data-driven professional learning, coaching, and collaborative planning opportunities, the school aims to build teacher capacity, improve instructional consistency, and ensure that all students have access to high-quality learning experiences that support academic growth across all content areas.

1.4 Leadership	2. Developing	Batalla School is in the process of developing a comprehensive improvement plan with clearly defined goals, measurable outcomes, and consistent monitoring structures to ensure accountability and continuous growth. As Batalla enters its third year with its current principal, school leadership recognizes the importance of building leadership capacity and establishing sustainable systems that can withstand transitions in personnel while maintaining a strong focus on student achievement. Evidence from the 2023-24 school year, Batalla's first year under its current leadership, demonstrated the positive impact of a robust leadership structure. During that year, the school experienced significant academic gains supported by a team that included four administrators, a math coach, a restorative practices coordinator, and two social workers. This staffing model allowed for a balance between instructional leadership, student support services, and school culture initiatives, creating the conditions for both teacher growth and improved student outcomes.	Looking ahead, the leadership team will focus on balancing instructional leadership and student discipline by developing clear roles, monitoring systems, and opportunities for shared leadership. Through regular data reviews, professional learning, and collaborative problem-solving, the team will work to strengthen instructional practices while ensuring that students receive the behavioral, social-emotional, and academic supports they need to succeed. These efforts are intended to build leadership capacity across the school and create sustainable structures that support continuous improvement and long-term student achievement.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***

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2.1 Curriculum & Academic Programming	2. Developing	Batalla School is implementing its biliteracy curriculum. While the district-adopted ELA, Math, and Science programs are well-established for monolingual students, Batalla School has now received the Spanish materials necessary for the Biliteracy track including foundational skills. The next step is to collaborate with teachers and deliver targeted professional development to support effective implementation.	Although rigorous, standards-based curricula are in place for all content areas, the biliteracy program is launched in grades K–5, and additional development is needed for grades 6–8 to ensure continuity. Inconsistent curriculum implementation and pacing across classrooms highlight the need for stronger alignment and support to ensure equitable instruction for all students.
2.2 Instructional Framework	2. Developing	Evidence indicates inconsistent application of the instructional framework. Walkthrough data reveals variability in the use of engagement strategies, and sample lesson plans often lack higher-order thinking tasks. Additionally, student work samples reflect surface-level understanding, suggesting a need for deeper instructional rigor and alignment.	While some elements of the instructional framework are present, they are not fully implemented. Instruction tends to rely on basic encouragement and low-level cognitive tasks, such as recall, with limited opportunities for critical thinking or student-centered learning. To reach a "Proficient" level, instructional design must be deepened and better aligned with the framework's expectations.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	Batalla restructured the entire schedule to support the 50/50 Biliteracy model and to integrate a sheltered instruction practices. In 2025 to 2026. we had gains in LASLINK testing. MTSS team meetings reveal limited literacy support strategies, and while state assessments show slight growth, there is still considerable work needed to ensure all students receive the targeted support they need to thrive.	Lessons currently incorporate a limited range of learning modalities and primarily focus on grade-level concepts and skills. Supports for multilingual learners are underdeveloped, with significant improvements needed to address language barriers, cultural relevance, and language development. The MTSS framework is only partially implemented, with noticeable gaps in tiered support. Instructional supports are inconsistently applied across classrooms, and collaboration with staff, families, and community partners remains limited. As a result, the program's impact on student outcomes is inconsistent.

2.4 Assessment Practices & Data Use	2. Developing	Although Batalla has historically served students in the biliteracy program, this is the second year we are assessing them in both languages to better understand their needs and use their assets to support transfer to English. Data meetings are not yet systematically established, and while some grade levels use data to inform instruction, this practice is not consistent across all teachers. We also need to ensure lesson plans include checks for understanding and that instruction is aligned to measuring and supporting student proficiency.	Teachers monitor student understanding primarily through whole-group check-ins and questioning. Feedback is inconsistent in both quality and timeliness. This year we have created more consistent assessments however we have new teachers in different roles. Significant gaps remain across certain grades and content areas. Efforts to collect and use data exist, and data team meetings are becoming more regular and starting to increase their effectiveness.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***

3.1 School Environment	2. Developing	The school environment is generally welcoming, though inconsistently experienced throughout the building. Positive behavior reinforcements are present.	The school environment is welcoming but lacks consistency in fostering a warm, inclusive atmosphere. Communication and resources are available but don't fully meet all needs. While basic systems exist to welcome new students and families, stronger efforts are needed to enhance engagement. Certain areas and times of day feel chaotic, with minimal staff presence and limited behavior redirection. Instructional routines are inconsistently maintained. Although some student work and data are displayed, school branding and visible high expectations are minimal. There is a moderate sense of community, with generally positive and respectful staff-student interactions.
3.2 Attendance	2. Developing	Chronic absenteeism currently stands at 39.50%. To address attendance concerns, the school has implemented monthly attendance meetings to consistently monitor student attendance trends and identify intervention strategies. Additionally, the school introduced a quarterly attendance incentive programs designed to improve student attendance, school culture, and overall climate. Students with perfect attendance were recognized through participation in special events, including a Students vs. Staff Basketball Game. The school also organized a soccer tournament for students who maintained perfect attendance and zero behavioral incidents. These incentives encouraged greater student engagement, promoted positive behavior, and enhanced the overall school experience. The positive response to these initiatives demonstrates their effectiveness in supporting attendance and student engagement. As a result, the school plans to continue implementing quarterly attendance incentives during the next school year to further reduce chronic absenteeism and strengthen school culture.	

			Improving attendance begins with building on our students' strengths and creating meaningful connections to school. We recognize that students are more likely to attend regularly when they feel engaged, valued, and connected to their school community. To strengthen attendance, Batalla School will continue to expand opportunities for positive student engagement through extracurricular activities, attendance incentives, student recognition programs, and school-wide events that celebrate both academic and personal growth. Staff will intentionally highlight student successes, celebrate attendance milestones, and recognize improvements in attendance throughout the year. By fostering a culture of belonging and appreciation, students will see that their presence matters and that they are important members of our school community. In addition, Batalla will strengthen relationships between students, staff, and families through consistent communication, attendance monitoring, and targeted supports for students who face attendance challenges. Through these efforts, we will create a positive school climate where students are motivated to attend, actively participate, and experience success. By continuing to invest in engagement, recognition, and relationship-building, we expect to increase attendance rates and reduce chronic absenteeism.

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3.3 Behavioral Management	2. Developing	The school-wide behavior plan exists but is implemented unevenly. Staff feedback indicates unclear expectations and inconsistent enforcement of behavior protocols. Batalla will be working with implementing RULER to support more consistent implementation of behavioral expectations.	Effective behavior management stems from strong relationships with staff who demonstrate care, consistency, and high expectations. A unified approach, backed by clear messaging from administration that prioritizes learning for all, is essential. Staff must share responsibility for addressing behaviors that disrupt learning and growth. By reinforcing both academic and social expectations together—and holding one another accountable—we foster an environment where every student can thrive.
3.4 Equitable Partnerships with Stakeholders	3. Proficient		The school offers several family events throughout the year. Communication is somewhat consistent but may still be one-way. Last year, the principal was working with the Parent Advisory Council (PAC) president to create programing for parents, however many of the events were not planned with enough time to reach all parents. Due to all the budget cuts in the district the supports that existed to address students' nonacademic needs through wraparound services were impacted. We need to continue to build community and partner engagement to support students and families. The school has limited systems for monitoring and/or evaluating the services provided by the community partner.

		Batalla has established strong community and higher education partnerships that directly support student achievement and teacher development. Through our ongoing partnership with Fairfield University, teacher candidates in the university's education program collaborate with our classroom teachers to provide targeted literacy and numeracy interventions. This partnership expands instructional support for students while offering future educators valuable hands-on experience. In addition, Batalla School has partnered with the Wakeman Boys & Girls Club to provide after-school programming for 25 students in grades 6–8. This program offers academic support, enrichment opportunities, and positive youth development experiences that promote student engagement and success beyond the school day. To further strengthen instructional practices, Batalla provided professional development for teachers focused on culturally responsive pedagogy. This training has supported staff in creating inclusive learning environments, fostering meaningful relationships with students, and implementing instructional strategies that reflect and honor the diverse backgrounds of our school community. These partnerships have enhanced student learning opportunities, increased access to enrichment programs, and strengthened staff capacity to meet the needs of all learners.	
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***

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4.1 Scheduling Structures	2. Developing	Batalla updated its schedule to better support the implementation of our Biliteracy program for K to 6th grade students. As we move forward, we want to ensure our teachers are fully equipped with the tools and knowledge needed to deliver high-quality instruction in both Spanish and English. To do this effectively, coaching is needed to help teachers meet the required instructional minutes in each language and avoid unnecessary repetition of content. Our goal is to create a cohesive and enriching experience for students that builds true biliteracy and aligns with best practices.	With the implementation of the new schedule, both students and teachers will need time and support to ensure they are making the most of the increased instructional and intervention time. As part of this shift, Batalla School is restructuring its intervention blocks and refining its MTSS programming to better align with the goals of its Biliteracy initiative. the school's aim is to create a more intentional and effective framework that supports differentiated instruction and maximizes learning opportunities in both languages. We look forward to collaborating on the supports needed to make this transition successful for our staff and students. We are working with the district to add English Language Development to the infrustructure of the Language Arts block.
4.2 Use of Time	2. Developing	Batalla School is working with the district to re-evaluate our use of time to ensure that we are meeting the district guidelines and the Biliteracy programming needs. This shift raises concerns about equitable access to technology and the potential impact on student learning, engagement, and academic achievement.	Staff and students use of time is somewhat effective. However, some students are off task and there are missed opportunities to maximize instructional time. Most academic teams have common planning time. We have a great deal of new staff members and need to build team and mazimize the use of common planning time to provide professional development and coaching for our students.

4.3 Technology, Facilities, & Operational Planning	1. Below Standard	Batalla's technology is aging. At the same time, the district is moving away from one-to-one technonolgy while most of the school's platforms require-one to-one technology.	Overall, the school provides a welcoming and positive learning environment. Most areas of the facility are in good condition and conducive to teaching and learning, with classrooms and common spaces that are generally bright and clean. However, with the arrival of a new custodial team and recent budget cuts, we lack a clear plan for ongoing maintenance and facility upgrades. Additionally, staffing shortages have made it challenging to consistently maintain the building to our usual standards. On the operational side, while some systems are in place, procedures are being implemented inconsistently. This is largely due to transitions within the leadership team and broader changes at the district level. As we continue to adjust, additional support and clearer guidance will be essential to ensure smooth and effective operations across the school.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* 1.4. Leadership	Most staff can articulate a common understanding of what effective instruction looks like. Instructional leaders consistently demonstrate a commitment to improving instructional practice, and school-wide norms and expectations are enforced with consistency.	Data and student work are visible and present throughout the school, inspiring students and teachers to do their best work. There are clear branding and consistent messaging throughout the school, promoting school identity and pride through 'SWIM' - Success, Welcome, Innovate, Motivate is a school-wide mentality
3.4. Equitable Partnerships with Stakeholders	The school offers a range of wraparound services to address students' nonacademic needs.	The school has several sustained community partnerships. Southwest Community Health Center, a school-based clinic which focuses on physical and mental health needs, allows easy access to healthcare for students. The school has hosted multiple family nights and sessions for training in ParentSquare, the district-to-family communication platform, is offered before, during, and after school.

4.1. Scheduling Structures	The school has taken steps to increase instructional time on task through extended learning opportunities.	The school calendar and daily schedule are well constructed. The schedule includes between 5.5 and 6 hours of instruction per day, and between 90 and 120 minutes of ELA time.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* 2.3. Support for Diverse Learners	A resource inequity that contributes to this growth area is limited administrators to staff ratio. Currently, there is one principal and two assistant principals supervising 26 teachers each, and 25 additional staff members (student support staff, paraprofessionals, custodians, security guard, and cafeteria staff). A coaching model was started two years ago and we are seeing some progress, however, our proficiency level is at 11.67. Batalla has a teacher leader model in place, but their availability for collaboration with staff is restrictive due to their primary teacher responsibilities. Finally, Batalla has limited ability to offer teachers additional professional development, coaching from the administration, and time for teachers to observe each other and work together. One root cause of this is the need to develop teacher efficacy through collaboration and using evidence garnered from classroom walkthroughs to develop a common understanding of effective differentiated instruction and pedagogy to improve instruction school-wide. Ultimately, the root cause is that teachers need additional time to collaborate beyond the 35 minute weekly common planning period and 50-60-minute monthly after-school meeting to effectively plan instruction, analyze data, and engage in professional development to improve practice.	School Leadership Quality & Diversity
1.3. Professional Learning Plan	Needs assessment findings indicate persistent underperformance in both reading and mathematics across grade levels at Batalla. Analysis points to inconsistent Tier I instructional practices and limited teacher access to sustained, high-quality professional development aligned to the school's academic goals. Teachers have reported challenges implementing evidence-based instructional strategies with fidelity due to inadequate coaching support, insufficient protected time for professional learning, and competing demands during the instructional day. These factors collectively contribute to variability in instructional quality and widen existing gaps in student achievement.	Student Supports & Intervention
2.2. Instructional Practice	Instructional Practice remains a key area for growth at Batalla School. One contributing factor is the inequitable implementation of standards-aligned resources, including instructional programs, materials, and assessments in Spanish and English. Currently, there is a lack of cohesive systems to support teacher development in effectively using high-quality instructional materials to meet diverse student needs. Batalla's Next Generation Accountability Index scores reflect this challenge, with ELA at 41.8, Math at 43.3, and Science at 40.3-out of a possible 75 points. While students are demonstrating growth, the rates remain below state averages: 51.3% in ELA and 57.7% in Math, compared to state growth rates, resulting in deficits of 9.3% in ELA and 4.6% in Math. Instructional observations indicate that teaching is often teacher-directed, with limited evidence of student-centered learning. A root cause of this issue is the lack of a shared understanding among teachers of what effective instruction looks like. More critically, there is a need to build teacher capacity to support one another in articulating and implementing a common vision of rigorous, student-centered instruction-particularly in ELA and Math.	Empowering, Rigorous Content

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Batalla School's SPI in Math will increase from 39.6 in 2025-26 to 66.1 in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Batalla School's SPI in ELA will increase from 41.2 in 2025-26 to 67.6 in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, Batalla School's chronic absenteeism rate will decrease from 39.5% in 2025-26 to 6.7% in 2026-27.

Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, 60% of Batalla students will meet their score target as defined by DIBELs and/or LECTURA.
Internal Benchmark Goal #5	* By June 2027, 70% of Batalla students will show growth in the Mathematics Smarter Balanced Assessment.
Internal Benchmark Goal #6 (optional)	

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1		Goal #2	The CSDE Evidence-based practice guide for Mathematics identifies Tier 2, Moderate evidence for providing instructional coaching. Source: Instructional Coaching: Professional Development Strategies That Improve Instruction. The CSDE Evidence-based practice guide for Reading identifies Tier 2, Moderate evidence that instructional coaching is an effective model of school-based professional development. Source: Teemant, A. (2014). A Mixed-Methods Investigation of Instructional Coaching for Teachers of Diverse Learners. Urban Education, v49(5), pp. 574-604. DOI: 10.1177/0042085913481362	CURRICULUM ASSOCIATES: MOSAICO FUNDAMENTOS - PD (2 SESSIONS X $2,400/SESSION) CURRICULUM ASSOCIATES: MAGNETIC FOUNDATIONS FOR ENGLISH DEVELOPMENT - PD (2 SESSIONS X $2,400/SESSION) TAJU EDUCATIONAL SOLUTIONS LLC - PD (4 SESSIONS X $4,706/SESSION) HMH: 9 days x $3,500 per day WONDERS: 9 days x $3,500 per day	$ 91,424.00
		Goal #4	Evidence Base: Strong		

	1.1. Professional Learning Plan. Because the needs assessment identifies a significant need to improve student performance in reading and math, Batalla will partner with TaJu Educational Solutions to provide high-quality professional development and coaching for teachers. This support will deepen instructional practice, strengthen Tier I instruction, and directly address gaps in student achievement. To build staff capacity to effectively support Batalla's MLLs in ELA, Curriculum Associates will facilitate a targeted professional learning in Mosaico fundamentals and Magnetic Foundations for English Development for Batalla teachers and students. This session will focus on research-based instructional practices, language development strategies, and curriculum alignment designed to strengthen teachers' ability to meet the diverse linguistic and academic needs of MLL students. Through hands-on learning, modeling, and collaborative discussion, teachers will deepen their understanding of how to leverage Magnetic Literacy resources to promote equity, engagement, and accelerated literacy growth for MLLs across grade levels. Teachers will also receive professional development and coaching in mathematics through HMH and ELA through McGraw Hill Wonders.				
1.2		Select...			$ 0.00
		Select...	Evidence Base: Select...		
1.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		

	Specific Academic Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority **Please Note:** this cost is automatically populated based on information provided on the Budget page.
	Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.	*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Differentiation and Support for Diverse Learners. To better serve Batalla's large population of Spanish-speaking students, the school will purchase Mosaico Fundamental (K-2 consumables, libraries) and Amplify LECTURA to assess where our students are in their Spanish literacy in (K-6) to confirm transfer potential to English in literacy. Better engaging the MLL student population will also contribute to decreased chronic absenteeism.	Goal #3 Goal #4	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #3, Goal #4, Goal #5 Evidence Base: Strong	K-2 CONSUMABLES & CLASSROOM LIBRARIES: CURRICULUM ASSOCIATES - MOSAICO FUNDAMENTOS AMPLIFY - LECTURA FOR K-6 ASSESSMENT OF SPANISH LITERACY TO CONFIRM TRANSFER POTENTIAL TO ENGLISH IN LITERACY	$ 21,985.00
2.2		Goal #1	The CSDE Evidence-based practice guide for Mathematics identifies Tier 2, Moderate evidence for providing instructional coaching. Source: Instructional Coaching: Professional	1 INSTRUCTIONAL COACH	$ 86,591.00

	2.2. Instructional Practice. One instructional coach will be hired to support high-quality instruction, with a particular focus on English Language Learners and students receiving special education services. This coach will work closely with Batalla administrators to design and implement ongoing, job-embedded professional development aimed at building staff capacity and instructional excellence. Additionally, the instructional coach will engage in regular district-level professional learning alongside the Assistant Superintendent of Curriculum and Instruction and relevant district coordinators to ensure alignment with district-wide goals and initiatives.		Development Strategies That Improve Instruction. The CSDE Evidence-based practice guide for Reading identifies Tier 2, Moderate evidence that instructional coaching is an effective model of school-based professional development. Source: Teemant, A. (2014). A Mixed-Methods Investigation of Instructional Coaching for Teachers of Diverse Learners. Urban Education, v49(5), pp. 574-604. DOI: 10.1177/0042085913481362 Goal #1, Goal #2, Goal #3, Goal #4, Goal #5		
		Goal #5	Evidence Base: Strong		
2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
		Goal #3 Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004;*		• *$90,000* • *$1,800*

Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	
3.1	Select... Select...	Evidence Base: Select...		$ 0.00
3.2	Select... Select...	Evidence Base: Select...		$ 0.00
Specific Operations Priority and Strategy	**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of	*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000

students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.			*small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*		
4.1		Select...			$ 0.00
		Select...	Evidence Base: Select...		

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

Object		Total
100 - Personal Services > Salaries		$42,539.00
200 - Personal Services > Employee Benefits		$44,052.00
300 - Purchased Professional and Technical Services		$91,424.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$0.00
600 - Supplies		$21,985.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

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100 - Personal Services > Salaries - $42,539.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	1 FTE Math Instructional Coach
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$42,539.00	
Line Item Total:	$42,539.00	

Total for 100 - Personal Services > Salaries:	$42,539.00
Total for all other Objects:	$157,461.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

200 - Personal Services > Employee Benefits - $44,052.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Math Instructional Coach Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$44,052.00	
Line Item Total:	$44,052.00	

Total for 200 - Personal Services > Employee Benefits:	$44,052.00
Total for all other Objects:	$155,948.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

300 - Purchased Professional and Technical Services - $91,424.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	HMH: 9 days x $3,500 per day
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$31,500.00	
Line Item Total:	$31,500.00	
Object:	300 - Purchased Professional and Technical Services	WONDERS: 9 days x $3,500 per day
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$31,500.00	
Line Item Total:	$31,500.00	
Object:	300 - Purchased Professional and Technical Services	TAJU EDUCATIONAL SOLUTIONS LLC - PD (4 SESSIONS X $4,706/SESSION)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$18,824.00	
Line Item Total:	$18,824.00	
Object:	300 - Purchased Professional and	CURRICULUM ASSOCIATES: MOSAICO FUNDAMENTOS - PD (2

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	Technical Services	SESSIONS X $2,400/SESSION)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$4,800.00	
Line Item Total:	$4,800.00	
Object:	300 - Purchased Professional and Technical Services	CURRICULUM ASSOCIATES: MAGNETIC FOUNDATIONS FOR ENGLISH DEVELOPMENT - PD (2 SESSIONS X $2,400/SESSION)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$4,800.00	
Line Item Total:	$4,800.00	

Total for 300 - Purchased Professional and Technical Services:	$91,424.00
Total for all other Objects:	$108,576.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

600 - Supplies - $21,985.00

Budget Detail		Narrative Description
Object:	600 - Supplies	K-2 CONSUMABLES & CLASSROOM LIBRARIES: CURRICULUM ASSOCIATES - MOSAICO FUNDAMENTOS
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$15,742.00	
Line Item Total:	$15,742.00	
Object:	600 - Supplies	AMPLIFY - LECTURA FOR K-6 ASSESSMENT OF SPANISH LITERACY TO CONFIRM TRANSFER POTENTIAL TO ENGLISH IN LITERACY
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$6,243.00	
Line Item Total:	$6,243.00	

Total for 600 - Supplies:	$21,985.00
Total for all other Objects:	$178,015.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

Filter by Location: All - $200,000.00

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		42,539.00	42,539.00
200 - Personal Services > Employee Benefits		44,052.00	44,052.00
300 - Purchased Professional and Technical Services		91,424.00	91,424.00
600 - Supplies		21,985.00	21,985.00
Total		200,000.00	200,000.00
		Allocation	200,000.00
		Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Cesar Batalla School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Principal's Name:	*	Linda Bagoly
Principal's Email:	*	lbagoly@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	PK-8
Student Enrollment	530.00
Percentage Eligible for Free/Reduced Price Meals	96.8 %
Percentage of Students with Disabilities	21.1 %
Percentage of English Language/Multilingual (EL/ML) Learners	52.6 %
Percentage of Students Chronically Absent	32.8 %
Suspension/Expulsion Rate	5.20
Classroom Teacher Attendance (Average FTE Days Absent)	14.40
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	66.70
High School Only: Demonstrating Postsecondary Readiness	

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ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	68.20
Smarter Balanced Growth ELA	85.70
School Performance Index (SPI) for Math	66.30
Smarter Balanced Growth - Math	86.70
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	76.70
LAS Links Growth - Literacy	91.20
LAS Links Growth - Oral	94.10
Chronic Absenteeism	8.50
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
06/20/2026	In-person	Assistant Superintendent of Curriculum and Instruction, Principal, and CSDE contact Greg Dresko	An overview of the SIG process was provided to the Columbus School Administration, and the Needs Assessment was completed.
08/19/2026	In-person	Assistant Superintendent of Curriculum and Instruction and Principal	The Assistant Superintendent and the Principal of Columbus School discussed best practices for prioritizing student needs and improving academic outcomes, and aligned these strategies with the 2026-2027 School Improvement Plan.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

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Talent Indicators	Assessment Score	Evidence	Reasoning

EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	3. Proficient	The teacher retention rate at Columbus is 94%. Strategic recruitment systems are in place, with efforts to match effective educators to students with the greatest needs. Recruitment processes prioritize high-need certification areas, though challenges persist in fully staffing bilingual and SPED positions.	Columbus School demonstrates strong recruitment and retention practices, supported by consistent systems and a high overall retention rate. While human capital efforts are effective, continued innovation is needed to ensure the most effective educators are consistently matched with the highest-need students.
1.2 Evaluation & Coaching Systems	3. Proficient	Columbus School staff receive regular feedback from school leaders aligned to role expectations. Comprehensive performance management tools are in use to guide evaluation. Coaching cycles are aligned to school goals and staff development needs. Accountability systems hold staff responsible for both effort and results.	The school has a consistent and effective evaluation and coaching system that supports teacher growth and instructional improvement. While systems are strong, differentiated coaching opportunities would further accelerate the growth of both novice and veteran staff.

1.3 Professional Learning Plan	2. Developing	Professional learning is targeted to staff growth areas identified through observations. A year-long calendar ensures monthly job-embedded sessions and weekly collaborative planning. Most teachers apply professional learning strategies in daily instruction.	Professional learning is intentional, collaborative, and aligned to school priorities. Structures for feedback and growth promote consistency in instructional practice. To reach exemplary practice, Columbus could expand personalized professional development opportunities and teacher leadership pathways.
1.4 Leadership	2. Developing	A mission and strategic direction are in place but not consistently communicated. Leadership teams exist but vary in effectiveness and cohesion. Continuous improvement cycles have been initiated but are not yet fully embedded.	Leadership structures reflect a commitment to improvement but remain in the developing stage. More consistent communication, stronger distributed leadership, and embedded systems for accountability are needed to ensure coherence and sustained progress toward student achievement goals.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***

2.1 Curriculum & Academic Programming	2. Developing	Rigorous, standards-based curricula are in place for most core content areas, however, gaps exist in curriculum alignment and pacing across classrooms is inconsistent. Anchor charts and word walls are sometimes outdated or underutilized. Walkthroughs confirm uneven coverage of standards and inconsistent use of visuals.	Curriculum implementation is underway, but coherence and rigor vary across classrooms. Consistent pacing, alignment, and effective use of instructional supports are needed to ensure all students have equitable access to standards-based learning.
2.2 Instructional Framework	2. Developing	An instructional framework is established but inconsistently implemented. Lessons often emphasize recall and basic comprehension tasks. Student engagement and academic discourse are uneven. Walkthroughs reveal variability in strategies used to promote critical thinking.	Instructional practices are emerging but lack consistency across classrooms. The framework requires stronger monitoring, coaching, and modeling to ensure rigorous, student-centered instruction that promotes higher-order thinking.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	Lessons address some learning modalities but lack full differentiation. Supports for multilingual learners are limited. MTSS structures are partially implemented, with inconsistent collaboration and follow-up.	Supports for diverse learners are not consistently applied, resulting in achievement gaps across student subgroups. Professional development, clear expectations for differentiation, and systematic monitoring are needed to ensure equitable learning opportunities.
2.4 Assessment Practices & Data Use	3. Proficient	Teachers consistently use strategies such as exit tickets, student work reviews, and conferencing. Feedback is timely, specific, and actionable. A benchmark assessment system is in place. Data teams meet regularly to analyze results and plan instruction.	Assessment practices are strong and consistently inform instructional adjustments. While systems are effective, deeper use of data for predictive planning and subgroup monitoring would enhance long-term outcomes.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**

EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***
3.1 School Environment	3. Proficient	Common spaces and classrooms are bright, clean, and welcoming. Student work and data are displayed in some classrooms. Consistent messaging throughout the building promotes school pride.	The school environment is positive and welcoming, fostering respect and engagement among students, staff, and families.
3.2 Attendance	2. Developing	Average daily attendance is between 89–93%. Chronic absenteeism ranges from 16–20%. An attendance team exists but meets only periodically. Strategies focus mainly on Tier 3 interventions with limited monitoring of impact.	Attendance strategies exist but lack consistency and systematic tracking, leading to uneven results. Stronger leadership, earlier interventions, and improved family engagement are needed to reduce chronic absenteeism and improve attendance outcomes.

3.3 Behavioral Management	2. Developing	A school-wide behavior plan is in place but inconsistently applied. Student misbehavior continues to cause classroom disruptions. Expectations are unclear or vary across staff. Discipline practices tend to be punitive rather than restorative. Behavioral data collection is inconsistent.	Behavioral systems are emerging but lack clarity, consistency, and restorative focus. Staff training, stronger monitoring, and clear communication of expectations are needed to create a positive, predictable school environment.
3.4 Equitable Partnerships with Stakeholders	2. Developing	The school hosts family events and communicates using newsletters, calls, and other methods. Partnerships with community organizations exist but are limited and often event-specific. Systems for evaluating the effectiveness of partnerships are underdeveloped.	Partnerships and outreach are present but inconsistent and largely one-directional. Intentional strategies to build two-way communication, increase representation, and sustain partnerships are needed to fully engage families and community stakeholders.
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***
4.1 Scheduling Structures	3. Proficient	The daily schedule at Columbus School includes over 5.5 hours of instruction. Students receive 90+ minutes of ELA and 60+ minutes of math daily. Dedicated blocks for intervention and enrichment are protected.	Schedules are structured to provide adequate instructional time, interventions, and enrichment. Routines are consistent and effective, though opportunities remain to optimize planning time and refine transitions for greater efficiency.
4.2 Use of Time	3. Proficient	Instructional time is consistently maximized with minimal redirection needed. Common planning periods are protected and rarely interrupted. Protocols ensure collaborative planning is focused on instruction and data.	Instructional and planning time are used effectively, with structures that prioritize collaboration and student learning.

4.3 Technology, Facilities, & Operational Planning	3. Proficient	Technology is effectively integrated into instruction, supported by an implementation plan. Classrooms and common spaces are clean, bright, and conducive to learning. A facilities plan is in place to ensure maintenance and upgrades.	Technology, facilities, and operational systems are strong and consistently support teaching and learning. Continued evaluation and strategic planning will help sustain resource efficiency and expand innovative instructional practices.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* 4.1. Scheduling Structures	Columbus has prioritized maximizing instructional time through intentional scheduling. Specials, lunch, and recess are grouped together to minimize transitions, increasing continuous time on task in the classroom. The schedule includes a weekly double special (75 minutes) that allows students to engage in exploratory projects. Instructional time exceeds 5.5 hours per day, with students receiving between 90-120 minutes of ELA daily.	Daily instructional time totals 5.5-6 hours per day. Daily ELA time totals 90-120 minutes per day. Specials, lunch, and recess are grouped together to reduce transitions Weekly 75-minute double specials for exploratory projects are included in the schedule.
1.2. Evaluation and Coaching Systems	The school maintains a strong professional culture characterized by staff preparedness, collaboration, and accountability. Teachers start each day on time with instructional materials ready and engage in daily collaboration. Weekly 75-minute grade-level meetings focus on assessment and instructional strategies. Administrators provide timely feedback and hold staff accountable, contributing to a culture of continuous improvement. Nearly all teachers meet or exceed proficiency standards.	98% of teaching staff are rated Proficient on summative evaluations. 75-minute grade-level meetings focused on instruction and assessment are held weekly. Daily collaboration and consistent staff preparedness are emphasized to support effective instruction.
2.4. Assessment Practices and Data Use	Columbus administers district and state benchmark assessments with nearly 100% participation and has established collaborative structures for data use. Teachers meet weekly in common planning sessions to review assessment data and begin aligning instruction and interventions accordingly. Instructional Coaches work with K-3 teachers to create targeted pull-out intervention groups for the highest-need students.	Nearly 100% of students at Columbus participate in district/state assessments. Weekly common planning meetings are centered on data analysis. There is an emerging use of formative assessments to guide instruction. K-3 intervention groups are supported by instructional coaches.

Growth Areas	Root Cause and Rationale	Resource Inequity (Select one from dropdown)
* 1.3. Professional Learning Plan	Student achievement data demonstrates underperformance in both ELA and math, with Columbus failing to rank among the top schools in the district at any grade level. Instructional planning and delivery are inconsistent, with uneven alignment to standards. Root causes include insufficient systemic structures for data-driven instruction, limited family and student engagement in academics, and gaps in instructional rigor. Addressing these issues requires stronger professional development, collaborative planning, and school-wide strategies to ensure standards-aligned, rigorous instruction.	Empowering, Rigorous Content
2.3. Differentiation and Support for Diverse Learners	SBAC results for 2025-26 showed only 8% of students meeting or exceeding standards in ELA and 7% in math. Special populations represent the majority of the student body, with 60.4% English learners and 16% students with disabilities. Teachers lack sufficient training, resources, and planning support to effectively differentiate instruction and deliver targeted interventions. The root cause is the absence of consistent structures, strategies, and professional development to meet the needs of multilingual learners and students with disabilities.	Student Supports & Intervention
3.2. Attendance	Chronic absenteeism remains a significant barrier, with a rate of 32.84% in 2025-26. While strategies to improve attendance were implemented, they were not sufficient to create meaningful change. Root causes include limited parent understanding of the impact of absenteeism, challenges related to childcare and transportation, and students' lack of connection or engagement with school. Family surveys revealed that children were often kept home due to minor illnesses or reluctance to attend school. Addressing this issue requires stronger parent education, proactive communication, and an engaging, welcoming school environment that motivates daily attendance.	Positive & Inviting School Climate

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Columbus' SPI in ELA will increase from 41.3 in 2025-26 to 68.2 in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Columbus' SPI in Math will increase from 39.4 in 2025-26 to 66.3 in 2026-27.
National/State Benchmark Goal #3 (optional)	

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Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, the number of students in Grades K-8 scoring in the Intensive Support level on the DIBELS assessment will decrease by 10%.
Internal Benchmark Goal #5	* By June 2027, Columbus's Chronic Absenteeism rate will decrease from 32.8% in 2025-26 to 8.5% in 2026-27.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1	1.1. Instructional Leadership: An ELA/EL Instructional Coach will be hired to support high-quality instruction, with a particular focus on English Language Learners and students receiving special education services. The coach will work closely with Columbus administrators to design and implement ongoing, job-embedded professional development aimed at building staff capacity and instructional excellence. Additionally, the instructional coach will engage in regular district-level professional learning alongside the Assistant Superintendent of Curriculum and Instruction and relevant district coordinators to ensure alignment with district-wide goals and initiatives.	Goal #1 Goal #4	The CSDE Evidence-based Practice Guide for Mathematics identifies Tier 1, Strong evidence for providing explicit and systematic intervention instruction in PreK-8. Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). The CSDE Evidence-based Practice Guide for Reading identifies strong evidence for providing reading interventions (Tier 2) and moderate evidence for developing early literacy skills in K-3 students who lag behind their peers. Goal #1, Goal #2, Goal #4 Evidence Base: Strong	1 INSTRUCTIONAL COACH ELA/EL	$ 61,883.00
1.2		Select... Select...	Evidence Base: Strong		$ 0.00
1.3		Select... Select...	Evidence Base: Select...		$ 0.00

	Specific Academic Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
					Please Note: this cost is automatically populated based on information provided on the Budget page.
	Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.	*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Differentiation and Support for Diverse Learners. To strengthen academic rigor and better meet the diverse learning needs of its students, Columbus will implement a comprehensive professional development plan grounded in several high-quality, evidence-based instructional programs. These professional learning opportunities will be paid for utilizing the school's FY27 Commissioner's Network funds. Teachers will participate in targeted professional learning from HMH, Wonders, and Empowering Writers to deepen instructional practice in Math and ELA with a particular emphasis on supporting English Language Learners and students receiving	Goal #2 Goal #4	The CSDE Evidence-based Practice Guide for Mathematics identifies Tier 1, Strong evidence for providing explicit and systematic intervention instruction in PreK-8. Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). The CSDE Evidence-based Practice Guide for Reading identifies strong evidence for providing reading interventions (Tier 2) and moderate evidence for developing early literacy skills in K-3 students who lag behind their peers. Goal #1, Goal #2, Goal #4 Evidence Base: Strong	1 – 3rd GRADE TEACHER BUILDING SUBSITUTE FOR SCHOOL-WIDE PD/COACHING RELIEF (160 days x $295.87 per day) INSTRUCTIONAL SUPPLIES: SCIENCE KITS, ELA/MATH WORKBOOK CONSUMABLES, TEACHER'S MANUALS, WRITING UTENSILS, ETC.	$ 80,670.00

173	special education services. Teachers will receive coaching and professional development on implementing the Corrective Reading and Connecting Math Concepts programs. These evidence-based, direct instruction programs are designed to help struggling students rapidly acquire foundational skills in reading and math. Intervention materials for Corrective Reading and Connecting Math Concepts will be purchased to support teachers in designing visually supportive tools that enhance comprehension and organization for all learners.To faciliate professional development sessions, Columbus will pay for a building substitute teacher to provide classroom coverage for professional development and coaching day relief. To further address the needs of English Language Learner (ELL) students, Columbus will add a 3rd grade teacher to reduce class sizes and create smaller, more supportive learning environments for ELL instruction. By decreasing student-to-teacher ratios, the school will be better positioned to provide more individualized attention and targeted support for language development. This additional staffing will allow teachers to more effectively differentiate instruction, implement research-based language acquisition strategies, and ensure that ELL students have equitable access to grade-level content. This dedicated position will ensure that multilingual learners receive the individualized scaffolding, vocabulary development, and content-access strategies necessary to engage fully with grade-level material. Moreover, the EL interventionist will provide					

	supplemental instruction and support to the school's EL students. Beyond professional learning and staffing enhancements, Columbus will update instructional materials to support a more engaging and inclusive learning environment. Refreshed instructional supplies such as science kits, consumables such as workbooks and teacher manuals, and additional classroom materials will support hands-on exploration and deeper conceptual understanding.				
2.2		Select...			$ 0.00
		Select...	Evidence Base: Select...		
2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1. Behavior Management. The needs assessment at Columbus revealed a high number of discipline referrals and elevated levels of chronic absenteeism, both of which were closely tied to students feeling disconnected from their school community. To further promote a welcoming and student-centered environment, Columbus will incorporate flexible furniture into classrooms and designated communal spaces. This modern, flexible furniture will allow for a variety of seating arrangements and learning configurations, giving students greater autonomy, comfort, and choice in how they engage with their learning environment. These updates aim to foster a sense of belonging and reduce barriers to focus and participation. Columbus will also invest in SmartPass, a web-based digital hall pass software, to help reduce hallway conflicts and increase student accountability and attendance.	Select...	Tier 1, Strong evidence for implementing an early identification and intervention system for grades 6-8. Source: Balfanz, Robert; Herzog, Liza; Iver, Douglas J. Mac. (2007). Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-GradesSchools: Early Identification and Effective Interventions. Educational Psychologist, v42 n4 p223-235 Nov 2007. Tier 1, Strong evidence for improving student attendance through school, family and community partnerships PreK-5. Source: Steven B. Sheldon (2010) Improving Student Attendance With School, Family, and Community Partnerships, The Journal of Educational Research, 100:5, 267-275, DOI: 10.3200/JOER.100.5.267-275.	FLEXIBLE CLASSROOM FURNITURE: MODULAR SEATING, MOBILE DESKS/TABLES, ETC	$ 2,400.00
		Goal #4	Evidence Base: Strong		
3.2	3.2. School Attendance. The needs assessment identified a high rate of chronic absenteeism, closely tied to a poorly defined and inconsistently implemented schoolwide behavior management plan and social-emotional learning (SEL) approach.	Select...		1 – ATTENDANCE MONITOR SOUND SYSTEM AND LASER PROJECTOR	$ 55,047.00

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	setting, enhance college and career rediness, and develop a stronger sense of belonging and connection to the school community. By creating shared, engaging experiences and reinforcing positive participation, field trips and attendance celebrations will help foster a school culture in which students feel valued, supported, and motivated to attend regularly. In turn, these investments will complement the school's SEL and behavior-management efforts by promoting positive behavior, relationship-building, and a greater sense of community.	Goal #4	Evidence Base: Strong		
Specific Operations Priority and Strategy		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.		*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000

4.1		Select...			$ 0.00
		Select...	Evidence Base: Select...		

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Object		Total
100 - Personal Services > Salaries		$90,645.00
200 - Personal Services > Employee Benefits		$15,914.00
300 - Purchased Professional and Technical Services		$0.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$47,339.00
600 - Supplies		$46,102.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

100 - Personal Services > Salaries - $90,645.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	.50 FTE ELA/EL Instructional Coach
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$53,770.00	
Line Item Total:	$53,770.00	
Object:	100 - Personal Services > Salaries	.50 FTE 3rd Grade Teacher: 1 Teacher x 180 days x $250/day
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$22,500.00	
Line Item Total:	$22,500.00	
Object:	100 - Personal Services > Salaries	Attendance Monitor: 1 Attendance Monitor x 115 days x 5hrs x $25/day
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$14,375.00	
Line Item Total:	$14,375.00	

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Total for 100 - Personal Services > Salaries: $90,645.00

Total for all other Objects: $109,355.00

Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

200 - Personal Services > Employee Benefits - $15,914.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	.50 FTE ELA/EL Instructional Coach Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$8,113.00	
Line Item Total:	$8,113.00	
Object:	200 - Personal Services > Employee Benefits	.50 FTE 3rd Grade Teacher Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$6,845.00	
Line Item Total:	$6,845.00	
Object:	200 - Personal Services > Employee Benefits	Attendance Monitor Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$956.00	
Line Item Total:	$956.00	

Total for 200 - Personal Services > Employee Benefits: $15,914.00

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Total for all other Objects:	$184,086.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

500 - Other Purchased Services - $47,339.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	BUILDING SUBSITUTE FOR SCHOOL-WIDE PD/COACHING RELIEF (160 days x $295.87 per day)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$47,339.00	
Line Item Total:	$47,339.00	

Total for 500 - Other Purchased Services:	$47,339.00
Total for all other Objects:	$152,661.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

600 - Supplies - $46,102.00

Budget Detail		Narrative Description
Object:	600 - Supplies	SOUND SYSTEM & LASER PROJECTOR
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$39,716.00	
Line Item Total:	$39,716.00	
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: SCIENCE KITS, ELA/MATH WORKBOOK CONSUMABLES, TEACHER'S MANUALS, WRITING UTENSILS, ETC.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$3,986.00	
Line Item Total:	$3,986.00	
Object:	600 - Supplies	FLEXIBLE CLASSROOM FURNITURE: MODULAR SEATING, MOBILE DESKS/TABLES, ETC
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$2,400.00	
Line Item Total:	$2,400.00	

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Total for 600 - Supplies: $46,102.00

Total for all other Objects: $153,898.00

Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Filter by Location: All - $200,000.00

Purpose	01 - Public School Activities	Total
Object		
100 - Personal Services > Salaries	90,645.00	90,645.00
200 - Personal Services > Employee Benefits	15,914.00	15,914.00
500 - Other Purchased Services	47,339.00	47,339.00
600 - Supplies	46,102.00	46,102.00
Total	200,000.00	200,000.00
	Allocation	200,000.00
	Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Columbus School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Principal's Name:	*	Dr. Wayne Alexander
Principal's Email:	*	walexander@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	K-6
Student Enrollment	162.00
Percentage Eligible for Free/Reduced Price Meals	90.1 %
Percentage of Students with Disabilities	21.0 %
Percentage of English Language/Multilingual (EL/ML) Learners	25.3 %
Percentage of Students Chronically Absent	30.4 %
Suspension/Expulsion Rate	
Classroom Teacher Attendance (Average FTE Days Absent)	24.90
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	
High School Only: Demonstrating Postsecondary Readiness	

ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	69.50
Smarter Balanced Growth ELA	85.50
School Performance Index (SPI) for Math	68.00
Smarter Balanced Growth - Math	91.80
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	78.20
LAS Links Growth - Literacy	
LAS Links Growth - Oral	
Chronic Absenteeism	7.70
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
05/21/2026	In-Person	Interim Principal Brown-Palmer, Melinda Vieux (K teacher/School Climate), Miran Nasharty (Writing Interventionist/Data Team), Jade James (5th grade teacher), and Maribel Green (SPED - Resource).	The Needs Assessment rubric was given to all members of the Leadership Team members prior to the meeting. Each member came to the meeting with scores for each indicator. As a group, we worked together to determine a collective score for each indicator, providing evidence to support the score. Engaging in meaningful conversation provided insight into next steps for areas of opportunity.
06/02/2026	Spring Climate Survey (DISTRICT)	Students (Grades 3-6), teachers, staff and families	This was done via email and Parentsquare. 95% (97/102) of students participated. We received responses from 60% of our teachers and staff. We received 20 responses from families. Survey results will be used to help determine how to focus our priorities for the 26-27 school year.
06/22/2026	In-Person	Interim Principal Brown-Palmer, Mrs. White PAC President	The Needs Assessment was reviewed and feedback was received on the following indicators: 1.4, 3.1, 3.4, 4.3 and 4.4
06/26/2026	In-Person	Interim Principal Brown-Palmer, Dr. Wayne Alexander	Priority needs of the building were identified based on EOY DIBELS and MATH data.

06/30/2026	In-Person	Interim Principal Brown-Palmer, Dr. Jose Ortiz (Executive Director)	Dr. Ortiz provided an overview of the SIG process. We reviewed SMART goals and discussed the growth areas identified.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

Talent Indicators	Assessment Score	Evidence	Reasoning
EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	3. Proficient	Edison School has a mentoring program in place to support and guide new staff members. Edison School recognizes staff achievements through initiatives such as the quarterly "In It To Win It" nominations program. Edison School tracks and reviews teacher and staff turnover data annually.	Because of decreasing enrollment each year, teachers are moved from grade to grade, so matching the most effective teacher to the students with the greatest need is not always done. Spring Survey indicates that staff morale is high, with 83% of participants in agreement.

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1.2 Evaluation & Coaching Systems	3. Proficient	Timely actionable feedback is provided to teachers after each coaching observation. Grade K-6 teachers receive Hill and HMH coaching visits and Grade 3 teachers receive Wonders coaching. Feedback is provided in real-time and during debriefs to assist with next steps for Literacy and Math. Edison School maintains evidence of coaching cycles, feedback logs, and observation feedback samples.	The principal adheres to the timelines of the TEVAL process. Teachers make adjustments to instruction based on the feedback received from observations and coaching visits.
1.3 Professional Learning Plan	3. Proficient	The district provides a Professional Learning Playbook with professional development sessions monthly. The school shares the year-long professional learning calendar that focuses on data-driven instruction. Grade-band teams collaborate during weekly common planning sessions aligned to instructional goals. Evidence of district communications, including emails and staff survey results, demonstrates ongoing support for professional learning and staff engagement. The school maintains schedules and documentation of HMH and Hill coaching visits.	Targeted coaching is in place and aligned with school improvement goals to build teacher capacity. More emphasis needed on colleague-led PD. 56% of teachers responded favorably to the survey question: "Professional development I receive from school/district provides me with teaching strategies to better meet the needs of my students.
1.4 Leadership	3. Proficient	The principal communicates clear systems, policies, structures, and expectations aligned with the school improvement plan. The SLT is established but needs to meet more consistently. Evidence of effective communication includes daily video announcements, weekly staff agendas, and school-based PD.	Turnover in leadership has affected school outcomes. However, based on results from the Spring Survey, teachers and staff express unanimous satisfaction with school administrator(s), highlighting effective communication, clear vision, and prioritization of student needs. All respondents strongly agree that administrator(s) encourage collaboration and provide timely feedback.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**

EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	3. Proficient	100% of teachers have access to Curriculum Warehouse which houses all content area pacing guides, scope and sequence, and unit plans aligned to CT standards. Consistentcy of curriculum use is montored through observations and walkthroughs.	There is a rigorous curriculum at all grade levels (Wonders for ELA and HMH Into Math). There is strong evidence of consistent implementation across classrooms as evidenced on school walkthroughs and coaching visits.
2.2 Instructional Framework	2. Developing	The school/district has adopted an instructional framework, but full implementation varies by classroom. Some teachers focus on basic recall and comprehension tasks with limited opportunities for student-led inquiry or critical thinking.	Most instruction is teacher-led and tasks provide opportunities for students to recall and demonstrate their learning at minimal levels resulting in low student engagement. Emphasis needs to be on academic rigor and student-led activities that require higher levels of thinking and engagement.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	Lessons include limited differentiation and primarily address one or two learning modalities. There is evidence of some supports for multilingual learners and students with disabilities, but immplementation varies across classrooms. MTSS meetings are infrequent and interventions are not consistently implemented based on data.	Support for diverse learners is limited and lessons are structured to included a limited number of learning modalities and styles using grade-level concepts/skills. The MTSS framework is partially implemented but not consistent due to limited support staff and scheduling conflicts.

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2.4 Assessment Practices & Data Use	2. Developing	Multiples sources of data are used to monitor student understanding but use of this data is inconsistent across grade levels. Assesment practices and collection of data is evident in use of formative assessment, exit tickets, questioning strategies, and analysis of student work. Benchmark assessments such as DIBELS and NWEA are given 3 times per year. Progress monitoring cycles have been consistently implemented to monitor student growth in Reading. Evidence supporting these practices include the benchmark calendar, exit tickets, and common planning agendas.	A clear schedule of assessments is provided during the year and reviewed regulary to ensure that assessment practices are done with fidelity and that data is available to inform instruction. Data is analyzed during common planning periods and data team meetings (Hill), but meetings are often interrupted or canceled due to scheduling conflicts (i.e. PPTs). More in-depth analysis is needed to drive MTSS. An assessment calendar is created and shared with all stakeholders.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***

3.1 School Environment	3. Proficient	Students receive Eagle merits as a reward for good behavior/citizenship. In the second half of the year, the school implemented PBIS structures focusing on clear expectations in common areas and 3 tenets - Responsibility, Respect and Safety. Spring Climate survey show positive responses overall from teachers, staff and students with 83% of participants agreeing that staff morale is high. The school atmosphere is positively and relationships between staff and students is generally respectful.	Although there are a few rooms that need to be organized and less cluttered, most classrooms are welcoming and conducive to learning. Some classrooms need to establish a CALM corner to support SEL and student well-being. Student work should be displayed more frequently. (2nd floor). Transitions have been strengthened with staffing presence at doors/in hallways.
3.2 Attendance	1. Below Standard	The school's attendance team includes the clerical assistant (Ms. Daniels), school counselor (Mr. Driscoll), and ISS/Restorative Practices Officer (Ms. De'Angelo). The team is not led by the school administrator, and meets periodically. Weekly calls are made to families and regular communication is sent home. There are limited interventions in place to improve attendance outcomes. The Chronic Absenteeism rate was 30.4% during the 2025-26 school year. This is evident in chronic absenteeism reports, school attendance team form (district), and staff attendance reports.	Members of the attendance team work individually to call families. However it has been difficult to meet consistently since the school counselor and ISS/Restorative Practices officer are only at school one day a week. There is a need to structure MTSS, including making sure teachers follow the attendance protocol (i.e. Special Attendance Registry). Due to our efforts, our chronic absenteeism rate has decreased by at least 10% from last school year.
3.3 Behavioral Management	3. Proficient	Students receive Eagle merits as a reward for good behavior/citizenship. In the second half of the year, Edison School implemented PBIS structures focusing on clear expectations in common areas and 3 tenets - Responsibility, Respect and Safety. The Spring Climate survey showed positive responses overall from teachers, staff and students with 83% of participants agreeing that staff morale is high. The school atmosphere is positive and relationships between staff and students is generally respectful. This is evidence in our Powerschool logs.	Teachers' classroom management skills vary. Office vs teacher-managed behaviors should be reviewed. Edison School's focus is on Restorative Practices rather than punishment. More PD is needed to continue this shift in mindset. The current suspension rate is less than <10 percent.

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3.4 Equitable Partnerships with Stakeholders	2. Developing	The school utilizes ParentSquare and social media platforms to communicate important information and celebrate school events with families and the broader community. The school has established partnerships with community organizations and volunteers, including Edgewell, Mad Science, and volunteer readers, to enhance student learning experiences and school engagement. Evidence of these partnerships is reflected in photographs of events and activities involving community partners. While these efforts demonstrate a commitment to community involvement, event flyers and the school calendar indicate that opportunities for direct family engagement are limited and occur infrequently.	Limited family engagement events were held in collaboration with the Parent Advisory Coucil (PAC). Most of our community partnerships are event-specific. More events need to be scheduled during the year to increase parent engagement (i.e. Literacy/Math Nights).
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***
4.1 Scheduling Structures	3. Proficient	The master schedule meets state and district expectations. WIN periods are clearly defined.	Instructional time is adequate. ELA and MATH blocks meet state standards. WIN blocks are scheduled, but alignment to student needs can be strengthened with the use of data to plan and deliver targeted instruction.
4.2 Use of Time	2. Developing	Instructional time is not consistently maximized across grade levels.	Common planning time exists but lacks structure, reducing opportunities for effective collaboration. We started implementing weekly agendas to keep members focused on task at hand. Administrator is not always able to participate due to scheduled meetings or school-related issues.

4.3 Technology, Facilities, & Operational Planning	2. Developing	The school generally is welcoming and most of the facility is in good repair although it needs updating. There are a few rooms requiring attention such as organization, cleanliness. Technology is utilized and varies across classrooms. The integration of digital tools could be greater. Evidence includes photos of spaces around building.	Efforts are being made to make spaces around the school more inviting, including updated bulletin boards and repainting hallways. One-to-one Technology is available but many devices are several years old which affects functional performance. Edison is an old building with charm, but lacks functional amenities such as an elevator, a gym, wheelchair access, or outdoor fields. Physical space needs attention and the cafeteria and bathrooms need to be repainted.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* 1.4 Leadership	The Interim Principal began in January and established trust and positive relationships with staff. There is a highly effective servant leadership model in place, with high visibility and clear expectations communicated consistently. Daily walkthroughs and frequent classroom observations are completed, allowing for immediate feedback to be given. There is strong collaboration among staff.	Internal benchmark data indicates growth on DIBELS and NWEA as a school, with some grades outperforming others. The results of Spring Survey indicate that the staff is highly satisfied with the administrator.
2.1 Curriculum & Academic Programming	Standards-based curricula are being implemented with fidelity across classrooms with most teachers demonstrating consistent pacing. There is evidence of anchor charts and word walls.	Classroom walkthroughs by the administrator demonstrate posted anchor charts and word walls. There is strong evidence of adherence to the pacing guide during common planning and coaching sessions.
3.1 School Environment	Relationships between staff and students are respectful and staff morale is high, contributing to a positive school climate. Staff works hard to maintain a welcoming, safe and inclusive environment with a daily focus on social-emotional learning. There is regular communication with families on Parentsquare. Structures and systems are in place to effectively deal with discipline. Evidence positive school climate includes photos, calendar of staff climate events, and staff and student recognition.	The Spring Survey indicated that Edison School is welcoming and relationships between students and teachers is respectful. There is a feeling of safety at the workplace.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**

* 2.3 Differentiation & Supports for Diverse Learners	25% of our student population is ELL and 23% are students with disabilities. Scaffolding supports for diverse learners varies across classrooms. Effective strategies are not consistently employed to impact student outcomes for these special populations. Instructional support is present but includes a limited number of learning modalities.	Student Supports & Intervention
2.4 Assessment Practices and Data Use	Assessment protocols are in place (i.e. formative assessment, progress monitoring cycles, benchmark assessments, IABs). Currently, data collection is surface level, and there is no solid system aligned to MTSS. Differentiation of instruction, specifically math, varies across classrooms. More focus is needed on using data to plan small-group instruction during collaborative time.	Instructional Time and Attention
3.2 Student Attendance	Attendance team meetings are inconsistent due to staff scheduling. Teachers need to be more consistent with attendance protocols and documentation. More is needed to inform our families about the importance of attending school everyday.	Student Supports & Intervention

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Edison School's Smarter Balanced ELA growth will increase from 57.9% in 2025-26 to 85.5% in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Edison School's Smarter Balanced Math growth will increase from 66.4% in 2025-26 to 91.8% in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, Edison School's chronic absenteeism rate will decrease from 30.4% in 2025-26 to 7.7% in 2026-27.

Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, the number of students scoring At or Above level on DIBELS based on composite score will increase from 46% (EOY 2025-26) to 56% (EOY 2026-27) as measured by DIBELS assessment.
Internal Benchmark Goal #5	* By June 2027, the average percentage of growth targets achieved in mathematics on the school's SBAC will increase from 66% in 2025–26 to 71% in 2026–27.
Internal Benchmark Goal #6 (optional)	

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1		Select... Select...	Evidence Base: Select...		$ 0.00
1.2		Select... Select...	Evidence Base: Select...		$ 0.00
1.3		Select... Select...	Evidence Base: Select...		$ 0.00
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

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Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1		Goal #1	Source: Structuring Out-of-School Time to Improve Academic Achievement (NCEE 2009-012) Effective Teacher Professional Development Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). Goal #1, Goal #2, Goal #4, Goal #5	2 ELA TUTORS 2 MATH TUTORS 1 ELA INTERVENTIONIST WONDERS COACHING - 8 SESSIONS X $3,500/SESSION HMH: 8 SESSIONS X $3,500/SESSION HILL FOR LITERACY: 10 SESSIONS X $1,800/SESSION BUILDING SUBSTITUTE COVERAGE FOR PD AND COACHING (130 DAYS X $189/DAY)	$ 150,005.00
		Goal #5	Evidence Base: Strong		

	2.1. Differentiation and Support for Diverse Learners: To better support struggling learners in Math and Literacy, Edison will start an afterschool tutoring program. This will allow certified staff to have more time to work with students to address specific skill gaps. The school will use district benchmarks to identify which students are eligible, while also allowing access to all students. This program will run 2 days after school for 2 hours each day (4 hours/week) for 25 weeks. Edison will hire 2 ELA tutors and 2 Math tutors. In addition, an ELA interventionist will be hired to support small-group instruction in literacy to address specific skill gaps, including reading phonemic awareness, decoding and fluency. The hiring of this interventionist will allow for support MTSS implementation through Tier II and Tier III interventions, and assist with ongoing progress monitoring and data collection to inform instructional decisions. Moreover, teachers will continue to receive coaching from HMH and Hill for Literacy as well as Wonders professional development throughout the school year to improve instructional delivery, increase student engagement, and ensure equitable access to digital learning tools for all students. Utilizing an on-site building substitute to cover classes will allow teachers to engage to participate in PD and coaching during the school day.				
2.2		Select... / Select...	Evidence Base: Strong		$ 0.00
2.3		Select...			$ 0.00

		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1. Student Attendance: Edison School will hire a school Attendance Monitor to actively follow-up with chronically absent students, support the continuous review of student daily attendance, and take the lead on efforts to remove barriers to family communication and connection to school. The Principal will create a weekly attendance monitoring routine for the School Attendance Team. To strengthen parent partnerships and improve communication with the goal of increasing student attendance, Edison will establish a Parent Engagement Team. This team will meet weekly outside of school hours	Goal #3	Source: Bradshaw, C. P., Waasdorp T. E., Leaf, P J. (2012). Effects of Schoolwide Positive Behavioral Interventions and Supports on Child Behavior Problems. Journal of The American Academy of Pediatrics. 2012 Nov; 130(5): e1136-e1145. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Henderson, Anne T., and Mapp, Karen T. 2002.		$ 49,995.00

	meet weekly outside of school hours to plan, coordinate and evaluate family engagement initiatives (i.e. Back to School Night, cultural events, literacy/math nights, EOY Family Fun Day, etc.). Members will be compensated for their time, recognizing their essential role in fostering trust and collaboration between school and home. To support continuous improvement, the school will systematically collect and analyze data related to parent outreach, participation, and communication effectiveness. Attendance recognition and celebrations will be embedded to promote consistency and pride in attendance and Edison will invest in supplies for an attedance rewards program. Edison will continue implementing a range of PBIS attendance initiatives to encourage daily attendance and reinforce positive behavior. Scheduled PBIS events will be communicated to families to strengthen school culture and increase student engagement in an effort to reduce chronic absenteeism and Edison will invest in supplies for PBIS events, and food and supplies for parent engaement events. Students often miss school because of lack of engagement, so Edison will offer academic and recreational field trips (i.e Connecticut Science Center, Beardsley Zoo, Peabody Museum) to boost student attendance, foster peer connections and improve engagement.	Select...	Evidence Base: Strong	1 – ATTENDANCE MONITOR PARENT ENGAGEMENT TEAM X 3 PEOPLE FOOD FOR PARENT ENGAGEMENT EVENTS FIELD TRIPS: BUS TRANSPORTATION AND ENTRANCE FEES SUPPLIES FOR PARENT ENGAGEMENT EVENTS SUPPLIES FOR ATTENDANCE AWARDS PROGRAM SUPPLIES FOR PBIS EVENTS	
3.2		Select... Select...	Evidence Base: Select...		$ 0.00

Specific Operations Priority and Strategy	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.	*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000
4.1	Select...			$ 0.00
	Select...	Evidence Base: Select...		

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Object		Total
100 - Personal Services > Salaries		$66,000.00
200 - Personal Services > Employee Benefits		$1,515.00
300 - Purchased Professional and Technical Services		$74,000.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$41,570.00
600 - Supplies		$16,915.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

100 - Personal Services > Salaries - $66,000.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	STUDENT SUPPORT ELA INTERVENTIONIST: 1 INTERVENTIONIST x 180 DAYS x $235/DAY
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$42,300.00	
Line Item Total:	$42,300.00	
Object:	100 - Personal Services > Salaries	Attendance Monitor: 1 Monitor x 180 days x 2hrs x $25/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$9,000.00	
Line Item Total:	$9,000.00	
Object:	100 - Personal Services > Salaries	PARENT ENGAGEMENT TEAM: 3 STAFF x 25 WEEKS x 2HRS x $42/HR
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$6,300.00	
Line Item Total:	$6,300.00	
Object:	100 - Personal Services > Salaries	STUDENT SUPPORT ELA TUTORS: 2 TUTORS x 25 WEEKS x 2HRS x $42/HR
Purpose:	01 - Public School Activities	
Focus Area:		

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Academics Goal 2.1

LEA / School: Edison School (015-0711)

Quantity: 1.00

Cost: $4,200.00

Line Item Total: $4,200.00

Object: 100 - Personal Services > Salaries

Purpose: 01 - Public School Activities

Focus Area: Academics Goal 2.1

LEA / School: Edison School (015-0711)

Quantity: 1.00

Cost: $4,200.00

Line Item Total: $4,200.00

STUDENT SUPPORT MATH TUTORS: 2 TUTORS x 25 WEEKS x 2HRS x $42/HR

Total for 100 - Personal Services > Salaries:	$66,000.00
Total for all other Objects:	$134,000.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

200 - Personal Services > Employee Benefits - $1,515.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Attendance Monitor Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$689.00	
Line Item Total:	$689.00	
Object:	200 - Personal Services > Employee Benefits	STUDENT SUPPORT ELA INTERVENTIONIST FRINGE
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$613.00	
Line Item Total:	$613.00	
Object:	200 - Personal Services > Employee Benefits	PARENT ENGAGEMENT TEAM STAFF FRINGE
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$91.00	
Line Item Total:	$91.00	
Object:	200 - Personal Services > Employee	STUDENT SUPPORT ELA TUTORS FRINGE

215

Benefits

Purpose: 01 - Public School Activities

Focus Area: Academics Goal 2.1

LEA / School: Edison School (015-0711)

Quantity: 1.00

Cost: $61.00

Line Item Total: $61.00

Object: 200 - Personal Services > Employee Benefits

Purpose: 01 - Public School Activities

Focus Area: Academics Goal 2.1

LEA / School: Edison School (015-0711)

Quantity: 1.00

Cost: $61.00

Line Item Total: $61.00

STUDENT SUPPORT MATH TUTORS FRINGE

Total for 200 - Personal Services > Employee Benefits:	$1,515.00
Total for all other Objects:	$198,485.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

216

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

300 - Purchased Professional and Technical Services - $74,000.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	WONDERS COACHING - 8 SESSIONS X $3,500/SESSION
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$28,000.00	
Line Item Total:	$28,000.00	
Object:	300 - Purchased Professional and Technical Services	HMH: 8 SESSIONS X $3,500/SESSION
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$28,000.00	
Line Item Total:	$28,000.00	
Object:	300 - Purchased Professional and Technical Services	HILL FOR LITERACY: 10 SESSIONS X $1,800/SESSION
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$18,000.00	
Line Item Total:	$18,000.00	

Total for 300 - Purchased Professional and Technical Services: $74,000.00

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Total for all other Objects:	$126,000.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

500 - Other Purchased Services - $41,570.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	BUILDING SUBSTITUTE COVERAGE FOR PD AND COACHING (130 DAYS X $189/DAY)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$24,570.00	
Line Item Total:	$24,570.00	
Object:	500 - Other Purchased Services	FOOD FOR PARENT ENGAGEMENT EVENTS
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	
Object:	500 - Other Purchased Services	FIELD TRIPS: BUS TRANSPORTATION AND ENTRANCE FEES
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$7,000.00	
Line Item Total:	$7,000.00	

219

Total for 500 - Other Purchased Services: $41,570.00

Total for all other Objects: $158,430.00

Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

600 - Supplies - $16,915.00

Budget Detail		Narrative Description
Object:	600 - Supplies	SUPPLIES FOR ATTENDANCE AWARDS PROGRAM
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$5,640.00	
Line Item Total:	$5,640.00	
Object:	600 - Supplies	SUPPLIES FOR PBIS EVENTS
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$5,640.00	
Line Item Total:	$5,640.00	
Object:	600 - Supplies	SUPPLIES FOR PARENT ENGAGEMENT EVENTS
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$5,635.00	
Line Item Total:	$5,635.00	

221

Total for 600 - Supplies: $16,915.00

Total for all other Objects: $183,085.00

Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Filter by Location: All - $200,000.00

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		66,000.00	66,000.00
200 - Personal Services > Employee Benefits		1,515.00	1,515.00
300 - Purchased Professional and Technical Services		74,000.00	74,000.00
500 - Other Purchased Services		41,570.00	41,570.00
600 - Supplies		16,915.00	16,915.00
Total		200,000.00	200,000.00
		Allocation	200,000.00
		Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Edison School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Principal's Name:	*	Steven Douglas
Principal's Email:	*	sdouglas@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	PK-8
Student Enrollment	471.00
Percentage Eligible for Free/Reduced Price Meals	94.7 %
Percentage of Students with Disabilities	20.2 %
Percentage of English Language/Multilingual (EL/ML) Learners	24.8 %
Percentage of Students Chronically Absent	35.6 %
Suspension/Expulsion Rate	9.60
Classroom Teacher Attendance (Average FTE Days Absent)	17.00
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	78.10
High School Only: Demonstrating Postsecondary Readiness	

ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	68.50
Smarter Balanced Growth ELA	
School Performance Index (SPI) for Math	66.20
Smarter Balanced Growth - Math	
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	76.30
LAS Links Growth - Literacy	
LAS Links Growth - Oral	
Chronic Absenteeism	9.00
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
05/22/2026	In-Person	Principal, Assistant Principal, and Student Focus Groups	Administration met with a small group of students to gather feedback on attendance, classroom engagement, behavior expectations, and student support systems. Students discussed inconsistent opportunities for engagement across classes, concerns about peer behavior, and the importance of positive relationships with teachers. Their feedback helped inform areas of focus.
05/27/2026	In-Person	Principal, Assistant Principal, and Attendance Team	The attendance team and administration collaboratively completed the Needs Assessment, using attendance data and school-based evidence to guide their ratings. Discussions were held focused on chronic absenteeism, intervention strategies, family outreach, and barriers to attendance, helping to identify priorities for improvement.
06/05/2026	In-Person	Assistant Superintendent of Curriculum and Instruction and Principal	District and school leadership provided an overview of the School Improvement Grant process, including requirements, timelines, and expectations. The team then collaboratively completed the Needs Assessment, reviewing school data and evidence to identify strengths/areas for growth.

06/10/2026	In-Person	Principal, Assistant Principal, and PAC representatives	Parents and school staff discussed Claytor's performance across key indicators, including academics, attendance, school climate, and family engagement. Feedback from the group helped inform the school's ratings and identify priorities that will guide planning and schoolwide improvement efforts.
06/15/2026	In-Person	Principal, Assistant Principal, and Climate Coach	The administration and Climate Coach collaboratively completed the Needs Assessment, using school data and evidence to evaluate behavioral supports, school climate, and student engagement. Their discussions informed the final ratings and identified priorities for strengthening restorative practices, student support systems, and overall school culture.
07/21/2026	Virtual	Principal, Assistant Principal, Teacher Leaders	The team discussed strategies for prioritizing student needs and improving academic outcomes, using school data and Needs Assessment findings to identify key areas of focus. These priorities were aligned to the 2026-2027 School Improvement Plan to ensure that resources, supports, and instructional efforts are targeted to areas of greatest need.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

Talent Indicators	Assessment Score	Evidence	Reasoning
EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***

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1.1 Hiring, Recruitment, & Retention	2. Developing	Annual retention data is analyzed to identify trends in staff turnover by grade, subject area, and years of experience. When possible, exit interview data and informal feedback from departing staff are reviewed to inform improvements in school climate, leadership practices, and working conditions. Faculty feedback is collected and used to inform hiring practices and school improvement plans. Recruiting efforts are strategic and aligned to staffing needs, specifically targeting outreach for high-need certification areas. The interview process is structured to assess alignment with the school vision, instructional priorities, and student needs. Teacher assignments are reevaluated annually to reflect instructional strengths and student needs.	The selected evidence demonstrates that the school intent to use data and stakeholder feedback to guide hiring practices, support staff, and improve retention efforts. Strategic recruitment, structured interview processes, and intentional staff placement reflect alignment with school priorities and student needs. Together, these practices illustrate a developing but coherent system for attracting, supporting, and retaining effective educators.
1.2 Evaluation & Coaching Systems	2. Developing	A structured schedule of formal coaching cycles provides regular opportunities for observation and feedback, with written feedback shared with staff to support professional growth. Administrators participate in informal classroom walkthroughs, using observed trends to inform and strengthen common planning discussions. Goal-setting conversations at the beginning, middle, and end of the year are collaborative and teacher-directed, encouraging reflection and dialogue on instructional practices and professional growth. Staff surveys are collected, analyzed, and shared openly to inform coaching priorities and school improvement efforts. Roles and expectations are clearly documented and communicated to ensure consistency and accountability across all staff.	The evidence reflects the school's efforts to establish a consistent and collaborative systems for evaluation and coaching that supports professional growth. Formal coaching cycles, informal walkthroughs, and ongoing feedback opportunities are used to inform instruction and strengthen practice. Clear expectations, transparent communication, and teacher-centered goal setting contribute to a supportive environment focused on continuous improvement, reflecting a developing but intentional approach to evaluation and coaching.

1.3 Professional Learning Plan	2. Developing	Ongoing coaching in curriculum and instruction is provided in ELA (HILL for Literacy, Wonders, Reading Plus) and Math (HMH), supported by a more structured and consistent professional development approach. District- and school-based data conversations are centered on benchmark data, progress monitoring, and instructional adjustments. Professional learning is aligned with district instructional priorities and is responsive to identified building-level needs, with a focus on improving small group instruction, flexible grouping, curriculum alignment, and student engagement.	Professional learning is increasingly aligned to district priorities and responsive to identified staff and student needs. Ongoing coaching and data-driven conversations are embedded to support instructional improvement, particularly in ELA and Math. While structures are now in place and implementation is strengthening, consistent application and impact across all classrooms continue to develop.
1.4 Leadership	2. Developing	The School Improvement Plan outlines clear, aligned goals tied to district priorities and student needs. Administrators consistently participate in weekly grade-level common planning meetings with structured agendas that include celebrations, data-driven discussion, and instructional focus. Weekly mini-PD sessions and instructional discussions are embedded into common planning to support teacher development. Staff strengths are recognized through opportunities for peer sharing and modeling of best practices.	Clear goals aligned to district priorities and student needs are established, providing direction for instructional efforts. Administrator participation in common planning and embedded professional learning opportunities are strengthening collaboration and teacher development. Recognition of staff strengths and peer sharing practices are emerging, though continued consistency and broader impact across all teams are still in the development process.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**

EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	3. Proficient	District-approved curriculum materials are consistently implemented and used with greater fidelity in ELA, Math, and Science, with classroom visuals such as anchor charts, word walls, and learning targets reinforcing daily instruction. Pacing guides and lesson plans are aligned with state standards and support instructional consistency across classrooms. Walkthrough data indicates increased fidelity in curriculum implementation and alignment to instructional expectations.	Consistent and high-fidelity implementation of aligned curriculum materials ensures that all students have equitable access to rigorous, standards-based instruction. Clear pacing, aligned planning, and visible instructional supports promote coherence across classrooms and strengthen instructional delivery. Ongoing walkthrough data confirms strong implementation, reflecting a well-established system that supports effective teaching and improved student outcomes.
2.2 Instructional Framework	2. Developing	Teachers are incorporating gradual release of responsibility (e.g., “I do, we do, you do”) within lessons. Walkthrough observations show increasing alignment to the instructional framework, with clearer use of objectives, success criteria, and formative assessment, though consistency across classrooms is still developing. Efforts are being made to adhere to established instructional schedules, with a focus on minimizing deviations, particularly during designated small group time (i.e., WIN time).	These practices promote structured, student-centered instruction, reinforce high expectations for all learners, and strengthen consistency of instruction both horizontally and vertically. Consistent use of the framework and protected instructional time improves responsiveness and overall instructional quality, though full implementation is still developing.

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2.3 Differentiation & Supports for Diverse Learners	1. Below Standard	Documentation of supports for multilingual learners and students with diverse needs is limited and inconsistently applied. Student data shows ongoing subgroup performance disparities. Classroom observations indicate instruction is often one-size-fits-all, and while some differentiation strategies are in place, implementation remains inconsistent and does not yet meet the full range of student needs. Increasing numbers of students with ELL needs, IEPs/504 plans, learning disruptions, and social-emotional challenges require more targeted supports.	These conditions highlight a critical need to strengthen systems and practices to ensure equitable access to learning for all students. Inconsistent supports and limited differentiation contribute to persistent achievement gaps among subgroups. As student needs become more complex, including increased linguistic, academic, and social-emotional demands, more intentional and consistent approaches to differentiation are necessary to effectively support diverse learners and improve outcomes.
2.4 Assessment Practices & Data Use	2. Developing	Benchmark assessments and progress monitoring are being implemented with increased fidelity. Data meetings at both the district and building levels occur intermittently. Data is used to inform instructional decisions, including grouping, curricular adjustments, and instructional pacing. Additional structure and professional development are needed to strengthen the organization and execution of state assessments, particularly regarding accommodations and effective proctoring practices.	These practices support a more consistent and data-informed approach to instruction, allowing teachers to respond to student needs through targeted grouping and instructional adjustments. Regular use of assessment data strengthens decision-making and promotes accountability. However, improved systems and training around state assessment administration and accommodations are necessary to ensure equitable testing conditions and accurate measurement of student performance.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**

EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***
3.1 School Environment	3. Proficient	Student work is displayed throughout classrooms and hallways, showcasing learning and achievement. Transition routines are supported through consistent supervision, behavior documentation, and established procedures. Clear protocols are in place for teacher absences, including substitute plans, student placement procedures, and schedule adjustments to minimize disruptions to learning. Teachers and administrators maintain frequent communication with parents and caregivers through conferences, phone calls, emails, and progress updates to support student success and strengthen home-school partnerships.	A positive and well-organized school environment supports student learning, safety, and consistency. Clear supervision practices, established routines, and proactive planning for staff absences help minimize disruptions and maximize instructional time. Ongoing attention to documentation, behavior monitoring, and family communication strengthens accountability and collaboration, contributing to a school climate where students and staff can be successful.

3.2 Attendance	1. Below Standard	The chronic absenteeism rate at Claytor remains high at 35.6%, indicating that a significant number of students are missing substantial instructional time. Teacher attendance remains a concern, with an average of 17.0 FTE days absent during the 2025–2026 school year. Student and staff attendance continue to impact instructional continuity and learning outcomes, highlighting the need for more targeted supports and consistent intervention practices.	Attendance remains a significant area of concern, as high rates of chronic absenteeism reduce students' access to instruction and limit opportunities for academic growth. Student and staff absences disrupt continuity of learning and can negatively impact engagement and achievement. Strengthening attendance supports, monitoring practices, and intervention systems is essential to increasing instructional time and improving outcomes for all students.
3.3 Behavioral Management	2. Developing	A school-wide code of conduct and behavior plan are in place, with growing emphasis on consistent implementation across classrooms. The suspension rate during the 2024-25 school year was 9.6%, indicating a continued need for proactive behavioral supports and interventions. A Behavioral Intervention Specialist provides targeted support and leads restorative practices with middle school students. Additionally, mini-professional development sessions on restorative practices are embedded into common planning to build teacher capacity in behavior management. Teachers, support staff, and administrators collaborate to monitor and adjust behavioral supports for identified students, ensuring interventions are responsive to individual needs and implemented consistently. Teachers and administrators maintain ongoing communication with families regarding both positive behaviors and behavioral concerns to support student growth and accountability.	Behavioral support systems are becoming more proactive through the use of restorative practices, staff training, and increased communication with families. These efforts are helping to build a more supportive and responsive school climate while strengthening relationships between students, staff, and families. Although behavioral structures are improving, continued focus is needed to ensure consistent implementation and to reduce disciplinary outcomes across the school.

3.4 Equitable Partnerships with Stakeholders	2. Developing	Family engagement opportunities are communicated through multiple platforms, including flyers, calendars, and school events. School and district staff work collaboratively to connect families with available resources and supports. Teachers and administrators maintain regular communication with families through ParentSquare, phone calls, meetings, and informal conversations to discuss academic progress, attendance, and student behavior. Efforts are being made to increase stakeholder voice through surveys, feedback opportunities, and school-community partnerships.	Efforts to strengthen partnerships with families and stakeholders are increasing through more frequent communication, engagement opportunities, and collaboration around student needs. While systems for outreach and family involvement are becoming more established, greater emphasis on two-way communication, stakeholder feedback, and coordinated support services is needed to ensure all families are meaningfully engaged and supported.
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***
4.1 Scheduling Structures	3. Proficient	The daily schedule at Claytor is intentionally designed to maximize instructional time and minimize disruptions to learning. Dedicated WIN (What I Need) blocks provide opportunities for intervention, enrichment, and targeted small-group instruction. Instructional frameworks are used consistently to structure class time and support effective lesson delivery. Common planning time is embedded within the schedule to support collaboration, data analysis, and instructional planning. Intervention and support services are scheduled to maximize student access while minimizing the loss of core instructional time.	The scheduling structure maximizes instructional time and provides dedicated opportunities for targeted support and enrichment based on student needs. Consistent use of instructional frameworks and embedded common planning time promote instructional coherence, collaboration, and data-informed decision-making. Strategic scheduling of interventions and support services ensures students receive needed assistance while maintaining access to core instruction, reflecting a well-established system that supports student achievement.

4.2 Use of Time	2. Developing	Teachers are working to adhere consistently to established instructional schedules, particularly during WIN blocks and small-group instruction. Common planning meetings are structured around data analysis, instructional priorities, and embedded professional learning. Assessment data is used to guide grouping, intervention planning, and instructional pacing. WIN blocks provide opportunities for intervention and enrichment, though implementation varies across classrooms. Walkthrough observations show increasing alignment to instructional frameworks, but student engagement and effective use of time remain inconsistent.	Efforts to improve the use of time have increased opportunities for collaboration, data-driven decision-making, and targeted student support. Protected instructional blocks and structured planning time help maximize learning opportunities and reinforce school priorities. While systems are becoming more intentional, consistent implementation and student engagement across all classrooms continue to develop.
4.3 Technology, Facilities, & Operational Planning	2. Developing	Ongoing efforts by teachers and support staff are focused on maintaining access to functioning devices for all students, though device availability and maintenance remain challenges. Teachers actively monitor and support appropriate student use of technology to maximize engagement and minimize off-task behaior. Common planning discussions include the effective and responsible integration of AI and instructional technology tools. Teachers utilize digital platforms to communicate with families and provide access to student learning resources.	Technology and operational systems support student access to learning, communication, and instructional resources. Ongoing efforts to maintain device availability, promote responsible technology use, and explore the effective integration of AI help strengthen teaching and learning. While staff are utilizing technology purposefully and expanding digital communication with families, challenges related to device access and consistency of implementation continue to require attention.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* 2.1 Curriculum and Academic Programming	District-approved, standards-based curricula are consistently implemented across core content areas with increasing fidelity and instructional expertise. Aligned planning, visible learning supports, and strong implementation of curriculum resources promote instructional consistency and ensure all students have access to rigorous, grade-level content. These practices strengthen coherence across classrooms and support improved teaching and learning outcomes.	District-approved, standards-based curricula are consistently implemented with increasing fidelity in ELA, Math, and Science. Pacing guides and lesson plans are aligned to state standards and support instructional consistency across classrooms. Classroom visuals, including anchor charts, word walls, and learning targets, reinforce daily instruction and support student learning. Walkthrough data indicates increased alignment to curriculum expectations and consistent implementation of instructional resources. Teachers are demonstrating greater confidence in the use of curricular resources and are increasingly leveraging them to support differentiation and small-group instruction.
3.1 School Environment	The school fosters a positive and supportive learning environment where students, families, and staff feel valued and connected. Strong relationships between students and adults, ongoing communication with families, and consistent opportunities for engagement contribute to a culture of belonging and shared responsibility. These practices promote a welcoming school climate that supports student well-being, engagement, and success.	Stakeholder feedback indicates positive perceptions of the school climate and sense of belonging. Teachers and administrators maintain regular communication with families through ParentSquare, phone calls, meetings, and informal conversations. Family participation is encouraged through conferences, school events, and student celebrations. Student work is displayed throughout classrooms and hallways, celebrating learning and fostering school pride. Established supervision practices, routines, and expectations contribute to a safe and welcoming school environment.

4.1 Scheduling Structures	The school's scheduling structure maximizes instructional time and provides dedicated opportunities for intervention, enrichment, and targeted support. Protected instructional blocks, embedded intervention time, and collaborative planning opportunities support data-informed instruction and help ensure students receive the appropriate level of support. These structures contribute to greater instructional consistency and improved access to learning opportunities for all students.	The master schedule includes dedicated daily instructional blocks for ELA and Math that meet district expectations. WIN (What I Need) blocks are embedded within the schedule to provide intervention, enrichment, and targeted small-group instruction. Common planning time is built into the schedule to support collaboration, data analysis, and instructional planning. Intervention and support services are scheduled to maximize student access while minimizing disruptions to core instruction. Assessment data is used to guide grouping, intervention planning, and instructional pacing within scheduled instructional blocks.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* 2.3 Differentiation & Supports for Diverse Learners	The school is serving increasing numbers of multilingual learners, students with IEPs and 504 plans, students with learning disruptions, and students experiencing social-emotional challenges. Current instructional practices often remain one-size-fits-all, contributing to subgroup performance disparities. Strengthening differentiation through targeted small-group instruction, accommodations, flexible grouping, and professional learning will help ensure all students can access grade-level content and achieve success.	Student Supports & Intervention
3.2 Student Attendance	Chronic absenteeism at Claytor remains high at 35.6%, limiting students' access to instruction and opportunities for academic growth. Inconsistent attendance disrupts learning, contributes to achievement gaps, and reduces the effectiveness of interventions and supports. More targeted attendance monitoring, family outreach, and tiered intervention strategies are needed to improve student engagement and increase instructional time.	Student Supports & Intervention
3.3 Behavior Management	Many students face challenges related to poverty, trauma, mental health needs, and adverse life experiences, which can impact behavior, relationships, and learning. While restorative practices and behavioral supports have expanded, continued efforts are needed to provide proactive interventions, strengthen family partnerships, and build students' conflict-resolution and self-regulation skills. A consistent restorative approach can help reduce disciplinary incidents while fostering a safe and supportive school climate.	Student Supports & Intervention

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Claytor's SPI in Math will increase from 46.0 in 2025-26 to 66.2 in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Claytor's SPI in ELA will increase from 47.0 in 2025-26 to 68.5 in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, Claytor's chronic absenteeism rate will decrease from 35.6% in 2025-26 to 9.0% in 2026-27.

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Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, the average percentage of growth target achieved for all students will be a minimum of 5% as measured by the ELA Smarter Balanced Assessment.
Internal Benchmark Goal #5	* By June 2027, the average percentage of growth target achieved for all students will be a minimum of 5% as measured by the Mathematics Smarter Balanced Assessment.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1	1.1. Professional Learning Plan. To strengthen academic rigor and support the diverse learning needs of its students, Claytor will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH, Wonders, and Hill for Literacy, all designed to enhance instruction in Math and ELA. HMH will focus on deepening teachers' instructional practices in mathematics. At the same time, Wonders and Hill for Literacy will provide training in foundational literacy skills, reading comprehension, and differentiated strategies to meet students' varying needs. Supplemental PD supplies and resource materials will be purchased to support administrator and teacher professional learning for HMH, Wonders, and Hill for Literacy.	Goal #1 Goal #4	Effective Teacher Professional Development. Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	HMH MATH PD: COACHING (8.5 sessions x $3,500 per session) WONDERS PD: (8.5 sessions x $3,500 per session) HILL FOR LITERACY PD: (10 sessions x $1,800 per session) PD SUPPLIES: HMH, WONDERS, HILL FOR LITERACY	$ 79,009.00
1.2		Select... Select...	Evidence Base: Select...		$ 0.00
1.3		Select...			$ 0.00

		Select...	Evidence Base: Select...		
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Differentiation and Support for Diverse Learners. Beyond professional learning and staffing enhancements, Columbus will update instructional materials to support a more engaging and inclusive learning environment. Refreshed instructional supplies such as science kits, consumables such as workbooks and teacher manuals, and additional classroom materials will support hands-on exploration and deeper conceptual understanding.	Goal #1 Goal #4	Effective Teacher Professional Development. Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	INSTRUCTIONAL SUPPLIES: SCIENCE KITS, ELA/MATH WORKBOOK CONSUMABLES, TEACHER'S MANUALS, WRITING UTENSILS, ETC.	$ 1,509.00
2.2		Select...			$ 0.00

		Select...	Evidence Base: Select...		
2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1. Behavioral Management. Claytor will strengthen schoolwide behavioral systems by establishing consistent Tier 1 expectations, as well as targeted Tier 2 and Tier 3 supports designed to minimize off-task behaviors and increase positive student-staff interactions. Claytor will hire a Climate Coach to lead this work by providing professional development on Tier 1 behavioral management practices, equipping teachers with Tier 2 strategies for	Goal #3	Effective Teacher Professional Development. Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Goal #1, Goal #2, Goal #3, Goal #4, Goal #5	1 CLIMATE COACH 1 FAMILY AND COMMUNITY SUPPORT COACH RESET PROGRAM	$ 93,646.00
		Goal #5	Evidence Base: Strong		

	addressing challenging behaviors, and delivering training in restorative practices. In addition, systems will be created to regularly celebrate student and staff successes, reinforcing a positive and supportive school culture. Continuing its programming from the 2025-2026 school year, Claytor will purchase services from Community Services to Support Independence's Reset program, a mentoring program for Claytor students in grades 4-8, to provide trauma-informed supports and services as well as improve attendance, interaction with teachers, school personnel, and parents. The program will address learning gaps caused by behavioral management and attention span challenges. In total, 227 students are estimated to be eligible to receive services as part of this program. To further support students affected by trauma, attendance challenges, and social-emotional needs, Claytor will implement a Family & Community Support Coach position. This role will serve as a bridge between school, home, and community by providing consistent, trauma-informed support for students and families. The Family & Community Support Coach will strengthen family-school partnerships, connect families with resources, support student attendance and engagement, and help students develop the skills needed to be successful in school. Through relationship-building, regular communication, and individualized support, this position will promote greater stability, trust, and improved academic and social-emotional outcomes.				

3.2	3.2. Student Attendance. Claytor will continue to implement a dedicated school-based attendance team to address all aspects of improving student attendance. This team will meet weekly to monitor data, identify trends, and develop responsive strategies to support students and families. The school's The Attendance Monitor will play a key role in this effort by engaging directly with families of chronically absent students, reviewing attendance data to identify students at risk of becoming chronically absent, and providing targeted interventions. The Attendance Monitor will also work to improve communication with families and raise awareness about the importance of consistent, on-time attendance for academic success.	Goal #3 Select...	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd. Evidence Base: Strong	1 ATTENDANCE MONITOR	$ 25,836.00
Specific Operations Priority and Strategy		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.		*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000
4.1		Select...			$ 0.00
		Select...	Evidence Base: Select...		

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Object		Total
100 - Personal Services > Salaries		$102,600.00
200 - Personal Services > Employee Benefits		$6,882.00
300 - Purchased Professional and Technical Services		$77,500.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$10,000.00
600 - Supplies		$3,018.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

250

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

100 - Personal Services > Salaries - $102,600.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Climate Coach: 1 Coach x 180 days x $350/day
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$63,000.00	
Line Item Total:	$63,000.00	
Object:	100 - Personal Services > Salaries	Attendance Monitor: 1 Monitor x 32 weeks x 30hrs per week x $25/day
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$24,000.00	
Line Item Total:	$24,000.00	
Object:	100 - Personal Services > Salaries	Family & Community Support Coach: 1 Coach x 32 weeks x 19.5hrs per week x $25/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$15,600.00	
Line Item Total:	$15,600.00	

Total for 100 - Personal Services > Salaries: $102,600.00

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Total for all other Objects:	$97,400.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

200 - Personal Services > Employee Benefits - $6,882.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Climate Coach Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$4,820.00	
Line Item Total:	$4,820.00	
Object:	200 - Personal Services > Employee Benefits	Attendance Monitor Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$1,836.00	
Line Item Total:	$1,836.00	
Object:	200 - Personal Services > Employee Benefits	Family & Community Support Coach Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$226.00	

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Line Item Total:	$226.00
Total for 200 - Personal Services > Employee Benefits:	$6,882.00
Total for all other Objects:	$193,118.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

300 - Purchased Professional and Technical Services - $77,500.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	HMH MATH PD: COACHING (8.5 sessions x $3,500 per session)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$29,750.00	
Line Item Total:	$29,750.00	
Object:	300 - Purchased Professional and Technical Services	WONDERS PD: (8.5 sessions x $3,500 per session)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$29,750.00	
Line Item Total:	$29,750.00	
Object:	300 - Purchased Professional and Technical Services	HILL FOR LITERACY PD: (10 sessions x $1,800 per session)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$18,000.00	

255

Line Item Total:	$18,000.00
Total for 300 - Purchased Professional and Technical Services:	$77,500.00
Total for all other Objects:	$122,500.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

500 - Other Purchased Services - $10,000.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	RESET PROGRAM
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	

Total for 500 - Other Purchased Services:	$10,000.00
Total for all other Objects:	$190,000.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

600 - Supplies - $3,018.00

Budget Detail		Narrative Description
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: SCIENCE KITS, ELA/MATH WORKBOOK CONSUMABLES, TEACHER'S MANUALS, WRITING UTENSILS, ETC.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$1,509.00	
Line Item Total:	$1,509.00	
Object:	600 - Supplies	PD SUPPLIES: HMH, WONDERS, HILL FOR LITERACY
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$1,509.00	
Line Item Total:	$1,509.00	

Total for 600 - Supplies:	$3,018.00
Total for all other Objects:	$196,982.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Filter by Location: All - $200,000.00

Purpose Object	01 - Public School Activities	Total
100 - Personal Services > Salaries	102,600.00	102,600.00
200 - Personal Services > Employee Benefits	6,882.00	6,882.00
300 - Purchased Professional and Technical Services	77,500.00	77,500.00
500 - Other Purchased Services	10,000.00	10,000.00
600 - Supplies	3,018.00	3,018.00
Total	200,000.00	200,000.00
	Allocation	200,000.00
	Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Geraldine Claytor Magnet Academy	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

Principal's Name:	*	Judy Swenton
Principal's Email:	*	jswenton@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	PK-8
Student Enrollment	634.00
Percentage Eligible for Free/Reduced Price Meals	90.7 %
Percentage of Students with Disabilities	14.2 %
Percentage of English Language/Multilingual (EL/ML) Learners	51.9 %
Percentage of Students Chronically Absent	35.3 %
Suspension/Expulsion Rate	9.10
Classroom Teacher Attendance (Average FTE Days Absent)	21.10
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	82.20
High School Only: Demonstrating Postsecondary Readiness	

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ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	67.00
Smarter Balanced Growth ELA	88.80
School Performance Index (SPI) for Math	65.60
Smarter Balanced Growth - Math	88.90
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	76.20
LAS Links Growth - Literacy	91.80
LAS Links Growth - Oral	94.60
Chronic Absenteeism	9.00
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
06/02/2026	In-Person	PAC President, parents, Principal, Assistant Principal	Agenda items were reviewed and volunteers for core team were selected.
06/03/2026	In-Person	Teachers, Principal, Assistant Principal	Agenda items were reviewed and volunteers for core team were selected.
06/25/2026	In-Person	Teachers, parents, Principal, Assistant Principal	The needs assessment rubric was distributed to the identified stakeholders, reviewed collectively, and scored through a conversation and then a consensus on scores which will guide next steps.
08/20/2026	In-Person	Teachers, parents, Principal, Assistant Principal	Final submission of School Improvement plan will be reviewed by teachers, parents, principal, and assistant principals.
08/25/2026	In-Person	Principal, Assistant Principal, Bilingual Teacher, Counselor, teachers	Final Submission of School Improvement plan will be reviewed by Core Team.

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For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ * The needs assessment was completed with stakeholder engagement.

Talent Indicators	Assessment Score	Evidence	Reasoning
EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	3. Proficient	The district has implemented a structured interview process, resulting in the hiring of highly effective teachers for high-need classrooms. Most positions are filled before the start of the school year. Retention has remained strong; however, bilingual and shortage-area positions continue to be challenging to fill with qualified teachers.	The school has strengthened its recruitment efforts, ensuring vacancies are largely filled with qualified candidates. However, staffing challenges in high-need certification areas persist, highlighting the need for more targeted recruitment.
1.2 Evaluation & Coaching Systems	3. Proficient	Leadership provides teacher feedback primarily during formal observations and informal walkthroughs. Coaching opportunities from district-level directors are limited.	While evaluation and feedback are provided consistently by school leadership, the lack of content-specific coaches and reduced external supports limit the depth and effectiveness of professional growth opportunities.

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1.3 Professional Learning Plan	3. Proficient	A year-long professional learning calendar includes monthly job-embedded sessions on data-driven instruction. Weekly collaborative common planning meetings are aligned to instructional goals. District scheduling inconsistencies and limited training options have made implementation uneven.	Professional learning opportunities exist and are aligned to school goals, but implementation remains inconsistent. Limited coaching and reduced external supports hinder the translation of PD into improved classroom practice across all grade levels.
1.4 Leadership	3. Proficient	The administration team has established clear roles and responsibilities. An improvement plan based on student data guides decision-making. Progress toward goals is monitored in biweekly leadership meetings.	Leadership structures are in place and data is used to guide planning. However, frequent leadership changes at the district level, reduction in school based administration have created challenges in sustaining consistent progress monitoring.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***

2.1 Curriculum & Academic Programming	2. Developing	Curriculum pacing and delivery vary across classrooms, leading to uneven coverage of standards. Anchor charts and word walls are inconsistently maintained and updated. Student performance data reflects improvment, however, there are achievement gaps aligned to uneven curriculum implementation. Administrative walkthroughs confirm inconsistencies in planning, delivery, and use of visuals.	The instructional framework is in place but inconsistently applied. Student engagement and academic discourse are limited, and instruction is often teacher-led, with questioning that emphasizes recall rather than critical thinking.
2.2 Instructional Framework	2. Developing	Observations show the instructional framework is not applied consistently across classrooms. Walkthroughs reveal variability in lesson structure, engagement strategies, and maintaining the use of the framework. Common planning time shows inconsistencies in teacher preparedness and reflection. Student work samples highlight uneven alignment to grade-level standards.	The instructional framework is in place but inconsistently applied. Student engagement and academic discourse are limited, and instruction is often teacher-led, with questioning that emphasizes recall rather than critical thinking.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	Lessons show limited differentiation, primarily addressing one or two modalities. Supports for multilingual learners are inconsistent. MTSS meetings occur, but classroom interventions are not consistently implemented.	Differentiation is limited and support for diverse learners is uneven. Achievement gaps persist due to a lack of targeted strategies, consistent implementation of interventions, and sufficient training for teachers to differentiate effectively.

2.4 Assessment Practices & Data Use	2. Developing	Data teams are scheduled but often interrupted or cut short lacking a deep dive into individual and grade level data. Formative assessments are used inconsistently across classrooms. Assessment results are not always systematically analyzed to adjust instruction. time restrains prohit deep dives into individual and grade level data.	While assessments are administered, data is not used consistently leveraged to drive instruction. Without structured data team practices, opportunities to identify gaps and adjust teaching are limited.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***
3.1 School Environment	4. Exemplary	The environment is welcoming and student work is prominently displayed. This is welcoming atmosphere is consistent throughout the building and all visitors. Staff and student surveys reflect positive feedback. Hallway supervision and transition plans are in place to support smooth movement between classes. PBIS/ ROAR is implemented and reinforced in all setting.	The school environment is orderly, inclusive, and supportive of learning. Consistent routines and clear expectations foster student engagement and pride. These conditions help students feel safe and part of a community, focus, and take academic risks.

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3.2 Attendance	1. Below Standard	Chronic absenteeism was at 35.3% in the 2025–26 school year, a significant concern. Attendance team meeting agendas show regular collaboration. Assemblies and celebrations are held to recognize strong attendance. Some certified staff are either pending certification or long-term substitutes, with shortages in bilingual and math teachers.	Chronic absenteeism remains high and is compounded by barriers such as transportation challenges and immigration-related fears among families. Many attendance initiatives exist and are implemented regularly, but require staff support and family engagement to reduce absenteeism rates.
3.3 Behavioral Management	3. Proficient	A school-wide behavior management plan and Positive Behavioral Interventions and Supports (PBIS) are in place and consistently implemented in most classrooms and throughout the building. Expectations are clear and positive behaviors are reinforced through schoolwide PBIS and teacher incentivities. Data is used to identify students who need targeted behavioral interventions.	The behavior management system is well-established and generally effective. Continued focus on consistency and the use of data for targeted supports will ensure that positive behaviors are sustained schoolwide.
3.4 Equitable Partnerships with Stakeholders	2. Developing	The school partners with the Parent Advisory Council (PAC) to plan after school family events. Communication with families occurs in English and Spanish primarily through newsletters, Parent Square or PowerSchool, and robocalls. Multiple community partnerships provide additional supports, including but not limited to Hall Neighborhood House, McGivney Center, Optimus, and FFU.	Community partnerships are strong and well-established. The school is actively working to increase parent involvement by collaborating with new PAC leadership to deepen engagement and strengthen partnerships.
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***

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4.1 Scheduling Structures	3. Proficient	Instructional time meets or exceeds state expectations. Intervention blocks are scheduled.	Schedules align with district and state requirements.
4.2 Use of Time	3. Proficient	Instructional time is consistently maximized across classrooms. Common planning periods are scheduled weekly and used for collaborative planning, data analysis, and instructional alignment. Transitions between classes are smooth and minimize lost instructional time. Classroom observations show high levels of student engagement throughout lessons.	The school demonstrates effective use of instructional and planning time. Structures such as common planning and protected instructional blocks are in place and consistently utilized. Teachers collaborate to align instruction and review data, while efficient transitions ensure students remain engaged. Continued focus on maximizing time will sustain and deepen this proficiency.
4.3 Technology, Facilities, & Operational Planning	3. Proficient	Technology is integrated effectively across grade levels to support instruction and student learning. A technology plan guides acquisition, training, and integration into curriculum delivery. Facilities are well maintained, with walkthroughs and maintenance logs documenting timely responses to needs. Classrooms and shared spaces are clean, organized, and conducive to learning.	Technology, facilities, and operational planning are well managed and consistently support high-quality instruction. Teachers utilize technology to enhance engagement and personalize learning, while facilities provide safe and orderly environments for students. Operational systems are proactive and reliable, positioning the school to continue innovating and expanding digital learning opportunities.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* Equitable Partnerships with Stakeholders	The school demonstrates a deep commitment to student well-being and academic success through robust community partnerships and wraparound services. These collaborations address academic, emotional, and social needs, ensuring students are supported holistically. Partnerships extend to health and mental health services, after-school enrichment, SEL integration, professional development, volunteer engagement, and higher education collaboration.	Optimus Health Center provides two social workers, a nurse practitioner, and a dental hygienist onsite. Support services meet monthly with school staff and then as part of the Crisis Team. The McGivney Center and Lighthouse Program have increased after-school enrollment and provide busing. SEL tools such as mood meters and restorative practices are embedded schoolwide, reinforced by daily student news broadcasts. Volunteer and tutoring programs-including Bridgeport Caribe and Career Resources' Grandparent Volunteers, FFU student Volunteers-enhance instructional support, while multiple teachers host student teachers in partnership with local universities.
School Environment	The school fosters a welcoming, inclusive, and student-centered environment that prioritizes communication, relationships, and engagement. Staff-student connections are strong, SEL and PBIS practices reinforce a safe and positive climate, and families are engaged as active partners in the school community.	All school correspondence is translated to ensure equity. Daily routines include a student-led news broadcast that reinforces the mission, vision, and ROAR expectations (Respectful, On Task, Accountable, Responsible). After-school clubs, musical theater, PBIS incentives, and spirit weeks have led to increased student connectedness and improved attendance. The School Governance Council has expanded membership and parent events have increased significantly. Observations show orderly transitions, engaged classrooms, and a welcoming physical environment, including open doors and decorated hallways that reflect student and staff pride.

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Technology, Facilities & Operational Planning	Curriculum implementation is inconsistent across classrooms, with variability in pacing, rigor, and alignment to standards. Instructional delivery is often teacher-directed and lacks opportunities for active engagement or inquiry. Multilingual learners and students with disabilities are disproportionately affected by uneven expectations and supports. Root causes include gaps in teacher content knowledge, limited use of student-centered instructional strategies, and difficulty in recruiting and retaining certified bilingual educators. Without greater consistency in curriculum delivery and higher expectations for all learners, achievement gaps will persist.	Every student has access to a personal device under a 1:1 model, supported by a dedicated SYSOP team. A Computer Lab is accessible to all grades, and the Allen Wallack Foundation donation established the foundation for a STEM lab. At the start of the year, all staff receive a comprehensive Opening Plan outlining arrival, dismissal, and duty expectations; these routines are practiced and reinforced. Policies are centralized in a shared OneDrive folder, and communication with families is consistent through Parent Square, Power School, and student folders. Walkthroughs confirm facilities are safe, clean, and conducive to learning.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* Attendance	Student attendance remains a significant challenge. Chronic absenteeism rose from 30.3% in 2021-22, to 30.7% in 2022-23, to 28.9% in 2023-24, to 39.1% in 2024-25, and now 35.3% in 2025-26. The school's highly transient and immigrant population presents unique challenges, including language barriers, mobility, and parental fear tied to immigration enforcement. Many families also lack awareness of the critical link between daily attendance and student achievement. The school has protocols, incentives, and recognition systems in place, but lacks staffing for outreach and family engagement. Increasing family education, early interventions, and dedicated attendance support staff are critical to reversing chronic absenteeism trends.	Student Supports & Intervention
Instructional Framework	Academic outcomes remain below district and state benchmarks due to inconsistent implementation of the instructional framework. Instruction often relies on teacher-centered practices, with limited student discourse, collaboration, and critical thinking. Lessons frequently lack rigor, and students-particularly multilingual learners-have few opportunities for higher-order learning tasks. The root cause is a lack of consistent monitoring and coaching around Tier 1 instruction, coupled with limited training in student-centered pedagogy. Strengthening the framework, ensuring accountability, and scaling professional learning on rigorous, standards-aligned practices are necessary to improve equitable outcomes.	Empowering, Rigorous Content
Curriculum and Academic Planning	Curriculum implementation is inconsistent across classrooms, with variability in pacing, rigor, and alignment to standards. Instructional delivery is often teacher-directed and lacks opportunities for active engagement or inquiry. Multilingual learners and students with disabilities are disproportionately affected by uneven expectations and supports. Root causes include gaps in teacher content knowledge, limited use of student-centered instructional strategies, and difficulty in recruiting and retaining certified bilingual educators. Without greater consistency in curriculum delivery and higher expectations for all learners, achievement gaps will persist.	Empowering, Rigorous Content

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Marin's chronic absenteeism rate will decrease from 35.3% in 2025-26 to 9.0% in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Marin's SPI in Math will increase from 41.9 in 2025-26 to 65.6 in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, Marin's SPI in ELA will increase from 43.9 in 2025-26 to 67.0 in 2026-27.

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Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, Marin's Math growth on SBAC will increase 2% schoolwide.
Internal Benchmark Goal #5	* By June 2027, Marin's ELA growth on SBAC will increase 2% schoolwide.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1		Select... Select...	Evidence Base: Select...		$ 0.00
1.2		Select... Select...	Evidence Base: Select...		$ 0.00
1.3		Select... Select...	Evidence Base: Select...		$ 0.00
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Instructional Framework: To strengthen academic rigor and support the diverse learning needs of its students, Marin will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH and Wonders, all designed to enhance instruction in Math and ELA. HMH will focus on deepening teachers' instructional practices in mathematics, while Wonders will provide training on foundational literacy skills, reading comprehension, and differentiated strategies to meet the varying needs of students. A building substitute will be hired to cover classes when teachers are participating in PD/coaching sessions.	Goal #2 Goal #5	CSDE Evidence based Practice Guide for Reading identifies Tier 1: Strong Evidence for providing reading interventions (Tier 2 students) AND Tier 1: Strong Evidence for Implementing a specific set of core in-school strategies and practices to support reading. Source: School-based Strategies for Narrowing the Achievement Gap: February 2017. CSDE Evidence based Practice Guide for Math identifies Tier 1: Strong evidence to provide explicit and systematic intervention instruction AND Tier 2: Moderate evidence in providing instructional coaching. Source: Instructional Coaching: Professional Development Strategies that Improve Instruction and Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). Goal #2, Goal #3, Goal #4, Goal #5 Evidence Base: Strong	HMH MATH COACHING: 12 DAYS X $3,500/SESSION WONDERS LITERACY COACHING: 14 DAYS X $3,500/DAY BUILDING SUBSITUTE: COVERAGE FOR COACHING DAYS ($189/DAY X 156 DAYS)	$ 120,484.00

2.2	2.2. Curriculum & Academic Programming. Marin will also update and enhance instructional materials to ensure a well-rounded educational experience for all students. New art and media supplies, consumables such as workbooks and teacher manuals, and other classroom materials will be provided to support hands-on, engaging learning. Marin will also sponsor after-school enrichment experiences and field trips beyond Bridgeport, giving students opportunities to extend classroom learning into real-world contexts. These experiences will deepen engagement, strengthen cultural and social capital, and build stronger bonds between students, their peers, and the school community - all of which contribute to improved attendance and academic achievement.	Goal #3	CSDE Evidence based Practice Guide for Reading identifies Tier 1: Strong Evidence for providing reading interventions (Tier 2 students) AND Tier 1: Strong Evidence for Implementing a specific set of core in-school strategies and practices to support reading. Source: School-based Strategies for Narrowing the Achievement Gap: February 2017. CSDE Evidence based Practice Guide for Math identifies Tier 1: Strong evidence to provide explicit and systematic intervention instruction AND Tier 2: Moderate evidence in providing instructional coaching. Source: Instructional Coaching: Professional Development Strategies that Improve Instruction and Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). Goal #2, Goal #3, Goal #4, Goal #5	FIELD TRIPS: TRANSPORTATION, HS, COLLEGES, ZOO), ETC. INSTRUCTIONAL MATERIALS: CHART PAPER, MARKERS, PENCILS, PENS, ATTENDANCE INCENTIVES, CERTIFICATES, AWARDS, ETC.	$ 12,562.00
		Goal #4	Evidence Base: Strong		
2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1. Student Attendance. The needs assessment identified chronic absenteeism as a significant barrier to student success, highlighting the importance of stronger parent communication, increased family engagement, improved student connectedness to school, and the use of culturally responsive strategies to encourage daily attendance. To address these challenges, will continue to have a part-time Attendance Monitor. Marin will expand before- and after-school programming, including clubs, musical theater, and parent workshops, to provide students with meaningful opportunities to connect with peers and staff. Attendance recognition and celebrations will be embedded to promote consistency and pride in attendance. Teacher leaders will receive stipends to support after-school clubs, extra curriculars, musical theater, and parent engagement events, ensuring high-quality programming and strong supervision. Funds will be allocated for necessary supplies and materials, guaranteeing that all students or parents can fully participate. Parent packets will be created in both Spanish and English to provide key school information, event calendars, contact lists, and	Goal #1 Select...	CSDE Evidence-based Practice Guide for Climate and Culture identifies Tier 2: Moderate evidence Implement an interagency effort that encompasses a comprehensive set of strategies to reduce chronic absence AND it also identifies Tier 1: Strong evidence increase student attendance by improving family and community involvement. Source: Source: Balfanz, R., Byrnes, V. Meeting the Challenge of Combatting Chronic Absenteeism. Johns Hopkins School of Education, Everyone Graduates Center. and Source: Epstein, J., Sheldon, S. B. Present and Accounted For: Improving Student Attendance Through Family and Community Involvement, Journal of Educational Research, vol. 95, pp. 308-318, May/June 200 Evidence Base: Strong		$ 66,954.00

	event calendars, contact lists, and community resources that strengthen home-school connections. Marin will invest in 8 wireless combo lavalier and handheld microphone systems from Y&S Technologies for use at after school and parent engagement events. Lastly, Marin will implement additional Restorative Practice Coaching. Ongoing coaching through Effective School Solutions will support teachers in fostering stronger relationships with students, developing skills to effectively resolve conflict, and creating classroom environments that are inclusive and supportive. These efforts will also contribute to improved attendance, as students who feel connected to their teachers and school community are more likely to attend consistently. Funds will also be allocated for professional development resources, including restorative practice toolkits, culturally responsive literature, mindfulness materials, and books on instructional best practices.			1 – ATTENDANCE MONITOR 16 – AFTERSCHOOL CLUB STIPENDS 4 – MUSICAL THEATER AFTERSCHOOL CLUB STIPENDS PARENT ENGAGEMENT TEAM X 15 PEOPLE X 5 DAYS X 4 HRS/DAY AFTERSCHOOL CLUB SUPPLIES: BASKETBALLS, BOARD GAMES, PAPER, ETC. MUSICAL THEATER SUPPLIES: PLAYWRIGHT, PROPS, HEADSETS, BATTERIES, PAINT, PAPER, CRAFTS, MAKEUP, COSTUMES, ETC. PARENT ENGAGEMENT SUPPLIES: PAPER PLATES, TICKETS, WATERS, SPEAKER, TABLECLOTHS, ETC. TEACHER PD RESOURCES: RESTORATIVE PRACTICE MATERIALS WIRELESS COMBO LAVALIER AND HANDHELD MICROPHONE SYSTEM	

3.2		Select... Select...	Evidence Base: Select...		$ 0.00
Specific Operations Priority and Strategy		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.		*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000
4.1		Select... Select...	Evidence Base: Select...		$ 0.00

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Object		Total
100 - Personal Services > Salaries		$45,100.00
200 - Personal Services > Employee Benefits		$654.00
300 - Purchased Professional and Technical Services		$95,500.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$37,484.00
600 - Supplies		$21,262.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

Budget Detail

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100 - Personal Services > Salaries - $45,100.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Afterschool Club - Stipends: 16 Stipends x $ 1,000/person
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$16,000.00	
Line Item Total:	$16,000.00	
Object:	100 - Personal Services > Salaries	Parent Engagement - Teachers: 15 Teachers x 5 days x 4hrs x $42/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$12,600.00	
Line Item Total:	$12,600.00	
Object:	100 - Personal Services > Salaries	Attendance Monitor: 1 Monitor x 125 days x 4hrs x $25/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$12,500.00	
Line Item Total:	$12,500.00	
Object:	100 - Personal Services > Salaries	Afterschool Club Musical - Stipends: 4 Stipends x $ 1,000/person
Purpose:	01 - Public School Activities	
Focus Area:		

Climate Goal 3.1

LEA / School: Luis Munoz Marin School (015-1011)

Quantity: 1.00

Cost: $4,000.00

Line Item Total: $4,000.00

Total for 100 - Personal Services > Salaries:	$45,100.00
Total for all other Objects:	$154,900.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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200 - Personal Services > Employee Benefits - $654.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Afterschool Club - Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$232.00	
Line Item Total:	$232.00	
Object:	200 - Personal Services > Employee Benefits	Parent Engagement - Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$183.00	
Line Item Total:	$183.00	
Object:	200 - Personal Services > Employee Benefits	Attendance Monitor Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$181.00	
Line Item Total:	$181.00	
Object:	200 - Personal Services > Employee	Afterschool Club Musical - Stipends Fringe

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	Benefits
Purpose:	01 - Public School Activities
Focus Area:	Climate Goal 3.1
LEA / School:	Luis Munoz Marin School (015-1011)
Quantity:	1.00
Cost:	$58.00
Line Item Total:	$58.00

Total for 200 - Personal Services > Employee Benefits:	$654.00
Total for all other Objects:	$199,346.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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300 - Purchased Professional and Technical Services - $95,500.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	WONDERS LITERACY COACHING: 14 DAYS X $3,500/DAY
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$49,000.00	
Line Item Total:	$49,000.00	
Object:	300 - Purchased Professional and Technical Services	HMH MATH COACHING: 12 DAYS X $3,500/SESSION
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$42,000.00	
Line Item Total:	$42,000.00	
Object:	300 - Purchased Professional and Technical Services	RESTORATIVE PRACTICES PROFESSIONAL DEVELOPMENT - EFFECTIVE SCHOOL SOLUTIONS: 3 DAYS X $1,500/DAY
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$4,500.00	
Line Item Total:	$4,500.00	

Total for 300 - Purchased Professional and Technical Services: $95,500.00

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Total for all other Objects:	$104,500.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

500 - Other Purchased Services - $37,484.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	BUILDING SUBSITUTE: COVERAGE FOR COACHING DAYS ($189/DAY X 156 DAYS)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$29,484.00	
Line Item Total:	$29,484.00	
Object:	500 - Other Purchased Services	FIELD TRIPS: TRANSPORTATION, HS, COLLEGES, ZOO), ETC.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$8,000.00	
Line Item Total:	$8,000.00	

Total for 500 - Other Purchased Services:	$37,484.00
Total for all other Objects:	$162,516.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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600 - Supplies - $21,262.00

Budget Detail		Narrative Description
Object:	600 - Supplies	WIRELESS COMBO LAVALIER AND HANDHELD MICROPHONE SYSTEM
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$6,700.00	
Line Item Total:	$6,700.00	
Object:	600 - Supplies	INSTRUCTIONAL MATERIALS: CHART PAPER, MARKERS, PENCILS, PENS, ATTENDANCE INCENTIVES, CERTIFICATES, AWARDS, ETC.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$4,562.00	
Line Item Total:	$4,562.00	
Object:	600 - Supplies	AFTERSCHOOL CLUB SUPPLIES: BASKETBALLS, BOARD GAMES, PAPER, ETC.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$3,000.00	
Line Item Total:	$3,000.00	
Object:	600 - Supplies	PARENT ENGAGEMENT SUPPLIES: PAPER PLATES, TICKETS, WATERS, SPEAKER, TABLECLOTHS, ETC.
Purpose:	01 - Public School Activities	
Focus Area:		

Climate Goal 3.1

LEA / School: Luis Munoz Marin School (015-1011)

Quantity: 1.00

Cost: $3,000.00

Line Item Total: $3,000.00

Object: 600 - Supplies

Purpose: 01 - Public School Activities

Focus Area: Climate Goal 3.1

LEA / School: Luis Munoz Marin School (015-1011)

Quantity: 1.00

Cost: $2,500.00

Line Item Total: $2,500.00

MUSICAL THEATER SUPPLIES: PLAYWRIGHT, PROPS, HEADSETS, BATTERIES, PAINT, PAPER, CRAFTS, MAKEUP, COSTUMES, ETC.

Object: 600 - Supplies

Purpose: 01 - Public School Activities

Focus Area: Climate Goal 3.1

LEA / School: Luis Munoz Marin School (015-1011)

Quantity: 1.00

Cost: $1,500.00

Line Item Total: $1,500.00

TEACHER PD RESOURCES: RESTORATIVE PRACTICE MATERIALS

Total for 600 - Supplies:	$21,262.00
Total for all other Objects:	$178,738.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Filter by Location: All - $200,000.00

Object / Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries	45,100.00	45,100.00
200 - Personal Services > Employee Benefits	654.00	654.00
300 - Purchased Professional and Technical Services	95,500.00	95,500.00
500 - Other Purchased Services	37,484.00	37,484.00
600 - Supplies	21,262.00	21,262.00
Total	200,000.00	200,000.00
	Allocation	200,000.00
	Remaining	0.00

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Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Luis Munoz Marin School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

Required Documents

Type	Document Template	Document/Link
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Paul Laurence Dunbar School (015-4111) - Public School

Principal's Name:	*	Dr. Sarah-Jane Henry
Principal's Email:	*	shenry@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	PK-8
Student Enrollment	370.00
Percentage Eligible for Free/Reduced Price Meals	92.4 %
Percentage of Students with Disabilities	21.1 %
Percentage of English Language/Multilingual (EL/ML) Learners	32.7 %
Percentage of Students Chronically Absent	40.5 %
Suspension/Expulsion Rate	5.40
Classroom Teacher Attendance (Average FTE Days Absent)	20.20
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	71.40
High School Only: Demonstrating Postsecondary Readiness	

ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	67.30
Smarter Balanced Growth ELA	85.30
School Performance Index (SPI) for Math	65.90
Smarter Balanced Growth - Math	86.70
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	75.70
LAS Links Growth - Literacy	
LAS Links Growth - Oral	
Chronic Absenteeism	8.90
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

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Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
05/26/2026	Distribution of supplies	Internal Leadership Team: Principal, Assistant Principal, teacher, social worker, and home school coordinator	Needs Assessment Rubric provided to the internal leadership team; collaborative completion of assessment.
06/29/2026	In-Person	Assistant Principal & Principal	Aligned needs assessment with FY27 plan and broader school improvement goals.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

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Talent Indicators	Assessment Score	Evidence	Reasoning

EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	3. Proficient	At Dunbar, a deliberate and systematic approach is in place to proactively recognize, develop, and retain exemplary staff members. Through ongoing instructional leadership, frequent classroom-based feedback, and meaningful opportunities for professional growth, teachers feel both supported and valued. As a result, staff morale has reached a new high, and teachers are motivated to continue refining their practice. We are experiencing 100% retention, with no teacher turnover this year.	This year, our intentional and thoughtful approach to supporting staff has resulted in zero teacher turnover. By prioritizing strong relationships, responsive leadership, and meaningful professional support, we have created a stable and positive working environment where teachers feel valued and empowered to stay – we plan to continue this work into the 2026-2027 school year.
1.2 Evaluation & Coaching Systems	2. Developing	We are strategically using our school achievement data to design purposeful, targeted professional development. While we will sustain our strong emphasis on ELA, we are also expanding our focus to include robust math supports, ensuring teachers have the tools and training needed to accelerate student learning across both disciplines.	High-quality instruction requires ongoing support. Academic coaching and feedback are critical components of our improvement efforts, ensuring that teachers receive targeted, job-embedded guidance aligned to student data. This focused support builds teacher capacity, strengthens instructional consistency, and drives improved outcomes for all students.

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1.3 Professional Learning Plan	2. Developing	To support sustained growth and ensure effective implementation, professional development will follow a structured, cyclical model that includes: Initial Learning by introducing high-impact instructional strategies and practices; Implementation Support by providing coaching, modeling, and opportunities for collaborative planning; Reflection and Feedback through collectively assessing impact and gathering staff input to refine practice; and Follow-Up Learning through reinforcing and deepening understanding to promote long-term application. This continuous improvement cycle is designed to build teacher capacity, strengthen instructional practice, and ensure all educators are equipped to meet the diverse learning needs of students, ultimately leading to improved student outcomes.	The Dunbar School professional learning plan will be strategically aligned to educator needs identified through student achievement data, classroom walkthroughs, and ongoing staff collaboration. This ensures all professional development is targeted, relevant, and responsive to instructional priorities.
1.4 Leadership	2. Developing	Leadership at Dunbar School is stabilizing, with both the principal and assistant principal returning to continue this work. This marks the first time in five years that both members of the leadership team are remaining in place, providing critical consistency, coherence, and accountability.	This stability strengthens the school's ability to sustain improvement efforts, deepen instructional practices, and maintain a clear, aligned vision focused on improving outcomes for all students.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**

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EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	3. Proficient	Dunbar School is implementing all district-adopted curriculum materials in Math, ELA, and Science with fidelity. Instruction is guided by the pacing frameworks established by district leadership to ensure consistency, coherence, and alignment across classrooms.	This adherence ensures that all students have access to grade-level content and high-quality, standards-aligned instruction, while also supporting teachers in delivering a consistent and rigorous instructional program.
2.2 Instructional Framework	2. Developing	Implementation of the instructional framework currently varies across classrooms. Classroom observations indicate that newer teachers are consistently following the framework, while some veteran teachers are drawing on their experience to target specific student skill gaps in more individualized ways.	To ensure consistency and maximize impact across all classrooms, we will strengthen expectations around faithful implementation of the instructional frameworks through ongoing coaching, feedback, and monitoring. This targeted support will reinforce best practices, promote instructional alignment, and ensure all students benefit from a coherent, high-quality instructional approach.

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2.3 Differentiation & Supports for Diverse Learners	2. Developing	Classroom observations indicate that effective differentiation is evident in some grade levels; however, there is a need to strengthen differentiation practices at the middle school level, particularly in supporting Multilingual Learners (MLL).	To address gaps in differentiation practices, the school will prioritize targeted support for differentiated instruction through coaching, planning, and aligned professional learning. In addition, a new MTSS (Multi-Tiered System of Supports) framework will be implemented in the upcoming school year to ensure a systematic, data-driven approach to meeting the academic and instructional needs of all students.
2.4 Assessment Practices & Data Use	2. Developing	Data use and assessment practices currently vary across grade levels. Some teams engage in consistent, collaborative analysis of student data, while others tend to review data more independently.	Strengthening the use of common planning time for structured, collaborative data review will be a key priority. This will ensure that all teams are using student data consistently to inform instruction, identify trends, and plan targeted supports to improve student outcomes across the school.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***

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3.1 School Environment	2. Developing	The school environment is somewhat welcoming and engaging, and the classroom environments vary based on the faculty. The bulletin boards are changed inconsistently. Some spaces are neatly organized while other require upgrades.	Creating a new, welcoming school environment is a vital part of fostering a positive and engaging atmosphere for students, staff, and families. At Dunbar, we are committed to transforming our building into a space that is bright, colorful, neat, and clean, reflecting the pride we take in our school community. Special attention will be given to the areas where students enter the building, to make it more warm and welcoming. These enhancements are designed to create a sense of excitement and belonging from the moment students walk through the doors, reinforcing school spirit and a shared commitment to excellence.
3.2 Attendance	1. Below Standard	Chronic absenteeism continues to be a significant challenge at Dunbar School and remains a priority area for improvement. To address this, the school will continue to partner closely with families through ongoing communication and meetings to emphasize the importance of consistent attendance.	Creating and implement targeted incentives to recognize and encourage consistent attendance among both students and staff. To further support this effort, there will be a strong focus on increasing student engagement through the delivery of rigorous, hands-on, and meaningful learning experiences that motivate students to attend and participate daily. Through these combined strategies, we aim to improve attendance rates and ensure students are consistently present to benefit from high-quality instruction.

3.3 Behavioral Management	1. Below Standard	Dunbar School is shifting from a reliance on punitive discipline practices to a more restorative approach to student support. This shift reflects our commitment to building a positive, inclusive school culture that prioritizes relationships, accountability, and student growth.	Teachers received initial training in restorative practices during the 2025–2026 school year, and this work will continue with ongoing professional learning and coaching to ensure consistent implementation across classrooms. In addition, the school will strengthen its focus on Positive Behavioral Interventions and Supports (PBIS) by intentionally recognizing and rewarding positive student behavior. This balanced approach—combining restorative practices with proactive recognition—will support improved student behavior, stronger relationships, and a more supportive learning environment for all students.
3.4 Equitable Partnerships with Stakeholders	2. Developing	While Dunbar School has made progress in strengthening family and community partnerships, there is still important work to be done. Increased stability in school leadership has played a key role in building trust and fostering stronger relationships with families.	We are prioritizing clear and consistent communication to ensure families and staff are well-informed and able to engage proactively. This includes expanding our use of communication tools, such as social media, to share updates, celebrate successes, and strengthen the school's presence in the community. Through consistent leadership and improved, transparent communication, we aim to deepen engagement, build a stronger school reputation, and foster meaningful partnerships that support student success.
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***

4.1 Scheduling Structures	3. Proficient	The Dunbar School schedule for the upcoming year is fully aligned with state and district requirements for instructional time, ensuring all students receive the mandated learning opportunities necessary for academic success	The schedule is intentionally designed to maximize the effectiveness of instructional time. Time allocations are strategically aligned to student needs to support high-quality instruction, differentiation during the WIN Block, and a balanced learning experience that promotes growth and success for all students
4.2 Use of Time	2. Developing	Through intentional scheduling, targeted professional development, and the use of tools that support differentiated instruction, we are creating a learning environment where every minute is purposeful. This focused approach to time management ensures that instructional time is maximized to effectively meet the academic and developmental needs of all students.	By building teacher capacity in differentiation and intentionally using the WIN (What I Need) Block, we ensure that students receive targeted, timely support during the school day. This designated instructional time allows teachers to respond directly to student data, providing focused intervention, enrichment, or skill-based instruction as needed. Through professional learning and ongoing support, teachers will be equipped to effectively use the WIN Block to meet diverse learner needs and accelerate student growth.
4.3 Technology, Facilities, & Operational Planning	2. Developing	Dunbar School has established a comprehensive technology collection and distribution plan to ensure greater accountability for devices and instructional materials. This system provides clear procedures for tracking, maintaining, and managing resources, helping to preserve equipment and ensure equitable access for all students.	The school is prioritizing critical facility improvements, including painting and addressing outdated or damaged infrastructure. These efforts are aimed at creating a safer, more welcoming, and student-centered environment that supports teaching, learning, and overall school pride.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* Scheduling Structures	Allocating a consistent 90-minute ELA block and 60-minute Math block ensures students have dedicated, uninterrupted time to deeply engage with core content and develop essential skills. This structure supports the implementation of high-impact instructional practices, including small group instruction, guided practice, and ongoing formative assessment. In addition, the inclusion of a daily WIN (What I Need) Block provides intentional time for differentiation, ensuring that every student receives targeted support or enrichment aligned to their individual learning needs. This focused approach enables teachers to address skill gaps, reinforce key concepts, and extend learning for advanced students, ultimately accelerating academic growth for all learners.	Grades K-8 have a 90-minute ELA Block which includes 60 minutes of tier 1 instruction, followed by a 30-minute WIN Block. Grades K-8 have a 90-minute Math Block which includes 60 minutes of tier 1 instruction, followed by a 30-minute WIN Block.
Curriculum & Academic Planning	Dunbar School has experienced challenges with inconsistent professional development and uneven implementation of curriculum resources, impacting instructional quality and student outcomes. To address this, we are taking intentional steps to ensure consistent, high-fidelity use of curriculum materials and instructional frameworks across all classrooms. We are focused on our newer teachers who may not have had access to certain trainings and curriculum work.	Student achievement data underscores the importance of this effort. DIBELS results show that at the beginning of the year, 62% of students were performing well below benchmark, but by the end of the year, that percentage had decreased to 39%, demonstrating meaningful growth in literacy skills. Additionally, the percentage of students performing at or above benchmark increased from 26% at the beginning of the year to 46% at the end of the year.

Hiring and Recruitment	Dunbar School prioritized the recruitment of high-quality educators and intentionally provided strong, ongoing support to ensure their success. As a result, the school experienced zero teacher turnover this year. This stability is a significant milestone and will provide students with the consistency and continuity necessary to build strong relationships, maintain instructional momentum, and support sustained academic growth.	All our teachers are returning for the 2026-2027 School year, providing consistency for students and a return on our professional development/coaching investment.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* Attendance & Behavioral Management	During the 25-26 school year, Dunbar established a clear foundation of expectations and systems, which the school will continue to strengthen through consistent implementation. Moving forward, daily attendance will be tracked using a standardized and reliable process to ensure accuracy, timeliness, and meaningful action. In addition, targeted interventions will support students experiencing chronic absenteeism, while incentive programs will be introduced to recognize and encourage strong attendance. These efforts, tailored to meet the needs of different student groups, aim to build a culture of accountability, engagement, and shared responsibility. Similarly, inconsistent leadership over the past 5 years has contributed to unclear expectations for students, which has, at times, resulted in behavioral challenges and impacted overall school culture and student outcomes. With a stable foundation now in place, we are committed to maintaining consistency in both expectations and practices. Through the implementation of restorative approaches, reinforcement of the code of conduct, and the establishment of clear, school-wide expectations across all grade levels, we will continue to build a supportive and structured environment. These efforts are designed to foster trust, strengthen accountability, and ensure that every student feels respected, supported, and empowered to succeed.	Positive & Inviting School Climate
Equitable Partnerships with Stakeholders	With greater consistency in classroom staffing now established, we are better positioned to plan, coordinate, and implement engaging school-wide events and initiatives. This stability allows us to build and sustain meaningful partnerships with families and community stakeholders, grounded in strong, trusting relationships. As a result, we want to intentionally elevate stakeholder voice and input, ensuring that our efforts reflect the needs and strengths of our school community. These strengthened partnerships will support a more connected, collaborative environment that enhances student experiences and outcomes.	Positive & Inviting School Climate
Leadership	Due to circumstances beyond our control last year, Dunbar School experienced disruptions in leadership that impacted consistency and momentum across the building. With a stable leadership structure now in place, we are excited to move forward with a renewed focus on refining and strengthening our leadership practices. This year, our priority is to sharpen our focus on core academics while intentionally building a positive and inclusive school culture. Through consistent leadership and aligned practices, we aim to drive measurable improvements in academic outcomes, reduce chronic absenteeism, and reinforce clear behavioral expectations for all students.	School Leadership Quality & Diversity

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Dunbar's SPI in ELA will increase from 41.6 in 2025-26 to 67.3 in 2026-2027.
National/State Benchmark Goal #2	* By June 2027, Dunbar's SPI in Math will increase from 38.1 in 2025-26 to 65.9 in 2026-2027.
National/State Benchmark Goal #3 (optional)	By June 2027, Dunbar's chronic absenteeism will decrease from 40.5% in 2025-26 to 8.9% in 2026-27.

Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, 75% of grade K-3 students will meet their composite score target as defined by DIBELS.
Internal Benchmark Goal #5	* By June 2027, the average percentage of growth targets achieved in mathematics on the school's SBAC will increase from 48.1% in 2025–26 to 53.1% in 2026–27.
Internal Benchmark Goal #6 (optional)	By June 2027, 70% of all students will meet their NGSS science education goal.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Paul Laurence Dunbar School (015-4111) - Public School

Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1	1.1 Professional Learning Plan To strengthen academic rigor and better support the diverse learning needs of all students, Dunbar has established a strong foundation for a comprehensive professional learning plan in collaboration with high-quality, evidence-based instructional programs. Building on this groundwork, our focus now is on consistent implementation with fidelity across all classrooms. Teachers will engage in targeted professional learning through Wonders, Hill for Literacy and HMH Math PD, with an emphasis on foundational literacy & math skills, reading comprehension, and differentiated instructional strategies to meet a wide range of student needs. To ensure this work is meaningful and sustained, substitutes will be provided through Kelly Services so that classroom instruction remains uninterrupted while staff participate in job-embedded coaching and dedicated time with academic coaches. Through this structured and consistent approach, we will deepen instructional practices, but our data driven decision making skills and drive improved student outcomes.	Goal #1 Goal #5	Kraft, Blazar, & Hogan (2018) Title: The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence Journal: Review of Educational Research Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	HILL FOR LITERACY COACHING: 7 DAYS X $1,800/DAY HMH COACHING: 6 DAYS X $3,500/DAY WONDERS COACHING: 2 DAYS X $3,500/DAY SUBSTITUTE SERVICES FOR PD/COACHING RELIEF (15 DAYS X $189/DAY)	$ 43,435.00

1.2		Select... / Select...	Evidence Base: Select...		$ 0.00
1.3		Select... / Select...	Evidence Base: Select...		$ 0.00
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1 Differentiation and Support for Diverse Learners. Dunbar has begun building a strong foundation to strengthen instructional time and better support diverse learners, directly responding to needs identified in the initial assessment. This work is now underway and positioned for continued expansion. As a next step, Dunbar will further enhance its staffing structure by adding a third co-teacher to support	Goal #2 / Goal #6	Vembye, Weiss, & Hamilton Bhat (2024) Title: The Effects of Co-Teaching and Related Collaborative Models of Instruction on Student Achievement: A Systematic Review and Meta-Analysis Journal: Review of Educational Research (top-tier, peer-reviewed) Goal #1, Goal #2, Goal #4, Goal #5, Goal #6 Evidence Base: Strong	3 – INTERVENTIONISTS/CO-TEACHERS ACADEMIC SUPPLIES FOR CLASSROOMS SUPPLIES: OUTDOOR CLASSROOM	$ 95,827.00

	instruction during What I Need (WIN) blocks in both ELA and Math. Building on current practices, these 3 co-teachers will deepen targeted small-group instruction, strengthen MTSS implementation through Tier II and Tier III interventions, and expand systems for ongoing progress monitoring and data-driven decision-making. Their work will continue to address key skill areas, including phonemic awareness, decoding, fluency, fact fluency, and overall automaticity. Dunbar has also begun enriching instructional experiences by completing phase one of building an outdoor space into a dedicated classroom, establishing the groundwork for hands-on, inquiry-based learning. Moving forward, this space will be fully implemented for both whole-group and small-group instruction, strengthening NGSS-aligned outcomes in grades 5 and 8. The science teachers will build on this foundation by rotating use of the space to deliver engaging, standards-aligned instruction. In addition, teacher leaders have initiated plans for a garden club that will expand access for all students, reinforcing scientific learning while promoting environmental stewardship through active participation in planting and maintaining a school garden. With the outdoor space open, we have noticed a strong SEL environment where students are using the space to take breaks when dysregulated and find some peace outside. Moreover, removing barriers for teachers by providing supplemental consumable materials such as paper, pens, and folders has been welcomed and will continue.					

2.2		Select... / Select...	Evidence Base: Select...		$ 0.00
2.3		Select... / Select...	Evidence Base: Select...		$ 0.00
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1 Behavioral Management. While district survey data indicates that Dunbar has made meaningful progress in strengthening school culture over the past year, we recognize that this work must remain a sustained and intentional focus. Building on this progress, the school is committed to continuing to cultivate a positive, inclusive, and supportive environment for all students. We believe that a strong	Goal #3 / Select...	Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. Evidence Base: Strong		$ 24,370.00

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	will continue implementing a range of PBIS attendance initiatives - including a school store and school branding efforts - to encourage daily attendance and reinforce positive behavior. Together, these strategies are designed to strengthen school culture, increase student engagement, and reduce chronic absenteeism through consistent, aligned, and sustainable schoolwide practices.				
3.2 3.2 Student Attendance. A school		Goal #3 Select...	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd. Evidence Base: Strong	1 – ATTENDANCE MONITOR AFTERSCHOOL CLUB STIPENDS X 10 PEOPLE FIELD TRIPS: TRANSPORTATION/ENTRANCE FEES	$ 31,557.00

	5.2: Student Attendance: A school Attendance Monitor will support the continuous review of student daily attendance and will take the lead on efforts to remove barriers to family communication and connection to the school. In addition, Dunbar will offer afterschool clubs and field trips for students to support positive student participation that will contribute to building a culture of positive student engagement. School based clubs will focus both on the development of instructional and social skills to support developmentally appropriate of skills to encourage positive contributions to the overall school and classroom setting. Teacher leaders will receive a stipend for facilitating these clubs, and funds will be set aside to coordinate afterschool field trips, student engagement communication, parent engagement with afterschool events, and afterschool resources. Field trips will be taken by students in grades 5, 6, 7, and 8 to the Norwalk Aquarium, Mystic Aquarium, Connecticut Science Center, Peabody Museum, and other locations, should time and funding allow. Approximately 200 students are expected to attend each trip, all aligned to Connecticut Science Standards and designed and approved in collaboration between the Principal and BPS' Executive Director of School Leadership.				
Specific Operations Priority and Strategy		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority**
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					Please Note: this cost is automatically populated based on information provided on the Budget page.
Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.		*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000
4.1	4.1 Classroom Technology. To build	Goal #2	Oakes, J., & Saunders, M. (2002). Access to textbooks, instructional materials, equipment, and technology: Inadequacy and inequality in California's public schools. Goal #1, Goal #2, Goal #4, Goal #5, Goal #6	CLASSROOM TECHNOLOGY UPDATES: STUDENT CHROMEBOOKS	$ 4,811.00

	4.1 Classroom Technology: To build on the foundation already established, continued investment in updated devices, reliable technology infrastructure, and essential classroom materials is critical. The school will also purchase student Chromebooks to support classroom technology updates and ensure that students have consistent access to current, functional technology. Providing students and teachers with the necessary technology and instructional supplies will enhance engagement, support differentiated instruction, and enable the effective implementation of targeted intervention strategies. Addressing these needs is essential to creating supportive, technology-rich learning environments that provide all students with the tools they need to achieve sustained academic success.	Goal #4	Evidence Base: Strong		

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Paul Laurence Dunbar School (015-4111) - Public School

Object		Total
100 - Personal Services > Salaries		$114,100.00
200 - Personal Services > Employee Benefits		$1,654.00
300 - Purchased Professional and Technical Services		$40,600.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$18,835.00
600 - Supplies		$24,811.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Paul Laurence Dunbar School (015-4111) - Public School

100 - Personal Services > Salaries - $114,100.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Interventionst/Co-Teacher: 3 persons x 120 days x $235/day
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$84,600.00	
Line Item Total:	$84,600.00	
Object:	100 - Personal Services > Salaries	Attendance Monitor: 1 Monitor x 150 days x 3hrs x $25/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$11,250.00	
Line Item Total:	$11,250.00	
Object:	100 - Personal Services > Salaries	Afterschool Club - Stipends: 10 Stipends x $1,000/person
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	
Object:	100 - Personal Services > Salaries	Summer Student Support Institute - 15 Staff x 20hrs x $27.50/hr = $8,250

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Purpose:	01 - Public School Activities
Focus Area:	Climate Goal 3.1
LEA / School:	Paul Laurence Dunbar School (015-4111)
Quantity:	1.00
Cost:	$8,250.00
Line Item Total:	$8,250.00

Total for 100 - Personal Services > Salaries:	$114,100.00
Total for all other Objects:	$85,900.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Paul Laurence Dunbar School (015-4111) - Public School

200 - Personal Services > Employee Benefits - $1,654.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Interventionst/Co-Teachers Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$1,227.00	
Line Item Total:	$1,227.00	
Object:	200 - Personal Services > Employee Benefits	Attendance Monitor Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$162.00	
Line Item Total:	$162.00	
Object:	200 - Personal Services > Employee Benefits	Afterschool Club - Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$145.00	

Line Item Total:	$145.00

Object:	200 - Personal Services > Employee Benefits
Purpose:	01 - Public School Activities
Focus Area:	Climate Goal 3.1
LEA / School:	Paul Laurence Dunbar School (015-4111)
Quantity:	1.00
Cost:	$120.00
Line Item Total:	$120.00

Summer Student Support Institute Staff Fringe

Total for 200 - Personal Services > Employee Benefits:	$1,654.00
Total for all other Objects:	$198,346.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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300 - Purchased Professional and Technical Services - $40,600.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	HMH COACHING: 6 DAYS X $3,500/DAY
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$21,000.00	
Line Item Total:	$21,000.00	
Object:	300 - Purchased Professional and Technical Services	HILL FOR LITERACY COACHING: 7 DAYS X $1,800/DAY
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$12,600.00	
Line Item Total:	$12,600.00	
Object:	300 - Purchased Professional and Technical Services	WONDERS COACHING: 2 DAYS X $3,500/DAY
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$7,000.00	

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Line Item Total:	$7,000.00		
		Total for 300 - Purchased Professional and Technical Services:	$40,600.00
		Total for all other Objects:	$159,400.00
		Total for all Objects:	$200,000.00
		Allocation:	$200,000.00
		Remaining:	$0.00

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500 - Other Purchased Services - $18,835.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	FIELD TRIPS: TRANSPORTATION/ENTRANCE FEES
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	
Object:	500 - Other Purchased Services	PREPARED FOOD: NON-ACADEMIC PARENTS/COMMUNITY EVENTS, CEREMONIES, BANQUETS, CELEBRATIONS, ACTIVITIES/OPEN HOUSE
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$6,000.00	
Line Item Total:	$6,000.00	
Object:	500 - Other Purchased Services	SUBSTITUTE SERVICES FOR PD/COACHING RELIEF (15 DAYS X $189/DAY)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$2,835.00	
Line Item Total:	$2,835.00	

Total for 500 - Other Purchased Services: $18,835.00

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Total for all other Objects:	$181,165.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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600 - Supplies - $24,811.00

Budget Detail		Narrative Description
Object:	600 - Supplies	ACADEMIC SUPPLIES FOR CLASSROOMS
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Object:	600 - Supplies	SUPPLIES: SCHOOL CULTURE/PBIS
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Object:	600 - Supplies	SUPPLIES: OUTDOOR CLASSROOM
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Object:	600 - Supplies	SUPPLIES: NON-ACADEMIC PARENTS/COMMUNITY EVENTS,

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Purpose:	01 - Public School Activities	CEREMONIES, BANQUETS, CELEBRATIONS, ACTIVITIES/OPEN HOUSE (3x/YR)
Focus Area:	Climate Goal 3.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Object:	600 - Supplies	CLASSROOM TECHNOLOGY UPDATES: STUDENT CHROMEBOOKS
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$4,811.00	
Line Item Total:	$4,811.00	

Total for 600 - Supplies:	$24,811.00
Total for all other Objects:	$175,189.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Filter by Location: All - $200,000.00

Purpose	01 - Public School Activities	Total
Object		
100 - Personal Services > Salaries	114,100.00	114,100.00
200 - Personal Services > Employee Benefits	1,654.00	1,654.00
300 - Purchased Professional and Technical Services	40,600.00	40,600.00
500 - Other Purchased Services	18,835.00	18,835.00
600 - Supplies	24,811.00	24,811.00
Total	200,000.00	200,000.00
	Allocation	200,000.00
	Remaining	0.00

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Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Paul Laurence Dunbar School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Paul Laurence Dunbar School (015-4111) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Paul Laurence Dunbar School (015-4111) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

Principal's Name:	*	Ronald Jones
Principal's Email:	*	rjones2@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	PK-8
Student Enrollment	291.00
Percentage Eligible for Free/Reduced Price Meals	92.8 %
Percentage of Students with Disabilities	32.6 %
Percentage of English Language/Multilingual (EL/ML) Learners	24.7 %
Percentage of Students Chronically Absent	38.8 %
Suspension/Expulsion Rate	10.10
Classroom Teacher Attendance (Average FTE Days Absent)	22.80
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	62.20
High School Only: Demonstrating Postsecondary Readiness	

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ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	67.40
Smarter Balanced Growth ELA	85.00
School Performance Index (SPI) for Math	66.00
Smarter Balanced Growth - Math	85.90
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	75.50
LAS Links Growth - Literacy	
LAS Links Growth - Oral	
Chronic Absenteeism	10.20
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

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Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
06/26/2026	In-Person	Principal, STEM Teacher, Music Teacher, Custodian, Secretary	The needs assessment was used to brainstorm specific needs for Wilbur Cross School.
07/01/2026	In-Person	Principal, Assistant Principal, Secretary, Security Guard	The needs assessment was used to brainstorm specific needs for Wilbur Cross School.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

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Talent Indicators	Assessment Score	Evidence	Reasoning

EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	3. Proficient	Little staff is turnover noted, with limited retention strategies currently in place.	Some turnover within our school may be attributed to the complex demands of serving a high-needs student population. The school's high percentages of students experiencing economic hardship, students with disabilities, multilingual learners, and chronically absent students require intensive instructional, behavioral, and social-emotional supports. Additionally, our CSI designation and ongoing accountability expectations place increased demands on staff. While turnover can create challenges, it also provides opportunities to recruit educators who are committed to our mission, bring specialized skills, and contribute to our continuous improvement efforts.
1.2 Evaluation & Coaching Systems	2. Developing	Coaching cycles are in place, but they are not fully aligned with schoolwide priorities.	The school's evaluation and coaching systems continue to develop as we work to ensure consistent coaching cycles, timely feedback, data-driven goal setting, and ongoing progress monitoring for all educators. While classroom observations occur regularly, greater consistency in implementation and follow-up will strengthen instructional improvement and teacher growth

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1.3 Professional Learning Plan	2. Developing	Professional learning is offered but is not always job-embedded or individualized.	The professional learning plan is still developing as the school continues to build a more cohesive system that aligns professional development with educator needs, student performance data, and school improvement goals. Future work will focus on sustained learning, embedded coaching, and measuring the impact of professional learning on instructional practice and student outcomes.
1.4 Leadership	2. Developing	A school leadership team is being recruited and school improvement goals will be identified.	The school has to re-recruit a leadership team and identify improvement goals using school data and stakeholder input. The focus is to implement action plans, monitoring progress, and build consistent systems to achieve sustained improvement.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	2. Developing	Standards-based curriculum exists, but is not implemented with fidelity.	Curriculum and academic programming are still being strengthened because implementation is not yet consistent across classrooms. The school will continue to support educators through coaching, professional learning, collaborative planning, and instructional monitoring to ensure district curriculum and evidence-based instructional practices are implemented with fidelity.

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2.2 Instructional Framework	2. Developing	Instructional tasks are primarily teacher-centered.	The school's instructional framework remains primarily teacher-centered as educators continue to build capacity in implementing student-centered instructional practices. Professional learning and coaching will focus on increasing student engagement, academic discourse, inquiry-based learning, and opportunities for students to take an active role in the learning process.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	A MTSS framework is partially implemented; EL/ML supports are inconsistent.	Differentiation and support for diverse learners are partially implemented because instructional strategies and interventions are not yet consistently embedded across classrooms. Supports for multilingual learners vary in implementation, resulting in inconsistent access to language development and grade-level instruction. The school will strengthen instructional practices through targeted professional learning, coaching, collaborative planning, and regular monitoring to ensure all students receive equitable, high-quality support.
2.4 Assessment Practices & Data Use	2. Developing	Data teams need to be restructured. The use of assessment data is inconsistent across grade levels.	Assessment practices and the use of data are still developing as the school works to establish consistent assessment practices, collaborative data analysis, and data-driven instructional decision-making across all grade levels. Continued professional learning and coaching will strengthen teachers' ability to use assessment data to plan instruction, monitor student progress, and provide timely interventions.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**

EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***
3.1 School Environment	3. Proficient	School environment has shown some improvement.	The school environment is still developing as the school continues to strengthen the consistent implementation of behavior expectations, student engagement strategies, attendance supports, and positive school climate initiatives. Ongoing collaboration with staff, students, and families will help foster a safe, inclusive, and supportive environment that promotes student success.
3.2 Attendance	2. Developing	Chronic absenteeism persists due to a lack of consistent attendance strategies.	Attendance improvement is still developing as the school continues to strengthen systems for monitoring attendance, engaging families, and implementing targeted interventions for students with chronic absenteeism. Ongoing data analysis, consistent follow-up, and collaboration with community partners will support improved student attendance and engagement.

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3.3 Behavioral Management	2. Developing	As of 6/25/26 Wilbur Cross has 306 students. In 25-26 Wilbur Cross had 33 Distinct Out-of-School Suspension (OSS) incidents resulting in 75 total OSS Days. There were 11 distinct In- School-Suspension (ISS) incidents, resulting in 15 total ISS days.	Behavior management is still developing as the school continues to strengthen the consistent implementation of schoolwide behavior expectations, positive behavior supports, and restorative practices. Ongoing professional learning, coaching, and the use of behavior data will help ensure consistent responses to student behavior and improve the overall school climate.
3.4 Equitable Partnerships with Stakeholders	2. Developing	Family engagement remains limited.	Equitable partnerships with stakeholders are still developing as the school continues to strengthen communication, family engagement, and collaboration with community partners. Efforts will focus on increasing participation, incorporating stakeholder feedback into decision-making, and ensuring all families have equitable opportunities to support student success.
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***
4.1 Scheduling Structures	3. Proficient	Instructional time meets state expectations, but can be revised to better address students' academic needs.	Scheduling structures are still developing as the school works to optimize the use of instructional time, intervention periods, teacher collaboration, and student support services. Ongoing review and refinement of the master schedule will help ensure that staffing, instructional priorities, and student needs are aligned to improve outcomes for all learners.
4.2 Use of Time	2. Developing	Instructional time is not always maximized.	The use of instructional time is still developing as the school continues to strengthen consistency in maximizing learning time, minimizing instructional interruptions, and increasing student engagement. Ongoing coaching, monitoring, and collaborative planning will support more effective use of instructional time to improve teaching and learning across all classrooms.

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4.3 Technology, Facilities, & Operational Planning	2. Developing	Technology integration is inconsistent across classrooms. Facilities are generally in good repair.	Technology, facilities, and operational planning are still developing as the school continues to improve technology integration, resource allocation, facility maintenance, and operational systems that support teaching and learning. Ongoing planning, monitoring, and collaboration with district partners will strengthen the school's capacity to provide safe, efficient, and equitable learning environments for all students.

Significant Strengths, Growth Areas and Resource Inequities

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	**Rationale**	**Data to Substantiate**
* Hiring, Recruitment, & Retention	The school maintains a high teacher retention rate due to a positive school culture, supportive leadership, opportunities for professional growth, and strong collaboration among staff. This stability strengthens instructional consistency, builds collective expertise, and supports continuous improvement efforts that benefit student learning.	100% of 2026-27 classrooms are staffed with certified teachers. Only 1 out of 16 classroom teachers transferred out of the building.
Scheduling Structures	Scheduling structures are a strength because the master schedule supports instructional priorities, student interventions, teacher collaboration, and specialized services.	The schedule at Wilbur Cross School meets all district requirements for the 2026-27 Master Schedule.
School Environment	The school environment is a strength because it promotes a safe, positive, and inclusive climate where students are supported academically, socially, and emotionally.	The suspension rate is below 10%, and school branding is visible throughout the building.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* Attendance	Chronic absenteeism continues to be driven by multiple barriers, including inconsistent attendance habits, family and health-related challenges, and inconsistent implementation of targeted attendance interventions. Attendance is a priority growth area because improving daily attendance will increase instructional time, strengthen student engagement, and improve academic achievement. The school will focus on early intervention, data-driven decision-making, family partnerships, and consistent attendance supports to reduce chronic absenteeism.	Positive & Inviting School Climate

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Differentiation & Supports for Diverse Learners	Differentiated instructional practices and targeted supports for diverse learners are implemented inconsistently across classrooms, resulting in variable access to grade-level instruction and interventions. Strengthening differentiation is a school priority because consistent use of data, scaffolds, accommodations, and evidence-based instructional strategies will improve outcomes for multilingual learners, students with disabilities, and all students with diverse learning needs. Professional learning, instructional coaching, and collaborative planning will build teacher capacity and ensure equitable access to rigorous instruction.	Student Supports & Intervention
Assessment Practices & Data Use	Teachers collect assessment data consistently, but the use of those data to drive instruction, differentiation, intervention, and progress monitoring is not yet consistent across classrooms. Strengthening assessment practices and data use will improve instructional decision-making, increase the effectiveness of interventions, and ensure that all students receive timely, targeted support. Ongoing professional learning, collaborative data analysis, and instructional coaching will help build a schoolwide culture of data-informed instruction.	Student Supports & Intervention

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Wilbur Cross School's ELA SPI will increase from 35.0 in 2025–26 to 67.4 in 2026–27.
National/State Benchmark Goal #2	* By June 2027, Wilbur Cross School's Math SPI will increase from 32.9 in 2025–26 to 66.0 in 2026–27.
National/State Benchmark Goal #3 (optional)	By June 2027, Wilbur Cross School's chronic absenteeism rate will decrease from 38.8% in 2025–26 to 10.2% in 2026–27.

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Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, 60% of grade students will meet their score target as defined by DIBELs and Reading Plus.
Internal Benchmark Goal #5	* By June 2027, 70% of all students will meet their District IAB and SBAC mathematics goal.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1	1.1. Professional Learning Plan. Cross will implement a comprehensive professional development plan in partnership with high-quality, evidence-based instructional programs. Teachers will engage in targeted professional learning from HMH, Wonders, and HILL for Literacy. HMH training will focus on deepening mathematics instruction through rigorous, standards-aligned practices, while HILL for Literacy and Wonders will provide training on foundational literacy skills, reading comprehension, and differentiated strategies to ensure all students - regardless of starting point - have access to high-quality instruction. Cross will pay for a PBIS Specialist long-term substitute to provide building coverage while instructors participate in professional development and coaching.	Goal #1 Goal #5	Effective Teacher Professional Development Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	HILL FOR LITERACY: $1,800/PER DAY x 7 DAYS HMH: $3,500/PER DAY x 8 DAYS WONDERS: $3,500/PER DAY x 8 DAYS LONG-TERM SUB: PBIS SPECIALIST FOR BUILDING COVERAGE DURING PD/COACHING - $295.87/PER DAY x 180 DAYS	$ 121,857.00
1.2		Select... Select...	Evidence Base: Select...		$ 0.00
1.3		Select... Select...	Evidence Base: Select...		$ 0.00

	Specific Academic Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Differentiation and Support for Diverse Learners. Cross will expand extended learning opportunities by hiring two tutors, one for ELA and one for Math to provide structured high-dosage tutoring for students in grades K-8. These sessions will offer both remediation for students who are struggling to meet grade-level standards and enrichment for those seeking advanced challenges, creating a more equitable and responsive academic support system.	Goal #2 Goal #4	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd. Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	2 TUTORS	$ 1,704.00
2.2		Select... Select...	Evidence Base: Select...		$ 0.00
2.3		Select...			$ 0.00

		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1. School Attendance. The needs assessment identified a high rate of chronic absenteeism, closely tied to a poorly defined and inconsistently implemented schoolwide behavior management plan and social-emotional learning (SEL) approach. To address this need, the school will hire an Attendance Support Liaison to actively follow up with chronically absent students and educate parents on the importance of consistent attendance. Cross will also pay an additional teacher to serve on the Attendance Team. To increase student connection and motivation, the school will expand after-school clubs that provide safe	Goal #3 Goal #4	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd. Goal #1, Goal #2, Goal #3, Goal #4, Goal #5 Evidence Base: Strong		$ 40,010.00

	after-school clubs that provide safe, engaging, and interest-driven opportunities for students. Teachers will receive stipends for leading these clubs, and funds will be allocated for materials to ensure high-quality, hands-on programming. Participation in after-school activities has been shown to improve student engagement, which in turn positively influences school attendance. To strengthen parent partnerships and improve communication with the goal of increasing student attendance, Cross will establish a dedicated Parent Engagement Team. The Parent Engagement Team will prioritize increasing family participation in school events through intentional outreach, culturally responsive practices, and strategic, multi-channel communication. Cross will invest in supplies and food needed for parent engagement events throughout the year. Efforts will be designed to ensure all families feel welcomed, informed, and empowered to engage in their child's education. To support continuous improvement, the school will systematically collect and analyze data related to parent outreach, participation, and communication effectiveness. These insights will be used to refine strategies, ensuring that families receive timely, relevant, and actionable information that supports student success and regular attendance.			1 – ATTENDANCE SUPPORT LIAISON AFTERSCHOOL STIPENDS X 8 PEOPLE PREPARED FOOD: PARENT ENGAGEMENT - 4 EVENTS/PER YEAR SUPPLIES: AFTER-SCHOOL CLUBS SUPPLIES: PARENT ENGAGEMENT EVENTS - 4 EVENTS/PER YEAR	
3.2		Goal #3	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd.	1 – CLIMATE COACH	$ 36,429.00

	3.2. Behavioral Management. Cross will strengthen schoolwide behavioral systems by establishing consistent Tier 1 expectations, as well as targeted Tier 2 and Tier 3 supports designed to minimize off-task behaviors and increase positive student-staff interactions. A Climate Coach will lead this work by providing professional development on Tier 1 behavioral management practices, equipping teachers with Tier 2 strategies for addressing challenging behaviors, and delivering training in restorative practices. In addition, systems will be created to regularly celebrate student and staff successes, reinforcing a positive and supportive school culture.				
		Select...	Evidence Base: Strong		
Specific Operations Priority and Strategy		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.		*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000
4.1		Select...			$ 0.00
		Select...	Evidence Base: Select...		

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

Object		Total
100 - Personal Services > Salaries		$65,120.00
200 - Personal Services > Employee Benefits		$4,381.00
300 - Purchased Professional and Technical Services		$68,600.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$55,257.00
600 - Supplies		$6,642.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

100 - Personal Services > Salaries - $65,120.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	1 Climate Coach: 1 Coach x 144 days x $235/day
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$33,840.00	
Line Item Total:	$33,840.00	
Object:	100 - Personal Services > Salaries	Attendance Support - Liaison: 1 Attendance Support x 180 days x 4hrs x $30/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$21,600.00	
Line Item Total:	$21,600.00	
Object:	100 - Personal Services > Salaries	Afterschool Club - Stipends: 8 Stipends x $1,000/person
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$8,000.00	
Line Item Total:	$8,000.00	
Object:	100 - Personal Services > Salaries	Tutors: 2 Tutors x 10 days x 2hrs x $42/hr
Purpose:	01 - Public School Activities	
Focus Area:		

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Academics Goal 2.1

LEA / School: Wilbur Cross School (015-3911)

Quantity: 1.00

Cost: $1,680.00

Line Item Total: $1,680.00

Total for 100 - Personal Services > Salaries:	$65,120.00
Total for all other Objects:	$134,880.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

200 - Personal Services > Employee Benefits - $4,381.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Climate Coach Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$2,589.00	
Line Item Total:	$2,589.00	
Object:	200 - Personal Services > Employee Benefits	Attendance Support - Liaison Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$1,652.00	
Line Item Total:	$1,652.00	
Object:	200 - Personal Services > Employee Benefits	Afterschool Club - Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$116.00	
Line Item Total:	$116.00	
Object:	200 - Personal Services > Employee	Tutors Fringe

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	Benefits
Purpose:	01 - Public School Activities
Focus Area:	Academics Goal 2.1
LEA / School:	Wilbur Cross School (015-3911)
Quantity:	1.00
Cost:	$24.00
Line Item Total:	$24.00

Total for 200 - Personal Services > Employee Benefits:	$4,381.00
Total for all other Objects:	$195,619.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

300 - Purchased Professional and Technical Services - $68,600.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	WONDERS: $3,500/PER DAY x 8 DAYS
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$28,000.00	
Line Item Total:	$28,000.00	
Object:	300 - Purchased Professional and Technical Services	HMH: $3,500/PER DAY x 8 DAYS
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$28,000.00	
Line Item Total:	$28,000.00	
Object:	300 - Purchased Professional and Technical Services	HILL FOR LITERACY: $1,800/PER DAY x 7 DAYS
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$12,600.00	
Line Item Total:	$12,600.00	

Total for 300 - Purchased Professional and Technical Services: $68,600.00

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Total for all other Objects:	$131,400.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

500 - Other Purchased Services - $55,257.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	LONG-TERM SUB: PBIS SPECIALIST FOR BUILDING COVERAGE DURING PD/COACHING - $295.87/PER DAY x 180 DAYS
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$53,257.00	
Line Item Total:	$53,257.00	
Object:	500 - Other Purchased Services	PREPARED FOOD: PARENT ENGAGEMENT - 4 EVENTS/PER YEAR
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$2,000.00	
Line Item Total:	$2,000.00	

Total for 500 - Other Purchased Services:	$55,257.00
Total for all other Objects:	$144,743.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

600 - Supplies - $6,642.00

Budget Detail		Narrative Description
Object:	600 - Supplies	SUPPLIES: AFTER-SCHOOL CLUBS
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$4,000.00	
Line Item Total:	$4,000.00	
Object:	600 - Supplies	SUPPLIES: PARENT ENGAGEMENT EVENTS - 4 EVENTS/PER YEAR
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$2,642.00	
Line Item Total:	$2,642.00	

Total for 600 - Supplies:	$6,642.00
Total for all other Objects:	$193,358.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

Filter by Location: All - $200,000.00

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		65,120.00	65,120.00
200 - Personal Services > Employee Benefits		4,381.00	4,381.00
300 - Purchased Professional and Technical Services		68,600.00	68,600.00
500 - Other Purchased Services		55,257.00	55,257.00
600 - Supplies		6,642.00	6,642.00
Total		200,000.00	200,000.00
		Allocation	200,000.00
		Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Wilbur Cross School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Allocations

Allocation Type (1)	Opportunity District ESSA SIG - TSI/Focus (20679)	Total
LEA	$177,267.00	$177,267.00
Total	$177,267.00	$177,267.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Contacts

Required Contacts	
Type	**Contact(s)**
ESSA SIG Contact [Select at least 1 contact(s)]	Hannah Whitley

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - District Level Questions and Guidance

Guidance and Instructions

The district must commit to using Title I, Part A, Section 1003 funding for its schools demonstrating the greatest need and the strongest commitment to using funding for improvement. The district must provide Title I, Part A, Section 1003 funding to selected schools for up to four years, which may include one year of planning. The minimum annual award for a Title I Turnaround School is $200,000. The minimum annual award for a Focus School is $50,000. The maximum annual award for any school is $500,000.

Complete a school application for Title I, Part A, Section 1003 School Improvement Grant funding by selecting the school from the drop-down list in the School Improvement Section. Complete the needs assessment, school plan and budget pages in the section for each of the schools selected by the district to receive funding.

Award of the Title I, Part A, Section 1003 School Improvement Grants requires the district to describe its strategy and structure to support school turnaround efforts at the district level.

Please note that prior to award of Section 1003 funds, the district must complete the district application and school plans; and, the district must submit, for CSDE approval, a school improvement plan for each school in the district identified as a Title I Turnaround School. These school improvement plans must be informed by performance on the CSDE long term goals (academic achievement for mathematics and literacy, graduation rate and English Learner proficiency); must include evidence-based interventions; must be based on school-level needs assessment; must identify resource inequities to be addressed in the plan; must be approved by the district and the state; and must be monitored periodically by the state during Opportunity District monitoring meetings. If a district's Turnaround School has been selected for Section 1003 funding, the school plan submitted with this application will serve as the school improvement plan.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - District Level Questions and Guidance

Section 1: District Capacity and Organizational Structure

* The district must demonstrate that it has the capacity and an intentional organizational structure to support turnaround efforts in its lowest-performing schools. Please provide a clear overview of the district's capacity and staffing structure to support its lowest performing schools. Specifically describe the supports and technical assistance provided by the district to its lowest performing schools.

Under the leadership of Interim Superintendent Dr. Royce Avery and Assistant Superintendent of Curriculum and Instruction Margaret Hughes, the district's organizational staff will work with each of the SIG schools, along with Executive Directors Sangeeta Bella and Dr. Christopher Siano. Additionally, the district's Directors/Content Area leads for ELA, Math, Science, and Early Childhood will work with the Chief of Special Education and Bilingual Education/World Languages. The Department of Data Management will assist schools with the retrieval of data and the alignment with specific content areas, as well as professional development.

Section 2: District Support for Development of School Improvement Plans

* The district must provide support for the development of school improvement plans for schools receiving Section 1003 funding. Please provide a clear overview of technical support provided to schools in the development of school improvement plans which include evidence-based interventions.

Each district school is mandated to create and abide by a School Improvement Plan. Under the supervision of the Executive Directors and the Assistant Superintendent of Curriculum and Instruction, each SIG school will work with a team of assembled school staff, students, and community team members to draft the school's plan. Additionally, through district-designed and provided professional development sessions, SIG building administrators and, as necessary, school leadership teams will have access to the team as mentioned above to learn and apply district-aligned teachings related to improving building academics, student, staff, and family social and emotional quotients, as well as how to enhance building climate and how to better utilize community wraparound services.

Section 3: Accountability and Monitoring Strategy

* The district must develop and implement tools and processes to create shared accountability for results at the school and district levels. Describe the district's systems, tools and processes it will use to monitor the fidelity of school plan implementation.

The Executive Directors consistently visits all SIG recipient schools. While grant implementation is not a formal evaluation process, it includes basic elements such as building management, academic improvement, and school climate improvement. During the school year, administrators receive informal evaluations to ensure that the noted grant programs are being implemented with fidelity. Any issues identified during these reviews will be addressed in real-time during the program's implementation. Additionally, at the end of each school year, funding is made available, and these grant plans will be utilized to evaluate the principal's ability to implement all the program's SMART goals fully.

Section 4: Review of External Partners.

* The district must use a rigorous review process to recruit, screen, select and evaluate any external partner with whom the district will partner to ensure that the external partner is working to implement evidence-based interventions. Describe the process the district used to recruit, screen, select and evaluate external partners.

For items greater than or equal to $25,000, principals are guided to identify either state and/or city-approved contractors. If available vendors cannot provide the necessary services, principals utilize informal bidding processes by which three quotes from viable providers are requested, with the most appropriate provider being chosen. Funding over $25,000 requires Requests for Proposals and a bid process where the best provider is chosen to complete the required tasks. Once a vendor is engaged, the principal evaluates the program's statement of work, overall objectives, and the terms and conditions of the agreement

to confirm that the noted tasks are completed accurately and by the specified dates/times. Vendors are paid via PO/invoicing processes. The principal must sign and acknowledge the invoices to confirm that the contracted work has been completed.

Section 5: Alignment of Resources

* The district must align other Federal, State and local resources to carry out activities supported with funds from Section 1003. Describe the district's strategy or approach to aligning all Federal, State and local resources to support school improvement and to address resource inequities.

The district utilizes federal, state, and local funding through a school-based budgeting model established for the School Improvement Grant and Commissioner's Network grants. This model empowers school staff to collaborate closely with the Assistant Superintendent of Curriculum and Instruction, Executive Directors, and the Department of Grants Development and Management (overseen by the Interim Superintendent) to effectively plan, manage, and allocate available resources. Implemented during the 2012-2013 school year, this strategy has enabled the district to support school improvement efforts better and address resource inequities. Using student enrollment data and a structured allocation model, the district determines appropriate staffing levels and identifies school-specific needs to ensure each school receives the services and resources required for success.

Section 6: Conditions for Success

* The district must secure optimal conditions and create policies and practices that enable school reform and provide site-based flexibility. Describe how the district will modify its practices and policies to allow schools additional autonomy in exchange for increased accountability and to allow for full implementation of the interventions outlined in the school plans.

As noted above, all School Improvement Grant principals will be monitored monthly and evaluated annually based on progress in four key areas: talent, academics, climate, and operations. While no formal changes to district evaluation policies are anticipated, the SIG grant plan will be incorporated as an informal component of each principal's performance review. The Academics Department - which includes the Assistant Superintendent of Curriculum and Instruction and the Executive Directors- will support this process by facilitating ongoing dialogue among SIG principals. These discussions will focus on sharing best practices, addressing identified growth areas, and aligning efforts with SMART goals for the upcoming year.

Section 7: School Budgets

* The district must commit to thoughtful and strategic resourcing, including investments in high-yield evidence-based interventions and efforts to promote sustainability. The Section 1003 funding must supplement, not supplant, State and local funds. Describe how the district will ensure that the low-performing schools receiving Section 1003 funding will continue to receive all Federal, State and local funding it would receive in the absences of additional funding from Section 1003.

All district schools with School Improvement Grants and Commissioner's Network grants utilize the aforementioned school-based budgeting model, which is grounded in empowerment and accountability at the school level. For the remaining schools with grant funding, the resource allocation system is equitable, uniform, and transparent, while retaining the flexibility to respond to school-specific needs. The model allows school-based decisions to deploy discretionary resources to meet school-specific needs. All federal, state, and local funding attributed to schools will not be reduced or modified due to the school's newly minted SIG school status. All services/programming/materials the schools receive under the school-based budgeting model will remain as is, and funds collected via the SIG program are considered supplemental.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - District Level Questions and Guidance

☑ *** 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.**

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

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	(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)	(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.
	(c)	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.
	(d)	The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
	(e)	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.
	(f)	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.
	(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 § 46a56; 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.	

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

Object		Total
100 - Personal Services > Salaries		$45,180.00
200 - Personal Services > Employee Benefits		$1,380.50
300 - Purchased Professional and Technical Services		$62,300.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$51,543.00
600 - Supplies		$16,863.50
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$177,267.00
	Allocation	$177,267.00
	Remaining	$0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

100 - Personal Services > Salaries - $45,180.00

Budget Detail	Narrative Description	
	Total for 100 - Personal Services > Salaries:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$177,267.00
	Remaining:	$177,267.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

200 - Personal Services > Employee Benefits - $1,380.50

Budget Detail	Narrative Description	
	Total for 200 - Personal Services > Employee Benefits:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$177,267.00
	Remaining:	$177,267.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

300 - Purchased Professional and Technical Services - $62,300.00

Budget Detail	Narrative Description	
	Total for 300 - Purchased Professional and Technical Services:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$177,267.00
	Remaining:	$177,267.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

500 - Other Purchased Services - $51,543.00

Budget Detail	Narrative Description	
	Total for 500 - Other Purchased Services:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$177,267.00
	Remaining:	$177,267.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

600 - Supplies - $16,863.50

Budget Detail	Narrative Description	
	Total for 600 - Supplies:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$177,267.00
	Remaining:	$177,267.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

Purpose Object	01 - Public School Activities	Total
100 - Personal Services > Salaries	45,180.00	45,180.00
200 - Personal Services > Employee Benefits	1,380.50	1,380.50
300 - Purchased Professional and Technical Services	62,300.00	62,300.00
500 - Other Purchased Services	51,543.00	51,543.00
600 - Supplies	16,863.50	16,863.50
Total	177,267.00	177,267.00
	Allocation	177,267.00
	Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Bridgeport Military Academy	$88,633.50	$0.00	$88,633.50	$88,633.50
Warren Harding High School	$88,633.50	$0.00	$88,633.50	$88,633.50
Total:	**$177,267.00**	**$0.00**	**$177,267.00**	**$177,267.00**

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Principal's Name:	*	Joseph Lipp
Principal's Email:	*	jlipp@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	9-12
Student Enrollment	246.00
Percentage Eligible for Free/Reduced Price Meals	90.7 %
Percentage of Students with Disabilities	23.2 %
Percentage of English Language/Multilingual (EL/ML) Learners	24.4 %
Percentage of Students Chronically Absent	25.9 %
Suspension/Expulsion Rate	42.90
Classroom Teacher Attendance (Average FTE Days Absent)	15.60
High School Only: College-and-Career-Readiness Course-Taking	73.60
Middle School & High School Only: On-Track to High School Graduation	91.60
High School Only: Demonstrating Postsecondary Readiness	24.00

ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	66.60
Smarter Balanced Growth ELA	
School Performance Index (SPI) for Math	65.50
Smarter Balanced Growth - Math	
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	77.10
LAS Links Growth - Literacy	85.80
LAS Links Growth - Oral	95.80
Chronic Absenteeism	9.10
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Targeted Support & Improvement/ Focus
* Reason for TSI/Focus Identification: High Needs Math, ELA, & Science Performance Index

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
06/03/2026	In Person	Senior teachers, Assistant Principal, and Principal	SAT, PSAT, NWEA, and Reading Plus Benchmark data were reviewed, showing significant improvement. Parents were informed via ParentSquare and at the most recent PSTO meeting.
06/12/2026	Conference	Principal, PTSO president	Assessment data and staff and student surveys were reviewed by the principal and PTSO president.
06/17/2026	In Person	All Staff	Plans for the School Improvement Plan were reviewed by staff

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

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Talent Indicators	Assessment Score	Evidence	Reasoning

EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	2. Developing	There is instability in college and career counseling at BMA. The district eliminated the school counselor position that had been added for the 2024–2025 school year. This reduction resulted in the loss of the third counselor assigned to the school within a two-year period, creating significant instability in the delivery of college, career, and social-emotional support services for students. students. There has also been difficulty recruiting World Language Teachers. Despite recruitment efforts, the school was unable to identify a qualified Spanish teacher for the 2025–2026 school year. Due to staffing constraints associated with the school's reorganization during that year, the position remained vacant, reducing students' access to world language coursework. Compensation challenges have also affected staff retention. Teacher salary scales in the district remain significantly lower than those offered by many neighboring districts. This disparity contributes to ongoing recruitment and retention challenges, increased staff turnover, and difficulty maintaining a stable and experienced teaching workforce.	The school has implemented elements of a teacher recruitment and retention plan, including mentoring and induction supports; however, these efforts have not been fully developed or consistently implemented. Persistent vacancies in high-need content areas, coupled with frequent turnover among support staff, have reduced continuity of instruction and student services. These challenges are further exacerbated by salary disparities between the district and neighboring communities, making it difficult to attract and retain qualified educators and leading some teachers to pursue higher-paying opportunities elsewhere. As a result, students experience disruptions in instructional consistency, support services, and relationship-building with school staff.

1.2 Evaluation & Coaching Systems	3. Proficient	Review of observation feedback samples indicates that instructional feedback is provided more consistently across staff, resulting inmprovement in levels of support for teacher growth and instructional improvement.	The the school is now using a comprehensive, consistently implemented evaluation and coaching system has resulted in more instructional support for teachers and improving the school's ability to systematically improve teaching and learning. Strengthening feedback mechanisms, coaching structures, and the alignment of professional growth activities to schoolwide goals will increase instructional effectiveness and support improved student outcomes.
1.3 Professional Learning Plan	2. Developing	Staff survey results reveal variability in both the frequency and quality of feedback received from administrators and instructional leaders, suggesting a lack of a coherent schoolwide approach to professional growth.	Although professional learning is scheduled, it is not focused or strategic. Collaborative planning time is often underutilized, and professional learning is not tailored to teacher or student needs. As a result, professional development does not consistently improve classroom practice.
1.4 Leadership	2. Developing	While coaching cycles are in place, they are not consistently aligned with school improvement priorities, instructional data, or identified areas of student need, limiting their effectiveness in driving instructional improvement. The school currently utilizes a limited number of evaluation and coaching tools, reducing the ability to collect comprehensive evidence of instructional practice and monitor educator growth over time. Inconsistent implementation of evaluation and coaching processes has led to uneven professional support across departments, limiting opportunities for teachers to receive timely feedback, refine instructional strategies, and strengthen student engagement and achievement.	While the school has a mission statement and some improvement goals, these are not consistently communicated or used to guide decision-making. The leadership team exists but has been ineffective due to inconsistent meetings and follow-through.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**

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EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	2. Developing	The district adopted standards-based curricula in ELA, math, and science during summer 2024. Standard pacing guides have been developed and aligned to state standards. Classroom expectations include anchor charts, word walls, and learning targets. Walkthroughs and observations confirm consistent use of curriculum resources.	Standards-based curricula are available across content areas and are implemented with fidelity. Classroom visuals reinforce learning expectations and are consistently referenced.
2.2 Instructional Framework	2. Developing	Instructional framework documents exist but are applied inconsistently. Walkthrough data shows variability in implementation of engagement strategies. Sample lesson plans lack higher-order thinking tasks. Student work samples demonstrate limited conceptual understanding.	Some elements of an instructional framework are in place, but they are not systematically applied. Instruction frequently focuses on low-level cognitive tasks with limited opportunities for critical thinking. Implementation requires greater depth and alignment to standards.

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2.3 Differentiation & Supports for Diverse Learners	2. Developing	Documented accommodations for multilingual learners are inconsistent. MTSS team meeting minutes often lack clear action items, tasks, or deadlines. Assessment data show significant performance gaps among subgroups. Classroom observations reveal one-size-fits-all instruction in many classrooms.	Differentiation is minimal and inconsistent, with little evidence of effective supports for multilingual learners. MTSS structures are underdeveloped, and subgroup achievement gaps remain significant.
2.4 Assessment Practices & Data Use	2. Developing	The school follows the district benchmark calendar, with a participation rate above 95%. Data team meetings occur inconsistently and lack structured agendas. PLCs do not consistently receive data team outputs. Teachers use embedded assessments (e.g., exit tickets), but usage varies across grade levels and subjects.	Assessment tools are used to check for understanding, and district benchmarks are administered reliably. However, inconsistent data team practices and limited sharing of results reduce the impact of assessment on instruction.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***

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3.1 School Environment	1. Below Standard	The school has completed its 4th move in 13 years. We will move again in 2-4 years. The new classrooms are distributed throughout the Fairchild Wheeler Campus effectively breaking up the school. The school will now eat lunch in three different lunch waves, broken down by subject not grade level, depending on which wing the lunch period class is and not by school like the other schools on campus. 90% of the staff are now sharing classrooms and do not have an productive location for the prep and noninstructional time. Classrooms and hallways no longer display highlight student work and branding efforts. Staff and student surveys indicate generally weak perceptions of school climate because of the uncertainty of our location and teaching conditions.	Few teacher are happy being force to relocate again.
3.2 Attendance	2. Developing	Chronic absenteeism remains above pre-pandemic levels, but lowering now 25.91%. Attendance team rosters and meeting logs show students at risk are identified and monitored. Staff attendance reports show a stable teacher attendance rate of 92%.	The school has a functioning attendance team and some Tier 1 strategies in place. However, chronic absenteeism rates remain unacceptably high, limiting student achievement gains.
3.3 Behavioral Management	3. Proficient	The schoolwide behavior plan is documented and shows evidence of consistent implementation. Behavior incident logs indicate consistent responses across staff. The trend for In-School Suspension and Out of School Suspension has been decreasing Teacher and staff survey data suggest discipline is enforced fairly and consistently.	A schoolwide behavior system exists and is implemented, but high suspension rates demonstrate a need for more restorative and preventive approaches.

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3.4 Equitable Partnerships with Stakeholders	2. Developing	PTSO attendance is very low, with limited parental participation. Parent communication primarily occurs through newsletters and ParentSquare, with limited two-way engagement. Community partnerships are present but underutilized.	While structures for family and community engagement exist, participation is minimal, and communication remains largely one-way. Partnerships have not been developed to their full potential.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* Scheduling Structures	The schedule is deliberately structured to protect and prioritize core instructional hours in English Language Arts and Mathematics, ensuring every student develops the strong literacy and numeracy skills essential for advanced coursework, college and career readiness, and long-term academic success. This structure directly reflects our mission to prepare students for leadership, academic achievement, and future opportunities within a disciplined and structured environment, as well as our vision of developing well-rounded individuals equipped to excel in both civilian and military careers. To support the diverse interests and aspirations of our students, the schedule incorporates dedicated blocks for pathway-specific coursework-such as military leadership and public service-allowing students to engage deeply in specialized programs without sacrificing core academics. In addition, the schedule meets all state and district instructional time requirements, demonstrating our commitment to compliance, accountability, and responsible academic planning. Built-in review cycles ensure that the schedule remains responsive to student needs, aligned to evolving standards, and continuously reflective of our mission and vision.	BMA has a very high percentage rate of students on track to graduate. ELA and Math scores are improving. All students are taking math classes through 11th grade.

Behavioral Management	Behavior management is a significant strength at Bridgeport Military Academy because the school employs a comprehensive, multi-tiered approach that promotes accountability, respect, and personal growth. The Corps of Cadets operates under a clearly defined Code of Conduct that establishes high expectations for behavior, leadership, and citizenship. These expectations are consistently communicated to students and reinforced through the school's military structure and culture. In addition, the school utilizes an In-School Suspension (ISS) and Restorative Practices Officer who works directly with students to address behavioral concerns, repair harm, and develop strategies for positive decision-making. Rather than relying solely on punitive measures, the school emphasizes restorative practices that help students reflect on their actions, take responsibility, and rebuild relationships within the school community. Clear behavioral expectations are communicated to all students, and staff members work collaboratively to ensure consistency in implementation. This multifaceted approach provides students with the support, structure, and accountability necessary to maintain a safe and orderly learning environment, contributing to a positive school climate and promoting student success.	BMA has lowered its ISS, OSS and expulsion rates over the last few years. There have been far fewer referrals. Staff and student surveys indicate positive behavioral outcomes and strong communication of expectations.
Leadership	Leadership is a key strength of Bridgeport Military Academy and is intentionally cultivated among both staff and students. The school benefits from stable and dedicated leadership, including an assistant principal who has served the school for multiple years and provides consistency in implementing the school's vision, expectations, and improvement efforts. A strong culture of shared leadership exists through bi-weekly leadership team meetings, where staff members are empowered to identify challenges, propose solutions, and actively participate in decision-making. This collaborative approach ensures that school improvement efforts are informed by those closest to the work and builds collective ownership for student success. The leadership team also plays a critical role in guiding the school through organizational changes and supporting the implementation of the School Improvement Plan. Leadership development is equally embedded in the student experience. The Corps of Cadets operates through a structured leadership hierarchy organized and supported by teacher leaders, providing students with daily opportunities to practice responsibility, teamwork, communication, and decision-making. Cadets assume leadership roles that require them to model expectations, support their peers, and contribute to the positive culture of the school. To further reinforce leadership development, students are exposed not only to SAT Words of the Day but also to Leadership Words of the Day, accompanied by definitions and real-world examples. This intentional focus helps students build the vocabulary, mindset, and character traits associated with effective leadership. Through these combined efforts, Bridgeport Military Academy fosters a culture in which leadership is taught, practiced, and celebrated at every level of the organization.	Strong leadership amongst students and staff at BMA is evident in leadership meeting minutes, Word of the Day lists that the principal reads to students, and the Corps of Cadets leadership teams.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* Attendance	Chronic absenteeism remains significantly above pre-pandemic levels. Families and guardians do not consistently see the connection between daily attendance and student success. Without consistent family education, attendance teams, and targeted supports, absenteeism remains a barrier to learning.	Student Supports & Intervention
School Environment	Staff morale has been negatively impacted by the school's four relocations in 13 years, ongoing uncertainty regarding its permanent location, and overcrowded conditions. These challenges, coupled with limited opportunities for shared instructional time and collaboration, have hindered staff cohesion and contributed to decreased morale.	Positive & Inviting School Climate

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Use of Time	Teachers need additional support to more effectively utilize WIN (What I Need) time to provide targeted interventions and enrichment for students. The loss of common planning time has made it increasingly difficult for teachers to collaborate, analyze student data, and share best practices within their subject areas. As a result, opportunities for coordinated instructional planning and the implementation of effective intervention strategies have been limited.	Teaching Quality & Diversity

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, BMA's SPI in Math will increase from 35.1 in 2025-26 to 65.5 in 2026-27.
National/State Benchmark Goal #2	* By June 2027, BMA's SPI in ELA will increase from 39.9 in 2025-26 to 66.6 in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, BMA's chronic absenteeism rate will decrease from 25.9% in 2025-26 to 9.1% in 2026-27.

Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, 60% of grade 9-12 BMA students will meet their composite score target as defined by ELA IABs.
Internal Benchmark Goal #5	* By June 2027, 84.8% of all BMA students will meet their math IABs.
Internal Benchmark Goal #6 (optional)	By June 2027, BMA's “On Track” rate will increase from 91.6% in 2024-25 to 94% in 2026-27 based on local measures.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted.

Please note: For TSI/Focus schools, we are limiting the number of Culture & Climate priorities to one and we will not allow for Operational goals, as these funds should prioritize your reason for identification. When thinking about strategies, please be sure to address your reason for identification.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1		Goal #1 Goal #4	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	HMH: COACHING (5 days x $3,500 Per Day) CES SIOP PROFESSIONAL LEARNING SESSIONS (14 2 HR SESSIONS X $700/SESSION) INSTRUCTIONAL SUPPLIES: SCHOOL-WIDE PD: "Rigor is NOT a Four-Letter Word" by Barbara R. Blackburn	$ 28,452.00

	1.1. Professional Learning Plan. To strengthen academic rigor and support the diverse learning needs of all students, BMA will implement comprehensive professional development training provided by HMH. This professional learning will focus on deepening teachers' instructional practices in mathematics, with an emphasis on aligning instruction to state standards and embedding higher-order based strategies for differentiation. Teachers will engage in ongoing coaching cycles, modeling, and collaborative planning sessions to ensure that professional development translates into daily classroom practice. To further build staff capacity, Cooperative Educational Services (CES) will facilitate 14 introductory professional learning sessions for BMA teachers focused on the Sheltered Instruction Observation Protocol (SIOP) Model. These sessions will address the first four SIOP components - lesson preparation, building background, comprehensible input, and instructional strategies - and will support educators in designing cohesive, language-rich instruction that increases access to grade-level curriculum and promotes equitable outcomes for multilingual learners. BMA will also invest in 40 copies of Rigor is NOT a Four-Letter Word by Barbara R. Blackburn to equip teachers with practical strategies for increasing instructional rigor to help students achieve higher levels of learning.				

1.2	1.2. Leadership. BMA will provide stipends to seven teacher Department Heads who will play a critical role in strengthening instructional leadership and improving teaching and learning across the school. Department Heads will support instructional quality by mentoring and coaching teachers, coordinating and aligning curriculum, analyzing student performance data to identify instructional needs, facilitating job-embedded professional development, and supporting the implementation of school-wide instructional priorities. They will also serve as a critical link between administration and faculty, ensuring that staff voice and feedback inform decision-making while promoting consistent communication, collaboration, and accountability within and across departments.	Goal #2 Goal #5	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	AFTER SCHOOL STIPENDS X 7 PEOPLE	$ 7,102.00
1.3		Select... Select...	Evidence Base: Select...		$ 0.00
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Differentiation and Support for Diverse Learners. BMA will expand opportunities for extended learning through structured after-school tutoring in ELA, math, and science. These sessions will be designed to provide targeted support to students who are struggling to meet grade-level expectations while also offering enrichment opportunities for students seeking to advance. Tutoring will be staffed by four BMA teachers and will incorporate small-group and individualized instruction tailored to student needs as identified through assessment data. Sessions will also integrate hands-on activities, project-based learning, and technology-based supports to increase engagement and deepen understanding. A stipend will also be provided for one teacher to facilitate an after school SAT Prep Club. In addition, BMA will purchase and implement EdAdvance capstone management software to support students in developing and completing their capstone projects. The platform will provide structured planning tools, milestone tracking, and scaffolded templates that help students break complex projects into manageable steps. Its customizable features will allow teachers to differentiate	Goal #1	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #4, Goal #5	4 AFTERSCHOOL TUTORS 1 SAT PREP CLUB STIPEND CAPSTONE: EDADVANCE	$ 22,686.50

	expectations, pacing, and levels of support based on individual readiness and learning needs. Students requiring additional scaffolding will benefit from guided prompts and progress monitoring, while advanced learners will be able to pursue deeper inquiry and independent extensions. Teachers will have real-time access to student progress, enabling targeted feedback and timely intervention, ensuring equitable access and meaningful support for diverse learners, including students with IEPs and English learners.	Goal #4	Evidence Base: Strong		
2.2	2.2. Curriculum and Academic Programming. BMA will invest in additional instructional supplies, including supplies for the science fair. Science fair supplies support hands-on learning experiences that encourage student inquiry, critical thinking, and problem-solving skills. Supplies for the science fair may include display boards and laboratory consumables. BMA will also invest in additional books and thematic materials. These materials will support curriculum-based instruction by providing students and educators with high-quality resources aligned to specific topics, units, and learning objectives. Additionally, BMA will purchase cell phone locker boxes. These devices will improve students' focus and engagement with high-quality curriculum by minimizing distractions and increasing active participation in class.	Goal #2	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #4, Goal #5	INSTRUCTIONAL SUPPLIES: SCIENCE FAIR INSTRUCTIONAL SUPPLIES: SUPPLEMENTAL BOOKS AND THEMATIC MATERIALS FOR CURRICULUM-BASED INSTRUCTION PHONE LOCKERS FOR INSTRUCTIONAL IMPROVEMENT	$ 5,561.00
		Goal #5	Evidence Base: Strong		
2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		

	Specific Culture & Climate Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority **Please Note:** this cost is automatically populated based on information provided on the Budget page.
	Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.	*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1 Student Attendance and School Climate To address chronic absenteeism and improve overall school climate, BMA will hire an Attendance Monitor to provide targeted support for students experiencing attendance challenges. The Attendance Monitor will be responsible for contacting parents and guardians, conducting follow-up through phone calls, emails, and mailed correspondence, scheduling parent meetings, maintaining required documentation, and monitoring attendance data. In addition, the Attendance Monitor will work directly with students and families to identify and address barriers to regular attendance, including	Goal #3 Goal #6	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #3, Goal #6 Evidence Base: Strong		$ 24,832.00

407	transportation difficulties, family concerns, and other factors that impact school participation. To further promote student engagement and strengthen connections to school, funds will be allocated to support transportation for students participating in educational field trips, college visits, career fairs, and other experiential learning opportunities. These activities increase student motivation, expose students to postsecondary pathways, and foster a stronger sense of belonging within the school community. BMA will also purchase new First Responder pathway shirts and patches to replace uniforms that are more than ten years old and have become worn and threadbare. Providing updated pathway apparel for approximately 60 juniors and seniors enrolled in the First Responder pathway will promote school pride, reinforce students' connection to their academic program, and contribute to a positive and professional school environment. Additionally, funds will support quarterly awards ceremonies to recognize student achievement, attendance, leadership, citizenship, and academic success. Recognizing student accomplishments strengthens school culture, increases motivation, and encourages positive behaviors that contribute to improved attendance and engagement. To further enhance student connectedness and school climate, BMA will provide stipends for seven teachers to facilitate after-school clubs and activities. These enrichment opportunities will increase student engagement, foster positive relationships with peers and staff,			1 ATTENDANCE MONITOR TRANSPORTATION AND ENTRY FOR EDUCATIONAL FIELD TRIPS, COLLEGE VISITS, CAREER FAIRS, EXPERIENTIAL LEARNING OPPORTUNIITES FIRST RESPONDER PATHWAY UNIFORMS (SHIRTS & PATCHES) AWARDS AND TOKENS OF ACHIEVEMENT FOR QUARTERLY AWARDS CEREMONIES	

	expand leadership opportunities, and create a stronger sense of belonging. Research consistently shows that students who feel connected to their school community are more likely to attend school regularly and achieve academic success. Together, these initiatives will create a more supportive, engaging, and positive school environment while contributing to reductions in chronic absenteeism.				

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Object		Total
100 - Personal Services > Salaries		$45,180.00
200 - Personal Services > Employee Benefits		$1,380.50
300 - Purchased Professional and Technical Services		$27,300.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$1,543.00
600 - Supplies		$13,230.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$88,633.50
	Allocation	$88,633.50
	Remaining	$0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

100 - Personal Services > Salaries - $45,180.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Afterschool Tutors: 2 Tutors x 55 days x 2hrs x $42/hr
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$18,480.00	
Line Item Total:	$18,480.00	
Object:	100 - Personal Services > Salaries	Attendance Monitor: 1 Monitor x 117 days x 4hrs x $25/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$11,700.00	
Line Item Total:	$11,700.00	
Object:	100 - Personal Services > Salaries	Teacher Department Head Stipends: 7 Stipends x $ 1,000/person
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$7,000.00	
Line Item Total:	$7,000.00	
Object:	100 - Personal Services > Salaries	Afterschool Club - Stipends: 7 Stipends x $ 1,000/person

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Purpose:	01 - Public School Activities
Focus Area:	Climate Goal 3.1
LEA / School:	Bridgeport Military Academy (015-1611)
Quantity:	1.00
Cost:	$7,000.00
Line Item Total:	$7,000.00

Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
Focus Area:	Academics Goal 2.1
LEA / School:	Bridgeport Military Academy (015-1611)
Quantity:	1.00
Cost:	$1,000.00
Line Item Total:	$1,000.00

SAT Prep Club Stipends: 1 Stipend x $ 1,000/person

Total for 100 - Personal Services > Salaries:	$45,180.00
Total for all other Objects:	$43,453.50
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

200 - Personal Services > Employee Benefits - $1,380.50

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Attendance Monitor Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$895.00	
Line Item Total:	$895.00	
Object:	200 - Personal Services > Employee Benefits	Afterschool Tutors Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$266.50	
Line Item Total:	$266.50	
Object:	200 - Personal Services > Employee Benefits	Teacher Department Head Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$102.00	

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Line Item Total:	$102.00

Object:	200 - Personal Services > Employee Benefits
Purpose:	01 - Public School Activities
Focus Area:	Climate Goal 3.1
LEA / School:	Bridgeport Military Academy (015-1611)
Quantity:	1.00
Cost:	$102.00
Line Item Total:	$102.00

After School Club Stipends Fringe

Object:	200 - Personal Services > Employee Benefits
Purpose:	01 - Public School Activities
Focus Area:	Academics Goal 2.1
LEA / School:	Bridgeport Military Academy (015-1611)
Quantity:	1.00
Cost:	$15.00
Line Item Total:	$15.00

SAT Prep Club Stipend Fringe

Total for 200 - Personal Services > Employee Benefits:	$1,380.50
Total for all other Objects:	$87,253.00
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

300 - Purchased Professional and Technical Services - $27,300.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	HMH: COACHING (5 days x $3,500 Per Day)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$17,500.00	
Line Item Total:	$17,500.00	
Object:	300 - Purchased Professional and Technical Services	CES SIOP PROFESSIONAL LEARNING SESSIONS (14 2 HR SESSIONS X $700/SESSION)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$9,800.00	
Line Item Total:	$9,800.00	

Total for 300 - Purchased Professional and Technical Services:	$27,300.00
Total for all other Objects:	$61,333.50
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

500 - Other Purchased Services - $1,543.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	TRANSPORTATION AND ENTRY FOR EDUCATIONAL FIELD TRIPS, COLLEGE VISITS, CAREER FAIRS, EXPERIENTIAL LEARNING OPPORTUNIITES
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$1,543.00	
Line Item Total:	$1,543.00	

Total for 500 - Other Purchased Services:	$1,543.00
Total for all other Objects:	$87,090.50
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

600 - Supplies - $13,230.00

Budget Detail		Narrative Description
Object:	600 - Supplies	PHONE LOCKERS FOR INSTRUCTIONAL IMPROVEMENT
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$3,000.00	
Line Item Total:	$3,000.00	
Object:	600 - Supplies	CAPSTONE: EDADVANCE
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$2,925.00	
Line Item Total:	$2,925.00	
Object:	600 - Supplies	FIRST RESPONDER PATHWAY UNIFORMS (SHIRTS & PATCHES)
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$2,592.00	
Line Item Total:	$2,592.00	
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: SUPPLEMENTAL BOOKS AND THEMATIC

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Purpose: 01 - Public School Activities **Focus Area:** Academics Goal 2.2 **LEA / School:** Bridgeport Military Academy (015-1611) **Quantity:** 1.00 **Cost:** $1,561.00 **Line Item Total:** $1,561.00	MATERIALS FOR CURRICULUM-BASED INSTRUCTION
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Talent - Goal 1.1 **LEA / School:** Bridgeport Military Academy (015-1611) **Quantity:** 1.00 **Cost:** $1,152.00 **Line Item Total:** $1,152.00	INSTRUCTIONAL SUPPLIES: SCHOOL-WIDE PD: "Rigor is NOT a Four-Letter Word" by Barbara R. Blackburn
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Academics Goal 2.2 **LEA / School:** Bridgeport Military Academy (015-1611) **Quantity:** 1.00 **Cost:** $1,000.00 **Line Item Total:** $1,000.00	INSTRUCTIONAL SUPPLIES: SCIENCE FAIR
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.1 **LEA / School:** Bridgeport Military Academy (015-1611) **Quantity:** 1.00 **Cost:**	AWARDS AND TOKENS OF ACHIEVEMENT FOR QUARTERLY AWARDS CEREMONIES

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	$1,000.00	
Line Item Total:	$1,000.00	

Total for 600 - Supplies:	$13,230.00
Total for all other Objects:	$75,403.50
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Filter by Location: All - $88,633.50

Purpose	01 - Public School Activities	Total
Object		
100 - Personal Services > Salaries	45,180.00	45,180.00
200 - Personal Services > Employee Benefits	1,380.50	1,380.50
300 - Purchased Professional and Technical Services	27,300.00	27,300.00
500 - Other Purchased Services	1,543.00	1,543.00
600 - Supplies	13,230.00	13,230.00
Total	88,633.50	88,633.50
	Allocation	88,633.50
	Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Bridgeport Military Academy	$88,633.50	$0.00	$88,633.50	$88,633.50

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Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Required Documents

This page is currently not accepting Related Documents.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Principal's Name:	*	Vernon Thompson
Principal's Email:	*	vthompson@bridgeportedu.net
District SIG Support Person:	*	Ms. Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	9-12
Student Enrollment	1,371.00
Percentage Eligible for Free/Reduced Price Meals	90.8 %
Percentage of Students with Disabilities	22.2 %
Percentage of English Language/Multilingual (EL/ML) Learners	32.9 %
Percentage of Students Chronically Absent	46.1 %
Suspension/Expulsion Rate	8.80
Classroom Teacher Attendance (Average FTE Days Absent)	14.30
High School Only: College-and-Career-Readiness Course-Taking	75.50
Middle School & High School Only: On-Track to High School Graduation	59.10
High School Only: Demonstrating Postsecondary Readiness	29.40

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ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	66.30
Smarter Balanced Growth ELA	
School Performance Index (SPI) for Math	65.30
Smarter Balanced Growth - Math	
High School Only: Four Year Cohort Graduation Rate	88.30
Next Generation Accountability Index	76.40
LAS Links Growth - Literacy	85.20
LAS Links Growth - Oral	90.50
Chronic Absenteeism	15.00
High School Only: Six Year Adjusted Cohort Graduation Rate	94.00

Category (based on 2024/25 Next Generation Accountability Results)
Targeted Support & Improvement/ Focus
* Reason for TSI/Focus Identification: High Needs Math, ELA, & Science Performance Index

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
06/04/2026	In-Person	Principal, Assistant Principals	The administrative team met to determined priorities for school improvement.
06/24/2026	In-Person	Teacher Leadership team	The teacher leadership team reviewed the School Improvement Plan and reviewed Initiatives.
07/01/2026	In-Person	Principal, Assistant Principals	The administrative team reviewed the final School Improvement Plan

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

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Talent Indicators	Assessment Score	Evidence	Reasoning

EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	3. Proficient	During the 2025-2026 school year we were able to retain 14 out of 15 new hires, including one non-renewal.	Teacher retention has been strengthened through the implementation of consistent Professional Learning Communities (PLCs), which have fostered collaboration, shared responsibility, and ongoing professional growth among staff. Additionally, strong teacher leadership support structures have empowered educators by providing mentorship, guidance, and opportunities for leadership, contributing to increased job satisfaction and a more supportive school culture.
1.2 Evaluation & Coaching Systems	3. Proficient	The administrative team has developed and implemented systems to consistently monitor and evaluate staff performance over time, ensuring data-informed decision-making. Weekly Professional Learning Communities (PLCs), led by an administrator, provide structured opportunities to drive academic initiatives and strengthen instructional practices. The master schedule includes dedicated common planning time across all content areas, enabling collaboration, alignment, and shared instructional planning.	Feedback processes and role expectations are clearly defined and consistently implemented in Math and English. In Science, Social Studies, and TESOL, teacher leadership roles have been established to facilitate PLCs and strengthen instructional alignment. Coaching cycles are aligned with schoolwide goals; however, greater consistency in implementation across all content areas will be essential to achieve full proficiency. Additional dedicated time has been strategically allocated to support 9th grade PLCs, allowing for more focused collaboration and instructional planning.

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1.3 Professional Learning Plan	2. Developing	Opportunities for high-quality, individualized professional learning after school have been limited; as a result, Professional Learning Communities (PLCs) have been the primary structure used to advance schoolwide initiatives. However, targeted professional learning through HMH was effectively implemented using a coaching model to support instructional growth. The beginning of the school year was intentionally used to introduce and establish the school's instructional framework, ensuring a common foundation for teaching and learning. Teachers have expressed a need for additional dedicated time for schoolwide professional learning, highlighting a desire for deeper engagement and collaboration around key instructional initiatives.	Limited availability of school-based after-school time has significantly impacted the overall effectiveness of the professional learning plan, as it has reduced opportunities for sustained, high-quality, individualized teacher development. As a result, professional learning has relied more heavily on PLC structures, which, while valuable, have limited the ability to provide deeper, differentiated support and extended learning experiences needed to fully implement and sustain instructional initiatives.
1.4 Leadership	3. Proficient		These leadership structures demonstrate a deliberate and coherent approach to improving instructional quality and student outcomes. By having administrators directly facilitate PLCs across core content areas and grade levels, the school ensures that instructional priorities are clearly communicated, consistently monitored, and aligned with school-wide goals. This level of leadership involvement promotes accountability and builds collective efficacy among staff.

		School leadership demonstrates a strong commitment to instructional coherence and continuous improvement through the intentional structuring of Professional Learning Communities (PLCs) and data-driven collaboration. Administrators actively lead PLCs across key content areas, including English Language Arts (ELA), Mathematics, Science, Special Education (SPED), and the 9th Grade Academy. These PLCs are designed to ensure alignment of curriculum, instructional practices, and assessment strategies, while fostering a culture of shared accountability for student outcomes. In addition, SPED-specific data teams operate as targeted support structures, allowing educators to closely monitor the progress of students with diverse learning needs. These teams analyze student performance data, identify trends, and collaboratively design interventions that are both responsive and individualized, ensuring equitable access to rigorous instruction. The school's Medical Magnet program further strengthens leadership structures by incorporating specialized instructional frameworks and career-focused pathways. These structures promote interdisciplinary collaboration and ensure that instructional practices are aligned with both academic standards and real-world applications in the medical field.	
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**

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EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	2. Developing		The curriculum is still developing due to inconsistent implementation across content areas and ongoing transitions to new or pilot programs. While Math shows strong fidelity, variability in Science, ELA, and Social Studies, along with pending new curricula for TESOL and World Languages, has limited full alignment and consistency school-wide.

		In Mathematics, curricula are being implemented with a high degree of fidelity, demonstrating strong alignment to standards and consistent instructional practices. This consistency provides a stable foundation for student learning and reflects effective monitoring and support from school leadership. In Science, however, implementation has been less consistent, particularly in the use of Discover resources. Variability in how these materials are integrated into daily instruction has created inconsistencies in student learning experiences and highlights the need for continued professional development and monitoring to ensure alignment and effectiveness. English Language Arts is currently in the pilot year of a teacher-developed curriculum. While this initiative reflects innovation and teacher leadership, the first year of implementation has revealed gaps in consistency across classrooms. School administrators have actively responded by providing guidance, support, and corrective structures to improve coherence and ensure that all students receive rigorous and aligned instruction. Additionally, TESOL and World Language programs are in transition, with new curricula scheduled for implementation in the upcoming year. During the current year, these departments have faced challenges related to the absence of fully developed and aligned instructional frameworks, resulting in inconsistencies in delivery and student experience.	

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2.2 Instructional Framework	3. Proficient	Approximately 85% of classrooms have implemented the Harding Instructional Framework. This implementation has been supported by beginning-of-year professional development focused on the framework, as well as ongoing reinforcement through PLCs. Additionally, the framework and its aligned Theory of Action are visibly posted in every classroom, ensuring consistent awareness and reference across the school.	The high rate of implementation (85%) demonstrates strong school-wide adoption of the Harding Instructional Framework, supported by aligned professional development and ongoing PLC focus. The consistent visibility of the framework and Theory of Action in all classrooms reinforces expectations; however, full implementation has not yet been achieved across all classrooms, indicating continued growth is needed to reach exemplary levels.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	WIN Block support for Math and ELA has been initiated, accompanied by the development of a structured template to guide differentiation during the 20-minute WIN Block. In Special Education, a push-in data tracking model is currently being implemented to more effectively monitor student progress and support instructional decisions. Additionally, the school is exploring the implementation of a push-in TESOL model, as LAS data indicates low student pass rates, highlighting the need for increased in-class language support.	These actions reflect a developing system of targeted instructional support grounded in data and differentiation. The introduction of WIN Block structures for Math and ELA, along with a defined differentiation template, demonstrates intentional planning to address diverse student needs. The implementation of a SPED push-in data tracking model strengthens real-time monitoring and instructional responsiveness for students with disabilities. Additionally, the consideration of a TESOL push-in model in response to low LAS performance shows a data-driven effort to improve language acquisition outcomes. Together, these efforts indicate progress toward more cohesive and inclusive support systems, though full implementation and impact are still emerging.
2.4 Assessment Practices & Data Use	3. Proficient	While departments have established consistent protocols for reviewing student work on a monthly basis, the impact on instructional decision-making is uneven. NWEA data in Math is being effectively utilized to inform instruction, demonstrating a strong data-driven practice in that area. However, other district assessments, such as Reading Plus, have not been consistently used to guide instructional adjustments. This inconsistency in data usage limits the overall effectiveness of student work analysis and highlights the need for stronger alignment between assessment practices and instructional planning across all content areas.	Although departments consistently review student work using established protocols, the use of assessment data to inform instruction is inconsistent. Math demonstrates strong practice through effective use of NWEA data, while other tools, such as Reading Plus, have not been meaningfully leveraged to adjust instruction. This imbalance limits the overall effectiveness of data-driven decision-making across content areas.

Climate and Culture Indicators	Assessment Score	Evidence	Reasoning
EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***
3.1 School Environment	3. Proficient	The building environment is well-lit and enhanced by student-created murals, which promote a sense of ownership and pride among students. A proactive, restorative culture is in place, supported by designated spaces for student assistance and reflection. Additionally, there has been an increase in student participation in extracurricular activities, reflecting greater engagement and connection to the school community.	The positive physical environment, including well-lit spaces and student-created murals, promotes a sense of safety, belonging, and ownership among students. The implementation of a proactive restorative culture, supported by designated student support areas, contributes to improved behavior and stronger relationships. Increased participation in extracurricular activities further reflects higher levels of student engagement and connection to the school community, all of which support a more positive and inclusive school climate.
3.2 Attendance	2. Developing	The school attendance team meets weekly. The chronic absenteeism rate of Warren Harding High is 46.1%.	High levels of over-age and under-credited students, recieved academic support, along with counseling support in our Harding Plus program, however we have faced difficulties removing students who no longer attend from our rosters. We hired an attendance monitor who has made significant progress in outreach, but many students who no longer attend remain on our attendance rosters.

3.3 Behavioral Management	3. Proficient	Suspensions decreased from 134 (10.6%) in 2021-22, to 112 (8.9%) in 2022-23, to 109 (7.9%) in 2023-24, to 129 (8.8%) in 2024-25.	The implementation of restorative supports has contributed to a measurable reduction in suspensions, indicating progress toward a more supportive and relationship-centered school culture. However, consistent and sustained implementation will be essential to ensure long-term impact. The addition of an evening program designed for over-aged, undercredited, and disengaged students further strengthens the school's commitment to equity and student re-engagement by providing a smaller, more supportive learning environment paired with counseling services. Together, these efforts reflect a proactive approach to improving student outcomes and school climate, though continued refinement and consistency are needed to maximize effectiveness.
3.4 Equitable Partnerships with Stakeholders	3. Proficient	The school has strengthened equitable partnerships with key stakeholders to support student access and opportunity. Collaborations with LifeBridge provide both in-school and afterschool counseling services, addressing students' social-emotional needs. Expanded alumni celebrations have deepened school community connections and reinforced student pride. Partnerships with The Workplace offer summer employment opportunities, while collaboration with Lord Chamberlain Rehabilitation provides students with access to clinical nursing hours, supporting career pathway development.	These partnerships enhance equity by expanding access to academic, social-emotional, and career-oriented supports. They connect students to real-world opportunities, increase engagement, and help address both personal and postsecondary readiness needs, contributing to more holistic student success.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* Scheduling Structures	Harding has implemented a semester-based block schedule with common planning periods, providing structured time for collaboration, student work review, and analysis of performance data. Professional Learning Communities (PLCs) meet twice weekly-once facilitated by an administrator and once by a teacher leader-ensuring alignment with schoolwide academic priorities and instructional goals. Additionally, the school has implemented Success Academy, a daily program designed to support disengaged students, as well as Harding Plus, an evening program that provides targeted support for under-credited and disengaged students.	Master schedule includes 81 daily minutes of instructional time in ELA and Math. All content areas have common planning built into the schedule, with PLCs meeting twice weekly (41 minutes each session). 40 students earned 4 or more credits in Harding Plus and 71 students earned two or more credits.
Equitable Partnerships with Stakeholders	Harding has strategically leveraged community partnerships to expand student opportunities across career pathways, social-emotional learning, and wellness. These partnerships are intentionally designed to reduce barriers to access while equipping students with real-world skills, experiences, and industry-recognized credentials.	Justice for Education supported reintroduction of the culinary program, including ServSafe certification. LifeBridge partnership provides on-site clinical therapy, eliminating transportation barriers to mental health services. Lord Chamberlain Rehabilitation Center provides CNA clinical hours for Medical Magnet students. Hartford HealthCare partnership to implement EMT program into Medical Magnet offerings.

School Environment	The school has cultivated a welcoming, student-centered environment that promotes ownership, pride, and strong restorative supports. Student-created murals and positive messaging throughout the building reinforce identity, belonging, and school pride, while designated safe spaces provide structured social-emotional learning (SEL) supports for students.	There has been an increase in student organized events, and a decrease in suspensions. Restorative spaces and counseling spaces are in place for students in need of SEL supports.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* Attendance	While chronic absenteeism has improved, decreasing from 51.9% in 2024-25 to 46.1% in 2025-26, continued efforts are needed to strengthen attendance systems and supports. Improvements are required in record-keeping practices in collaboration with the attendance specialist, as well as in coordination with the enrollment center to ensure that students who are no longer attending are properly unenrolled. Chronic absenteeism remains closely tied to multiple systemic barriers, including limited transportation options for students living within 2.0 miles who may not feel safe walking, limited access to parent resources, and overall student disengagement. The root cause reflects inequitable access to safe and reliable transportation, combined with a need for stronger family engagement and support structures. School leadership is well-positioned to address these challenges by advocating for expanded transportation options, such as bus passes, and by increasing family outreach and education around the importance of attendance. These targeted actions have the potential to significantly reduce absenteeism and improve student engagement.	Student Supports & Intervention
Professional Learning Plan	The Math and ELA departments have demonstrated strong progress in implementing key components of the instructional framework-such as clear lesson objectives, Do Nows, and teacher modeling-supported by consistent administrative leadership. In contrast, Science, Social Studies, TESOL, and World Language have not yet reached the same level of depth or consistency in implementation. Current administrative leadership has been more concentrated in 9th grade initiatives and Special Education, contributing to uneven support across content areas. The creation of an Instructional Leadership Team will support the development of student-centered practices across all department through the lens of supporting special populations. The root cause of this discrepancy is inconsistent professional learning opportunities and insufficient training across all departments in effectively applying the instructional framework. School leadership can address this by strengthening collaboration with teacher leaders to build capacity within PLCs, ensuring more consistent training, support, and monitoring across all content areas.	Teaching Quality & Diversity
Curriculum & Academic Programming	Harding is currently prioritizing improved support for specialized populations through targeted, data-driven strategies. The school is working to implement push-in support models for Special Education students, using data to guide instruction and interventions within the classroom. In addition, TESOL strategy toolkits are being developed and introduced to strengthen support in ELA, with a focus on improving language acquisition and preparing students for the LAS assessment. The school is also responding to a growing population of students with Autism by increasing the use of visual supports to enhance access to instruction and engagement. The need for these supports stems from inconsistent implementation of specialized instructional strategies and a lack of unified, data-driven approaches across content areas. Additionally, limited professional development and resources focused on differentiated supports for diverse learners have contributed to gaps in meeting the needs of SPED, TESOL, and students with Autism.	Teaching Quality & Diversity

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Warren Harding High School's ELA SPI will increase from 36.8 in 2025-26 to 66.3 in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Warren Harding High School's Math SPI will increase from 30.7 in 2025-26 to 65.3 in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, Warren Harding High School's chronic absenteeism rate will decrease from 46.1% in 2025-26 to 15.0% in 2026-27.

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Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, Harding High School's 9th Grade on track percentage will increase from 59.1% in 2025-26 to 85% in 2026-27.
Internal Benchmark Goal #5	* By June 2027, Harding High School will test 85% MLLs across all categories of the LAS Assessment.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted.

Please note: For TSI/Focus schools, we are limiting the number of Culture & Climate priorities to one and we will not allow for Operational goals, as these funds should prioritize your reason for identification. When thinking about strategies, please be sure to address your reason for identification.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1	1.1. Professional Learning Plan: To strengthen academic rigor and support the diverse learning needs of its students, Harding will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH, focusing on deepening teachers' instructional practices in mathematics.	Goal #1 Goal #5	CSDE Evidence-based Practice Guide for Professional Learning identifies Tier 1, Strong. Source: Kraft, Matthew A., David Blazar, and Dylan Hogan. "The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence." Review of Educational Research 88, no. 4 (2018): 547-588. (Tier 1 - Strong) Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	HMH COACHING: 10 days x $3,500 per day	$ 35,000.00
1.2		Select... Select...	Evidence Base: Select...		$ 0.00
1.3		Select... Select...	Evidence Base: Select...		$ 0.00
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority**

					Please Note: this cost is automatically populated based on information provided on the Budget page.
Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Curriculum & Academic Programming. Harding will invest in updated instructional materials and resources to ensure students have access to a well-rounded educational experience. This includes supplies for the SPED Life School program, the annual Arts Day program, and science classrooms, as well as general instructional supplies to enhance teaching and learning across content areas and SEL equiptment for classroom use. These investments will provide students with enriched, hands-on learning opportunities and expand access to the tools necessary for long-term academic success.	Goal #2 Goal #4	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	INSTRUCTIONAL MATERIALS AND RESOURCES: SPED LIFE SCHOOL PROGRAM, ARTS DAY, SCIENCE CLASSROOM KITS, SUPPLEMENTAL INSTRUCTIONAL SUPPLIES AND SEL EQUIPMENT	$ 3,633.50
2.2		Select... Select...	Evidence Base: Select...		$ 0.00

2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1		Goal #3	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd.	RISE: 8TH TO 9TH GRADE TRANSITION PROGRAM	$ 50,000.00

	3.1. Student Attendance. Harding's SIG funds will be used to support a CT RISE 8th-to-9th-grade transition program, including the Grade 9 Focus Network, which provides ongoing coaching for the Grade 9 leadership team; an On-Track Mentor Program to support an identified caseload of approximately 50 Grade 9th students; and implementation of the RISE Data Hub, which integrates with the district's student information system to provide timely visibility into student progress and identify students who may be at risk of falling off track. These supports will enable the Grade 9 team to use data to identify needs early, coordinate targeted interventions, monitor student progress, and strengthen student engagement and on-track achievement during the critical transition to high school. The overall approach will build the school's capacity for continuous improvement while supporting students' successful progression toward on-time graduation and postsecondary opportunity.	Select...	Evidence Base: Strong		

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Object		Total
100 - Personal Services > Salaries		$0.00
200 - Personal Services > Employee Benefits		$0.00
300 - Purchased Professional and Technical Services		$35,000.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$50,000.00
600 - Supplies		$3,633.50
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$88,633.50
	Allocation	$88,633.50
	Remaining	$0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

300 - Purchased Professional and Technical Services - $35,000.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	HMH COACHING: 10 days x $3,500 per day
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Warren Harding High School (015-6311)	
Quantity:	1.00	
Cost:	$35,000.00	
Line Item Total:	$35,000.00	

Total for 300 - Purchased Professional and Technical Services:	$35,000.00
Total for all other Objects:	$53,633.50
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

444

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

500 - Other Purchased Services - $50,000.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	RISE: 8TH TO 9TH GRADE TRANSITION PROGRAM
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Warren Harding High School (015-6311)	
Quantity:	1.00	
Cost:	$50,000.00	
Line Item Total:	$50,000.00	

Total for 500 - Other Purchased Services:	$50,000.00
Total for all other Objects:	$38,633.50
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

445

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

600 - Supplies - $3,633.50

Budget Detail		Narrative Description
Object:	600 - Supplies	INSTRUCTIONAL MATERIALS AND RESOURCES: SPED LIFE SCHOOL PROGRAM, ARTS DAY, SCIENCE CLASSROOM KITS, SUPPLEMENTAL INSTRUCTIONAL SUPPLIES AND SEL EQUIPMENT
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Warren Harding High School (015-6311)	
Quantity:	1.00	
Cost:	$3,633.50	
Line Item Total:	$3,633.50	

Total for 600 - Supplies:	$3,633.50
Total for all other Objects:	$85,000.00
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Filter by Location: All - $88,633.50

Object	Purpose 01 - Public School Activities	Total
300 - Purchased Professional and Technical Services	35,000.00	35,000.00
500 - Other Purchased Services	50,000.00	50,000.00
600 - Supplies	3,633.50	3,633.50
Total	88,633.50	88,633.50
	Allocation	88,633.50
	Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Warren Harding High School	$88,633.50	$0.00	$88,633.50	$88,633.50

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Required Documents

This page is currently not accepting Related Documents.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

FY27 Barnum Commissioner's Network Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Instructional Leadership**	$71,619	.35 FTE ELA Instructional Coach (split with FY27 Alliance) .35 FTE Math Instructional Coach (split with FY27 Alliance)
ACADEMICS	**2.1. Improve Student Engagement in Tier 1 Instruction**	$239,872	After Hours PD for Teachers (hourly pay) HILL for Literacy Coaching and Data Support: 10 coaching days, 5 admin data days, and 5 teacher days HMH Coaching – 8 days STAR Coaching – 3 teacher workshops, 2 para workshops, and 12 coaching days Wonders Coaching – 7 days KES substitute to cover classrooms during PD and coaching Computer carts for 6th and 7th grade computers Instructional Supplies Science kits, ELA/math workbook consumables, teacher's manuals, etc.
ACADEMICS	**2.2. Improve Differentiation and Support for Special Populations: SPED**	$207,634	4 Interventionists – hourly Connecting Math Concepts and Corrective Reading Coaching x 11 days CES Coaching for specialist teachers x 6 2-hour sessions and 18 coaching days CES PD and Coaching for ESL/SPED differentiation x 10 2-hour sessions and 20 coaching days Corrective Reading and Connecting Math Concepts Intervention materials
CLIMATE	**3.1. Student Attendance**	$44,809	Attendance Monitor – hourly Attendance Team – hourly x 6 teachers School store: Attendance incentives
CLIMATE	**3.2. Improve Student Social-Emotional and Behavioral Well-Being**	$67,622	Climate Coach – Per Diem SmartPass
CLIMATE	**3.3. Increase Parent Partnership and Communication**	$35,540	Parent Engagement Team – hourly x 5 teachers Food/refreshments for parent engagement events Supplies for parent engagement events
		$667,096 (total allocation)	

FY27 Columbus Commissioner's Network Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Instructional Practice**	$317,521	Academic Interventionist – Per Diem SIOP Extended Day PD for Teachers (hourly pay)
TALENT	**1.2. Instructional Leadership**	$95,970	.50 FTE ELA/EL Instructional Coach (split with FY27 Columbus SIG grant) 10 Teacher Leaders – Hourly grade level work
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$375,524	.50 FTE 3rd Grade Teacher (split with FY27 Columbus SIG grant) EL Interventionist – Per Diem Connecting Math Concepts and Corrective Reading Coaching x 15 days Empowering Writers subscription and PD HMH PD X 20 days SPED PD – McGraw Hill SIOP PD x 40 days Wonders/McGraw Hill PD x 20 days Dual language classroom libraries Promethean board McGraw Hill intervention materials Corrective Reading and Connecting Math Concepts intervention materials Science kits, ELA/math workbook consumables, teacher's manuals, etc.
CLIMATE	**3.1. Behavior Management**	$15,100	School belonging/engagement initiative: School-branded shirts, folders, pens, water bottles, etc. Smartpass
CLIMATE	**3.2. School Attendance**	$28,400	Field Trips: Transportation, entry fees, food, etc. Attendance Incentives: supplies for student rewards for attending school and milestone celebrations
		$832,515 (total allocation)	

FY27 Bassick School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Leadership**	$22,383	Teacher Department Head Stipends x 8 teachers Summer Leadership Work x 5 people
TALENT	**1.2. Professional Learning**	$56,520	HMH Coaching x 5 days Substitute services for PD/Coaching relief PowerSchool Training
ACADEMICS	**2.1. Curriculum and Academic Programming**	$55,895	HMH and statistics math consumables and textbooks ELA curricular supplies: Novels, classroom libraries, choice texts, independent reading books Instructional supplies for math and science manipulatives, paper, pens, markers, folders, etc.
CLIMATE	**3.1. Student Attendance**	$65,202	Afterschool Club Stipends x 8 people Attendance support – clerical RISE 8th to 9th Grade Transition Program
		$200,000 (total allocation)	

FY27 Batalla School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Professional Learning Plan**	$91,424	Curriculum Associates: Mosaico Fundamentos PD x 2 sessions Curriculum Associates Magnetic Foundations for English Development PD x 2 sessions HMH Coaching x 9 days Wonders Coaching x 9 days TaJu Educational Solutions PD x 4 sessions
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$21,985	K-2 Consumables and Classroom Libraries: Curriculum Associates – Mosaico Fundamentos Amplify – Lectura for K-6 assessment of Spanish literacy to confirm transfer potential to English in literacy
ACADEMICS	**2.2. Instructional Practice**	$86,591	1 FTE Math Instructional Coach
		$200,000 (total allocation)	

FY27 Bridgeport Military Academy (BMA) School Improvement Grant – Application Summary

Last Updated: 10/8/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Professional Learning Plan**	$28,452	HMH Coaching x 5 days CES SIOP Professional Learning Sessions x 14 2-hour sessions “Rigor is NOT a Four-Letter Word” PD guide
TALENT	**1.2. Leadership**	$7,102	Teacher Department Head Stipends x 7 people
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$22,686.50	Afterschool Tutors x 2 – hourly SAT Prep Club Stipend x 1 person Capstone: EdAdvance Software
ACADEMICS	**2.2. Curriculum and Academic Programming**	$2,561	Instructional supplies: Supplemental books and thematic materials for curriculum-based instruction Instructional supplies for the Science Fair
CLIMATE	**3.1. Student Attendance and School Climate**	$27,832	Attendance Monitor – hourly Afterschool Club Stipends x 7 people Transportation and entry for educational field trips, college visits, career fairs, experiential learning First Responder pathway uniforms (shirts and patches) Awards and tokens of achievement for quarterly awards ceremonies
		$88,633.50 **(total allocation)**	

FY27 Claytor School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Professional Learning Plan**	$79,009	HILL for Literacy PD x 10 sessions HMH Coaching x 8.5 days Wonders PD x 8.5 days PD supplies HMH, Wonders, Hill for Literacy
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$1,509	Instructional Supplies: Science kits, ELA/math workbook consumables, teacher's manuals, writing utensils, etc.
CLIMATE	**3.1. Behavioral Management**	$93,646	Climate Coach – Per Diem Family and Support Coach – Hourly RESET Program
CLIMATE	**3.2. Student Attendance**	$25,836	Attendance Monitor – hourly
		$200,000 (total allocation)	

FY27 Columbus School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Instructional Leadership**	$61,883	0.50 FTE ELA/EL Instructional Coach (split with Columbus's FY27 Commissioner's Network grant)
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$80,670	0.50 FTE 3rd Grade Teacher (split with Columbus's FY27 Commissioner's Network grant) Building substitute for school-wide PD/coaching relief Instructional Supplies Science kits, ELA/math workbook consumables, teacher's manuals, writing utensils, etc.
CLIMATE	**3.1. Behavior Management**	$2,400	Flexible classroom furniture: Modular seating, mobile desks/tables, etc.
CLIMATE	**3.2. School Attendance**	$55,047	Attendance Monitor – hourly Sound system and laser projector
		$200,000 (total allocation)	

FY27 Cross School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Professional Learning Plan**	$121,857	HILL for Literacy Coaching x 7 days HMH Coaching x 8 days Wonders Coaching x 8 days Long-term substitute: PBIS specialist for building coverage during PD/coaching
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$1,704	Academic tutors x 2
CLIMATE	**3.1. School Attendance**	$40,010	Attendance Support Liaison – hourly Afterschool Club Stipends x 8 people Prepared food for parent engagement events x 4 events Supplies for parent engagement events x 4 events Supplies for afterschool clubs
CLIMATE	**3.2. Behavioral Management**	$36,429	Climate Coach – Per Diem
		$200,000 (total allocation)	

FY27 Dunbar School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Professional Learning Plan**	$43,435	HILL for Literacy Coaching x 7 days HMH Coaching x 6 days Wonders Coaching x 2 days Substitute services for PD/coaching relief
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$95,827	Interventionist/Co-Teacher x 3 people – Per Diem Academic supplies for classroom use Supplies for outdoor classroom
CLIMATE	**3.1. Behavioral Management**	$24,370	Summer Student Support Institute x 15 staff – hourly Prepared food for non-academic parent/community events, ceremonies, banquets, celebrations, activities/open house Supplies for school culture/PBIS Supplies for non-academic parent/community events, ceremonies, banquets, celebrations, activities/open house
CLIMATE	**3.2. Student Attendance**	$31,557	Attendance Monitor – hourly Afterschool Club Stipends x 10 people Field trips Transportation/entrance fees
OPERATIONS	**4.1. Classroom Technology**	$4,811	Student Chromebooks – classroom technology updates
		$200,000 (total allocation)	

FY27 Edison School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$150,005	ELA Interventionist – Per Diem ELA Tutors x2 – hourly Math Tutors x 2 – hourly HILL for Literacy Coaching x 10 sessions HMH Coaching x 8 sessions Wonders Coaching x 8 sessions Building substitute coverage for PD and coaching
CLIMATE	**3.1. Student Attendance**	$49,995	Attendance Monitor – hourly Parent Engagement Team x 3 people – hourly Food for parent engagement events Field trips: Bus transportation and entrance fees Supplies for attendance awards program Supplies for PBIS events Supplies for parent engagement events
		$200,000 **(total allocation)**	

FY27 Harding School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Professional Learning Plan**	$35,000	HMH Coaching x 10 days
ACADEMICS	**2.1. Curriculum & Academic Programming**	$3,633.50	Instructional materials and resources: SPED Life School Program, Arts Day, science classroom kits, supplemental instructional supplies and SEL equipment
CLIMATE	**3.1. Student Attendance**	$50,000	RISE 8th to 9th Grade Transition Program
		$88,633.50 (total allocation)	

FY27 Marin School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
ACADEMICS	**2.1. Instructional Framework**	$120,484	HMH Math Coaching x 12 days Wonders Literacy Coaching x 12 days Building substitute Coverage for coaching days
ACADEMICS	**2.2. Curriculum & Academic Programming**	$12,562	Field trips: Transportation, entrance fees, etc. Instructional Materials: Chart paper, markers, pencils, pens, attendance incentives, certificates, awards, etc.
CLIMATE	**3.1. Student Attendance**	$66,954	Afterschool Club Stipends x 16 people Parent Engagement x 15 teachers – hourly Attendance Monitor – hourly Afterschool Club Musical Stipends x 4 people Restorative Practices PD – Effective School Solutions x 3 days Teacher PD resources: Restorative Practice manuals Wireless combo lavalier and handheld microphone system Afterschool club supplies: Basketballs, board games, paper, etc. Parent engagement supplies: Paper plates, tickets, waters, speaker, tablecloths, etc. Musical theater supplies: Playwright, props, headsets, batteries, paint, paper, crafts, makeup, costumes, etc.
		$200,000 **(total allocation)**	

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Allocations

Allocation Type (1)	Comm Network S3 (12547)	Total
LEA	$667,096.00	$667,096.00
Total	$667,096.00	$667,096.00

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Funded School

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Funded School
School Code:
School Name:
School Amount:

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

The Turnaround Committee, in consultation with the School Governance Council, develops the Turnaround Plan in accordance with C.G.S. § 10-223h(d) and the guidelines issued by the Commissioner. Accordingly, the Turnaround Plan must include:

1.	Provide a rigorous needs analysis informed by the operations and instructional audit.
2.	Identify an evidence-based turnaround model, aligned to school needs and growth areas.
3.	Provide robust strategies to secure, support, develop, evaluate, and retain top talent.
4.	Summarize the school's academic model, including curricula, assessments, and data-driven instruction.
5.	Outline a comprehensive approach to build a positive school culture and climate.
6.	Develop operational structures to effectively utilize time and resources.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

*** Principal Name**

Christine Kasten

*** Principal Email**

ckasten@bridgeportedu.net

Click here to view the most recent school data from the Connecticut Report Card:

Step 1. Complete the Target column based on school data in the recent Connecticut Report Card and ESSA Milestones targets.

School Data	2023-24 Target
Grades Served	PK-8
Student Enrollment	554
Percentage Eligible for Free/Reduced Price Meals	94.9 %
Percentage of Students with Disabilities	31.6 %
Percent of English Learner Students	39.4 %
Percentage of Students Chronically Absent	37.1 %
Classroom Teacher Attendance (Average FTE Days Absent)	24.00
Suspension/Expulsion Rate	8.40
School Performance Index (SPI) for ELA	68.40
Smarter Balanced Growth ELA	86.50
School Performance Index (SPI) for Math	67.10
Smarter Balanced Growth Math	88.20
School Performance Index (SPI) for Science	75 %
High School Only: Meeting Benchmark on College Readiness Exam	
High School Only: College-and-Career-Readiness Course-Taking	

High School Only: Four-Year Cohort Graduation Rate	
Next Generation Accountability Index	75.60

2022-23 Audit

Talent:		**Academics:**	
1.1 Instructional practice	3 - Proficient	2.1. Academic rigor	3 - Proficient
1.2. Leadership effectiveness	3 - Proficient	2.2. Student engagement	2 - Developing
1.3. Instructional leadership	3 - Proficient	2.3. Supports for special populations	1 - Needs Improvement
Culture and Climate:		**Operations:**	
3.1. School environment	3 - Proficient	4.1. Adequate instructional time	3 - Proficient
3.2. Student attendance	1 - Needs Improvement	4.2. Use of instructional time	3 - Proficient
3.3. Student behavior	2 - Developing	4.3. Financial management	2 - Developing
3.4. Family and Community Engagement	3 - Proficient		

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Identify a core set of no more than three strategies to advance the school's talent-related reform priorities. Following the sample below, summarize each talent strategy using a number (eg. 1.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Talent

Talent Priorities:	Aligned SMART Goals:
Sample: 1.1 Embedded Literacy Coaching *- School will staff one literacy coach. Coaches will work with the district's Chief Academic Officer and school principal 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 2022.*	***Sample: 1.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, increase the School Performance Index (SPI) for English Language Arts (ELA) from 50.2 in 2018-19 to 54.1 in 2022-23.*
1.1. Instructional Leadership: Barnum School will have two instructional coaches in the areas of Math and ELA to provide professional learning and build teacher capacity. The administration will work with instructional coaches to plan ongoing professional development and embedded coaching for teachers, which will lead staff to provide high-quality instruction, including differentiation. In addition, these instructional coaches will participate in professional learning at the district level with the Assistant Superintendent for Curriculum and Instruction and their respective district coordinators.	1.1 Aligned SMART Goals- By June 2027, Barnum's SPI-ELA will increase from 45.4 in 2024-25 to 68.4 in 2026-27. By June 2027, Barnum's SPI-Math will increase from 42.2 in 2024-25 to 67.1 in 2026-27. By June 2027, students in grades K-6 will achieve their district ELA targets in DIBELS. By June 2027, students in grades K-6 will achieve their district math targets in NWEA.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Identify a core set of no more than three strategies to advance the school's academic-related reform priorities. Following the sample below, summarize each academic strategy using a number (eg. 2.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Academics

Academic Priorities:	Aligned SMART Goals:
Sample: 2.1 Pre-K Grade 3 Literacy *- Academic interventionists will provide direct instruction and monitor student progress using research based interventions in reading. Staff will provide this support using the following tools: Leveled Literacy Intervention (LLI), Lexia Core 5 Reading, and Wilson Reading Fundations. Additionally, the school will offer a full day kindergarten program for all kindergarten students. As part of this program, and in alignment with the Reading Foundations Common Core State Standards, teachers will implement Fundations (Wilson Language), a structured, sequential and cumulative phonics/spelling program using multi-sensory teaching techniques.*	***Sample: 2.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, increase the School Performance Index (SPI) for English Language Arts (ELA) from 50.2 in 2018-19 to 54.1 in 2022-23.*

2.1. Improve Student Engagement in Tier 1 Instruction: Barnum will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional partners. This plan is designed to deepen instructional practice and improve outcomes across core academic areas, including Math and ELA. Teachers will participate in targeted professional learning through partnerships with HMH, Hill for Literacy, and McGraw-Hill (Wonders). HMH will support teachers in developing stronger mathematics instruction, with an emphasis on conceptual understanding, student discourse, and the use of visual models and manipulatives. Hill for Literacy will focus on enhancing foundational literacy skills, data-driven instruction, and early intervention strategies to support reading development. Wonders will provide training in foundational literacy, reading comprehension, and differentiated instructional strategies to address the varied needs of students across grade levels. Throughout the school year, professional learning will build staff capacity to increase student engagement, strengthen academic rigor, and implement high-quality instructional materials with fidelity. A substitute teacher will be paid to cover classes while instructors are receiving professional development during the school day. Additionally, teachers will be compensated for attending professional development sessions held outside of their normally contracted hours. STAR Autism Support will provide a comprehensive coaching model designed to strengthen inclusive Tier I instruction. Their approach combines embedded coaching, modeling, and feedback with flexible training options that build sustainable teacher capacity to effectively support students with autism and other diverse learning needs. Instructional coaching and professional learning will emphasize embedding student discourse, visible thinking strategies, and purposeful use of manipulatives into daily instruction. Cont....	Differentiated classroom instructional materials aligned to these strategies will be purchased to support classroom implementation. Barnum will update instructional materials to support a more engaging and inclusive learning environment. Refreshed instructional supplies such as science kits, consumables such as workbooks and teacher manuals, and additional classroom materials will support hands-on exploration and deeper conceptual understanding. Barnum will also purchase two computer carts for grades 6 and 7, supported by a structured replacement and refurbishment plan to ensure long-term sustainability. The expected device lifecycle is approximately four years, allowing the school to maintain consistent access to updated and reliable technology over time. Barnum will invest in Lenovo 500w Gen 5 12.2 Notebooks and cases, with 3 Year ADP warranty. These carts will ensure equitable access to digital curricular tools and assessment platforms for all students. The devices will support Tier I core instruction by enhancing daily academic engagement, expanding opportunities for interactive and blended learning, and strengthening instructional delivery across subject areas. They will also improve assessment practices, including standardized testing administration and the implementation of IEP accommodations and supports. Overall, this investment promotes equitable access to technology, strengthens instructional effectiveness, and supports data-informed teaching and learning. ********** 2.1 Aligned SMART Goals- By June 2027, Barnum's SPI-ELA will increase from 45.4 in 2024-25 to 68.4 in 2026-27. By June 2027, Barnum's SPI-Math will increase from 42.2 in 2024-25 to 67.1 in 2026-27. By June 2027, students in grades K-6 will achieve their district ELA targets in DIBELS. By June 2027, students in grades K-6 will achieve their district math targets in NWEA.

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2.2. Improve Differentiation and Support for Special Student Populations: SPED. Barnum is committed to strengthening inclusive practices and ensuring all students - particularly those with disabilities and multilingual learners - receive high-quality, differentiated instruction that meets their unique needs. Throughout the year, ongoing professional learning will build staff capacity to support special populations both in general education classrooms (Tier 1 instruction) and in specialized settings such as resource and self-contained classrooms. Instructional coaches and external partners will collaborate with teachers to address learning gaps and implement scaffolding strategies that support student access to grade-level content. A particular focus will be placed on designing lessons that are accessible to multilingual learners (MLLs) and students served under the Individuals with Disabilities Education Act (IDEA). Teachers will receive support in planning for differentiation, adapting materials, and embedding supports directly into core instruction. To support these efforts, teachers will receive professional development and coaching through CES for ESL and SPED differentiation. Special education resource teachers will receive coaching and professional development on implementing the Corrective Reading and Connecting Math Concepts programs. These evidence-based, direct instruction programs are designed to help struggling students rapidly acquire foundational skills in reading and math. Intervention materials for Corrective Reading and Connecting Math Concepts will be purchased to support teachers in designing visually supportive tools that enhance comprehension and organization for all learners. Specialist teachers will also receive coaching through CES. Additionally, the school employs 4 interventionists who follow a standardized schedule for intervention blocks, ensuring consistency in student support.	2.2 Aligned SMART Goals- By June 2027, Barnum's SPI-ELA will increase from 45.4 in 2024-25 to 68.4 in 2026-27. By June 2027, Barnum's SPI-Math will increase from 42.2 in 2024-25 to 67.1 in 2026-27. By June 2027, students in grades K-6 will achieve their district ELA targets in DIBELS. By June 2027, students in grades K-6 will achieve their district math targets in NWEA.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Identify a core set of no more than three strategies to advance the school's climate-related reform priorities. Following the sample below, summarize each climate strategy using a number (eg. 3.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Climate

Climate Priorities:	Aligned SMART Goals:
Sample: 3.1 Chronic Absenteeism/Attendance: *- Through the creation of a School Attendance Team, the school will reduce chronic absenteeism by providing and hiring support staff and an external partner (e.g. Attendance Works) to develop and execute strategies to reduce absenteeism by recognizing good and improved attendance; engaging students and parents to determine root causes for attendance issues; monitoring attendance data and practice; and providing personalized early outreach. By using a tiered system of supports aligned to student/family needs, we will be able to increase student attendance, decrease chronic absenteeism and promote positive home-school partnerships. Each school attendance team meeting will include a review of bi-weekly chronic absenteeism data as a review of the effectiveness of Tier I and II attendance interventions.*	***Sample: 3.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, decrease the school's Chronic Absenteeism indicator from 14.7 in 2020-21 to 12.0 in 2022-23.*
3.1. Student Attendance. Barnum will continue to implement a dedicated school-based attendance team to address all aspects of improving student attendance. This team will meet weekly to monitor data, identify trends, and develop responsive strategies to support students and families. Attendance team members will be compensated for their time. A part-time Attendance Monitor will play a key role in this effort by engaging directly with families of chronically absent students, reviewing attendance data to identify students at risk of becoming chronically absent, and providing targeted interventions. The Attendance Monitor will also work to improve communication with families and raise awareness about the importance of consistent, on-time attendance for academic success. The school will continue to implement a range of incentive-based attendance initiatives (including the school store) aimed at encouraging daily participation and fostering a positive school culture. These include Barnum Bucks (a rewards-based program), Half-Day Challenges, and Monthly Classroom Challenges, which celebrate classrooms with the highest attendance rates. Together, these efforts aim to create a proactive and supportive approach to improving attendance, reducing chronic absenteeism, and ensuring all students are present and engaged in learning.	3.1 Aligned SMART Goals- By June 2027, Barnum's chronic absenteeism rate will decrease from 37.1% in 2025-26 to 11.2% in 2026-27.

3.2. Improve Student Social-Emotional and Behavioral Well-Being: To foster a positive school climate and support the social-emotional and behavioral well-being of all students, Barnum will continue to strengthen its implementation of schoolwide Positive Behavioral Interventions and Supports (PBIS) in alignment with restorative practices. Barnum will strengthen schoolwide behavioral systems by establishing consistent Tier 1 expectations, as well as targeted Tier 2 and Tier 3 supports designed to minimize off-task behaviors and increase positive student-staff interactions. A Climate Coach will lead this work by providing professional development on Tier 1 behavioral management practices, equipping teachers with Tier 2 strategies for addressing challenging behaviors, and delivering training in restorative practices. In addition, systems will be created to regularly celebrate student and staff successes, reinforcing a positive and supportive school culture that increases engagement and attendance. Barnum will also invest in SmartPass, a web-based digital hall pass software to help reduce hallway conflicts and increase student accountability and attendance.	3.2 Aligned SMART Goals- By June 2027, Barnum's chronic absenteeism rate will decrease from 37.1% in 2025-26 to 11.2% in 2026-27.
3.3. Increase Parent Partnership and Communication: Barnum will continue to strengthen family-school partnerships by supporting the ongoing work of the Parent Engagement Team, which meets at least twice per month outside of school hours to plan and coordinate family engagement events. Team members will be compensated for their time, recognizing the critical role they play in building trust and collaboration between the school and its families. Keeping parents engaged in the school community is a key strategy to reducing chronic absenteeism. The Parent Engagement Team will focus on increasing family participation in school events through targeted outreach and strategic communication efforts. To support accessibility and encourage attendance - particularly for evening events - meals will be provided, acknowledging the timing of these gatherings during regular mealtimes. Barnum will invest in food, refreshments, and other supplies for parent engagement events. Events will serve as both community-building opportunities and platforms for sharing key information with families. These gatherings will include updates on school initiatives, student achievement data, attendance trends, and accountability measures, along with strategies families can use at home to reinforce school priorities. To ensure ongoing improvement in communication efforts, the school will collect and review data related to parent outreach and engagement. This will help monitor the effectiveness of communication strategies and ensure that families are receiving timely, relevant, and actionable information from the school.	3.3 Aligned SMART Goals- By June 2027, Barnum's chronic absenteeism rate will decrease from 37.1% in 2025-26 to 11.2% in 2026-27.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Identify a core set of no more than three strategies to advance the school's operations-related reform priorities. Following the sample below, summarize each climate strategy using a number (eg. 3.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Operations

Operations Priorities:	Aligned SMART Goals:
Sample: 4.1 Extended Learning Time: *- The school will offer an extended school day to students in grades 1-5. This program will and offer Science and Math instruction and Co-Curricular Enrichment activities to raise present levels of academic performance for students. Program provides students an opportunity to receive additional instruction from certified teachers from 3-5 days a week. Program includes extensive experiential learning through project-based activities aligned with math and science standards, but also utilizes the "close reading" methodology as part of the non-fiction reading necessary for the preparation for each activity.*	***Sample: 4.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, increase the School Performance Index (SPI) for Math from 50.2 in 2018-19 to 54.1 in 2022-23.*

Budget

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Object		Total
100 - Personal Services > Salaries		$280,070.00
200 - Personal Services > Employee Benefits		$19,264.00
300 - Purchased Professional and Technical Services		$231,540.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$43,060.00
600 - Supplies		$93,162.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$667,096.00
	Allocation	$667,096.00
	Remaining	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

100 - Personal Services > Salaries - $280,070.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	INTERVENTIONIST - HOURLY 3 INTERVENTIONIST x 32 WEEKS x 20 HRS x $42 = $80,640
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$80,640.00	
Line Item Total:	$80,640.00	
Object:	100 - Personal Services > Salaries	CLIMATE COACH - PER DIEM 1 CLIMATE COACH x 186 DAYS x $350 = $65,100
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$65,100.00	
Line Item Total:	$65,100.00	
Object:	100 - Personal Services > Salaries	.35 FTE INSTRUCTIONAL COACH - MATH - $29,892
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$29,892.00	
Line Item Total:	$29,892.00	

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Object:	100 - Personal Services > Salaries	ATTENDANCE MONITOR - HOURLY 1 ATTENDANCE MONITOR x 186 DAYS x 5HRS/DAY x $30 = $27,900
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$27,900.00	
Line Item Total:	$27,900.00	
Object:	100 - Personal Services > Salaries	.35 FTE INSTRUCTIONAL COACH - ELA - $25,718
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$25,718.00	
Line Item Total:	$25,718.00	
Object:	100 - Personal Services > Salaries	PARENT ENGAGEMENT TEAM - HOURLY 5 TEACHERS x 10 MONTHS x 10 HRS/MONTH x $42 = $21,000
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$21,000.00	
Line Item Total:	$21,000.00	
Object:	100 - Personal Services > Salaries	INTERVENTIONIST - HOURLY 1 INTERVENTIONIST x 32 WEEKS x 10 HRS/WEEK x $42 = $13,440
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	

Quantity:	1.00	
Cost:	$13,440.00	
Line Item Total:	$13,440.00	

Object:	100 - Personal Services > Salaries	ATTENDANCE TEAM - HOURLY 6 TEACHERS x 30 WEEKS x 1.5 HRS/WEEK x $42 = $11,340
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bridgeport School District (0000000015-00)	
Quantity:	1.00	
Cost:	$11,340.00	
Line Item Total:	$11,340.00	

Object:	100 - Personal Services > Salaries	PROFESSIONAL DEVELOPMENT PARTICIPATION - AFTER HOURS 15 TEACHERS x 4 DAYS x 2 HRS x $42 = $5,040
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$5,040.00	
Line Item Total:	$5,040.00	

Total for 100 - Personal Services > Salaries:	$280,070.00
Total for all other Objects:	$387,026.00
Total for all Objects:	$667,096.00
Allocation:	$667,096.00
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

200 - Personal Services > Employee Benefits - $19,264.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	INSTRUCTIONAL COACH - MATH - FRINGE - $15,636
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$15,636.00	
Line Item Total:	$15,636.00	
Object:	200 - Personal Services > Employee Benefits	3 INTERVENTIONISTS FRINGE - $1,169
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$1,169.00	
Line Item Total:	$1,169.00	
Object:	200 - Personal Services > Employee Benefits	CLIMATE COACH - PER DIEM FRINGE - $944
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$944.00	
Line Item Total:	$944.00	

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Object: 200 - Personal Services > Employee Benefits **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.1 **LEA / School:** Barnum School (015-0111) **Quantity:** 1.00 **Cost:** $405.00 **Line Item Total:** $405.00	ATTENDANCE MONITOR FRINGE - $405
Object: 200 - Personal Services > Employee Benefits **Purpose:** 01 - Public School Activities **Focus Area:** Talent - Goal 1.1 **LEA / School:** Barnum School (015-0111) **Quantity:** 1.00 **Cost:** $373.00 **Line Item Total:** $373.00	INSTRUCTIONAL COACH - ELA - FRINGE - $373
Object: 200 - Personal Services > Employee Benefits **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.3 **LEA / School:** Barnum School (015-0111) **Quantity:** 1.00 **Cost:** $305.00 **Line Item Total:** $305.00	PARENT ENGAGEMENT TEAM FRINGE - $305
Object: 200 - Personal Services > Employee Benefits **Purpose:** 01 - Public School Activities **Focus Area:** Academics Goal 2.2 **LEA / School:** Barnum School (015-0111)	1 INTERVENTIONIST FRINGE - $195

Quantity:	1.00	
Cost:	$195.00	
Line Item Total:	$195.00	

Object:	200 - Personal Services > Employee Benefits	ATTENDANCE TEAM FRINGE - $164
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$164.00	
Line Item Total:	$164.00	

Object:	200 - Personal Services > Employee Benefits	PROFESSIONAL DEVELOPMENT PARTICIPATION - AFTER HOURS - FRINGE - $73
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$73.00	
Line Item Total:	$73.00	

Total for 200 - Personal Services > Employee Benefits:	$19,264.00
Total for all other Objects:	$647,832.00
Total for all Objects:	$667,096.00
Allocation:	$667,096.00
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

300 - Purchased Professional and Technical Services - $231,540.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	STAR COACHING: 3 TEACHER WORKSHOPS x $1,350/WORKSHOP = $4,050 2 PARA WORKSHOPS x $1,350/WORKSHOP = $2,700 12 COACHING DAYS x $3,050/COACHING DAY = $36,600 TOTAL = $43,350
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$43,350.00	
Line Item Total:	$43,350.00	
Object:	300 - Purchased Professional and Technical Services	CONNECTING MATH CONCEPTS AND CORRECTIVE READING COACHING: 11 DAYS x $3,500/PER DAY = $38,500
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$38,500.00	
Line Item Total:	$38,500.00	
Object:	300 - Purchased Professional and Technical Services	HILL FOR LITERACY COACHING AND DATA SUPPORT: 10 COACHING DAYS, 5 ADMIN DATA DAYS, 5 TEACHER DAYS 20 DAYS TOTAL X $1,800/DAY = $36,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$36,000.00	

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Line Item Total:	$36,000.00	
Object:	300 - Purchased Professional and Technical Services	CES PD AND COACHING FOR ESL/SPED DIFFERENTIATION - $35,690 10 2-hour sessions at $569/session = $5,690 20 coaching days at $1,500/day = $30,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$35,690.00	
Line Item Total:	$35,690.00	
Object:	300 - Purchased Professional and Technical Services	HMH COACHING: 8 DAYS x $3,500/PER DAY = $28,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$28,000.00	
Line Item Total:	$28,000.00	
Object:	300 - Purchased Professional and Technical Services	CES COACHING FOR SPECIALIST TEACHERS - $25,500 6 2-hour sessions x $500/session = $3,000 18 coaching days x $1,250/day = $22,500
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$25,500.00	
Line Item Total:	$25,500.00	

Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
Focus Area:	Academics Goal 2.1
LEA / School:	Barnum School (015-0111)
Quantity:	1.00
Cost:	$24,500.00
Line Item Total:	$24,500.00

WONDERS COACHING: 7 DAYS x $3,500/PER DAY = $24,500

Total for 300 - Purchased Professional and Technical Services:	$231,540.00
Total for all other Objects:	$435,556.00
Total for all Objects:	$667,096.00
Allocation:	$667,096.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

500 - Other Purchased Services - $43,060.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	KES SUB TO COVER PD AND COACHING: 180 DAYS x $192/PER DAY - $34,560
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$34,560.00	
Line Item Total:	$34,560.00	
Object:	500 - Other Purchased Services	FOOD/REFRESHMENTS: PARENT ENGAGEMENT EVENTS - $8,500
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$8,500.00	
Line Item Total:	$8,500.00	

Total for 500 - Other Purchased Services:	$43,060.00
Total for all other Objects:	$624,036.00
Total for all Objects:	$667,096.00
Allocation:	$667,096.00
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

600 - Supplies - $93,162.00

Budget Detail		Narrative Description
Object:	600 - Supplies	COMPUTER CARTS FOR 6TH AND 7TH GRADE COMPUTERS - $57,349 INCLUDING APPROXIMATELY: - 80 x Lenovo 500w Gen 12.2" Notebook - HD - Intel N-Series N150 @ $515/ea = $41,200 - 80 x 3 year Extended Service Maintenance and Repair @ $98/ea = $7,840 - 80 x Laser Etching, Enrollment with Imaging, and Asset Tags @ $39.50/ea = $3,160 - 80 x Lenovo 500w Gen 12.2" cases @ $27/ea = $2,160 - 2 x Aver X30i 30 Device Charging Cart + Unpack/Installation @ $1,495/ea = $2,989
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$57,349.00	
Line Item Total:	$57,349.00	
Object:	600 - Supplies	CORRECTIVE READING AND CONNECTING MATH CONCEPTS INTERVENTION MATERIALS - $12,500
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$12,500.00	
Line Item Total:	$12,500.00	
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: SCIENCE KITS, ELA/MATH WORKBOOK CONSUMABLES, TEACHER'S MANUALS, ETC. - $11,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$11,000.00	
Line Item Total:	$11,000.00	

Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.3 **LEA / School:** Barnum School (015-0111) **Quantity:** 1.00 **Cost:** $5,735.00 **Line Item Total:** $5,735.00	SUPPLIES: PARENT ENGAGEMENT - $5,735
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.1 **LEA / School:** Barnum School (015-0111) **Quantity:** 1.00 **Cost:** $5,000.00 **Line Item Total:** $5,000.00	SCHOOL STORE: ATTENDANCE INCENTIVES - $5,000
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.2 **LEA / School:** Barnum School (015-0111) **Quantity:** 1.00 **Cost:** $1,578.00 **Line Item Total:** $1,578.00	SMARTPASS - $1,578

Total for 600 - Supplies:	$93,162.00
Total for all other Objects:	$573,934.00
Total for all Objects:	$667,096.00
Allocation:	

	$667,096.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Filter by Location: All - $667,096.00

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		280,070.00	280,070.00
200 - Personal Services > Employee Benefits		19,264.00	19,264.00
300 - Purchased Professional and Technical Services		231,540.00	231,540.00
500 - Other Purchased Services		43,060.00	43,060.00
600 - Supplies		93,162.00	93,162.00
Total		667,096.00	667,096.00
		Allocation	667,096.00
		Remaining	0.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Optional Documents		
Type	**Document Template**	**Document/Link**
Other Commissioner's Network Documentation	N/A	

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Allocations

Allocation Type	(1)	Comm Network S2 (12547)	Total
LEA		$832,515.00	$832,515.00
Total		$832,515.00	$832,515.00

Funded School

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Funded School
School Code:
School Name:
School Amount:

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

The Turnaround Committee, in consultation with the School Governance Council, develops the Turnaround Plan in accordance with C.G.S. § 10-223h(d) and the guidelines issued by the Commissioner. Accordingly, the Turnaround Plan must include:

1.	Provide a rigorous needs analysis informed by the operations and instructional audit.
2.	Identify an evidence-based turnaround model, aligned to school needs and growth areas.
3.	Provide robust strategies to secure, support, develop, evaluate, and retain top talent.
4.	Summarize the school's academic model, including curricula, assessments, and data-driven instruction.
5.	Outline a comprehensive approach to build a positive school culture and climate.
6.	Develop operational structures to effectively utilize time and resources.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

*** Principal Name**

Linda Bagoly

*** Principal Email**

lbagoly@bridgeportedu.net

Click here to view the most recent school data from the Connecticut Report Card:

Step 1. Complete the Target column based on school data in the recent Connecticut Report Card and ESSA Milestones targets.

School Data	2023-24 Target
Grades Served	PK-8
Student Enrollment	530
Percentage Eligible for Free/Reduced Price Meals	96.8 %
Percentage of Students with Disabilities	21.1 %
Percent of English Learner Students	52.6 %
Percentage of Students Chronically Absent	32.8 %
Classroom Teacher Attendance (Average FTE Days Absent)	14.40
Suspension/Expulsion Rate	5.20
School Performance Index (SPI) for ELA	68.20
Smarter Balanced Growth ELA	85.70
School Performance Index (SPI) for Math	66.30
Smarter Balanced Growth Math	86.70
School Performance Index (SPI) for Science	75 %
High School Only: Meeting Benchmark on College Readiness Exam	
High School Only: College-and-Career-Readiness Course-Taking	

High School Only: Four-Year Cohort Graduation Rate	
Next Generation Accountability Index	76.70

2022-23 Audit

Talent:		**Academics:**	
1.1 Instructional practice	2 - Developing	2.1. Academic rigor	2 - Developing
1.2. Leadership effectiveness	2 - Developing	2.2. Student engagement	2 - Developing
1.3. Instructional leadership	3 - Proficient	2.3. Supports for special populations	2 - Developing
Culture and Climate:		**Operations:**	
3.1. School environment	3 - Proficient	4.1. Adequate instructional time	3 - Proficient
3.2. Student attendance	2 - Developing	4.2. Use of instructional time	3 - Proficient
3.3. Student behavior	2 - Developing	4.3. Financial management	3 - Proficient
3.4. Family and Community Engagement	2 - Developing		

Talent

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Identify a core set of no more than three strategies to advance the school's talent-related reform priorities. Following the sample below, summarize each talent strategy using a number (eg. 1.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Talent

Talent Priorities:	Aligned SMART Goals:
Sample: 1.1 Embedded Literacy Coaching *- School will staff one literacy coach. Coaches will work with the district's Chief Academic Officer and school principal 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 2022.*	***Sample: 1.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, increase the School Performance Index (SPI) for English Language Arts (ELA) from 50.2 in 2018-19 to 54.1 in 2022-23.*
1.1. Instructional Practice: The needs assessment identified a need to support teachers during instructional time. In response, Columbus will hire 4 academic support interventionists for ELA and Math supplemental support during What I Need (WIN) blocks for small group instruction. In addition, 12 extended day academic interventionists will offer after-school tutoring in Math and ELA. To build staff capacity, Columbus will invest in professional development from Cooperative Educational Services. Cooperative Educational Services will facilitate introductory professional learning sessions for Columbus teachers focused on the Sheltered Instruction Observation Protocol (SIOP) Model. These sessions will address the first four SIOP components - lesson preparation, building background, comprehensible input, and instructional strategies - and will support educators in designing cohesive, language-rich instruction that increases access to grade-level curriculum and promotes equitable outcomes for multilingual learners. Teachers will also be paid hourly for this extended day professional development conducted outside of their regularly contracted hours.	1.1 Aligned SMART Goals: By June 2027, Columbus' SPI in ELA will increase from 39.4 in 2024-25 to 68.2 in 2026-27. By June 2027, Columbus' SPI in Math will increase from 41.7 in 2024-25 to 66.3 in 2026-27. By June 2027, the number of students in Grades K-8 scoring in the Intensive Support level on the DIBELS assessment will decrease by 10%.

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1.2. Instructional Leadership: An ELA/EL Instructional Coach will be hired to support high-quality instruction, with a particular focus on English Language Learners and students receiving special education services. The coach will work closely with Columbus administrators to design and implement ongoing, job-embedded professional development aimed at building staff capacity and instructional excellence. Additionally, the instructional coaches will engage in regular district-level professional learning alongside the Assistant Superintendent of Curriculum and Instruction and relevant district coordinators to ensure alignment with district-wide goals and initiatives. Additionally, 10 Grade Level teacher leaders will be paid to advance the school's data teaming inititative. The team of 10 teacher leaders ensures representation of all grade-levels and content areas. This team will support the implementation of the school's data teaming initiative across the school by faciliating grade-level and departmental data meetings; supporting colleagues in analyzing student performance data and identifying instructional priorities; and coordinating the collection and organization of data artifacts and evidence of implementation. This investment is designed to build internal capacity, strengthen data-driven instructional practices, and ensure that the data teaming initiative is implemented consistently throughout the school.	1.2 Aligned SMART Goals: By June 2027, Columbus' SPI in ELA will increase from 39.4 in 2024-25 to 68.2 in 2026-27. By June 2027, Columbus' SPI in Math will increase from 41.7 in 2024-25 to 66.3 in 2026-27. By June 2027, the number of students in Grades K-8 scoring in the Intensive Support level on the DIBELS assessment will decrease by 10%.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Identify a core set of no more than three strategies to advance the school's academic-related reform priorities. Following the sample below, summarize each academic strategy using a number (eg. 2.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Academics

Academic Priorities:	Aligned SMART Goals:
Sample: 2.1 Pre-K Grade 3 Literacy *- Academic interventionists will provide direct instruction and monitor student progress using research based interventions in reading. Staff will provide this support using the following tools: Leveled Literacy Intervention (LLI), Lexia Core 5 Reading, and Wilson Reading Fundations. Additionally, the school will offer a full day kindergarten program for all kindergarten students. As part of this program, and in alignment with the Reading Foundations Common Core State Standards, teachers will implement Fundations (Wilson Language), a structured, sequential and cumulative phonics/spelling program using multi-sensory teaching techniques.*	***Sample: 2.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, increase the School Performance Index (SPI) for English Language Arts (ELA) from 50.2 in 2018-19 to 54.1 in 2022-23.*

2.1. Differentiation and Support for Diverse Learners. To strengthen academic rigor and better meet the diverse learning needs of its students, Columbus will implement a comprehensive professional development plan grounded in several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH, Wonders, and Empowering Writers to deepen instructional practice in Math and ELA with a particular emphasis on supporting English Language Learners and students receiving special education services. Teachers will receive coaching and professional development on implementing the Corrective Reading and Connecting Math Concepts programs. These evidence-based, direct instruction programs are designed to help struggling students rapidly acquire foundational skills in reading and math. Intervention materials for Corrective Reading and Connecting Math Concepts will be purchased to support teachers in designing visually supportive tools that enhance comprehension and organization for all learners.To faciliate professional development sessions, Columbus will pay for a building substitute teacher. Special Education teachers will participate in McGraw Hill Intervention Professional Development focused on special education. Columbus will invest in books and supplies to facilitate this specialized professional development. To further address the needs of English Language Learner (ELL) students, Columbus will add a 3rd grade teacher to reduce class sizes and create smaller, more supportive learning environments for ELL instruction. By decreasing student-to-teacher ratios, the school will be better positioned to provide more individualized attention and targeted support for language development. This additional staffing will allow teachers to more effectively differentiate instruction, implement research-based language acquisition strategies, and ensure that ELL students have equitable access to grade-level content. Continued...	This dedicated position will ensure that multilingual learners receive the individualized scaffolding, vocabulary development, and content-access strategies necessary to engage fully with grade-level material. Moreover, the EL interventionist will provide supplemental instruction and support to the school's EL students. Beyond professional learning and staffing enhancements, Columbus will update instructional materials to support a more engaging and inclusive learning environment. Refreshed instructional supplies such as science kits, consumables such as workbooks and teacher manuals, and additional classroom materials will support hands-on exploration and deeper conceptual understanding. Columbus will invest in high-quality, engaging texts in order to establish Dual Language Classroom Libraries. Technology will also be modernized through the replacement of outdated Promethean boards. The expected device lifecycle is approximately four years, allowing the school to maintain consistent access to updated and reliable technology over time. This board will ensure equitable access to digital curricular tools and assessment platforms for all students and will support Tier I core instruction by enhancing daily academic engagement, expanding opportunities for interactive and blended learning, and strengthening instructional delivery across subject areas. Overall, this investment promotes equitable access to technology, strengthens instructional effectiveness, and supports data-informed teaching and learning. ********** 2.1 Aligned SMART Goals: By June 2027, Columbus' SPI in ELA will increase from 39.4 in 2024-25 to 68.2 in 2026-27. By June 2027, Columbus' SPI in Math will increase from 41.7 in 2024-25 to 66.3 in 2026-27. By June 2027, the number of students in Grades K-8 scoring in the Intensive Support level on the DIBELS assessment will decrease by 10%.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Identify a core set of no more than three strategies to advance the school's climate-related reform priorities. Following the sample below, summarize each climate strategy using a number (eg. 3.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Climate

Climate Priorities:	Aligned SMART Goals:
Sample: 3.1 Chronic Absenteeism/Attendance: *- Through the creation of a School Attendance Team, the school will reduce chronic absenteeism by providing and hiring support staff and an external partner (e.g. Attendance Works) to develop and execute strategies to reduce absenteeism by recognizing good and improved attendance; engaging students and parents to determine root causes for attendance issues; monitoring attendance data and practice; and providing personalized early outreach. By using a tiered system of supports aligned to student/family needs, we will be able to increase student attendance, decrease chronic absenteeism and promote positive home-school partnerships. Each school attendance team meeting will include a review of bi-weekly chronic absenteeism data as a review of the effectiveness of Tier I and II attendance interventions.*	***Sample: 3.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, decrease the school's Chronic Absenteeism indicator from 14.7 in 2020-21 to 12.0 in 2022-23.*
3.1. Behavior Management. The needs assessment at Columbus revealed a high number of discipline referrals and elevated levels of chronic absenteeism, both of which were closely tied to students feeling disconnected from their school community. Columbus will invest in shirts, folders, pens, and water bottles with school logos to promote belonging at school and engagement with the school community. Columbus will also invest in SmartPass, a web-based digital hall pass software to help reduce hallway conflicts and increase student accountability and attendance.	3.1 Aligned SMART Goals: By June 2027, Columbus's Chronic Absenteeism rate will decrease from 32.8% in 2025-26 to 8.5% in 2026-27.

3.2. School Attendance. The needs assessment identified a high rate of chronic absenteeism, closely tied to a poorly defined and inconsistently implemented schoolwide behavior management plan and social-emotional learning (SEL) approach. To address this, Columbus will invest in attendance incentives such as rewards and celebrations that increase students' engagement with school. In addition, to promote student engagement, belonging, and positive connections to school, Columbus will invest in enriching field trips that promote learning and engagement with school, and will pay for buses, entry, and food when applicable. Examples of potential fieldtrips include the Peabody Museum at Yale University, Mystic Aquarium, University of Connecticut, the Connecticut State Capital, and Long Wharf Theatre. Final field trip selections will be based on curriculum alignment, grade-level learning objectives, student needs, and the availability of community and educational partnerships. These experiences will strengthen Columbus's school climate and culture by providing students with opportunities to build positive relationships with peers and staff, experience success outside of the traditional classroom setting, enhance college and career rediness, and develop a stronger sense of belonging and connection to the school community. By creating shared, engaging experiences and reinforcing positive participation, field trips and attendance celebrations will help foster a school culture in which students feel valued, supported, and motivated to attend regularly. In turn, these investments will complement the school's SEL and behavior-management efforts by promoting positive behavior, relationship-building, and a greater sense of community.	3.2 Aligned SMART Goals: By June 2027, Columbus's Chronic Absenteeism rate will decrease from 32.8% in 2025-26 to 8.5% in 2026-27.

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Identify a core set of no more than three strategies to advance the school's operations-related reform priorities. Following the sample below, summarize each climate strategy using a number (eg. 3.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Operations

Operations Priorities:	Aligned SMART Goals:
Sample: 4.1 Extended Learning Time: *- The school will offer an extended school day to students in grades 1-5. This program will and offer Science and Math instruction and Co-Curricular Enrichment activities to raise present levels of academic performance for students. Program provides students an opportunity to receive additional instruction from certified teachers from 3-5 days a week. Program includes extensive experiential learning through project-based activities aligned with math and science standards, but also utilizes the "close reading" methodology as part of the non-fiction reading necessary for the preparation for each activity.*	***Sample: 4.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, increase the School Performance Index (SPI) for Math from 50.2 in 2018-19 to 54.1 in 2022-23.*

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Object		Total
100 - Personal Services > Salaries		$410,860.00
200 - Personal Services > Employee Benefits		$20,975.00
300 - Purchased Professional and Technical Services		$272,250.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$15,640.00
600 - Supplies		$112,790.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$832,515.00
	Allocation	$832,515.00
	Remaining	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

100 - Personal Services > Salaries - $410,860.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	ACADEMIC INTERVENTIONIST - PER DIEM 4 INTERVENTIONIST x 160 DAYS x $235 = $150,400
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$150,400.00	
Line Item Total:	$150,400.00	
Object:	100 - Personal Services > Salaries	ACADEMIC INTERVENTIONIST - EXTENDED DAY - HOURLY 12 INTERVENTIONIST x 160 DAYS x 1.5 HRS x $42 = $120,960
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$120,960.00	
Line Item Total:	$120,960.00	
Object:	100 - Personal Services > Salaries	.50 FTE INSTRUCTIONAL COACH - ELA/EL - $53,770
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$53,770.00	
Line Item Total:	$53,770.00	

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Object: 100 - Personal Services > Salaries **Purpose:** 01 - Public School Activities **Focus Area:** Talent - Goal 1.2 **LEA / School:** Columbus School (015-0511) **Quantity:** 1.00 **Cost:** $33,600.00 **Line Item Total:** $33,600.00	TEACHER LEADER - GRADE LEVEL - HOURLY 10 TEACHER LEADERS x 40 DAYS x 2 HRS x $42 = $33,600
Object: 100 - Personal Services > Salaries **Purpose:** 01 - Public School Activities **Focus Area:** Academics Goal 2.1 **LEA / School:** Columbus School (015-0511) **Quantity:** 1.00 **Cost:** $23,250.00 **Line Item Total:** $23,250.00	.50 FTE 3RD GRADE TEACHER - $23,250
Object: 100 - Personal Services > Salaries **Purpose:** 01 - Public School Activities **Focus Area:** Academics Goal 2.1 **LEA / School:** Columbus School (015-0511) **Quantity:** 1.00 **Cost:** $18,800.00 **Line Item Total:** $18,800.00	INTERVENTIONIST - PER DIEM - EL 1 INTERVENTIONIST x 80 days x $235 = $18,800
Object: 100 - Personal Services > Salaries **Purpose:** 01 - Public School Activities **Focus Area:** Talent - Goal 1.1 **LEA / School:** Columbus School (015-0511)	EXTENDED DAY PD - SIOP 12 TEACHERS x 10 DAYS x 2 HRS x $42 = $10,080

Quantity:	1.00
Cost:	$10,080.00
Line Item Total:	$10,080.00

Total for 100 - Personal Services > Salaries:	$410,860.00
Total for all other Objects:	$421,655.00
Total for all Objects:	$832,515.00
Allocation:	$832,515.00
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

200 - Personal Services > Employee Benefits - $20,975.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	INSTRUCTIONAL COACH - ELA/EL FRINGE - $8,113
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$8,113.00	
Line Item Total:	$8,113.00	
Object:	200 - Personal Services > Employee Benefits	3RD GRADE TEACHER FRINGE - $6,856
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$6,856.00	
Line Item Total:	$6,856.00	
Object:	200 - Personal Services > Employee Benefits	4 ACADEMIC INTERVENTIONIST - PER DIEM FRINGE
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$2,181.00	
Line Item Total:	$2,181.00	

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Object:	200 - Personal Services > Employee Benefits	ACADEMIC INTERVENTIONIST - EXTENDED DAY FRINGE
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$1,754.00	
Line Item Total:	$1,754.00	
Object:	200 - Personal Services > Employee Benefits	INTERVENTIONIST - PER DIEM - EL FRINGE $1,438
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$1,438.00	
Line Item Total:	$1,438.00	
Object:	200 - Personal Services > Employee Benefits	TEACHER LEADERs - GRADE LEVEL FRINGE - $487
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$487.00	
Line Item Total:	$487.00	
Object:	200 - Personal Services > Employee Benefits	EXTENDED DAY PD - SIOP - FRINGE - $146
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	

Quantity:	1.00
Cost:	$146.00
Line Item Total:	$146.00

Total for 200 - Personal Services > Employee Benefits:	$20,975.00
Total for all other Objects:	$811,540.00
Total for all Objects:	$832,515.00
Allocation:	$832,515.00
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

300 - Purchased Professional and Technical Services - $272,250.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	WONDERS/MCGRAW HILL PD: $4,500/PER DAY x 20 DAYS - $90,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$90,000.00	
Line Item Total:	$90,000.00	
Object:	300 - Purchased Professional and Technical Services	HMH PD: $3,500/PER DAY x 20 DAYS - $70,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$70,000.00	
Line Item Total:	$70,000.00	
Object:	300 - Purchased Professional and Technical Services	CONNECTING MATH CONCEPTS AND CORRECTIVE READING COACHING: 15 DAYS x $3,500/PER DAY
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$52,500.00	

Line Item Total:	$52,500.00	
Object:	300 - Purchased Professional and Technical Services	SIOP: $800/PER DAY x 40 DAYS- $32,000
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$32,000.00	
Line Item Total:	$32,000.00	
Object:	300 - Purchased Professional and Technical Services	EMPOWERING WRITERS (ONE-TIME SUBSCRIPTION FOR THE YEAR) - $21,750
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$21,750.00	
Line Item Total:	$21,750.00	
Object:	300 - Purchased Professional and Technical Services	MCGRAW HILL: INTERVENTION PD (SPED FOCUSED) - $6,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$6,000.00	
Line Item Total:	$6,000.00	

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Total for 300 - Purchased Professional and Technical Services:	$272,250.00
Total for all other Objects:	$560,265.00
Total for all Objects:	$832,515.00
Allocation:	$832,515.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

500 - Other Purchased Services - $15,640.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	FIELD TRIPS: TRANSPORTATION, ENTRY FEES, FOOD, ETC. - $15,000
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$15,000.00	
Line Item Total:	$15,000.00	
Object:	500 - Other Purchased Services	PROMETHEAN BOARD INSTALLATION - $640
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$640.00	
Line Item Total:	$640.00	

Total for 500 - Other Purchased Services:	$15,640.00
Total for all other Objects:	$816,875.00
Total for all Objects:	$832,515.00
Allocation:	$832,515.00
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

600 - Supplies - $112,790.00

Budget Detail		Narrative Description
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: MCGRAW HILL INTERVENTION MATERIALS - $34,990
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$34,990.00	
Line Item Total:	$34,990.00	
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: SCIENCE KITS, ELA/MATH WORKBOOK CONSUMABLES, TEACHER'S MANUALS, ETC. - $20,200
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$20,200.00	
Line Item Total:	$20,200.00	
Object:	600 - Supplies	CORRECTIVE READING AND CONNECTING MATH CONCEPTS INTERVENTION MATERIALS - $14,900
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$14,900.00	
Line Item Total:	$14,900.00	

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Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Academics Goal 2.1 **LEA / School:** Columbus School (015-0511) **Quantity:** 1.00 **Cost:** $14,200.00 **Line Item Total:** $14,200.00	DUAL LANGUAGE CLASSROOM LIBRARIES - $14,200
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.1 **LEA / School:** Columbus School (015-0511) **Quantity:** 1.00 **Cost:** $13,500.00 **Line Item Total:** $13,500.00	SCHOOL BELONGING/ENGAGEMENT INITIATIVE: SCHOOL-BRANDED SHIRTS, FOLDERS, PENS, WATER BOTTLES, ETC. - $13,500
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.2 **LEA / School:** Columbus School (015-0511) **Quantity:** 1.00 **Cost:** $13,400.00 **Line Item Total:** $13,400.00	ATTENDANCE INCENTIVES: SUPPLIES FOR STUDENT REWARDS FOR ATTENDING SCHOOL AND MILESTONE CELEBRATIONS - $13,400
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.1 **LEA / School:** Columbus School (015-0511)	SMARTPASS - $1,600

Quantity:	1.00
Cost:	$1,600.00
Line Item Total:	$1,600.00

Total for 600 - Supplies:	$112,790.00
Total for all other Objects:	$719,725.00
Total for all Objects:	$832,515.00
Allocation:	$832,515.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Filter by Location: All - $832,515.00

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		410,860.00	410,860.00
200 - Personal Services > Employee Benefits		20,975.00	20,975.00
300 - Purchased Professional and Technical Services		272,250.00	272,250.00
500 - Other Purchased Services		15,640.00	15,640.00
600 - Supplies		112,790.00	112,790.00
Total		832,515.00	832,515.00
		Allocation	832,515.00
		Remaining	0.00

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Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Optional Documents		
Type	**Document Template**	**Document/Link**
Other Commissioner's Network Documentation	N/A	

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Allocations

Allocation Type (1)	ESSA SIG - CSI/Turnaround (20679) CFDA: 84.010A	Total
LEA	$1,600,000.00	$1,600,000.00
Total	$1,600,000.00	$1,600,000.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Contacts

Required Contacts	
Type	**Contact(s)**
ESSA SIG Contact [Select at least 1 contact(s)]	Hannah Whitley

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - District Level Questions and Guidance

Guidance and Instructions
The district must commit to using Title I, Part A, Section 1003 funding for its schools demonstrating the greatest need and the strongest commitment to using funding for improvement. The district must provide Title I, Part A, Section 1003 funding to selected schools for up to four years, which may include one year of planning. The minimum annual award for a Title I Turnaround School is $200,000. The minimum annual award for a Focus School is $50,000. The maximum annual award for any school is $500,000.
Complete a school application for Title I, Part A, Section 1003 School Improvement Grant funding by selecting the school from the drop-down list in the School Improvement Section. Complete the needs assessment, school plan and budget pages in the section for each of the schools selected by the district to receive funding.
Award of the Title I, Part A, Section 1003 School Improvement Grants requires the district to describe its strategy and structure to support school turnaround efforts at the district level.
Please note that prior to award of Section 1003 funds, the district must complete the district application and school plans; and, the district must submit, for CSDE approval, a school improvement plan for each school in the district identified as a Title I Turnaround School. These school improvement plans must be informed by performance on the CSDE long term goals (academic achievement for mathematics and literacy, graduation rate and English Learner proficiency); must include evidence-based interventions; must be based on school-level needs assessment; must identify resource inequities to be addressed in the plan; must be approved by the district and the state; and must be monitored periodically by the state during Opportunity District monitoring meetings. If a district's Turnaround School has been selected for Section 1003 funding, the school plan submitted with this application will serve as the school improvement plan.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - District Level Questions and Guidance

Section 1: District Capacity and Organizational Structure

* The district must demonstrate that it has the capacity and an intentional organizational structure to support turnaround efforts in its lowest-performing schools. Please provide a clear overview of the district's capacity and staffing structure to support its lowest performing schools. Specifically describe the supports and technical assistance provided by the district to its lowest performing schools.

Under the leadership of Interim Superintendent Dr. Royce Avery and Assistant Superintendent of Curriculum and Instruction Margaret Hughes, the district's organizational staff will work with each of the SIG schools, along with Executive Directors Sangeeta Bella and Dr. Christopher Siano. Additionally, the district's Directors/Content Area leads for ELA, Math, Science, and Early Childhood will work with the Chief of Special Education and Bilingual Education/World Languages. The Department of Data Management will assist schools with the retrieval of data and the alignment with specific content areas, as well as professional development.

Section 2: District Support for Development of School Improvement Plans

* The district must provide support for the development of school improvement plans for schools receiving Section 1003 funding. Please provide a clear overview of technical support provided to schools in the development of school improvement plans which include evidence-based interventions.

Each district school is mandated to create and abide by a School Improvement Plan. Under the supervision of the Executive Directors and the Assistant Superintendent of Curriculum and Instruction, each SIG school will work with a team of assembled school staff, students, and community team members to draft the school's plan. Additionally, through district-designed and provided professional development sessions, SIG building administrators and, as necessary, school leadership teams will have access to the team as mentioned above to learn and apply district-aligned teachings related to improving building academics, student, staff, and family social and emotional quotients, as well as how to enhance building climate and how to better utilize community wraparound services.

Section 3: Accountability and Monitoring Strategy

* The district must develop and implement tools and processes to create shared accountability for results at the school and district levels. Describe the district's systems, tools and processes it will use to monitor the fidelity of school plan implementation.

The Executive Directors consistently visits all SIG recipient schools. While grant implementation is not a formal evaluation process, it includes basic elements such as building management, academic improvement, and school climate improvement. During the school year, administrators receive informal evaluations to ensure that the noted grant programs are being implemented with fidelity. Any issues identified during these reviews will be addressed in real-time during the program's implementation. Additionally, at the end of each school year, funding is made available, and these grant plans will be utilized to evaluate the principal's ability to implement all the program's SMART goals fully.

Section 4: Review of External Partners.

* The district must use a rigorous review process to recruit, screen, select and evaluate any external partner with whom the district will partner to ensure that the external partner is working to implement evidence-based interventions. Describe the process the district used to recruit, screen, select and evaluate external partners.

For items greater than or equal to $25,000, principals are guided to identify either state and/or city-approved contractors. If available vendors cannot provide the necessary services, principals utilize informal bidding processes by which three quotes from viable providers are requested, with the most appropriate provider being chosen. Funding over $25,000 requires Requests for Proposals and a bid process where the best provider is chosen to complete the required tasks. Once a vendor is engaged, the principal evaluates the program's statement of work, overall objectives, and the terms and conditions of the agreement

to confirm that the noted tasks are completed accurately and by the specified dates/times. Vendors are paid via PO/invoicing processes. The principal must sign and acknowledge the invoices to confirm that the contracted work has been completed.

Section 5: Alignment of Resources

* The district must align other Federal, State and local resources to carry out activities supported with funds from Section 1003. Describe the district's strategy or approach to aligning all Federal, State and local resources to support school improvement and to address resource inequities.

The district utilizes federal, state, and local funding through a school-based budgeting model established for the School Improvement Grant and Commissioner's Network grants. This model empowers school staff to collaborate closely with the Assistant Superintendent of Curriculum and Instruction, Executive Directors, and the Department of Grants Development and Management (overseen by the Interim Superintendent) to effectively plan, manage, and allocate available resources. Implemented during the 2012-2013 school year, this strategy has enabled the district to support school improvement efforts better and address resource inequities. Using student enrollment data and a structured allocation model, the district determines appropriate staffing levels and identifies school-specific needs to ensure each school receives the services and resources required for success.

Section 6: Conditions for Success

* The district must secure optimal conditions and create policies and practices that enable school reform and provide site-based flexibility. Describe how the district will modify its practices and policies to allow schools additional autonomy in exchange for increased accountability and to allow for full implementation of the interventions outlined in the school plans.

As noted above, all School Improvement Gra nt principals will be monitored monthly and evaluated annually based on progress in four key areas: talent, academics, climate, and operations. While no formal changes to district evaluation policies are anticipated, the SIG grant plan will be incorporated as an informal component of each principal's performance review. The Academics Department - which includes the Assistant Superintendent of Curriculum and Instruction and the Executive Directors- will support this process by facilitating ongoing dialogue among SIG principals. These discussions will focus on sharing best practices, addressing identified growth areas, and aligning efforts with SMART goals for the upcoming year.

Section 7: School Budgets

* The district must commit to thoughtful and strategic resourcing, including investments in high-yield evidence-based interventions and efforts to promote sustainability. The Section 1003 funding must supplement, not supplant, State and local funds. Describe how the district will ensure that the low-performing schools receiving Section 1003 funding will continue to receive all Federal, State and local funding it would receive in the absences of additional funding from Section 1003.

All district schools with School Improvement Grants and Commissioner's Network grants utilize the aforementioned school-based budgeting model, which is grounded in empowerment and accountability at the school level. For the remaining schools with grant funding, the resource allocation system is equitable, uniform, and transparent, while retaining the flexibility to respond to school-specific needs. The model allows school-based decisions to deploy discretionary resources to meet school-specific needs. All federal, state, and local funding attributed to schools will not be reduced or modified due to the school's newly minted SIG school status. All services/programming/materials the schools receive under the school-based budgeting model will remain as is, and funds collected via the SIG program are considered supplemental.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - District Level Questions and Guidance

☑ *** 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.**

A.	The applicant has the necessary legal authority to apply for and receive the proposed grant;		
B.	The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;		
C.	The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;		
D.	The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;		
E.	Grant funds shall not be used to supplant funds normally budgeted by the agency;		
F.	Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;		
G.	The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;		
H.	The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;		
I.	If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;		
J.	The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;		
K.	At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;		
L.	REQUIRED LANGUAGE (NON-DISCRIMINATION)		
	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)	(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.
	(c)	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.
	(d)	The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
	(e)	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.
	(f)	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.
78	(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 § 46a56; 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.	

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

Object		Total
100 - Personal Services > Salaries		$562,167.00
200 - Personal Services > Employee Benefits		$75,574.00
300 - Purchased Professional and Technical Services		$465,124.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$300,505.00
600 - Supplies		$196,630.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$1,600,000.00
	Allocation	$1,600,000.00
	Remaining	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

100 - Personal Services > Salaries - $562,167.00

Budget Detail	Narrative Description	
	Total for 100 - Personal Services > Salaries:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$1,600,000.00
	Remaining:	$1,600,000.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

200 - Personal Services > Employee Benefits - $75,574.00

Budget Detail	Narrative Description	
	Total for 200 - Personal Services > Employee Benefits:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$1,600,000.00
	Remaining:	$1,600,000.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

300 - Purchased Professional and Technical Services - $465,124.00

Budget Detail	Narrative Description	
	Total for 300 - Purchased Professional and Technical Services:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$1,600,000.00
	Remaining:	$1,600,000.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

500 - Other Purchased Services - $300,505.00

Budget Detail	Narrative Description	
	Total for 500 - Other Purchased Services:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$1,600,000.00
	Remaining:	$1,600,000.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

600 - Supplies - $196,630.00

Budget Detail	Narrative Description	
	Total for 600 - Supplies:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$1,600,000.00
	Remaining:	$1,600,000.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

Purpose Object	01 - Public School Activities	Total
100 - Personal Services > Salaries	562,167.00	562,167.00
200 - Personal Services > Employee Benefits	75,574.00	75,574.00
300 - Purchased Professional and Technical Services	465,124.00	465,124.00
500 - Other Purchased Services	300,505.00	300,505.00
600 - Supplies	196,630.00	196,630.00
Total	1,600,000.00	1,600,000.00
	Allocation	1,600,000.00
	Remaining	0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Bassick High School	$200,000.00	$0.00	$200,000.00	$200,000.00
Cesar Batalla School	$200,000.00	$0.00	$200,000.00	$200,000.00
Columbus School	$200,000.00	$0.00	$200,000.00	$200,000.00
Edison School	$200,000.00	$0.00	$200,000.00	$200,000.00
Geraldine Claytor Magnet Academy	$200,000.00	$0.00	$200,000.00	$200,000.00
Luis Munoz Marin School	$200,000.00	$0.00	$200,000.00	$200,000.00
Paul Laurence Dunbar School	$200,000.00	$0.00	$200,000.00	$200,000.00
Wilbur Cross School	$200,000.00	$0.00	$200,000.00	$200,000.00
Total:	**$1,600,000.00**	**$0.00**	**$1,600,000.00**	**$1,600,000.00**

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School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

Principal's Name:	*	Joseph Raiola
Principal's Email:	*	jraiola@bridgeportedu.net
District SIG Support Person:	*	Ms. Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	9-12
Student Enrollment	1,129.00
Percentage Eligible for Free/Reduced Price Meals	92.8 %
Percentage of Students with Disabilities	28.5 %
Percentage of English Language/Multilingual (EL/ML) Learners	36.8 %
Percentage of Students Chronically Absent	50.5 %
Suspension/Expulsion Rate	16.30
Classroom Teacher Attendance (Average FTE Days Absent)	15.20
High School Only: College-and-Career-Readiness Course-Taking	82.90
Middle School & High School Only: On-Track to High School Graduation	68.10
High School Only: Demonstrating Postsecondary Readiness	11.80

ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	66.10
Smarter Balanced Growth ELA	
School Performance Index (SPI) for Math	66.50
Smarter Balanced Growth - Math	
High School Only: Four Year Cohort Graduation Rate	88.90
Next Generation Accountability Index	75.80
LAS Links Growth - Literacy	84.70
LAS Links Growth - Oral	92.40
Chronic Absenteeism	14.90
High School Only: Six Year Adjusted Cohort Graduation Rate	94.00

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
05/18/2026	virtual	District Principals, School Turnaround officer	A 2027 SIG planning kick-off meeting was held with district principals and the School Turnaround Officer.
05/25/2026	In-Person	School leaderhip team- Principal, Assistant Principals, ELA teacher, SPED teacher, SPED resource coordinator, School Counselor	The School Leadership Team updated and reviewed the needs assessment and engaged in planning for the 2027 School Improvement Grant (SIG).
06/02/2026	In-Person	PTSO president and students	The PTSO President and students collected feedback on the 2026 SIG programs and discussed priorities and recommendations for the 2027 School Improvement Grant (SIG).
06/11/2026	In-Person	School leaderhip team- Principal, Assistant Principals, ELA teacher, SPED teacher, SPED resource coordinator, School Counselor	The school leadership team set goals for 2027 SIG and expenditure proposals.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to

effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

Talent Indicators	Assessment Score	Evidence	Reasoning
EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	2. Developing	District equity is a concern, as other high schools have fully staffed STEM departments and smaller class sizes than Bassick High School does. Our school continues to face major shortages in math, science and Technology Education candidates, often requiring the use of long-term substitutes. Hiring and recruitment are managed centrally by District HR, with school-level involvement limited to reviewing applications, interviewing, and recommending hires.	Bassick has limited influence over recruitment, which is controlled at the district level. Persistent shortages of qualified STEM teachers lead to reliance on substitutes, exacerbating inequities compared to other district schools. Without a targeted plan for attracting and retaining teachers in high-need areas, students face ongoing challenges in access to consistent, high-quality instruction.
1.2 Evaluation & Coaching Systems	2. Developing	The district has implemented an approved Professional Development Advisory Council (PDAC) plan. The PDAC program provides embedded coaching as the primary support model.	While the PDAC program establishes a coaching framework, it is district-driven rather than tailored to specific school needs. The lack of differentiated or school-based evaluation and coaching limits opportunities for teachers to receive targeted support aligned to local goals and challenges.

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1.3 Professional Learning Plan	2. Developing	The district publishes a professional development calendar. The school's PD calendar is aligned with the district's schedule.	Although the alignment ensures consistent professional learning opportunities, Bassick lacks structured time for vertical alignment and curricular planning. This gap reduces opportunities for cross-grade collaboration and hinders the development of coherent instructional progressions across content areas.
1.4 Leadership	2. Developing	The current school leadership team is composed of administrators and a small sample of teacher leders. The current leadership team has limited teacher input due to lack of resources, department heads for high schools are not possible due to funding and staffing limits.	A leadership team limited to administrators and a small number of teachers reduces opportunities for shared decision-making and the incorporation of diverse faculty perspectives. Expanding the team to include teacher leaders from all departments would strengthen collaborative leadership and ensure more inclusive decision-making processes.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	2. Developing	There is an initial draft of curriculum for some courses, including pacing guides, assessments, and unit plans. Grade-level curriculum is missing in some subject areas.	Bassick has access to a published curriculum across some content and courses. Without consistent pacing guides and unit plans, instruction varies widely and limits alignment across grades.

2.2 Instructional Framework	2. Developing	Instruction is a mix of project-based, student-centered work, and teacher-directed lessons. No published instructional framework exists that aligns instruction to the curriculum. School administration uses best practices to support teachers, but support is not grounded in a unified framework.	The absence of a clearly articulated instructional framework reduces consistency across classrooms. While best practices are promoted, there is no systemic approach that ensures alignment to curriculum or equity of instructional delivery.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	Instruction is just starting to provide a text-rich learning environment for multilingual learners (MLLs). Many classes deliver instruction with limited modalities. Multilingual support is largely confined to EL-designated classes and does not carry over into Tier 1 instruction. Some teachers provide additional supports, but most classroom teachers lack training in strategies for ML learners.	Support for diverse learners is inconsistent. While individual teachers make efforts, there is no schoolwide framework to ensure Tier 1 instruction addresses the needs of multilingual learners and other diverse student groups.
2.4 Assessment Practices & Data Use	2. Developing	District assessments and benchmarking are used to monitor growth in ELA and Math. Currently, there is minimal use of school-based data teams to analyze results. Assessments are administered, but results are not consistently used for planning or instructional adjustments.	Although district assessments are in place, data use is limited. Without robust data team practices, the school is not leveraging assessment information to inform instruction or guide interventions.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**

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EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***
3.1 School Environment	2. Developing	The school environment is organized, but student engagement and pride are limited.	While the school fosters organization and some sense of belonging, the opening of a new building saw a revitilzation of school culture.
3.2 Attendance	1. Below Standard	The chronic absenteeism rate at Bassick High School was 50.5% during the 2025-26 school year.	Extremely high rates of chronic absenteeism undermine student learning and schoolwide improvement efforts. Targeted attendance interventions are needed.
3.3 Behavioral Management	1. Below Standard	The school's suspension rate was 16.3% during the 2024-25 school year.	Suspension rates are disproportionately high, signaling the need for restorative practices and proactive behavior interventions.
3.4 Equitable Partnerships with Stakeholders	2. Developing	The school offers 6–8 PTSO meetings/events per year. The PTSO is active, with events that include parent learning opportunities. Parents who attend PTSO meetings are engaged, but overall participation is limited. Partnerships with external providers exist, but access to wraparound services is hindered by sign-up barriers.	The school has a foundation of parent and community engagement through an active PTSO and some external partnerships. However, limited participation and logistical barriers prevent equitable access to these supports.
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**

EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***
4.1 Scheduling Structures	3. Proficient	The schedule is designed to ensure outlined instructional hours in ELA and Math.	The schedule provides adequate instructional time in core content areas, but adjustments may be needed to ensure balanced opportunities across subjects.
4.2 Use of Time	3. Proficient	9th- and 10th-grade students receive full-year, 80-minute periods for ELA and Math. 11th- and 12th-grade students only have ELA and Math during one semester. Common planning time exists but is inconsistently or minimally used. Teachers require more support in effectively using extended instructional time.	Time allocations favor underclassmen, but upper-grade students receive less consistent support in core subjects. Ineffective use of common planning reduces opportunities for collaboration and instructional improvement.
4.3 Technology, Facilities, & Operational Planning	3. Proficient	The opening of our new school in 2025-26 provided students with a brand new facility.	Having a bright, newly construction buidling brings a sense of belonging for students and staff. Students feel valued and appreciated by the space they learn in. Technology is now aligned to 21st centry expectations and evolution.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* 4.1. Scheduling Structures	Students have adequate instructional time in core content areas, particularly ELA and Math. Protected blocks for underclassmen ensure students have extended opportunities for learning that align with state benchmarks.	All 9th- and 10th-grade students receive full-year, 80-minute instructional blocks in ELA and Math.
4.3. Technology, Facilities, and Operational Planning	The transition to a new high school building, adjacent to the University of Bridgeport campus, provides students with a modern, state-of-the-art facility. The upgraded environment is expected to improve student pride, engagement, and access to learning opportunities.	The new facility opened August 2025, with a ribbon-cutting ceremony marking completion.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* 3.2. Attendance & 3.3. Behavior Management	Chronic absenteeism, currently at 53%, reflects challenges in school climate, family engagement, and consistent Tier 1 instruction that motivates students to attend. Transportation issues may also contribute. Improving daily attendance will require stronger connections between families, student success, and school supports.	School Funding
1.2. Professional Learning Plan	Teachers lack sufficient instructional feedback and coaching specific to instructional pedagogy. Without targeted professional development and ongoing data-driven support, student achievement lags.	Empowering, Rigorous Content
2.1. Curriculum and Academic Programming	Teachers have not received consistent instructional feedback in mathematics and ELA. Lack of school-based coaching, coupled with limited time for collaborative planning, reduces effectiveness in improving student learning outcomes.	School Leadership Quality & Diversity

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Bassick High School's SPI in Math will increase from 35.6 in 2025-26 to 65.5 in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Bassick High School's SPI in ELA will increase from 35.6 in 2025-26 to 66.1 in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, Bassick High School's chronic absenteeism rate will decrease from 50.5% in 2025-26 to 14.9% in 2026-27.

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Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, 70% of grade 9-12 students will meet their ELA IAB goal.
Internal Benchmark Goal #5	* By June 2027, 70% of all students will meet their math IAB goal.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1	1.1. Leadership: Because the needs assessment revealed that the current leadership team is composed only of administrators, the school will expand its leadership capacity by appointing eight (8) teachers to serve as Department Heads. These teacher leaders will receive stipends for their service and will participate in extra-duty responsibilities, including contributing to schoolwide administrative decision-making. This distributed leadership model will strengthen teacher voice, improve instructional alignment across departments, and foster a more collaborative and responsive school culture. Additionally, five teachers will participate in 15 hours of summer leadership professional development to further strengthen their leadership skills and will receive compensation for their time.	Goal #1 Goal #4	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #3, Goal #4, Goal #5 Evidence Base: Strong	8 TEACHER DEPARTMENT HEAD STIPENDS SUMMER LEADERSHIP WORK - 5 PEOPLE X 15 HRS/EA	$ 22,383.00
1.2		Goal #2	Effective Teacher Professional Development Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Goal #1, Goal #2, Goal #4, Goal #5		$ 56,520.00

	1.2. Professional Learning Plan: To strengthen academic rigor and support the diverse learning needs of its students, Bassick will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH, focusing on deepening teachers' instructional practices in mathematics. Funds will be allocated to pay for substitute teaching services to provide release time for teacher leaders participating in coaching and professional development activities. Bassick will also invest in PowerSchool professional development, ensuring that new staff receive training in creating student-centered master schedules. This training will build staff expertise, improve the quality of the scheduling process, and ensure that the master schedule maximizes instructional time, provides equitable access to courses, and supports interventions and enrichment opportunities.	Goal #5	Evidence Base: Strong	HMH: COACHING (5 days x $3,500 Per Day) SUBSTITUTE SERVICES FOR PD/COACHING RELIEF ($189/DAY X 180 DAYS) POWERSCHOOL TRAINING	
1.3		Select... Select...	Evidence Base: Select...		$ 0.00
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority**

					Please Note: this cost is automatically populated based on information provided on the Budget page.
Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1		Goal #1		ELA CURRICULUR SUPPLIES: NOVELS, CLASSROOM LIBRARIES, CHOICE TEXTS, INDEPENDENT READING BOOKS INSTRUCTIONAL SUPPLIES: FOR MATH AND SCIENCE MANIPULATIVES, PAPER, PENS, MARKERS, FOLDERS, ETC. MATH CONSUMABLES AND TEXTBOOKS: HMH AND STATISTICS	$ 55,895.00

	2.1. Curriculum and Academic Programming. Bassick will update and enhance mathematics and ELA instructional supplies to ensure a well-rounded educational experience for all students. An investment in updated ELA curricular supplies, including novels, classroom libraries, choice texts, and independent reading books, will expand students' access to high-quality, engaging texts and support differentiated instruction, independent reading, and the development of strong literacy skills. Instructional supplies for math and science, including manipulatives, paper, pens, markers, and folders, will provide students and teachers with the materials necessary to support hands-on learning, reinforce key concepts, and facilitate consistent, engaging classroom instruction. Updated math consumables and textbooks will align school resources to the district's mathematics curriculum and ensure that students have access to current, standards-aligned materials that support grade-level learning and academic achievement.		CSDE Evidence based Practice Guide for Reading identifies Tier 1: Strong Evidence for providing reading interventions (Tier 2 students) AND Tier 1: Strong Evidence for Implementing a specific set of core in-school strategies and practices to support reading. Source: School-based Strategies for Narrowing the Achievement Gap: February 2017. AND CSDE Evidence based Practice Guide for Math identifies Tier 1: Strong evidence to provide explicit and systematic intervention instruction AND Tier 2: Moderate evidence in providing instructional coaching. Source: Instructional Coaching: Professional Development Strategies that Improve Instruction and Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). Goal #1, Goal #2, Goal #4, Goal #5		
		Goal #4	Evidence Base: Strong		
2.2		Select...			$ 0.00
		Select...	Evidence Base: Select...		
2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority**

					Please Note: this cost is automatically populated based on information provided on the Budget page.
Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1. Student Attendance. Bassick will strengthen its school-based attendance initiatives by maintaining a dedicated Attendance Team focused on addressing all aspects of student attendance. This team will meet weekly to review data, monitor trends, and design responsive strategies to support students and families. A clerical staff member will be hired to support the Attendance Team by managing data entry, coordinating outreach efforts, and ensuring timely follow-up with students and families. Through these combined efforts, Bassick will adopt a proactive, family-centered approach to improving attendance, reducing chronic absenteeism, and ensuring that all students are consistently present, engaged, and positioned for academic success. Moreover, SIG funds will be used to support a CT RISE 8th-to-9th-grade transition	Goal #3 Select...	"Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd." Evidence Base: Strong	1 – ATTENDANCE SUPPORT CLERICAL – 1 PERSON X 40 WEEKS X 5 HRS/WK AFTER SCHOOL CLUB STIPENDS X 8 PEOPLE RISE: 8TH TO 9TH GRADE TRANSITION PROGRAM	$ 65,202.00

	program, including the Grade 9 Focus Network, which provides ongoing coaching for the Grade 9 leadership team; an On-Track Mentor Program to support an identified caseload of approximately 50 Grade 9th students; and implementation of the RISE Data Hub, which integrates with the district's student information system to provide timely visibility into student progress and identify students who may be at risk of falling off track. These supports will enable the Grade 9 team to use data to identify needs early, coordinate targeted interventions, monitor student progress, and strengthen student engagement and on-track achievement during the critical transition to high school. The overall approach will build the school's capacity for continuous improvement while supporting students' successful progression toward on-time graduation and postsecondary opportunity. To further strengthen students' connection to school and increase their motivation to attend regularly, Bassick will expand extended learning opportunities by hiring teachers to lead and coordinate after-school clubs and enrichment activities, with stipends provided for work beyond the regular school day. These opportunities will provide students with engaging, hands-on experiences that build positive relationships with staff and peers while extending learning beyond the traditional classroom.				
3.2		Select...			$ 0.00
		Select...	Evidence Base: Select...		

Specific Operations Priority and Strategy	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.	*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000
4.1	Select...			$ 0.00
	Select...	Evidence Base: Select...		

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Object		Total
100 - Personal Services > Salaries		$36,063.00
200 - Personal Services > Employee Benefits		$522.00
300 - Purchased Professional and Technical Services		$17,500.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$90,020.00
600 - Supplies		$55,895.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

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100 - Personal Services > Salaries - $36,063.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Teacher Department Heads - Stipends: 8 Stipends x $2,500/person
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$20,000.00	
Line Item Total:	$20,000.00	
Object:	100 - Personal Services > Salaries	Afterschool Club Stipends: 8 Stipends x $1,000/person
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$8,000.00	
Line Item Total:	$8,000.00	
Object:	100 - Personal Services > Salaries	Attendance Support - Clerical: 1 Attendance Support x 40 weeks x 5hrs x $30/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$6,000.00	
Line Item Total:	$6,000.00	
Object:	100 - Personal Services > Salaries	Summer Leadership Work: 5 persons x 15hrs x $27.50/hr
Purpose:	01 - Public School Activities	
Focus Area:		

Talent - Goal 1.1

LEA / School: Bassick High School (015-6111)

Quantity: 1.00

Cost: $2,063.00

Line Item Total: $2,063.00

Total for 100 - Personal Services > Salaries:	$36,063.00
Total for all other Objects:	$163,937.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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200 - Personal Services > Employee Benefits - $522.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Teacher Department Heads - Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$290.00	
Line Item Total:	$290.00	
Object:	200 - Personal Services > Employee Benefits	Afterschool Club Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$116.00	
Line Item Total:	$116.00	
Object:	200 - Personal Services > Employee Benefits	Attendance Support - Clerical Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$86.00	
Line Item Total:	$86.00	
Object:	200 - Personal Services > Employee	Summer Leadership Work Fringe

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Benefits

Purpose: 01 - Public School Activities

Focus Area: Talent - Goal 1.1

LEA / School: Bassick High School (015-6111)

Quantity: 1.00

Cost: $30.00

Line Item Total: $30.00

Total for 200 - Personal Services > Employee Benefits:	$522.00
Total for all other Objects:	$199,478.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

300 - Purchased Professional and Technical Services - $17,500.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	HMH: COACHING (5 days x $3,500 Per Day)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$17,500.00	
Line Item Total:	$17,500.00	

Total for 300 - Purchased Professional and Technical Services:	$17,500.00
Total for all other Objects:	$182,500.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

500 - Other Purchased Services - $90,020.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	RISE: 8TH TO 9TH GRADE TRANSITION PROGRAM
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$51,000.00	
Line Item Total:	$51,000.00	
Object:	500 - Other Purchased Services	SUBSTITUTE SERVICES FOR PD/COACHING RELIEF ($189/DAY X 180 DAYS)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$34,020.00	
Line Item Total:	$34,020.00	
Object:	500 - Other Purchased Services	POWERSCHOOL TRAINING
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	

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Total for 500 - Other Purchased Services: $90,020.00

Total for all other Objects: $109,980.00

Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

600 - Supplies - $55,895.00

Budget Detail		Narrative Description
Object:	600 - Supplies	MATH CONSUMABLES AND TEXTBOOKS: HMH AND STATISTICS
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$30,000.00	
Line Item Total:	$30,000.00	
Object:	600 - Supplies	ELA CURRICULUR SUPPLIES: NOVELS, CLASSROOM LIBRARIES, CHOICE TEXTS, INDEPENDENT READING BOOKS
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$15,500.00	
Line Item Total:	$15,500.00	
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: FOR MATH AND SCIENCE MANIPULATIVES, PAPER, PENS, MARKERS, FOLDERS, ETC.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$10,395.00	
Line Item Total:	$10,395.00	

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Total for 600 - Supplies: $55,895.00

Total for all other Objects: $144,105.00

Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

Filter by Location: All - $200,000.00

Object / Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries	36,063.00	36,063.00
200 - Personal Services > Employee Benefits	522.00	522.00
300 - Purchased Professional and Technical Services	17,500.00	17,500.00
500 - Other Purchased Services	90,020.00	90,020.00
600 - Supplies	55,895.00	55,895.00
Total	200,000.00	200,000.00
	Allocation	200,000.00
	Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Bassick High School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

Principal's Name:	*	Digna A. Marte
Principal's Email:	*	dmarte1@bridgeportedu.net
District SIG Support Person:	*	Ms. Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	PK-8
Student Enrollment	927.00
Percentage Eligible for Free/Reduced Price Meals	93.5 %
Percentage of Students with Disabilities	15.0 %
Percentage of English Language/Multilingual (EL/ML) Learners	57.5 %
Percentage of Students Chronically Absent	39.5 %
Suspension/Expulsion Rate	11.20
Classroom Teacher Attendance (Average FTE Days Absent)	21.80
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	81.80
High School Only: Demonstrating Postsecondary Readiness	

ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	67.60
Smarter Balanced Growth ELA	87.20
School Performance Index (SPI) for Math	66.10
Smarter Balanced Growth - Math	88.50
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	77.70
LAS Links Growth - Literacy	90.20
LAS Links Growth - Oral	92.00
Chronic Absenteeism	6.70
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
05/18/2026	Virtual Meeting	Executive Director and Turnaround Schools to review the application.	An overview of the SIG process was provided to improve the school's understanding of the process. The school completed the Needs Assessment.
05/21/2026	In-person	Executive Director and Turnaround Schools to review the application.	Executive Director facilitated time to provide feedback and support for our application.
05/26/2026	In-person	Meeting with grade level teachers during admin common planning times.	Grade level teachers met to discuss the progress and impact of the Dual Language Program, review academic programming and student support initiatives, and identify the resources, priorities, and funding needs that should be included in the grant application to strengthen services and improve outcomes for our students.

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05/29/2026	In-person	Director of Literacy, Director Multilingual Learners, Executive Director, and K to 3 Biliteracy teachers.	A meeting was held to identify a mission, vision, values, and goal of the program in the next phase.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

Talent Indicators	Assessment Score	Evidence	Reasoning
EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***

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1.1 Hiring, Recruitment, & Retention	2. Developing	Due to the ongoing challenge of recruiting certified Bilingual and Special Education teachers, Batalla has remained committed to supporting both students and educators by investing in the development of its staff. The school has actively mentored long-term substitutes and encouraged them to pursue certification programs, helping to build a strong and sustainable pipeline of qualified teachers who are dedicated to our community. This year, Batalla is welcoming a new Kindergarten through Grade 2 team, including two educators who bring valuable experience and expertise. One is a seasoned Bilingual teacher, and the other is a Durational Shortage Area Permit (DSAP) teacher who has served the district for many years as a Restorative Practices Coordinator. Their diverse backgrounds will strengthen instruction, foster positive relationships, and provide meaningful support for students and families.	Throughout the year, Batalla has seen an increase in the number of students requiring social-emotional and specialized academic support. As a result, it is especially important to have educators with experience in Special Education and student-centered practices. Their knowledge and skills help ensure that all students receive the individualized support they need to succeed academically, socially, and emotionally, while also providing teachers with the collaboration and resources necessary to meet the diverse needs of our learners.
1.2 Evaluation & Coaching Systems	2. Developing	A foundational coaching and feedback system is in place, including a calendar of coaching cycles and timestamped observation feedback logs. Teachers require time and training to understand the new expectations, and trust-building is essential to establish a sustainable support cycle.	While foundational tools such as coaching calendars and feedback logs are in place, the school team is still in the process of building consistency, trust, and shared expectations with staff. The implementation of a new evaluation system requires time for training and adjustment. These factors contribute to the current “Developing” stage, with clear plans for growth and system refinement moving forward.

1.3 Professional Learning Plan	2. Developing	Based on student performance data and instructional outcomes, Batalla identified dual language instruction, literacy, and numeracy as key areas for continued growth and support. Data from the 2024–2025 school year demonstrated measurable gains in mathematics achievement, particularly in grades 4–8, where targeted coaching and ongoing instructional support contributed to improved student outcomes. These results highlighted the positive impact of job-embedded professional learning and coaching on classroom practice and student achievement. During the 2025–2026 school year, the school did not have a dedicated math coach due to staffing changes. At the same time, district-wide priorities focused heavily on literacy instruction, including the implementation of the HILL for Literacy framework and strengthening teachers' use of decodable texts and foundational reading skills. While this focus supported literacy development, it limited opportunities for targeted mathematics coaching and professional learning.	In response to current student achievement data and instructional needs, Batalla will develop a comprehensive professional development calendar aligned to a strategic school improvement plan. This plan will provide a clear and focused framework for strengthening instructional practices in dual language education, literacy, and mathematics. Through data-driven professional learning, coaching, and collaborative planning opportunities, the school aims to build teacher capacity, improve instructional consistency, and ensure that all students have access to high-quality learning experiences that support academic growth across all content areas.

1.4 Leadership	2. Developing	Batalla School is in the process of developing a comprehensive improvement plan with clearly defined goals, measurable outcomes, and consistent monitoring structures to ensure accountability and continuous growth. As Batalla enters its third year with its current principal, school leadership recognizes the importance of building leadership capacity and establishing sustainable systems that can withstand transitions in personnel while maintaining a strong focus on student achievement. Evidence from the 2023-24 school year, Batalla's first year under its current leadership, demonstrated the positive impact of a robust leadership structure. During that year, the school experienced significant academic gains supported by a team that included four administrators, a math coach, a restorative practices coordinator, and two social workers. This staffing model allowed for a balance between instructional leadership, student support services, and school culture initiatives, creating the conditions for both teacher growth and improved student outcomes.	Looking ahead, the leadership team will focus on balancing instructional leadership and student discipline by developing clear roles, monitoring systems, and opportunities for shared leadership. Through regular data reviews, professional learning, and collaborative problem-solving, the team will work to strengthen instructional practices while ensuring that students receive the behavioral, social-emotional, and academic supports they need to succeed. These efforts are intended to build leadership capacity across the school and create sustainable structures that support continuous improvement and long-term student achievement.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***

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2.1 Curriculum & Academic Programming	2. Developing	Batalla School is implementing its biliteracy curriculum. While the district-adopted ELA, Math, and Science programs are well-established for monolingual students, Batalla School has now received the Spanish materials necessary for the Biliteracy track including foundational skills. The next step is to collaborate with teachers and deliver targeted professional development to support effective implementation.	Although rigorous, standards-based curricula are in place for all content areas, the biliteracy program is launched in grades K–5, and additional development is needed for grades 6–8 to ensure continuity. Inconsistent curriculum implementation and pacing across classrooms highlight the need for stronger alignment and support to ensure equitable instruction for all students.
2.2 Instructional Framework	2. Developing	Evidence indicates inconsistent application of the instructional framework. Walkthrough data reveals variability in the use of engagement strategies, and sample lesson plans often lack higher-order thinking tasks. Additionally, student work samples reflect surface-level understanding, suggesting a need for deeper instructional rigor and alignment.	While some elements of the instructional framework are present, they are not fully implemented. Instruction tends to rely on basic encouragement and low-level cognitive tasks, such as recall, with limited opportunities for critical thinking or student-centered learning. To reach a "Proficient" level, instructional design must be deepened and better aligned with the framework's expectations.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	Batalla restructured the entire schedule to support the 50/50 Biliteracy model and to integrate a sheltered instruction practices. In 2025 to 2026. we had gains in LASLINK testing. MTSS team meetings reveal limited literacy support strategies, and while state assessments show slight growth, there is still considerable work needed to ensure all students receive the targeted support they need to thrive.	Lessons currently incorporate a limited range of learning modalities and primarily focus on grade-level concepts and skills. Supports for multilingual learners are underdeveloped, with significant improvements needed to address language barriers, cultural relevance, and language development. The MTSS framework is only partially implemented, with noticeable gaps in tiered support. Instructional supports are inconsistently applied across classrooms, and collaboration with staff, families, and community partners remains limited. As a result, the program's impact on student outcomes is inconsistent.

2.4 Assessment Practices & Data Use	2. Developing	Although Batalla has historically served students in the biliteracy program, this is the second year we are assessing them in both languages to better understand their needs and use their assets to support transfer to English. Data meetings are not yet systematically established, and while some grade levels use data to inform instruction, this practice is not consistent across all teachers. We also need to ensure lesson plans include checks for understanding and that instruction is aligned to measuring and supporting student proficiency.	Teachers monitor student understanding primarily through whole-group check-ins and questioning. Feedback is inconsistent in both quality and timeliness. This year we have created more consistent assessments however we have new teachers in different roles. Significant gaps remain across certain grades and content areas. Efforts to collect and use data exist, and data team meetings are becoming more regular and starting to increase their effectiveness.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***

3.1 School Environment	2. Developing	The school environment is generally welcoming, though inconsistently experienced throughout the building. Positive behavior reinforcements are present.	The school environment is welcoming but lacks consistency in fostering a warm, inclusive atmosphere. Communication and resources are available but don't fully meet all needs. While basic systems exist to welcome new students and families, stronger efforts are needed to enhance engagement. Certain areas and times of day feel chaotic, with minimal staff presence and limited behavior redirection. Instructional routines are inconsistently maintained. Although some student work and data are displayed, school branding and visible high expectations are minimal. There is a moderate sense of community, with generally positive and respectful staff-student interactions.
3.2 Attendance	2. Developing	Chronic absenteeism currently stands at 39.50%. To address attendance concerns, the school has implemented monthly attendance meetings to consistently monitor student attendance trends and identify intervention strategies. Additionally, the school introduced a quarterly attendance incentive programs designed to improve student attendance, school culture, and overall climate. Students with perfect attendance were recognized through participation in special events, including a Students vs. Staff Basketball Game. The school also organized a soccer tournament for students who maintained perfect attendance and zero behavioral incidents. These incentives encouraged greater student engagement, promoted positive behavior, and enhanced the overall school experience. The positive response to these initiatives demonstrates their effectiveness in supporting attendance and student engagement. As a result, the school plans to continue implementing quarterly attendance incentives during the next school year to further reduce chronic absenteeism and strengthen school culture.	

			Improving attendance begins with building on our students' strengths and creating meaningful connections to school. We recognize that students are more likely to attend regularly when they feel engaged, valued, and connected to their school community. To strengthen attendance, Batalla School will continue to expand opportunities for positive student engagement through extracurricular activities, attendance incentives, student recognition programs, and school-wide events that celebrate both academic and personal growth. Staff will intentionally highlight student successes, celebrate attendance milestones, and recognize improvements in attendance throughout the year. By fostering a culture of belonging and appreciation, students will see that their presence matters and that they are important members of our school community. In addition, Batalla will strengthen relationships between students, staff, and families through consistent communication, attendance monitoring, and targeted supports for students who face attendance challenges. Through these efforts, we will create a positive school climate where students are motivated to attend, actively participate, and experience success. By continuing to invest in engagement, recognition, and relationship-building, we expect to increase attendance rates and reduce chronic absenteeism.

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3.3 Behavioral Management	2. Developing	The school-wide behavior plan exists but is implemented unevenly. Staff feedback indicates unclear expectations and inconsistent enforcement of behavior protocols. Batalla will be working with implementing RULER to support more consistent implementation of behavioral expectations.	Effective behavior management stems from strong relationships with staff who demonstrate care, consistency, and high expectations. A unified approach, backed by clear messaging from administration that prioritizes learning for all, is essential. Staff must share responsibility for addressing behaviors that disrupt learning and growth. By reinforcing both academic and social expectations together—and holding one another accountable—we foster an environment where every student can thrive.
3.4 Equitable Partnerships with Stakeholders	3. Proficient		The school offers several family events throughout the year. Communication is somewhat consistent but may still be one-way. Last year, the principal was working with the Parent Advisory Council (PAC) president to create programing for parents, however many of the events were not planned with enough time to reach all parents. Due to all the budget cuts in the district the supports that existed to address students' nonacademic needs through wraparound services were impacted. We need to continue to build community and partner engagement to support students and families. The school has limited systems for monitoring and/or evaluating the services provided by the community partner.

		Batalla has established strong community and higher education partnerships that directly support student achievement and teacher development. Through our ongoing partnership with Fairfield University, teacher candidates in the university's education program collaborate with our classroom teachers to provide targeted literacy and numeracy interventions. This partnership expands instructional support for students while offering future educators valuable hands-on experience. In addition, Batalla School has partnered with the Wakeman Boys & Girls Club to provide after-school programming for 25 students in grades 6–8. This program offers academic support, enrichment opportunities, and positive youth development experiences that promote student engagement and success beyond the school day. To further strengthen instructional practices, Batalla provided professional development for teachers focused on culturally responsive pedagogy. This training has supported staff in creating inclusive learning environments, fostering meaningful relationships with students, and implementing instructional strategies that reflect and honor the diverse backgrounds of our school community. These partnerships have enhanced student learning opportunities, increased access to enrichment programs, and strengthened staff capacity to meet the needs of all learners.	
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***

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4.1 Scheduling Structures	2. Developing	Batalla updated its schedule to better support the implementation of our Biliteracy program for K to 6th grade students. As we move forward, we want to ensure our teachers are fully equipped with the tools and knowledge needed to deliver high-quality instruction in both Spanish and English. To do this effectively, coaching is needed to help teachers meet the required instructional minutes in each language and avoid unnecessary repetition of content. Our goal is to create a cohesive and enriching experience for students that builds true biliteracy and aligns with best practices.	With the implementation of the new schedule, both students and teachers will need time and support to ensure they are making the most of the increased instructional and intervention time. As part of this shift, Batalla School is restructuring its intervention blocks and refining its MTSS programming to better align with the goals of its Biliteracy initiative. the school's aim is to create a more intentional and effective framework that supports differentiated instruction and maximizes learning opportunities in both languages. We look forward to collaborating on the supports needed to make this transition successful for our staff and students. We are working with the district to add English Language Development to the infrustructure of the Language Arts block.
4.2 Use of Time	2. Developing	Batalla School is working with the district to re-evaluate our use of time to ensure that we are meeting the district guidelines and the Biliteracy programming needs. This shift raises concerns about equitable access to technology and the potential impact on student learning, engagement, and academic achievement.	Staff and students use of time is somewhat effective. However, some students are off task and there are missed opportunities to maximize instructional time. Most academic teams have common planning time. We have a great deal of new staff members and need to build team and mazimize the use of common planning time to provide professional development and coaching for our students.

4.3 Technology, Facilities, & Operational Planning	1. Below Standard	Batalla's technology is aging. At the same time, the district is moving away from one-to-one technonolgy while most of the school's platforms require-one to-one technology.	Overall, the school provides a welcoming and positive learning environment. Most areas of the facility are in good condition and conducive to teaching and learning, with classrooms and common spaces that are generally bright and clean. However, with the arrival of a new custodial team and recent budget cuts, we lack a clear plan for ongoing maintenance and facility upgrades. Additionally, staffing shortages have made it challenging to consistently maintain the building to our usual standards. On the operational side, while some systems are in place, procedures are being implemented inconsistently. This is largely due to transitions within the leadership team and broader changes at the district level. As we continue to adjust, additional support and clearer guidance will be essential to ensure smooth and effective operations across the school.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* 1.4. Leadership	Most staff can articulate a common understanding of what effective instruction looks like. Instructional leaders consistently demonstrate a commitment to improving instructional practice, and school-wide norms and expectations are enforced with consistency.	Data and student work are visible and present throughout the school, inspiring students and teachers to do their best work. There are clear branding and consistent messaging throughout the school, promoting school identity and pride through 'SWIM' - Success, Welcome, Innovate, Motivate is a school-wide mentality
3.4. Equitable Partnerships with Stakeholders	The school offers a range of wraparound services to address students' nonacademic needs.	The school has several sustained community partnerships. Southwest Community Health Center, a school-based clinic which focuses on physical and mental health needs, allows easy access to healthcare for students. The school has hosted multiple family nights and sessions for training in ParentSquare, the district-to-family communication platform, is offered before, during, and after school.

4.1. Scheduling Structures	The school has taken steps to increase instructional time on task through extended learning opportunities.	The school calendar and daily schedule are well constructed. The schedule includes between 5.5 and 6 hours of instruction per day, and between 90 and 120 minutes of ELA time.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* 2.3. Support for Diverse Learners	A resource inequity that contributes to this growth area is limited administrators to staff ratio. Currently, there is one principal and two assistant principals supervising 26 teachers each, and 25 additional staff members (student support staff, paraprofessionals, custodians, security guard, and cafeteria staff). A coaching model was started two years ago and we are seeing some progress, however, our proficiency level is at 11.67. Batalla has a teacher leader model in place, but their availability for collaboration with staff is restrictive due to their primary teacher responsibilities. Finally, Batalla has limited ability to offer teachers additional professional development, coaching from the administration, and time for teachers to observe each other and work together. One root cause of this is the need to develop teacher efficacy through collaboration and using evidence garnered from classroom walkthroughs to develop a common understanding of effective differentiated instruction and pedagogy to improve instruction school-wide. Ultimately, the root cause is that teachers need additional time to collaborate beyond the 35 minute weekly common planning period and 50-60-minute monthly after-school meeting to effectively plan instruction, analyze data, and engage in professional development to improve practice.	School Leadership Quality & Diversity
1.3. Professional Learning Plan	Needs assessment findings indicate persistent underperformance in both reading and mathematics across grade levels at Batalla. Analysis points to inconsistent Tier I instructional practices and limited teacher access to sustained, high-quality professional development aligned to the school's academic goals. Teachers have reported challenges implementing evidence-based instructional strategies with fidelity due to inadequate coaching support, insufficient protected time for professional learning, and competing demands during the instructional day. These factors collectively contribute to variability in instructional quality and widen existing gaps in student achievement.	Student Supports & Intervention
2.2. Instructional Practice	Instructional Practice remains a key area for growth at Batalla School. One contributing factor is the inequitable implementation of standards-aligned resources, including instructional programs, materials, and assessments in Spanish and English. Currently, there is a lack of cohesive systems to support teacher development in effectively using high-quality instructional materials to meet diverse student needs. Batalla's Next Generation Accountability Index scores reflect this challenge, with ELA at 41.8, Math at 43.3, and Science at 40.3-out of a possible 75 points. While students are demonstrating growth, the rates remain below state averages: 51.3% in ELA and 57.7% in Math, compared to state growth rates, resulting in deficits of 9.3% in ELA and 4.6% in Math. Instructional observations indicate that teaching is often teacher-directed, with limited evidence of student-centered learning. A root cause of this issue is the lack of a shared understanding among teachers of what effective instruction looks like. More critically, there is a need to build teacher capacity to support one another in articulating and implementing a common vision of rigorous, student-centered instruction-particularly in ELA and Math.	Empowering, Rigorous Content

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Batalla School's SPI in Math will increase from 39.6 in 2025-26 to 66.1 in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Batalla School's SPI in ELA will increase from 41.2 in 2025-26 to 67.6 in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, Batalla School's chronic absenteeism rate will decrease from 39.5% in 2025-26 to 6.7% in 2026-27.

Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, 60% of Batalla students will meet their score target as defined by DIBELs and/or LECTURA.
Internal Benchmark Goal #5	* By June 2027, 70% of Batalla students will show growth in the Mathematics Smarter Balanced Assessment.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1		Goal #2	The CSDE Evidence-based practice guide for Mathematics identifies Tier 2, Moderate evidence for providing instructional coaching. Source: Instructional Coaching: Professional Development Strategies That Improve Instruction. The CSDE Evidence-based practice guide for Reading identifies Tier 2, Moderate evidence that instructional coaching is an effective model of school-based professional development. Source: Teemant, A. (2014). A Mixed-Methods Investigation of Instructional Coaching for Teachers of Diverse Learners. Urban Education, v49(5), pp. 574-604. DOI: 10.1177/0042085913481362	CURRICULUM ASSOCIATES: MOSAICO FUNDAMENTOS - PD (2 SESSIONS X $2,400/SESSION) CURRICULUM ASSOCIATES: MAGNETIC FOUNDATIONS FOR ENGLISH DEVELOPMENT - PD (2 SESSIONS X $2,400/SESSION) TAJU EDUCATIONAL SOLUTIONS LLC - PD (4 SESSIONS X $4,706/SESSION) HMH: 9 days x $3,500 per day WONDERS: 9 days x $3,500 per day	$ 91,424.00
		Goal #4	Evidence Base: Strong		

	1.1. Professional Learning Plan. Because the needs assessment identifies a significant need to improve student performance in reading and math, Batalla will partner with TaJu Educational Solutions to provide high-quality professional development and coaching for teachers. This support will deepen instructional practice, strengthen Tier I instruction, and directly address gaps in student achievement. To build staff capacity to effectively support Batalla's MLLs in ELA, Curriculum Associates will facilitate a targeted professional learning in Mosaico fundamentals and Magnetic Foundations for English Development for Batalla teachers and students. This session will focus on research-based instructional practices, language development strategies, and curriculum alignment designed to strengthen teachers' ability to meet the diverse linguistic and academic needs of MLL students. Through hands-on learning, modeling, and collaborative discussion, teachers will deepen their understanding of how to leverage Magnetic Literacy resources to promote equity, engagement, and accelerated literacy growth for MLLs across grade levels. Teachers will also receive professional development and coaching in mathematics through HMH and ELA through McGraw Hill Wonders.				
1.2		Select...			$ 0.00
		Select...	Evidence Base: Select...		
1.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		

	Specific Academic Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority **Please Note:** this cost is automatically populated based on information provided on the Budget page.
	Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.	*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Differentiation and Support for Diverse Learners. To better serve Batalla's large population of Spanish-speaking students, the school will purchase Mosaico Fundamental (K-2 consumables, libraries) and Amplify LECTURA to assess where our students are in their Spanish literacy in (K-6) to confirm transfer potential to English in literacy. Better engaging the MLL student population will also contribute to decreased chronic absenteeism.	Goal #3 Goal #4	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #3, Goal #4, Goal #5 Evidence Base: Strong	K-2 CONSUMABLES & CLASSROOM LIBRARIES: CURRICULUM ASSOCIATES - MOSAICO FUNDAMENTOS AMPLIFY - LECTURA FOR K-6 ASSESSMENT OF SPANISH LITERACY TO CONFIRM TRANSFER POTENTIAL TO ENGLISH IN LITERACY	$ 21,985.00
2.2		Goal #1	The CSDE Evidence-based practice guide for Mathematics identifies Tier 2, Moderate evidence for providing instructional coaching. Source: Instructional Coaching: Professional	1 INSTRUCTIONAL COACH	$ 86,591.00

	2.2. Instructional Practice. One instructional coach will be hired to support high-quality instruction, with a particular focus on English Language Learners and students receiving special education services. This coach will work closely with Batalla administrators to design and implement ongoing, job-embedded professional development aimed at building staff capacity and instructional excellence. Additionally, the instructional coach will engage in regular district-level professional learning alongside the Assistant Superintendent of Curriculum and Instruction and relevant district coordinators to ensure alignment with district-wide goals and initiatives.		Development Strategies That Improve Instruction. The CSDE Evidence-based practice guide for Reading identifies Tier 2, Moderate evidence that instructional coaching is an effective model of school-based professional development. Source: Teemant, A. (2014). A Mixed-Methods Investigation of Instructional Coaching for Teachers of Diverse Learners. Urban Education, v49(5), pp. 574-604. DOI: 10.1177/0042085913481362 Goal #1, Goal #2, Goal #3, Goal #4, Goal #5		
		Goal #5	Evidence Base: Strong		
2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
		Goal #3 Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004;*		• *$90,000* • *$1,800*

Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	
3.1	Select... Select...	Evidence Base: Select...		$ 0.00
3.2	Select... Select...	Evidence Base: Select...		$ 0.00
Specific Operations Priority and Strategy	**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of	*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000

students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.			*small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*		
4.1		Select...			$ 0.00
		Select...	Evidence Base: Select...		

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Object		Total
100 - Personal Services > Salaries		$42,539.00
200 - Personal Services > Employee Benefits		$44,052.00
300 - Purchased Professional and Technical Services		$91,424.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$0.00
600 - Supplies		$21,985.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

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100 - Personal Services > Salaries - $42,539.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	1 FTE Math Instructional Coach
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$42,539.00	
Line Item Total:	$42,539.00	

Total for 100 - Personal Services > Salaries:	$42,539.00
Total for all other Objects:	$157,461.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

200 - Personal Services > Employee Benefits - $44,052.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Math Instructional Coach Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$44,052.00	
Line Item Total:	$44,052.00	

Total for 200 - Personal Services > Employee Benefits:	$44,052.00
Total for all other Objects:	$155,948.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

300 - Purchased Professional and Technical Services - $91,424.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	HMH: 9 days x $3,500 per day
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$31,500.00	
Line Item Total:	$31,500.00	
Object:	300 - Purchased Professional and Technical Services	WONDERS: 9 days x $3,500 per day
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$31,500.00	
Line Item Total:	$31,500.00	
Object:	300 - Purchased Professional and Technical Services	TAJU EDUCATIONAL SOLUTIONS LLC - PD (4 SESSIONS X $4,706/SESSION)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$18,824.00	
Line Item Total:	$18,824.00	
Object:	300 - Purchased Professional and	CURRICULUM ASSOCIATES: MOSAICO FUNDAMENTOS - PD (2

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	Technical Services	SESSIONS X $2,400/SESSION)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$4,800.00	
Line Item Total:	$4,800.00	
Object:	300 - Purchased Professional and Technical Services	CURRICULUM ASSOCIATES: MAGNETIC FOUNDATIONS FOR ENGLISH DEVELOPMENT - PD (2 SESSIONS X $2,400/SESSION)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$4,800.00	
Line Item Total:	$4,800.00	

Total for 300 - Purchased Professional and Technical Services:	$91,424.00
Total for all other Objects:	$108,576.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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600 - Supplies - $21,985.00

Budget Detail		Narrative Description
Object:	600 - Supplies	K-2 CONSUMABLES & CLASSROOM LIBRARIES: CURRICULUM ASSOCIATES - MOSAICO FUNDAMENTOS
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$15,742.00	
Line Item Total:	$15,742.00	
Object:	600 - Supplies	AMPLIFY - LECTURA FOR K-6 ASSESSMENT OF SPANISH LITERACY TO CONFIRM TRANSFER POTENTIAL TO ENGLISH IN LITERACY
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$6,243.00	
Line Item Total:	$6,243.00	

Total for 600 - Supplies:	$21,985.00
Total for all other Objects:	$178,015.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Filter by Location: All - $200,000.00

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		42,539.00	42,539.00
200 - Personal Services > Employee Benefits		44,052.00	44,052.00
300 - Purchased Professional and Technical Services		91,424.00	91,424.00
600 - Supplies		21,985.00	21,985.00
Total		200,000.00	200,000.00
		Allocation	200,000.00
		Remaining	0.00

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Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Cesar Batalla School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Principal's Name:	*	Linda Bagoly
Principal's Email:	*	lbagoly@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	PK-8
Student Enrollment	530.00
Percentage Eligible for Free/Reduced Price Meals	96.8 %
Percentage of Students with Disabilities	21.1 %
Percentage of English Language/Multilingual (EL/ML) Learners	52.6 %
Percentage of Students Chronically Absent	32.8 %
Suspension/Expulsion Rate	5.20
Classroom Teacher Attendance (Average FTE Days Absent)	14.40
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	66.70
High School Only: Demonstrating Postsecondary Readiness	

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ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	68.20
Smarter Balanced Growth ELA	85.70
School Performance Index (SPI) for Math	66.30
Smarter Balanced Growth - Math	86.70
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	76.70
LAS Links Growth - Literacy	91.20
LAS Links Growth - Oral	94.10
Chronic Absenteeism	8.50
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
06/20/2026	In-person	Assistant Superintendent of Curriculum and Instruction, Principal, and CSDE contact Greg Dresko	An overview of the SIG process was provided to the Columbus School Administration, and the Needs Assessment was completed.
08/19/2026	In-person	Assistant Superintendent of Curriculum and Instruction and Principal	The Assistant Superintendent and the Principal of Columbus School discussed best practices for prioritizing student needs and improving academic outcomes, and aligned these strategies with the 2026-2027 School Improvement Plan.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

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Talent Indicators	Assessment Score	Evidence	Reasoning

EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	3. Proficient	The teacher retention rate at Columbus is 94%. Strategic recruitment systems are in place, with efforts to match effective educators to students with the greatest needs. Recruitment processes prioritize high-need certification areas, though challenges persist in fully staffing bilingual and SPED positions.	Columbus School demonstrates strong recruitment and retention practices, supported by consistent systems and a high overall retention rate. While human capital efforts are effective, continued innovation is needed to ensure the most effective educators are consistently matched with the highest-need students.
1.2 Evaluation & Coaching Systems	3. Proficient	Columbus School staff receive regular feedback from school leaders aligned to role expectations. Comprehensive performance management tools are in use to guide evaluation. Coaching cycles are aligned to school goals and staff development needs. Accountability systems hold staff responsible for both effort and results.	The school has a consistent and effective evaluation and coaching system that supports teacher growth and instructional improvement. While systems are strong, differentiated coaching opportunities would further accelerate the growth of both novice and veteran staff.

1.3 Professional Learning Plan	2. Developing	Professional learning is targeted to staff growth areas identified through observations. A year-long calendar ensures monthly job-embedded sessions and weekly collaborative planning. Most teachers apply professional learning strategies in daily instruction.	Professional learning is intentional, collaborative, and aligned to school priorities. Structures for feedback and growth promote consistency in instructional practice. To reach exemplary practice, Columbus could expand personalized professional development opportunities and teacher leadership pathways.
1.4 Leadership	2. Developing	A mission and strategic direction are in place but not consistently communicated. Leadership teams exist but vary in effectiveness and cohesion. Continuous improvement cycles have been initiated but are not yet fully embedded.	Leadership structures reflect a commitment to improvement but remain in the developing stage. More consistent communication, stronger distributed leadership, and embedded systems for accountability are needed to ensure coherence and sustained progress toward student achievement goals.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***

2.1 Curriculum & Academic Programming	2. Developing	Rigorous, standards-based curricula are in place for most core content areas, however, gaps exist in curriculum alignment and pacing across classrooms is inconsistent. Anchor charts and word walls are sometimes outdated or underutilized. Walkthroughs confirm uneven coverage of standards and inconsistent use of visuals.	Curriculum implementation is underway, but coherence and rigor vary across classrooms. Consistent pacing, alignment, and effective use of instructional supports are needed to ensure all students have equitable access to standards-based learning.
2.2 Instructional Framework	2. Developing	An instructional framework is established but inconsistently implemented. Lessons often emphasize recall and basic comprehension tasks. Student engagement and academic discourse are uneven. Walkthroughs reveal variability in strategies used to promote critical thinking.	Instructional practices are emerging but lack consistency across classrooms. The framework requires stronger monitoring, coaching, and modeling to ensure rigorous, student-centered instruction that promotes higher-order thinking.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	Lessons address some learning modalities but lack full differentiation. Supports for multilingual learners are limited. MTSS structures are partially implemented, with inconsistent collaboration and follow-up.	Supports for diverse learners are not consistently applied, resulting in achievement gaps across student subgroups. Professional development, clear expectations for differentiation, and systematic monitoring are needed to ensure equitable learning opportunities.
2.4 Assessment Practices & Data Use	3. Proficient	Teachers consistently use strategies such as exit tickets, student work reviews, and conferencing. Feedback is timely, specific, and actionable. A benchmark assessment system is in place. Data teams meet regularly to analyze results and plan instruction.	Assessment practices are strong and consistently inform instructional adjustments. While systems are effective, deeper use of data for predictive planning and subgroup monitoring would enhance long-term outcomes.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**

EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***
3.1 School Environment	3. Proficient	Common spaces and classrooms are bright, clean, and welcoming. Student work and data are displayed in some classrooms. Consistent messaging throughout the building promotes school pride.	The school environment is positive and welcoming, fostering respect and engagement among students, staff, and families.
3.2 Attendance	2. Developing	Average daily attendance is between 89–93%. Chronic absenteeism ranges from 16–20%. An attendance team exists but meets only periodically. Strategies focus mainly on Tier 3 interventions with limited monitoring of impact.	Attendance strategies exist but lack consistency and systematic tracking, leading to uneven results. Stronger leadership, earlier interventions, and improved family engagement are needed to reduce chronic absenteeism and improve attendance outcomes.

3.3 Behavioral Management	2. Developing	A school-wide behavior plan is in place but inconsistently applied. Student misbehavior continues to cause classroom disruptions. Expectations are unclear or vary across staff. Discipline practices tend to be punitive rather than restorative. Behavioral data collection is inconsistent.	Behavioral systems are emerging but lack clarity, consistency, and restorative focus. Staff training, stronger monitoring, and clear communication of expectations are needed to create a positive, predictable school environment.
3.4 Equitable Partnerships with Stakeholders	2. Developing	The school hosts family events and communicates using newsletters, calls, and other methods. Partnerships with community organizations exist but are limited and often event-specific. Systems for evaluating the effectiveness of partnerships are underdeveloped.	Partnerships and outreach are present but inconsistent and largely one-directional. Intentional strategies to build two-way communication, increase representation, and sustain partnerships are needed to fully engage families and community stakeholders.
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***
4.1 Scheduling Structures	3. Proficient	The daily schedule at Columbus School includes over 5.5 hours of instruction. Students receive 90+ minutes of ELA and 60+ minutes of math daily. Dedicated blocks for intervention and enrichment are protected.	Schedules are structured to provide adequate instructional time, interventions, and enrichment. Routines are consistent and effective, though opportunities remain to optimize planning time and refine transitions for greater efficiency.
4.2 Use of Time	3. Proficient	Instructional time is consistently maximized with minimal redirection needed. Common planning periods are protected and rarely interrupted. Protocols ensure collaborative planning is focused on instruction and data.	Instructional and planning time are used effectively, with structures that prioritize collaboration and student learning.

4.3 Technology, Facilities, & Operational Planning	3. Proficient	Technology is effectively integrated into instruction, supported by an implementation plan. Classrooms and common spaces are clean, bright, and conducive to learning. A facilities plan is in place to ensure maintenance and upgrades.	Technology, facilities, and operational systems are strong and consistently support teaching and learning. Continued evaluation and strategic planning will help sustain resource efficiency and expand innovative instructional practices.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* 4.1. Scheduling Structures	Columbus has prioritized maximizing instructional time through intentional scheduling. Specials, lunch, and recess are grouped together to minimize transitions, increasing continuous time on task in the classroom. The schedule includes a weekly double special (75 minutes) that allows students to engage in exploratory projects. Instructional time exceeds 5.5 hours per day, with students receiving between 90-120 minutes of ELA daily.	Daily instructional time totals 5.5-6 hours per day. Daily ELA time totals 90-120 minutes per day. Specials, lunch, and recess are grouped together to reduce transitions Weekly 75-minute double specials for exploratory projects are included in the schedule.
1.2. Evaluation and Coaching Systems	The school maintains a strong professional culture characterized by staff preparedness, collaboration, and accountability. Teachers start each day on time with instructional materials ready and engage in daily collaboration. Weekly 75-minute grade-level meetings focus on assessment and instructional strategies. Administrators provide timely feedback and hold staff accountable, contributing to a culture of continuous improvement. Nearly all teachers meet or exceed proficiency standards.	98% of teaching staff are rated Proficient on summative evaluations. 75-minute grade-level meetings focused on instruction and assessment are held weekly. Daily collaboration and consistent staff preparedness are emphasized to support effective instruction.
2.4. Assessment Practices and Data Use	Columbus administers district and state benchmark assessments with nearly 100% participation and has established collaborative structures for data use. Teachers meet weekly in common planning sessions to review assessment data and begin aligning instruction and interventions accordingly. Instructional Coaches work with K-3 teachers to create targeted pull-out intervention groups for the highest-need students.	Nearly 100% of students at Columbus participate in district/state assessments. Weekly common planning meetings are centered on data analysis. There is an emerging use of formative assessments to guide instruction. K-3 intervention groups are supported by instructional coaches.

Growth Areas	Root Cause and Rationale	Resource Inequity (Select one from dropdown)
* 1.3. Professional Learning Plan	Student achievement data demonstrates underperformance in both ELA and math, with Columbus failing to rank among the top schools in the district at any grade level. Instructional planning and delivery are inconsistent, with uneven alignment to standards. Root causes include insufficient systemic structures for data-driven instruction, limited family and student engagement in academics, and gaps in instructional rigor. Addressing these issues requires stronger professional development, collaborative planning, and school-wide strategies to ensure standards-aligned, rigorous instruction.	Empowering, Rigorous Content
2.3. Differentiation and Support for Diverse Learners	SBAC results for 2025-26 showed only 8% of students meeting or exceeding standards in ELA and 7% in math. Special populations represent the majority of the student body, with 60.4% English learners and 16% students with disabilities. Teachers lack sufficient training, resources, and planning support to effectively differentiate instruction and deliver targeted interventions. The root cause is the absence of consistent structures, strategies, and professional development to meet the needs of multilingual learners and students with disabilities.	Student Supports & Intervention
3.2. Attendance	Chronic absenteeism remains a significant barrier, with a rate of 32.84% in 2025-26. While strategies to improve attendance were implemented, they were not sufficient to create meaningful change. Root causes include limited parent understanding of the impact of absenteeism, challenges related to childcare and transportation, and students' lack of connection or engagement with school. Family surveys revealed that children were often kept home due to minor illnesses or reluctance to attend school. Addressing this issue requires stronger parent education, proactive communication, and an engaging, welcoming school environment that motivates daily attendance.	Positive & Inviting School Climate

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Columbus' SPI in ELA will increase from 41.3 in 2025-26 to 68.2 in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Columbus' SPI in Math will increase from 39.4 in 2025-26 to 66.3 in 2026-27.
National/State Benchmark Goal #3 (optional)	

Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, the number of students in Grades K-8 scoring in the Intensive Support level on the DIBELS assessment will decrease by 10%.
Internal Benchmark Goal #5	* By June 2027, Columbus's Chronic Absenteeism rate will decrease from 32.8% in 2025-26 to 8.5% in 2026-27.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1	1.1. Instructional Leadership: An ELA/EL Instructional Coach will be hired to support high-quality instruction, with a particular focus on English Language Learners and students receiving special education services. The coach will work closely with Columbus administrators to design and implement ongoing, job-embedded professional development aimed at building staff capacity and instructional excellence. Additionally, the instructional coach will engage in regular district-level professional learning alongside the Assistant Superintendent of Curriculum and Instruction and relevant district coordinators to ensure alignment with district-wide goals and initiatives.	Goal #1 Goal #4	The CSDE Evidence-based Practice Guide for Mathematics identifies Tier 1, Strong evidence for providing explicit and systematic intervention instruction in PreK-8. Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). The CSDE Evidence-based Practice Guide for Reading identifies strong evidence for providing reading interventions (Tier 2) and moderate evidence for developing early literacy skills in K-3 students who lag behind their peers. Goal #1, Goal #2, Goal #4 Evidence Base: Strong	1 INSTRUCTIONAL COACH ELA/EL	$ 61,883.00
1.2		Select... Select...	Evidence Base: Strong		$ 0.00
1.3		Select... Select...	Evidence Base: Select...		$ 0.00

	Specific Academic Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
					Please Note: this cost is automatically populated based on information provided on the Budget page.
	Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.	*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Differentiation and Support for Diverse Learners. To strengthen academic rigor and better meet the diverse learning needs of its students, Columbus will implement a comprehensive professional development plan grounded in several high-quality, evidence-based instructional programs. These professional learning opportunities will be paid for utilizing the school's FY27 Commissioner's Network funds. Teachers will participate in targeted professional learning from HMH, Wonders, and Empowering Writers to deepen instructional practice in Math and ELA with a particular emphasis on supporting English Language Learners and students receiving	Goal #2 Goal #4	The CSDE Evidence-based Practice Guide for Mathematics identifies Tier 1, Strong evidence for providing explicit and systematic intervention instruction in PreK-8. Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). The CSDE Evidence-based Practice Guide for Reading identifies strong evidence for providing reading interventions (Tier 2) and moderate evidence for developing early literacy skills in K-3 students who lag behind their peers. Goal #1, Goal #2, Goal #4 Evidence Base: Strong	1 – 3rd GRADE TEACHER BUILDING SUBSITUTE FOR SCHOOL-WIDE PD/COACHING RELIEF (160 days x $295.87 per day) INSTRUCTIONAL SUPPLIES: SCIENCE KITS, ELA/MATH WORKBOOK CONSUMABLES, TEACHER'S MANUALS, WRITING UTENSILS, ETC.	$ 80,670.00

173	special education services. Teachers will receive coaching and professional development on implementing the Corrective Reading and Connecting Math Concepts programs. These evidence-based, direct instruction programs are designed to help struggling students rapidly acquire foundational skills in reading and math. Intervention materials for Corrective Reading and Connecting Math Concepts will be purchased to support teachers in designing visually supportive tools that enhance comprehension and organization for all learners.To faciliate professional development sessions, Columbus will pay for a building substitute teacher to provide classroom coverage for professional development and coaching day relief. To further address the needs of English Language Learner (ELL) students, Columbus will add a 3rd grade teacher to reduce class sizes and create smaller, more supportive learning environments for ELL instruction. By decreasing student-to-teacher ratios, the school will be better positioned to provide more individualized attention and targeted support for language development. This additional staffing will allow teachers to more effectively differentiate instruction, implement research-based language acquisition strategies, and ensure that ELL students have equitable access to grade-level content. This dedicated position will ensure that multilingual learners receive the individualized scaffolding, vocabulary development, and content-access strategies necessary to engage fully with grade-level material. Moreover, the EL interventionist will provide					

	supplemental instruction and support to the school's EL students. Beyond professional learning and staffing enhancements, Columbus will update instructional materials to support a more engaging and inclusive learning environment. Refreshed instructional supplies such as science kits, consumables such as workbooks and teacher manuals, and additional classroom materials will support hands-on exploration and deeper conceptual understanding.				
2.2		Select...			$ 0.00
		Select...	Evidence Base: Select...		
2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1. Behavior Management. The needs assessment at Columbus revealed a high number of discipline referrals and elevated levels of chronic absenteeism, both of which were closely tied to students feeling disconnected from their school community. To further promote a welcoming and student-centered environment, Columbus will incorporate flexible furniture into classrooms and designated communal spaces. This modern, flexible furniture will allow for a variety of seating arrangements and learning configurations, giving students greater autonomy, comfort, and choice in how they engage with their learning environment. These updates aim to foster a sense of belonging and reduce barriers to focus and participation. Columbus will also invest in SmartPass, a web-based digital hall pass software, to help reduce hallway conflicts and increase student accountability and attendance.	Select...	Tier 1, Strong evidence for implementing an early identification and intervention system for grades 6-8. Source: Balfanz, Robert; Herzog, Liza; Iver, Douglas J. Mac. (2007). Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-GradesSchools: Early Identification and Effective Interventions. Educational Psychologist, v42 n4 p223-235 Nov 2007. Tier 1, Strong evidence for improving student attendance through school, family and community partnerships PreK-5. Source: Steven B. Sheldon (2010) Improving Student Attendance With School, Family, and Community Partnerships, The Journal of Educational Research, 100:5, 267-275, DOI: 10.3200/JOER.100.5.267-275.	FLEXIBLE CLASSROOM FURNITURE: MODULAR SEATING, MOBILE DESKS/TABLES, ETC	$ 2,400.00
		Goal #4	Evidence Base: Strong		
3.2	3.2. School Attendance. The needs assessment identified a high rate of chronic absenteeism, closely tied to a poorly defined and inconsistently implemented schoolwide behavior management plan and social-emotional learning (SEL) approach.	Select...		1 – ATTENDANCE MONITOR SOUND SYSTEM AND LASER PROJECTOR	$ 55,047.00

178	To address this need, the school will hire an Attendance Monitor to actively follow up with chronically absent students and educate parents on the importance of consistent attendance. Moreover, to maintain consistent and effective communication with students, families, and the broader school community, Columbus will use SIG funds to support schoolwide presentations, parent and family engagement events, student assemblies, attendance-related communications, and other activities designed to reinforce the importance of regular school attendance and strengthen students' connection to the school community by installing a sound system and laser projector. By enhancing the school's ability to communicate attendance expectations, celebrate student successes, share resources with families, and engage students in meaningful schoolwide activities, these investments will support a consistent message around attendance and contribute to a positive school climate and culture. The lifecycle of this purchase is estimated to be five years. Funds for Columbus's School Attendence priority will be braided with resources provided through the schools's Commissioner's Network program to further invest in attendance incentive initiatives, including rewards and celebrations and field trips, to foster a culture of consistent attendance and student engagement. These experiences will strengthen Columbus's school climate and culture by providing students with opportunities to build positive relationships with peers and staff, experience success outside of the traditional classroom		CSDE Evidence-based Practice Guide for Climate and Culture identifies Tier 2, Moderate evidence for facilitating communication between teachers and parents about good attendance for PreK-3. Source: Cook, P., Dodge, K., Gifford, E.J. and Schulting, A. (2017). Early Truancy Prevention Program, Duke University, Study appears in the journal Children and Youth Services Review, "A new program to prevent primary school absenteeism: Results of pilot study in five schools," Children and Youth Services Review, 2017. Early Truancy Prevention Program, Duke University, Study appears in the journal Children and Youth Services Review, "A new program to prevent primary school absenteeism: Results of pilot study in five schools," Children and Youth Services Review, 2017. Tier 1, Strong evidence for implementing an early identification and intervention system for grades 6-8. Source: Balfanz, Robert; Herzog, Liza; Iver, Douglas J. Mac. (2007). Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions. Educational Psychologist, v42 n4 p223-235 Nov 2007. Tier 1, Strong evidence for improving student attendance through school, family and community partnerships PreK-5. Source: Steven B. Sheldon (2010) Improving Student Attendance With School, Family, and Community Partnerships, The Journal of Educational Research, 100:5, 267-275, DOI: 10.3200/JOER.100.5.267-275.		

	setting, enhance college and career rediness, and develop a stronger sense of belonging and connection to the school community. By creating shared, engaging experiences and reinforcing positive participation, field trips and attendance celebrations will help foster a school culture in which students feel valued, supported, and motivated to attend regularly. In turn, these investments will complement the school's SEL and behavior-management efforts by promoting positive behavior, relationship-building, and a greater sense of community.	Goal #4	Evidence Base: Strong		
Specific Operations Priority and Strategy		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.		*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000

4.1		Select...			$ 0.00
		Select...	Evidence Base: Select...		

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Object		Total
100 - Personal Services > Salaries		$90,645.00
200 - Personal Services > Employee Benefits		$15,914.00
300 - Purchased Professional and Technical Services		$0.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$47,339.00
600 - Supplies		$46,102.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

100 - Personal Services > Salaries - $90,645.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	.50 FTE ELA/EL Instructional Coach
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$53,770.00	
Line Item Total:	$53,770.00	
Object:	100 - Personal Services > Salaries	.50 FTE 3rd Grade Teacher: 1 Teacher x 180 days x $250/day
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$22,500.00	
Line Item Total:	$22,500.00	
Object:	100 - Personal Services > Salaries	Attendance Monitor: 1 Attendance Monitor x 115 days x 5hrs x $25/day
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$14,375.00	
Line Item Total:	$14,375.00	

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Total for 100 - Personal Services > Salaries: $90,645.00

Total for all other Objects: $109,355.00

Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

200 - Personal Services > Employee Benefits - $15,914.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	.50 FTE ELA/EL Instructional Coach Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$8,113.00	
Line Item Total:	$8,113.00	
Object:	200 - Personal Services > Employee Benefits	.50 FTE 3rd Grade Teacher Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$6,845.00	
Line Item Total:	$6,845.00	
Object:	200 - Personal Services > Employee Benefits	Attendance Monitor Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$956.00	
Line Item Total:	$956.00	

Total for 200 - Personal Services > Employee Benefits: $15,914.00

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Total for all other Objects:	$184,086.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

500 - Other Purchased Services - $47,339.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	BUILDING SUBSITUTE FOR SCHOOL-WIDE PD/COACHING RELIEF (160 days x $295.87 per day)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$47,339.00	
Line Item Total:	$47,339.00	

Total for 500 - Other Purchased Services:	$47,339.00
Total for all other Objects:	$152,661.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

600 - Supplies - $46,102.00

Budget Detail		Narrative Description
Object:	600 - Supplies	SOUND SYSTEM & LASER PROJECTOR
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$39,716.00	
Line Item Total:	$39,716.00	
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: SCIENCE KITS, ELA/MATH WORKBOOK CONSUMABLES, TEACHER'S MANUALS, WRITING UTENSILS, ETC.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$3,986.00	
Line Item Total:	$3,986.00	
Object:	600 - Supplies	FLEXIBLE CLASSROOM FURNITURE: MODULAR SEATING, MOBILE DESKS/TABLES, ETC
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$2,400.00	
Line Item Total:	$2,400.00	

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Total for 600 - Supplies: $46,102.00

Total for all other Objects: $153,898.00

Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Filter by Location: All - $200,000.00

Purpose	01 - Public School Activities	Total
Object		
100 - Personal Services > Salaries	90,645.00	90,645.00
200 - Personal Services > Employee Benefits	15,914.00	15,914.00
500 - Other Purchased Services	47,339.00	47,339.00
600 - Supplies	46,102.00	46,102.00
Total	200,000.00	200,000.00
	Allocation	200,000.00
	Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Columbus School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Principal's Name:	*	Dr. Wayne Alexander
Principal's Email:	*	walexander@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	K-6
Student Enrollment	162.00
Percentage Eligible for Free/Reduced Price Meals	90.1 %
Percentage of Students with Disabilities	21.0 %
Percentage of English Language/Multilingual (EL/ML) Learners	25.3 %
Percentage of Students Chronically Absent	30.4 %
Suspension/Expulsion Rate	
Classroom Teacher Attendance (Average FTE Days Absent)	24.90
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	
High School Only: Demonstrating Postsecondary Readiness	

ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	69.50
Smarter Balanced Growth ELA	85.50
School Performance Index (SPI) for Math	68.00
Smarter Balanced Growth - Math	91.80
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	78.20
LAS Links Growth - Literacy	
LAS Links Growth - Oral	
Chronic Absenteeism	7.70
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
05/21/2026	In-Person	Interim Principal Brown-Palmer, Melinda Vieux (K teacher/School Climate), Miran Nasharty (Writing Interventionist/Data Team), Jade James (5th grade teacher), and Maribel Green (SPED - Resource).	The Needs Assessment rubric was given to all members of the Leadership Team members prior to the meeting. Each member came to the meeting with scores for each indicator. As a group, we worked together to determine a collective score for each indicator, providing evidence to support the score. Engaging in meaningful conversation provided insight into next steps for areas of opportunity.
06/02/2026	Spring Climate Survey (DISTRICT)	Students (Grades 3-6), teachers, staff and families	This was done via email and Parentsquare. 95% (97/102) of students participated. We received responses from 60% of our teachers and staff. We received 20 responses from families. Survey results will be used to help determine how to focus our priorities for the 26-27 school year.
06/22/2026	In-Person	Interim Principal Brown-Palmer, Mrs. White PAC President	The Needs Assessment was reviewed and feedback was received on the following indicators: 1.4, 3.1, 3.4, 4.3 and 4.4
06/26/2026	In-Person	Interim Principal Brown-Palmer, Dr. Wayne Alexander	Priority needs of the building were identified based on EOY DIBELS and MATH data.

06/30/2026	In-Person	Interim Principal Brown-Palmer, Dr. Jose Ortiz (Executive Director)	Dr. Ortiz provided an overview of the SIG process. We reviewed SMART goals and discussed the growth areas identified.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

Talent Indicators	Assessment Score	Evidence	Reasoning
EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	3. Proficient	Edison School has a mentoring program in place to support and guide new staff members. Edison School recognizes staff achievements through initiatives such as the quarterly "In It To Win It" nominations program. Edison School tracks and reviews teacher and staff turnover data annually.	Because of decreasing enrollment each year, teachers are moved from grade to grade, so matching the most effective teacher to the students with the greatest need is not always done. Spring Survey indicates that staff morale is high, with 83% of participants in agreement.

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1.2 Evaluation & Coaching Systems	3. Proficient	Timely actionable feedback is provided to teachers after each coaching observation. Grade K-6 teachers receive Hill and HMH coaching visits and Grade 3 teachers receive Wonders coaching. Feedback is provided in real-time and during debriefs to assist with next steps for Literacy and Math. Edison School maintains evidence of coaching cycles, feedback logs, and observation feedback samples.	The principal adheres to the timelines of the TEVAL process. Teachers make adjustments to instruction based on the feedback received from observations and coaching visits.
1.3 Professional Learning Plan	3. Proficient	The district provides a Professional Learning Playbook with professional development sessions monthly. The school shares the year-long professional learning calendar that focuses on data-driven instruction. Grade-band teams collaborate during weekly common planning sessions aligned to instructional goals. Evidence of district communications, including emails and staff survey results, demonstrates ongoing support for professional learning and staff engagement. The school maintains schedules and documentation of HMH and Hill coaching visits.	Targeted coaching is in place and aligned with school improvement goals to build teacher capacity. More emphasis needed on colleague-led PD. 56% of teachers responded favorably to the survey question: "Professional development I receive from school/district provides me with teaching strategies to better meet the needs of my students.
1.4 Leadership	3. Proficient	The principal communicates clear systems, policies, structures, and expectations aligned with the school improvement plan. The SLT is established but needs to meet more consistently. Evidence of effective communication includes daily video announcements, weekly staff agendas, and school-based PD.	Turnover in leadership has affected school outcomes. However, based on results from the Spring Survey, teachers and staff express unanimous satisfaction with school administrator(s), highlighting effective communication, clear vision, and prioritization of student needs. All respondents strongly agree that administrator(s) encourage collaboration and provide timely feedback.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**

EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	3. Proficient	100% of teachers have access to Curriculum Warehouse which houses all content area pacing guides, scope and sequence, and unit plans aligned to CT standards. Consistentcy of curriculum use is montored through observations and walkthroughs.	There is a rigorous curriculum at all grade levels (Wonders for ELA and HMH Into Math). There is strong evidence of consistent implementation across classrooms as evidenced on school walkthroughs and coaching visits.
2.2 Instructional Framework	2. Developing	The school/district has adopted an instructional framework, but full implementation varies by classroom. Some teachers focus on basic recall and comprehension tasks with limited opportunities for student-led inquiry or critical thinking.	Most instruction is teacher-led and tasks provide opportunities for students to recall and demonstrate their learning at minimal levels resulting in low student engagement. Emphasis needs to be on academic rigor and student-led activities that require higher levels of thinking and engagement.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	Lessons include limited differentiation and primarily address one or two learning modalities. There is evidence of some supports for multilingual learners and students with disabilities, but immplementation varies across classrooms. MTSS meetings are infrequent and interventions are not consistently implemented based on data.	Support for diverse learners is limited and lessons are structured to included a limited number of learning modalities and styles using grade-level concepts/skills. The MTSS framework is partially implemented but not consistent due to limited support staff and scheduling conflicts.

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2.4 Assessment Practices & Data Use	2. Developing	Multiples sources of data are used to monitor student understanding but use of this data is inconsistent across grade levels. Assesment practices and collection of data is evident in use of formative assessment, exit tickets, questioning strategies, and analysis of student work. Benchmark assessments such as DIBELS and NWEA are given 3 times per year. Progress monitoring cycles have been consistently implemented to monitor student growth in Reading. Evidence supporting these practices include the benchmark calendar, exit tickets, and common planning agendas.	A clear schedule of assessments is provided during the year and reviewed regulary to ensure that assessment practices are done with fidelity and that data is available to inform instruction. Data is analyzed during common planning periods and data team meetings (Hill), but meetings are often interrupted or canceled due to scheduling conflicts (i.e. PPTs). More in-depth analysis is needed to drive MTSS. An assessment calendar is created and shared with all stakeholders.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***

3.1 School Environment	3. Proficient	Students receive Eagle merits as a reward for good behavior/citizenship. In the second half of the year, the school implemented PBIS structures focusing on clear expectations in common areas and 3 tenets - Responsibility, Respect and Safety. Spring Climate survey show positive responses overall from teachers, staff and students with 83% of participants agreeing that staff morale is high. The school atmosphere is positively and relationships between staff and students is generally respectful.	Although there are a few rooms that need to be organized and less cluttered, most classrooms are welcoming and conducive to learning. Some classrooms need to establish a CALM corner to support SEL and student well-being. Student work should be displayed more frequently. (2nd floor). Transitions have been strengthened with staffing presence at doors/in hallways.
3.2 Attendance	1. Below Standard	The school's attendance team includes the clerical assistant (Ms. Daniels), school counselor (Mr. Driscoll), and ISS/Restorative Practices Officer (Ms. De'Angelo). The team is not led by the school administrator, and meets periodically. Weekly calls are made to families and regular communication is sent home. There are limited interventions in place to improve attendance outcomes. The Chronic Absenteeism rate was 30.4% during the 2025-26 school year. This is evident in chronic absenteeism reports, school attendance team form (district), and staff attendance reports.	Members of the attendance team work individually to call families. However it has been difficult to meet consistently since the school counselor and ISS/Restorative Practices officer are only at school one day a week. There is a need to structure MTSS, including making sure teachers follow the attendance protocol (i.e. Special Attendance Registry). Due to our efforts, our chronic absenteeism rate has decreased by at least 10% from last school year.
3.3 Behavioral Management	3. Proficient	Students receive Eagle merits as a reward for good behavior/citizenship. In the second half of the year, Edison School implemented PBIS structures focusing on clear expectations in common areas and 3 tenets - Responsibility, Respect and Safety. The Spring Climate survey showed positive responses overall from teachers, staff and students with 83% of participants agreeing that staff morale is high. The school atmosphere is positive and relationships between staff and students is generally respectful. This is evidence in our Powerschool logs.	Teachers' classroom management skills vary. Office vs teacher-managed behaviors should be reviewed. Edison School's focus is on Restorative Practices rather than punishment. More PD is needed to continue this shift in mindset. The current suspension rate is less than <10 percent.

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3.4 Equitable Partnerships with Stakeholders	2. Developing	The school utilizes ParentSquare and social media platforms to communicate important information and celebrate school events with families and the broader community. The school has established partnerships with community organizations and volunteers, including Edgewell, Mad Science, and volunteer readers, to enhance student learning experiences and school engagement. Evidence of these partnerships is reflected in photographs of events and activities involving community partners. While these efforts demonstrate a commitment to community involvement, event flyers and the school calendar indicate that opportunities for direct family engagement are limited and occur infrequently.	Limited family engagement events were held in collaboration with the Parent Advisory Coucil (PAC). Most of our community partnerships are event-specific. More events need to be scheduled during the year to increase parent engagement (i.e. Literacy/Math Nights).
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***
4.1 Scheduling Structures	3. Proficient	The master schedule meets state and district expectations. WIN periods are clearly defined.	Instructional time is adequate. ELA and MATH blocks meet state standards. WIN blocks are scheduled, but alignment to student needs can be strengthened with the use of data to plan and deliver targeted instruction.
4.2 Use of Time	2. Developing	Instructional time is not consistently maximized across grade levels.	Common planning time exists but lacks structure, reducing opportunities for effective collaboration. We started implementing weekly agendas to keep members focused on task at hand. Administrator is not always able to participate due to scheduled meetings or school-related issues.

4.3 Technology, Facilities, & Operational Planning	2. Developing	The school generally is welcoming and most of the facility is in good repair although it needs updating. There are a few rooms requiring attention such as organization, cleanliness. Technology is utilized and varies across classrooms. The integration of digital tools could be greater. Evidence includes photos of spaces around building.	Efforts are being made to make spaces around the school more inviting, including updated bulletin boards and repainting hallways. One-to-one Technology is available but many devices are several years old which affects functional performance. Edison is an old building with charm, but lacks functional amenities such as an elevator, a gym, wheelchair access, or outdoor fields. Physical space needs attention and the cafeteria and bathrooms need to be repainted.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* 1.4 Leadership	The Interim Principal began in January and established trust and positive relationships with staff. There is a highly effective servant leadership model in place, with high visibility and clear expectations communicated consistently. Daily walkthroughs and frequent classroom observations are completed, allowing for immediate feedback to be given. There is strong collaboration among staff.	Internal benchmark data indicates growth on DIBELS and NWEA as a school, with some grades outperforming others. The results of Spring Survey indicate that the staff is highly satisfied with the administrator.
2.1 Curriculum & Academic Programming	Standards-based curricula are being implemented with fidelity across classrooms with most teachers demonstrating consistent pacing. There is evidence of anchor charts and word walls.	Classroom walkthroughs by the administrator demonstrate posted anchor charts and word walls. There is strong evidence of adherence to the pacing guide during common planning and coaching sessions.
3.1 School Environment	Relationships between staff and students are respectful and staff morale is high, contributing to a positive school climate. Staff works hard to maintain a welcoming, safe and inclusive environment with a daily focus on social-emotional learning. There is regular communication with families on Parentsquare. Structures and systems are in place to effectively deal with discipline. Evidence positive school climate includes photos, calendar of staff climate events, and staff and student recognition.	The Spring Survey indicated that Edison School is welcoming and relationships between students and teachers is respectful. There is a feeling of safety at the workplace.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**

* 2.3 Differentiation & Supports for Diverse Learners	25% of our student population is ELL and 23% are students with disabilities. Scaffolding supports for diverse learners varies across classrooms. Effective strategies are not consistently employed to impact student outcomes for these special populations. Instructional support is present but includes a limited number of learning modalities.	Student Supports & Intervention
2.4 Assessment Practices and Data Use	Assessment protocols are in place (i.e. formative assessment, progress monitoring cycles, benchmark assessments, IABs). Currently, data collection is surface level, and there is no solid system aligned to MTSS. Differentiation of instruction, specifically math, varies across classrooms. More focus is needed on using data to plan small-group instruction during collaborative time.	Instructional Time and Attention
3.2 Student Attendance	Attendance team meetings are inconsistent due to staff scheduling. Teachers need to be more consistent with attendance protocols and documentation. More is needed to inform our families about the importance of attending school everyday.	Student Supports & Intervention

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Edison School's Smarter Balanced ELA growth will increase from 57.9% in 2025-26 to 85.5% in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Edison School's Smarter Balanced Math growth will increase from 66.4% in 2025-26 to 91.8% in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, Edison School's chronic absenteeism rate will decrease from 30.4% in 2025-26 to 7.7% in 2026-27.

Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, the number of students scoring At or Above level on DIBELS based on composite score will increase from 46% (EOY 2025-26) to 56% (EOY 2026-27) as measured by DIBELS assessment.
Internal Benchmark Goal #5	* By June 2027, the average percentage of growth targets achieved in mathematics on the school's SBAC will increase from 66% in 2025–26 to 71% in 2026–27.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1		Select... Select...	Evidence Base: Select...		$ 0.00
1.2		Select... Select...	Evidence Base: Select...		$ 0.00
1.3		Select... Select...	Evidence Base: Select...		$ 0.00
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

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Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1		Goal #1	Source: Structuring Out-of-School Time to Improve Academic Achievement (NCEE 2009-012) Effective Teacher Professional Development Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). Goal #1, Goal #2, Goal #4, Goal #5	2 ELA TUTORS 2 MATH TUTORS 1 ELA INTERVENTIONIST WONDERS COACHING - 8 SESSIONS X $3,500/SESSION HMH: 8 SESSIONS X $3,500/SESSION HILL FOR LITERACY: 10 SESSIONS X $1,800/SESSION BUILDING SUBSTITUTE COVERAGE FOR PD AND COACHING (130 DAYS X $189/DAY)	$ 150,005.00
		Goal #5	Evidence Base: Strong		

	2.1. Differentiation and Support for Diverse Learners: To better support struggling learners in Math and Literacy, Edison will start an afterschool tutoring program. This will allow certified staff to have more time to work with students to address specific skill gaps. The school will use district benchmarks to identify which students are eligible, while also allowing access to all students. This program will run 2 days after school for 2 hours each day (4 hours/week) for 25 weeks. Edison will hire 2 ELA tutors and 2 Math tutors. In addition, an ELA interventionist will be hired to support small-group instruction in literacy to address specific skill gaps, including reading phonemic awareness, decoding and fluency. The hiring of this interventionist will allow for support MTSS implementation through Tier II and Tier III interventions, and assist with ongoing progress monitoring and data collection to inform instructional decisions. Moreover, teachers will continue to receive coaching from HMH and Hill for Literacy as well as Wonders professional development throughout the school year to improve instructional delivery, increase student engagement, and ensure equitable access to digital learning tools for all students. Utilizing an on-site building substitute to cover classes will allow teachers to engage to participate in PD and coaching during the school day.				
2.2		Select... / Select...	Evidence Base: Strong		$ 0.00
2.3		Select...			$ 0.00

		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1. Student Attendance: Edison School will hire a school Attendance Monitor to actively follow-up with chronically absent students, support the continuous review of student daily attendance, and take the lead on efforts to remove barriers to family communication and connection to school. The Principal will create a weekly attendance monitoring routine for the School Attendance Team. To strengthen parent partnerships and improve communication with the goal of increasing student attendance, Edison will establish a Parent Engagement Team. This team will meet weekly outside of school hours	Goal #3	Source: Bradshaw, C. P., Waasdorp T. E., Leaf, P J. (2012). Effects of Schoolwide Positive Behavioral Interventions and Supports on Child Behavior Problems. Journal of The American Academy of Pediatrics. 2012 Nov; 130(5): e1136-e1145. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Henderson, Anne T., and Mapp, Karen T. 2002.		$ 49,995.00

	meet weekly outside of school hours to plan, coordinate and evaluate family engagement initiatives (i.e. Back to School Night, cultural events, literacy/math nights, EOY Family Fun Day, etc.). Members will be compensated for their time, recognizing their essential role in fostering trust and collaboration between school and home. To support continuous improvement, the school will systematically collect and analyze data related to parent outreach, participation, and communication effectiveness. Attendance recognition and celebrations will be embedded to promote consistency and pride in attendance and Edison will invest in supplies for an attedance rewards program. Edison will continue implementing a range of PBIS attendance initiatives to encourage daily attendance and reinforce positive behavior. Scheduled PBIS events will be communicated to families to strengthen school culture and increase student engagement in an effort to reduce chronic absenteeism and Edison will invest in supplies for PBIS events, and food and supplies for parent engaement events. Students often miss school because of lack of engagement, so Edison will offer academic and recreational field trips (i.e Connecticut Science Center, Beardsley Zoo, Peabody Museum) to boost student attendance, foster peer connections and improve engagement.	Select...	Evidence Base: Strong	1 – ATTENDANCE MONITOR PARENT ENGAGEMENT TEAM X 3 PEOPLE FOOD FOR PARENT ENGAGEMENT EVENTS FIELD TRIPS: BUS TRANSPORTATION AND ENTRANCE FEES SUPPLIES FOR PARENT ENGAGEMENT EVENTS SUPPLIES FOR ATTENDANCE AWARDS PROGRAM SUPPLIES FOR PBIS EVENTS	
3.2		Select... Select...	Evidence Base: Select...		$ 0.00

Specific Operations Priority and Strategy	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.	*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000
4.1	Select...			$ 0.00
	Select...	Evidence Base: Select...		

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Object		Total
100 - Personal Services > Salaries		$66,000.00
200 - Personal Services > Employee Benefits		$1,515.00
300 - Purchased Professional and Technical Services		$74,000.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$41,570.00
600 - Supplies		$16,915.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

Budget Detail

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100 - Personal Services > Salaries - $66,000.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	STUDENT SUPPORT ELA INTERVENTIONIST: 1 INTERVENTIONIST x 180 DAYS x $235/DAY
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$42,300.00	
Line Item Total:	$42,300.00	
Object:	100 - Personal Services > Salaries	Attendance Monitor: 1 Monitor x 180 days x 2hrs x $25/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$9,000.00	
Line Item Total:	$9,000.00	
Object:	100 - Personal Services > Salaries	PARENT ENGAGEMENT TEAM: 3 STAFF x 25 WEEKS x 2HRS x $42/HR
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$6,300.00	
Line Item Total:	$6,300.00	
Object:	100 - Personal Services > Salaries	STUDENT SUPPORT ELA TUTORS: 2 TUTORS x 25 WEEKS x 2HRS x $42/HR
Purpose:	01 - Public School Activities	
Focus Area:		

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Academics Goal 2.1

LEA / School: Edison School (015-0711)

Quantity: 1.00

Cost: $4,200.00

Line Item Total: $4,200.00

Object: 100 - Personal Services > Salaries

Purpose: 01 - Public School Activities

Focus Area: Academics Goal 2.1

LEA / School: Edison School (015-0711)

Quantity: 1.00

Cost: $4,200.00

Line Item Total: $4,200.00

STUDENT SUPPORT MATH TUTORS: 2 TUTORS x 25 WEEKS x 2HRS x $42/HR

Total for 100 - Personal Services > Salaries:	$66,000.00
Total for all other Objects:	$134,000.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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200 - Personal Services > Employee Benefits - $1,515.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Attendance Monitor Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$689.00	
Line Item Total:	$689.00	
Object:	200 - Personal Services > Employee Benefits	STUDENT SUPPORT ELA INTERVENTIONIST FRINGE
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$613.00	
Line Item Total:	$613.00	
Object:	200 - Personal Services > Employee Benefits	PARENT ENGAGEMENT TEAM STAFF FRINGE
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$91.00	
Line Item Total:	$91.00	
Object:	200 - Personal Services > Employee	STUDENT SUPPORT ELA TUTORS FRINGE

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Benefits

Purpose: 01 - Public School Activities

Focus Area: Academics Goal 2.1

LEA / School: Edison School (015-0711)

Quantity: 1.00

Cost: $61.00

Line Item Total: $61.00

Object: 200 - Personal Services > Employee Benefits

Purpose: 01 - Public School Activities

Focus Area: Academics Goal 2.1

LEA / School: Edison School (015-0711)

Quantity: 1.00

Cost: $61.00

Line Item Total: $61.00

STUDENT SUPPORT MATH TUTORS FRINGE

Total for 200 - Personal Services > Employee Benefits:	$1,515.00
Total for all other Objects:	$198,485.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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300 - Purchased Professional and Technical Services - $74,000.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	WONDERS COACHING - 8 SESSIONS X $3,500/SESSION
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$28,000.00	
Line Item Total:	$28,000.00	
Object:	300 - Purchased Professional and Technical Services	HMH: 8 SESSIONS X $3,500/SESSION
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$28,000.00	
Line Item Total:	$28,000.00	
Object:	300 - Purchased Professional and Technical Services	HILL FOR LITERACY: 10 SESSIONS X $1,800/SESSION
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$18,000.00	
Line Item Total:	$18,000.00	

Total for 300 - Purchased Professional and Technical Services: $74,000.00

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Total for all other Objects:	$126,000.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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500 - Other Purchased Services - $41,570.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	BUILDING SUBSTITUTE COVERAGE FOR PD AND COACHING (130 DAYS X $189/DAY)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$24,570.00	
Line Item Total:	$24,570.00	
Object:	500 - Other Purchased Services	FOOD FOR PARENT ENGAGEMENT EVENTS
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	
Object:	500 - Other Purchased Services	FIELD TRIPS: BUS TRANSPORTATION AND ENTRANCE FEES
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$7,000.00	
Line Item Total:	$7,000.00	

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Total for 500 - Other Purchased Services: $41,570.00

Total for all other Objects: $158,430.00

Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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600 - Supplies - $16,915.00

Budget Detail		Narrative Description
Object:	600 - Supplies	SUPPLIES FOR ATTENDANCE AWARDS PROGRAM
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$5,640.00	
Line Item Total:	$5,640.00	
Object:	600 - Supplies	SUPPLIES FOR PBIS EVENTS
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$5,640.00	
Line Item Total:	$5,640.00	
Object:	600 - Supplies	SUPPLIES FOR PARENT ENGAGEMENT EVENTS
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$5,635.00	
Line Item Total:	$5,635.00	

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Total for 600 - Supplies: $16,915.00

Total for all other Objects: $183,085.00

Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Filter by Location: All - $200,000.00

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		66,000.00	66,000.00
200 - Personal Services > Employee Benefits		1,515.00	1,515.00
300 - Purchased Professional and Technical Services		74,000.00	74,000.00
500 - Other Purchased Services		41,570.00	41,570.00
600 - Supplies		16,915.00	16,915.00
Total		200,000.00	200,000.00
		Allocation	200,000.00
		Remaining	0.00

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Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Edison School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Principal's Name:	*	Steven Douglas
Principal's Email:	*	sdouglas@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	PK-8
Student Enrollment	471.00
Percentage Eligible for Free/Reduced Price Meals	94.7 %
Percentage of Students with Disabilities	20.2 %
Percentage of English Language/Multilingual (EL/ML) Learners	24.8 %
Percentage of Students Chronically Absent	35.6 %
Suspension/Expulsion Rate	9.60
Classroom Teacher Attendance (Average FTE Days Absent)	17.00
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	78.10
High School Only: Demonstrating Postsecondary Readiness	

ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	68.50
Smarter Balanced Growth ELA	
School Performance Index (SPI) for Math	66.20
Smarter Balanced Growth - Math	
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	76.30
LAS Links Growth - Literacy	
LAS Links Growth - Oral	
Chronic Absenteeism	9.00
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
05/22/2026	In-Person	Principal, Assistant Principal, and Student Focus Groups	Administration met with a small group of students to gather feedback on attendance, classroom engagement, behavior expectations, and student support systems. Students discussed inconsistent opportunities for engagement across classes, concerns about peer behavior, and the importance of positive relationships with teachers. Their feedback helped inform areas of focus.
05/27/2026	In-Person	Principal, Assistant Principal, and Attendance Team	The attendance team and administration collaboratively completed the Needs Assessment, using attendance data and school-based evidence to guide their ratings. Discussions were held focused on chronic absenteeism, intervention strategies, family outreach, and barriers to attendance, helping to identify priorities for improvement.
06/05/2026	In-Person	Assistant Superintendent of Curriculum and Instruction and Principal	District and school leadership provided an overview of the School Improvement Grant process, including requirements, timelines, and expectations. The team then collaboratively completed the Needs Assessment, reviewing school data and evidence to identify strengths/areas for growth.

06/10/2026	In-Person	Principal, Assistant Principal, and PAC representatives	Parents and school staff discussed Claytor's performance across key indicators, including academics, attendance, school climate, and family engagement. Feedback from the group helped inform the school's ratings and identify priorities that will guide planning and schoolwide improvement efforts.
06/15/2026	In-Person	Principal, Assistant Principal, and Climate Coach	The administration and Climate Coach collaboratively completed the Needs Assessment, using school data and evidence to evaluate behavioral supports, school climate, and student engagement. Their discussions informed the final ratings and identified priorities for strengthening restorative practices, student support systems, and overall school culture.
07/21/2026	Virtual	Principal, Assistant Principal, Teacher Leaders	The team discussed strategies for prioritizing student needs and improving academic outcomes, using school data and Needs Assessment findings to identify key areas of focus. These priorities were aligned to the 2026-2027 School Improvement Plan to ensure that resources, supports, and instructional efforts are targeted to areas of greatest need.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

Talent Indicators	Assessment Score	Evidence	Reasoning
EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***

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1.1 Hiring, Recruitment, & Retention	2. Developing	Annual retention data is analyzed to identify trends in staff turnover by grade, subject area, and years of experience. When possible, exit interview data and informal feedback from departing staff are reviewed to inform improvements in school climate, leadership practices, and working conditions. Faculty feedback is collected and used to inform hiring practices and school improvement plans. Recruiting efforts are strategic and aligned to staffing needs, specifically targeting outreach for high-need certification areas. The interview process is structured to assess alignment with the school vision, instructional priorities, and student needs. Teacher assignments are reevaluated annually to reflect instructional strengths and student needs.	The selected evidence demonstrates that the school intent to use data and stakeholder feedback to guide hiring practices, support staff, and improve retention efforts. Strategic recruitment, structured interview processes, and intentional staff placement reflect alignment with school priorities and student needs. Together, these practices illustrate a developing but coherent system for attracting, supporting, and retaining effective educators.
1.2 Evaluation & Coaching Systems	2. Developing	A structured schedule of formal coaching cycles provides regular opportunities for observation and feedback, with written feedback shared with staff to support professional growth. Administrators participate in informal classroom walkthroughs, using observed trends to inform and strengthen common planning discussions. Goal-setting conversations at the beginning, middle, and end of the year are collaborative and teacher-directed, encouraging reflection and dialogue on instructional practices and professional growth. Staff surveys are collected, analyzed, and shared openly to inform coaching priorities and school improvement efforts. Roles and expectations are clearly documented and communicated to ensure consistency and accountability across all staff.	The evidence reflects the school's efforts to establish a consistent and collaborative systems for evaluation and coaching that supports professional growth. Formal coaching cycles, informal walkthroughs, and ongoing feedback opportunities are used to inform instruction and strengthen practice. Clear expectations, transparent communication, and teacher-centered goal setting contribute to a supportive environment focused on continuous improvement, reflecting a developing but intentional approach to evaluation and coaching.

1.3 Professional Learning Plan	2. Developing	Ongoing coaching in curriculum and instruction is provided in ELA (HILL for Literacy, Wonders, Reading Plus) and Math (HMH), supported by a more structured and consistent professional development approach. District- and school-based data conversations are centered on benchmark data, progress monitoring, and instructional adjustments. Professional learning is aligned with district instructional priorities and is responsive to identified building-level needs, with a focus on improving small group instruction, flexible grouping, curriculum alignment, and student engagement.	Professional learning is increasingly aligned to district priorities and responsive to identified staff and student needs. Ongoing coaching and data-driven conversations are embedded to support instructional improvement, particularly in ELA and Math. While structures are now in place and implementation is strengthening, consistent application and impact across all classrooms continue to develop.
1.4 Leadership	2. Developing	The School Improvement Plan outlines clear, aligned goals tied to district priorities and student needs. Administrators consistently participate in weekly grade-level common planning meetings with structured agendas that include celebrations, data-driven discussion, and instructional focus. Weekly mini-PD sessions and instructional discussions are embedded into common planning to support teacher development. Staff strengths are recognized through opportunities for peer sharing and modeling of best practices.	Clear goals aligned to district priorities and student needs are established, providing direction for instructional efforts. Administrator participation in common planning and embedded professional learning opportunities are strengthening collaboration and teacher development. Recognition of staff strengths and peer sharing practices are emerging, though continued consistency and broader impact across all teams are still in the development process.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**

EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	3. Proficient	District-approved curriculum materials are consistently implemented and used with greater fidelity in ELA, Math, and Science, with classroom visuals such as anchor charts, word walls, and learning targets reinforcing daily instruction. Pacing guides and lesson plans are aligned with state standards and support instructional consistency across classrooms. Walkthrough data indicates increased fidelity in curriculum implementation and alignment to instructional expectations.	Consistent and high-fidelity implementation of aligned curriculum materials ensures that all students have equitable access to rigorous, standards-based instruction. Clear pacing, aligned planning, and visible instructional supports promote coherence across classrooms and strengthen instructional delivery. Ongoing walkthrough data confirms strong implementation, reflecting a well-established system that supports effective teaching and improved student outcomes.
2.2 Instructional Framework	2. Developing	Teachers are incorporating gradual release of responsibility (e.g., “I do, we do, you do”) within lessons. Walkthrough observations show increasing alignment to the instructional framework, with clearer use of objectives, success criteria, and formative assessment, though consistency across classrooms is still developing. Efforts are being made to adhere to established instructional schedules, with a focus on minimizing deviations, particularly during designated small group time (i.e., WIN time).	These practices promote structured, student-centered instruction, reinforce high expectations for all learners, and strengthen consistency of instruction both horizontally and vertically. Consistent use of the framework and protected instructional time improves responsiveness and overall instructional quality, though full implementation is still developing.

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2.3 Differentiation & Supports for Diverse Learners	1. Below Standard	Documentation of supports for multilingual learners and students with diverse needs is limited and inconsistently applied. Student data shows ongoing subgroup performance disparities. Classroom observations indicate instruction is often one-size-fits-all, and while some differentiation strategies are in place, implementation remains inconsistent and does not yet meet the full range of student needs. Increasing numbers of students with ELL needs, IEPs/504 plans, learning disruptions, and social-emotional challenges require more targeted supports.	These conditions highlight a critical need to strengthen systems and practices to ensure equitable access to learning for all students. Inconsistent supports and limited differentiation contribute to persistent achievement gaps among subgroups. As student needs become more complex, including increased linguistic, academic, and social-emotional demands, more intentional and consistent approaches to differentiation are necessary to effectively support diverse learners and improve outcomes.
2.4 Assessment Practices & Data Use	2. Developing	Benchmark assessments and progress monitoring are being implemented with increased fidelity. Data meetings at both the district and building levels occur intermittently. Data is used to inform instructional decisions, including grouping, curricular adjustments, and instructional pacing. Additional structure and professional development are needed to strengthen the organization and execution of state assessments, particularly regarding accommodations and effective proctoring practices.	These practices support a more consistent and data-informed approach to instruction, allowing teachers to respond to student needs through targeted grouping and instructional adjustments. Regular use of assessment data strengthens decision-making and promotes accountability. However, improved systems and training around state assessment administration and accommodations are necessary to ensure equitable testing conditions and accurate measurement of student performance.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**

EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***
3.1 School Environment	3. Proficient	Student work is displayed throughout classrooms and hallways, showcasing learning and achievement. Transition routines are supported through consistent supervision, behavior documentation, and established procedures. Clear protocols are in place for teacher absences, including substitute plans, student placement procedures, and schedule adjustments to minimize disruptions to learning. Teachers and administrators maintain frequent communication with parents and caregivers through conferences, phone calls, emails, and progress updates to support student success and strengthen home-school partnerships.	A positive and well-organized school environment supports student learning, safety, and consistency. Clear supervision practices, established routines, and proactive planning for staff absences help minimize disruptions and maximize instructional time. Ongoing attention to documentation, behavior monitoring, and family communication strengthens accountability and collaboration, contributing to a school climate where students and staff can be successful.

3.2 Attendance	1. Below Standard	The chronic absenteeism rate at Claytor remains high at 35.6%, indicating that a significant number of students are missing substantial instructional time. Teacher attendance remains a concern, with an average of 17.0 FTE days absent during the 2025–2026 school year. Student and staff attendance continue to impact instructional continuity and learning outcomes, highlighting the need for more targeted supports and consistent intervention practices.	Attendance remains a significant area of concern, as high rates of chronic absenteeism reduce students' access to instruction and limit opportunities for academic growth. Student and staff absences disrupt continuity of learning and can negatively impact engagement and achievement. Strengthening attendance supports, monitoring practices, and intervention systems is essential to increasing instructional time and improving outcomes for all students.
3.3 Behavioral Management	2. Developing	A school-wide code of conduct and behavior plan are in place, with growing emphasis on consistent implementation across classrooms. The suspension rate during the 2024-25 school year was 9.6%, indicating a continued need for proactive behavioral supports and interventions. A Behavioral Intervention Specialist provides targeted support and leads restorative practices with middle school students. Additionally, mini-professional development sessions on restorative practices are embedded into common planning to build teacher capacity in behavior management. Teachers, support staff, and administrators collaborate to monitor and adjust behavioral supports for identified students, ensuring interventions are responsive to individual needs and implemented consistently. Teachers and administrators maintain ongoing communication with families regarding both positive behaviors and behavioral concerns to support student growth and accountability.	Behavioral support systems are becoming more proactive through the use of restorative practices, staff training, and increased communication with families. These efforts are helping to build a more supportive and responsive school climate while strengthening relationships between students, staff, and families. Although behavioral structures are improving, continued focus is needed to ensure consistent implementation and to reduce disciplinary outcomes across the school.

3.4 Equitable Partnerships with Stakeholders	2. Developing	Family engagement opportunities are communicated through multiple platforms, including flyers, calendars, and school events. School and district staff work collaboratively to connect families with available resources and supports. Teachers and administrators maintain regular communication with families through ParentSquare, phone calls, meetings, and informal conversations to discuss academic progress, attendance, and student behavior. Efforts are being made to increase stakeholder voice through surveys, feedback opportunities, and school-community partnerships.	Efforts to strengthen partnerships with families and stakeholders are increasing through more frequent communication, engagement opportunities, and collaboration around student needs. While systems for outreach and family involvement are becoming more established, greater emphasis on two-way communication, stakeholder feedback, and coordinated support services is needed to ensure all families are meaningfully engaged and supported.
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***
4.1 Scheduling Structures	3. Proficient	The daily schedule at Claytor is intentionally designed to maximize instructional time and minimize disruptions to learning. Dedicated WIN (What I Need) blocks provide opportunities for intervention, enrichment, and targeted small-group instruction. Instructional frameworks are used consistently to structure class time and support effective lesson delivery. Common planning time is embedded within the schedule to support collaboration, data analysis, and instructional planning. Intervention and support services are scheduled to maximize student access while minimizing the loss of core instructional time.	The scheduling structure maximizes instructional time and provides dedicated opportunities for targeted support and enrichment based on student needs. Consistent use of instructional frameworks and embedded common planning time promote instructional coherence, collaboration, and data-informed decision-making. Strategic scheduling of interventions and support services ensures students receive needed assistance while maintaining access to core instruction, reflecting a well-established system that supports student achievement.

4.2 Use of Time	2. Developing	Teachers are working to adhere consistently to established instructional schedules, particularly during WIN blocks and small-group instruction. Common planning meetings are structured around data analysis, instructional priorities, and embedded professional learning. Assessment data is used to guide grouping, intervention planning, and instructional pacing. WIN blocks provide opportunities for intervention and enrichment, though implementation varies across classrooms. Walkthrough observations show increasing alignment to instructional frameworks, but student engagement and effective use of time remain inconsistent.	Efforts to improve the use of time have increased opportunities for collaboration, data-driven decision-making, and targeted student support. Protected instructional blocks and structured planning time help maximize learning opportunities and reinforce school priorities. While systems are becoming more intentional, consistent implementation and student engagement across all classrooms continue to develop.
4.3 Technology, Facilities, & Operational Planning	2. Developing	Ongoing efforts by teachers and support staff are focused on maintaining access to functioning devices for all students, though device availability and maintenance remain challenges. Teachers actively monitor and support appropriate student use of technology to maximize engagement and minimize off-task behaior. Common planning discussions include the effective and responsible integration of AI and instructional technology tools. Teachers utilize digital platforms to communicate with families and provide access to student learning resources.	Technology and operational systems support student access to learning, communication, and instructional resources. Ongoing efforts to maintain device availability, promote responsible technology use, and explore the effective integration of AI help strengthen teaching and learning. While staff are utilizing technology purposefully and expanding digital communication with families, challenges related to device access and consistency of implementation continue to require attention.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* 2.1 Curriculum and Academic Programming	District-approved, standards-based curricula are consistently implemented across core content areas with increasing fidelity and instructional expertise. Aligned planning, visible learning supports, and strong implementation of curriculum resources promote instructional consistency and ensure all students have access to rigorous, grade-level content. These practices strengthen coherence across classrooms and support improved teaching and learning outcomes.	District-approved, standards-based curricula are consistently implemented with increasing fidelity in ELA, Math, and Science. Pacing guides and lesson plans are aligned to state standards and support instructional consistency across classrooms. Classroom visuals, including anchor charts, word walls, and learning targets, reinforce daily instruction and support student learning. Walkthrough data indicates increased alignment to curriculum expectations and consistent implementation of instructional resources. Teachers are demonstrating greater confidence in the use of curricular resources and are increasingly leveraging them to support differentiation and small-group instruction.
3.1 School Environment	The school fosters a positive and supportive learning environment where students, families, and staff feel valued and connected. Strong relationships between students and adults, ongoing communication with families, and consistent opportunities for engagement contribute to a culture of belonging and shared responsibility. These practices promote a welcoming school climate that supports student well-being, engagement, and success.	Stakeholder feedback indicates positive perceptions of the school climate and sense of belonging. Teachers and administrators maintain regular communication with families through ParentSquare, phone calls, meetings, and informal conversations. Family participation is encouraged through conferences, school events, and student celebrations. Student work is displayed throughout classrooms and hallways, celebrating learning and fostering school pride. Established supervision practices, routines, and expectations contribute to a safe and welcoming school environment.

4.1 Scheduling Structures	The school's scheduling structure maximizes instructional time and provides dedicated opportunities for intervention, enrichment, and targeted support. Protected instructional blocks, embedded intervention time, and collaborative planning opportunities support data-informed instruction and help ensure students receive the appropriate level of support. These structures contribute to greater instructional consistency and improved access to learning opportunities for all students.	The master schedule includes dedicated daily instructional blocks for ELA and Math that meet district expectations. WIN (What I Need) blocks are embedded within the schedule to provide intervention, enrichment, and targeted small-group instruction. Common planning time is built into the schedule to support collaboration, data analysis, and instructional planning. Intervention and support services are scheduled to maximize student access while minimizing disruptions to core instruction. Assessment data is used to guide grouping, intervention planning, and instructional pacing within scheduled instructional blocks.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* 2.3 Differentiation & Supports for Diverse Learners	The school is serving increasing numbers of multilingual learners, students with IEPs and 504 plans, students with learning disruptions, and students experiencing social-emotional challenges. Current instructional practices often remain one-size-fits-all, contributing to subgroup performance disparities. Strengthening differentiation through targeted small-group instruction, accommodations, flexible grouping, and professional learning will help ensure all students can access grade-level content and achieve success.	Student Supports & Intervention
3.2 Student Attendance	Chronic absenteeism at Claytor remains high at 35.6%, limiting students' access to instruction and opportunities for academic growth. Inconsistent attendance disrupts learning, contributes to achievement gaps, and reduces the effectiveness of interventions and supports. More targeted attendance monitoring, family outreach, and tiered intervention strategies are needed to improve student engagement and increase instructional time.	Student Supports & Intervention
3.3 Behavior Management	Many students face challenges related to poverty, trauma, mental health needs, and adverse life experiences, which can impact behavior, relationships, and learning. While restorative practices and behavioral supports have expanded, continued efforts are needed to provide proactive interventions, strengthen family partnerships, and build students' conflict-resolution and self-regulation skills. A consistent restorative approach can help reduce disciplinary incidents while fostering a safe and supportive school climate.	Student Supports & Intervention

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Claytor's SPI in Math will increase from 46.0 in 2025-26 to 66.2 in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Claytor's SPI in ELA will increase from 47.0 in 2025-26 to 68.5 in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, Claytor's chronic absenteeism rate will decrease from 35.6% in 2025-26 to 9.0% in 2026-27.

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Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, the average percentage of growth target achieved for all students will be a minimum of 5% as measured by the ELA Smarter Balanced Assessment.
Internal Benchmark Goal #5	* By June 2027, the average percentage of growth target achieved for all students will be a minimum of 5% as measured by the Mathematics Smarter Balanced Assessment.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1	1.1. Professional Learning Plan. To strengthen academic rigor and support the diverse learning needs of its students, Claytor will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH, Wonders, and Hill for Literacy, all designed to enhance instruction in Math and ELA. HMH will focus on deepening teachers' instructional practices in mathematics. At the same time, Wonders and Hill for Literacy will provide training in foundational literacy skills, reading comprehension, and differentiated strategies to meet students' varying needs. Supplemental PD supplies and resource materials will be purchased to support administrator and teacher professional learning for HMH, Wonders, and Hill for Literacy.	Goal #1 Goal #4	Effective Teacher Professional Development. Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	HMH MATH PD: COACHING (8.5 sessions x $3,500 per session) WONDERS PD: (8.5 sessions x $3,500 per session) HILL FOR LITERACY PD: (10 sessions x $1,800 per session) PD SUPPLIES: HMH, WONDERS, HILL FOR LITERACY	$ 79,009.00
1.2		Select... Select...	Evidence Base: Select...		$ 0.00
1.3		Select...			$ 0.00

		Select...	Evidence Base: Select...		
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Differentiation and Support for Diverse Learners. Beyond professional learning and staffing enhancements, Columbus will update instructional materials to support a more engaging and inclusive learning environment. Refreshed instructional supplies such as science kits, consumables such as workbooks and teacher manuals, and additional classroom materials will support hands-on exploration and deeper conceptual understanding.	Goal #1 Goal #4	Effective Teacher Professional Development. Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	INSTRUCTIONAL SUPPLIES: SCIENCE KITS, ELA/MATH WORKBOOK CONSUMABLES, TEACHER'S MANUALS, WRITING UTENSILS, ETC.	$ 1,509.00
2.2		Select...			$ 0.00

		Select...	Evidence Base: Select...		
2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1. Behavioral Management. Claytor will strengthen schoolwide behavioral systems by establishing consistent Tier 1 expectations, as well as targeted Tier 2 and Tier 3 supports designed to minimize off-task behaviors and increase positive student-staff interactions. Claytor will hire a Climate Coach to lead this work by providing professional development on Tier 1 behavioral management practices, equipping teachers with Tier 2 strategies for	Goal #3	Effective Teacher Professional Development. Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Goal #1, Goal #2, Goal #3, Goal #4, Goal #5	1 CLIMATE COACH 1 FAMILY AND COMMUNITY SUPPORT COACH RESET PROGRAM	$ 93,646.00
		Goal #5	Evidence Base: Strong		

	addressing challenging behaviors, and delivering training in restorative practices. In addition, systems will be created to regularly celebrate student and staff successes, reinforcing a positive and supportive school culture. Continuing its programming from the 2025-2026 school year, Claytor will purchase services from Community Services to Support Independence's Reset program, a mentoring program for Claytor students in grades 4-8, to provide trauma-informed supports and services as well as improve attendance, interaction with teachers, school personnel, and parents. The program will address learning gaps caused by behavioral management and attention span challenges. In total, 227 students are estimated to be eligible to receive services as part of this program. To further support students affected by trauma, attendance challenges, and social-emotional needs, Claytor will implement a Family & Community Support Coach position. This role will serve as a bridge between school, home, and community by providing consistent, trauma-informed support for students and families. The Family & Community Support Coach will strengthen family-school partnerships, connect families with resources, support student attendance and engagement, and help students develop the skills needed to be successful in school. Through relationship-building, regular communication, and individualized support, this position will promote greater stability, trust, and improved academic and social-emotional outcomes.				

3.2	3.2. Student Attendance. Claytor will continue to implement a dedicated school-based attendance team to address all aspects of improving student attendance. This team will meet weekly to monitor data, identify trends, and develop responsive strategies to support students and families. The school's The Attendance Monitor will play a key role in this effort by engaging directly with families of chronically absent students, reviewing attendance data to identify students at risk of becoming chronically absent, and providing targeted interventions. The Attendance Monitor will also work to improve communication with families and raise awareness about the importance of consistent, on-time attendance for academic success.	Goal #3 Select...	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd. Evidence Base: Strong	1 ATTENDANCE MONITOR	$ 25,836.00
Specific Operations Priority and Strategy		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.		*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000
4.1		Select...			$ 0.00
		Select...	Evidence Base: Select...		

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Object		Total
100 - Personal Services > Salaries		$102,600.00
200 - Personal Services > Employee Benefits		$6,882.00
300 - Purchased Professional and Technical Services		$77,500.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$10,000.00
600 - Supplies		$3,018.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

100 - Personal Services > Salaries - $102,600.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Climate Coach: 1 Coach x 180 days x $350/day
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$63,000.00	
Line Item Total:	$63,000.00	
Object:	100 - Personal Services > Salaries	Attendance Monitor: 1 Monitor x 32 weeks x 30hrs per week x $25/day
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$24,000.00	
Line Item Total:	$24,000.00	
Object:	100 - Personal Services > Salaries	Family & Community Support Coach: 1 Coach x 32 weeks x 19.5hrs per week x $25/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$15,600.00	
Line Item Total:	$15,600.00	

Total for 100 - Personal Services > Salaries: $102,600.00

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Total for all other Objects:	$97,400.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

200 - Personal Services > Employee Benefits - $6,882.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Climate Coach Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$4,820.00	
Line Item Total:	$4,820.00	
Object:	200 - Personal Services > Employee Benefits	Attendance Monitor Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$1,836.00	
Line Item Total:	$1,836.00	
Object:	200 - Personal Services > Employee Benefits	Family & Community Support Coach Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$226.00	

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Line Item Total:	$226.00
Total for 200 - Personal Services > Employee Benefits:	$6,882.00
Total for all other Objects:	$193,118.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

300 - Purchased Professional and Technical Services - $77,500.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	HMH MATH PD: COACHING (8.5 sessions x $3,500 per session)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$29,750.00	
Line Item Total:	$29,750.00	
Object:	300 - Purchased Professional and Technical Services	WONDERS PD: (8.5 sessions x $3,500 per session)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$29,750.00	
Line Item Total:	$29,750.00	
Object:	300 - Purchased Professional and Technical Services	HILL FOR LITERACY PD: (10 sessions x $1,800 per session)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$18,000.00	

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Line Item Total:	$18,000.00
Total for 300 - Purchased Professional and Technical Services:	$77,500.00
Total for all other Objects:	$122,500.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

500 - Other Purchased Services - $10,000.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	RESET PROGRAM
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	

Total for 500 - Other Purchased Services:	$10,000.00
Total for all other Objects:	$190,000.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

600 - Supplies - $3,018.00

Budget Detail		Narrative Description
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: SCIENCE KITS, ELA/MATH WORKBOOK CONSUMABLES, TEACHER'S MANUALS, WRITING UTENSILS, ETC.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$1,509.00	
Line Item Total:	$1,509.00	
Object:	600 - Supplies	PD SUPPLIES: HMH, WONDERS, HILL FOR LITERACY
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$1,509.00	
Line Item Total:	$1,509.00	

Total for 600 - Supplies:	$3,018.00
Total for all other Objects:	$196,982.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Filter by Location: All - $200,000.00

Purpose Object	01 - Public School Activities	Total
100 - Personal Services > Salaries	102,600.00	102,600.00
200 - Personal Services > Employee Benefits	6,882.00	6,882.00
300 - Purchased Professional and Technical Services	77,500.00	77,500.00
500 - Other Purchased Services	10,000.00	10,000.00
600 - Supplies	3,018.00	3,018.00
Total	200,000.00	200,000.00
	Allocation	200,000.00
	Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Geraldine Claytor Magnet Academy	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

Principal's Name:	*	Judy Swenton
Principal's Email:	*	jswenton@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	PK-8
Student Enrollment	634.00
Percentage Eligible for Free/Reduced Price Meals	90.7 %
Percentage of Students with Disabilities	14.2 %
Percentage of English Language/Multilingual (EL/ML) Learners	51.9 %
Percentage of Students Chronically Absent	35.3 %
Suspension/Expulsion Rate	9.10
Classroom Teacher Attendance (Average FTE Days Absent)	21.10
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	82.20
High School Only: Demonstrating Postsecondary Readiness	

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ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	67.00
Smarter Balanced Growth ELA	88.80
School Performance Index (SPI) for Math	65.60
Smarter Balanced Growth - Math	88.90
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	76.20
LAS Links Growth - Literacy	91.80
LAS Links Growth - Oral	94.60
Chronic Absenteeism	9.00
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
06/02/2026	In-Person	PAC President, parents, Principal, Assistant Principal	Agenda items were reviewed and volunteers for core team were selected.
06/03/2026	In-Person	Teachers, Principal, Assistant Principal	Agenda items were reviewed and volunteers for core team were selected.
06/25/2026	In-Person	Teachers, parents, Principal, Assistant Principal	The needs assessment rubric was distributed to the identified stakeholders, reviewed collectively, and scored through a conversation and then a consensus on scores which will guide next steps.
08/20/2026	In-Person	Teachers, parents, Principal, Assistant Principal	Final submission of School Improvement plan will be reviewed by teachers, parents, principal, and assistant principals.
08/25/2026	In-Person	Principal, Assistant Principal, Bilingual Teacher, Counselor, teachers	Final Submission of School Improvement plan will be reviewed by Core Team.

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For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ * The needs assessment was completed with stakeholder engagement.

Talent Indicators	Assessment Score	Evidence	Reasoning
EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	3. Proficient	The district has implemented a structured interview process, resulting in the hiring of highly effective teachers for high-need classrooms. Most positions are filled before the start of the school year. Retention has remained strong; however, bilingual and shortage-area positions continue to be challenging to fill with qualified teachers.	The school has strengthened its recruitment efforts, ensuring vacancies are largely filled with qualified candidates. However, staffing challenges in high-need certification areas persist, highlighting the need for more targeted recruitment.
1.2 Evaluation & Coaching Systems	3. Proficient	Leadership provides teacher feedback primarily during formal observations and informal walkthroughs. Coaching opportunities from district-level directors are limited.	While evaluation and feedback are provided consistently by school leadership, the lack of content-specific coaches and reduced external supports limit the depth and effectiveness of professional growth opportunities.

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1.3 Professional Learning Plan	3. Proficient	A year-long professional learning calendar includes monthly job-embedded sessions on data-driven instruction. Weekly collaborative common planning meetings are aligned to instructional goals. District scheduling inconsistencies and limited training options have made implementation uneven.	Professional learning opportunities exist and are aligned to school goals, but implementation remains inconsistent. Limited coaching and reduced external supports hinder the translation of PD into improved classroom practice across all grade levels.
1.4 Leadership	3. Proficient	The administration team has established clear roles and responsibilities. An improvement plan based on student data guides decision-making. Progress toward goals is monitored in biweekly leadership meetings.	Leadership structures are in place and data is used to guide planning. However, frequent leadership changes at the district level, reduction in school based administration have created challenges in sustaining consistent progress monitoring.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***

2.1 Curriculum & Academic Programming	2. Developing	Curriculum pacing and delivery vary across classrooms, leading to uneven coverage of standards. Anchor charts and word walls are inconsistently maintained and updated. Student performance data reflects improvment, however, there are achievement gaps aligned to uneven curriculum implementation. Administrative walkthroughs confirm inconsistencies in planning, delivery, and use of visuals.	The instructional framework is in place but inconsistently applied. Student engagement and academic discourse are limited, and instruction is often teacher-led, with questioning that emphasizes recall rather than critical thinking.
2.2 Instructional Framework	2. Developing	Observations show the instructional framework is not applied consistently across classrooms. Walkthroughs reveal variability in lesson structure, engagement strategies, and maintaining the use of the framework. Common planning time shows inconsistencies in teacher preparedness and reflection. Student work samples highlight uneven alignment to grade-level standards.	The instructional framework is in place but inconsistently applied. Student engagement and academic discourse are limited, and instruction is often teacher-led, with questioning that emphasizes recall rather than critical thinking.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	Lessons show limited differentiation, primarily addressing one or two modalities. Supports for multilingual learners are inconsistent. MTSS meetings occur, but classroom interventions are not consistently implemented.	Differentiation is limited and support for diverse learners is uneven. Achievement gaps persist due to a lack of targeted strategies, consistent implementation of interventions, and sufficient training for teachers to differentiate effectively.

2.4 Assessment Practices & Data Use	2. Developing	Data teams are scheduled but often interrupted or cut short lacking a deep dive into individual and grade level data. Formative assessments are used inconsistently across classrooms. Assessment results are not always systematically analyzed to adjust instruction. time restrains prohit deep dives into individual and grade level data.	While assessments are administered, data is not used consistently leveraged to drive instruction. Without structured data team practices, opportunities to identify gaps and adjust teaching are limited.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***
3.1 School Environment	4. Exemplary	The environment is welcoming and student work is prominently displayed. This is welcoming atmosphere is consistent throughout the building and all visitors. Staff and student surveys reflect positive feedback. Hallway supervision and transition plans are in place to support smooth movement between classes. PBIS/ ROAR is implemented and reinforced in all setting.	The school environment is orderly, inclusive, and supportive of learning. Consistent routines and clear expectations foster student engagement and pride. These conditions help students feel safe and part of a community, focus, and take academic risks.

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3.2 Attendance	1. Below Standard	Chronic absenteeism was at 35.3% in the 2025–26 school year, a significant concern. Attendance team meeting agendas show regular collaboration. Assemblies and celebrations are held to recognize strong attendance. Some certified staff are either pending certification or long-term substitutes, with shortages in bilingual and math teachers.	Chronic absenteeism remains high and is compounded by barriers such as transportation challenges and immigration-related fears among families. Many attendance initiatives exist and are implemented regularly, but require staff support and family engagement to reduce absenteeism rates.
3.3 Behavioral Management	3. Proficient	A school-wide behavior management plan and Positive Behavioral Interventions and Supports (PBIS) are in place and consistently implemented in most classrooms and throughout the building. Expectations are clear and positive behaviors are reinforced through schoolwide PBIS and teacher incentivities. Data is used to identify students who need targeted behavioral interventions.	The behavior management system is well-established and generally effective. Continued focus on consistency and the use of data for targeted supports will ensure that positive behaviors are sustained schoolwide.
3.4 Equitable Partnerships with Stakeholders	2. Developing	The school partners with the Parent Advisory Council (PAC) to plan after school family events. Communication with families occurs in English and Spanish primarily through newsletters, Parent Square or PowerSchool, and robocalls. Multiple community partnerships provide additional supports, including but not limited to Hall Neighborhood House, McGivney Center, Optimus, and FFU.	Community partnerships are strong and well-established. The school is actively working to increase parent involvement by collaborating with new PAC leadership to deepen engagement and strengthen partnerships.
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***

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4.1 Scheduling Structures	3. Proficient	Instructional time meets or exceeds state expectations. Intervention blocks are scheduled.	Schedules align with district and state requirements.
4.2 Use of Time	3. Proficient	Instructional time is consistently maximized across classrooms. Common planning periods are scheduled weekly and used for collaborative planning, data analysis, and instructional alignment. Transitions between classes are smooth and minimize lost instructional time. Classroom observations show high levels of student engagement throughout lessons.	The school demonstrates effective use of instructional and planning time. Structures such as common planning and protected instructional blocks are in place and consistently utilized. Teachers collaborate to align instruction and review data, while efficient transitions ensure students remain engaged. Continued focus on maximizing time will sustain and deepen this proficiency.
4.3 Technology, Facilities, & Operational Planning	3. Proficient	Technology is integrated effectively across grade levels to support instruction and student learning. A technology plan guides acquisition, training, and integration into curriculum delivery. Facilities are well maintained, with walkthroughs and maintenance logs documenting timely responses to needs. Classrooms and shared spaces are clean, organized, and conducive to learning.	Technology, facilities, and operational planning are well managed and consistently support high-quality instruction. Teachers utilize technology to enhance engagement and personalize learning, while facilities provide safe and orderly environments for students. Operational systems are proactive and reliable, positioning the school to continue innovating and expanding digital learning opportunities.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* Equitable Partnerships with Stakeholders	The school demonstrates a deep commitment to student well-being and academic success through robust community partnerships and wraparound services. These collaborations address academic, emotional, and social needs, ensuring students are supported holistically. Partnerships extend to health and mental health services, after-school enrichment, SEL integration, professional development, volunteer engagement, and higher education collaboration.	Optimus Health Center provides two social workers, a nurse practitioner, and a dental hygienist onsite. Support services meet monthly with school staff and then as part of the Crisis Team. The McGivney Center and Lighthouse Program have increased after-school enrollment and provide busing. SEL tools such as mood meters and restorative practices are embedded schoolwide, reinforced by daily student news broadcasts. Volunteer and tutoring programs-including Bridgeport Caribe and Career Resources' Grandparent Volunteers, FFU student Volunteers-enhance instructional support, while multiple teachers host student teachers in partnership with local universities.
School Environment	The school fosters a welcoming, inclusive, and student-centered environment that prioritizes communication, relationships, and engagement. Staff-student connections are strong, SEL and PBIS practices reinforce a safe and positive climate, and families are engaged as active partners in the school community.	All school correspondence is translated to ensure equity. Daily routines include a student-led news broadcast that reinforces the mission, vision, and ROAR expectations (Respectful, On Task, Accountable, Responsible). After-school clubs, musical theater, PBIS incentives, and spirit weeks have led to increased student connectedness and improved attendance. The School Governance Council has expanded membership and parent events have increased significantly. Observations show orderly transitions, engaged classrooms, and a welcoming physical environment, including open doors and decorated hallways that reflect student and staff pride.

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Technology, Facilities & Operational Planning	Curriculum implementation is inconsistent across classrooms, with variability in pacing, rigor, and alignment to standards. Instructional delivery is often teacher-directed and lacks opportunities for active engagement or inquiry. Multilingual learners and students with disabilities are disproportionately affected by uneven expectations and supports. Root causes include gaps in teacher content knowledge, limited use of student-centered instructional strategies, and difficulty in recruiting and retaining certified bilingual educators. Without greater consistency in curriculum delivery and higher expectations for all learners, achievement gaps will persist.	Every student has access to a personal device under a 1:1 model, supported by a dedicated SYSOP team. A Computer Lab is accessible to all grades, and the Allen Wallack Foundation donation established the foundation for a STEM lab. At the start of the year, all staff receive a comprehensive Opening Plan outlining arrival, dismissal, and duty expectations; these routines are practiced and reinforced. Policies are centralized in a shared OneDrive folder, and communication with families is consistent through Parent Square, Power School, and student folders. Walkthroughs confirm facilities are safe, clean, and conducive to learning.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* Attendance	Student attendance remains a significant challenge. Chronic absenteeism rose from 30.3% in 2021-22, to 30.7% in 2022-23, to 28.9% in 2023-24, to 39.1% in 2024-25, and now 35.3% in 2025-26. The school's highly transient and immigrant population presents unique challenges, including language barriers, mobility, and parental fear tied to immigration enforcement. Many families also lack awareness of the critical link between daily attendance and student achievement. The school has protocols, incentives, and recognition systems in place, but lacks staffing for outreach and family engagement. Increasing family education, early interventions, and dedicated attendance support staff are critical to reversing chronic absenteeism trends.	Student Supports & Intervention
Instructional Framework	Academic outcomes remain below district and state benchmarks due to inconsistent implementation of the instructional framework. Instruction often relies on teacher-centered practices, with limited student discourse, collaboration, and critical thinking. Lessons frequently lack rigor, and students-particularly multilingual learners-have few opportunities for higher-order learning tasks. The root cause is a lack of consistent monitoring and coaching around Tier 1 instruction, coupled with limited training in student-centered pedagogy. Strengthening the framework, ensuring accountability, and scaling professional learning on rigorous, standards-aligned practices are necessary to improve equitable outcomes.	Empowering, Rigorous Content
Curriculum and Academic Planning	Curriculum implementation is inconsistent across classrooms, with variability in pacing, rigor, and alignment to standards. Instructional delivery is often teacher-directed and lacks opportunities for active engagement or inquiry. Multilingual learners and students with disabilities are disproportionately affected by uneven expectations and supports. Root causes include gaps in teacher content knowledge, limited use of student-centered instructional strategies, and difficulty in recruiting and retaining certified bilingual educators. Without greater consistency in curriculum delivery and higher expectations for all learners, achievement gaps will persist.	Empowering, Rigorous Content

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Marin's chronic absenteeism rate will decrease from 35.3% in 2025-26 to 9.0% in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Marin's SPI in Math will increase from 41.9 in 2025-26 to 65.6 in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, Marin's SPI in ELA will increase from 43.9 in 2025-26 to 67.0 in 2026-27.

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Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, Marin's Math growth on SBAC will increase 2% schoolwide.
Internal Benchmark Goal #5	* By June 2027, Marin's ELA growth on SBAC will increase 2% schoolwide.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1		Select... Select...	Evidence Base: Select...		$ 0.00
1.2		Select... Select...	Evidence Base: Select...		$ 0.00
1.3		Select... Select...	Evidence Base: Select...		$ 0.00
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Instructional Framework: To strengthen academic rigor and support the diverse learning needs of its students, Marin will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH and Wonders, all designed to enhance instruction in Math and ELA. HMH will focus on deepening teachers' instructional practices in mathematics, while Wonders will provide training on foundational literacy skills, reading comprehension, and differentiated strategies to meet the varying needs of students. A building substitute will be hired to cover classes when teachers are participating in PD/coaching sessions.	Goal #2 Goal #5	CSDE Evidence based Practice Guide for Reading identifies Tier 1: Strong Evidence for providing reading interventions (Tier 2 students) AND Tier 1: Strong Evidence for Implementing a specific set of core in-school strategies and practices to support reading. Source: School-based Strategies for Narrowing the Achievement Gap: February 2017. CSDE Evidence based Practice Guide for Math identifies Tier 1: Strong evidence to provide explicit and systematic intervention instruction AND Tier 2: Moderate evidence in providing instructional coaching. Source: Instructional Coaching: Professional Development Strategies that Improve Instruction and Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). Goal #2, Goal #3, Goal #4, Goal #5 Evidence Base: Strong	HMH MATH COACHING: 12 DAYS X $3,500/SESSION WONDERS LITERACY COACHING: 14 DAYS X $3,500/DAY BUILDING SUBSITUTE: COVERAGE FOR COACHING DAYS ($189/DAY X 156 DAYS)	$ 120,484.00

2.2	2.2. Curriculum & Academic Programming. Marin will also update and enhance instructional materials to ensure a well-rounded educational experience for all students. New art and media supplies, consumables such as workbooks and teacher manuals, and other classroom materials will be provided to support hands-on, engaging learning. Marin will also sponsor after-school enrichment experiences and field trips beyond Bridgeport, giving students opportunities to extend classroom learning into real-world contexts. These experiences will deepen engagement, strengthen cultural and social capital, and build stronger bonds between students, their peers, and the school community - all of which contribute to improved attendance and academic achievement.	Goal #3	CSDE Evidence based Practice Guide for Reading identifies Tier 1: Strong Evidence for providing reading interventions (Tier 2 students) AND Tier 1: Strong Evidence for Implementing a specific set of core in-school strategies and practices to support reading. Source: School-based Strategies for Narrowing the Achievement Gap: February 2017. CSDE Evidence based Practice Guide for Math identifies Tier 1: Strong evidence to provide explicit and systematic intervention instruction AND Tier 2: Moderate evidence in providing instructional coaching. Source: Instructional Coaching: Professional Development Strategies that Improve Instruction and Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). Goal #2, Goal #3, Goal #4, Goal #5	FIELD TRIPS: TRANSPORTATION, HS, COLLEGES, ZOO), ETC. INSTRUCTIONAL MATERIALS: CHART PAPER, MARKERS, PENCILS, PENS, ATTENDANCE INCENTIVES, CERTIFICATES, AWARDS, ETC.	$ 12,562.00
		Goal #4	Evidence Base: Strong		
2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1. Student Attendance. The needs assessment identified chronic absenteeism as a significant barrier to student success, highlighting the importance of stronger parent communication, increased family engagement, improved student connectedness to school, and the use of culturally responsive strategies to encourage daily attendance. To address these challenges, will continue to have a part-time Attendance Monitor. Marin will expand before- and after-school programming, including clubs, musical theater, and parent workshops, to provide students with meaningful opportunities to connect with peers and staff. Attendance recognition and celebrations will be embedded to promote consistency and pride in attendance. Teacher leaders will receive stipends to support after-school clubs, extra curriculars, musical theater, and parent engagement events, ensuring high-quality programming and strong supervision. Funds will be allocated for necessary supplies and materials, guaranteeing that all students or parents can fully participate. Parent packets will be created in both Spanish and English to provide key school information, event calendars, contact lists, and	Goal #1 Select...	CSDE Evidence-based Practice Guide for Climate and Culture identifies Tier 2: Moderate evidence Implement an interagency effort that encompasses a comprehensive set of strategies to reduce chronic absence AND it also identifies Tier 1: Strong evidence increase student attendance by improving family and community involvement. Source: Source: Balfanz, R., Byrnes, V. Meeting the Challenge of Combatting Chronic Absenteeism. Johns Hopkins School of Education, Everyone Graduates Center. and Source: Epstein, J., Sheldon, S. B. Present and Accounted For: Improving Student Attendance Through Family and Community Involvement, Journal of Educational Research, vol. 95, pp. 308-318, May/June 200 Evidence Base: Strong		$ 66,954.00

	event calendars, contact lists, and community resources that strengthen home-school connections. Marin will invest in 8 wireless combo lavalier and handheld microphone systems from Y&S Technologies for use at after school and parent engagement events. Lastly, Marin will implement additional Restorative Practice Coaching. Ongoing coaching through Effective School Solutions will support teachers in fostering stronger relationships with students, developing skills to effectively resolve conflict, and creating classroom environments that are inclusive and supportive. These efforts will also contribute to improved attendance, as students who feel connected to their teachers and school community are more likely to attend consistently. Funds will also be allocated for professional development resources, including restorative practice toolkits, culturally responsive literature, mindfulness materials, and books on instructional best practices.			1 – ATTENDANCE MONITOR 16 – AFTERSCHOOL CLUB STIPENDS 4 – MUSICAL THEATER AFTERSCHOOL CLUB STIPENDS PARENT ENGAGEMENT TEAM X 15 PEOPLE X 5 DAYS X 4 HRS/DAY AFTERSCHOOL CLUB SUPPLIES: BASKETBALLS, BOARD GAMES, PAPER, ETC. MUSICAL THEATER SUPPLIES: PLAYWRIGHT, PROPS, HEADSETS, BATTERIES, PAINT, PAPER, CRAFTS, MAKEUP, COSTUMES, ETC. PARENT ENGAGEMENT SUPPLIES: PAPER PLATES, TICKETS, WATERS, SPEAKER, TABLECLOTHS, ETC. TEACHER PD RESOURCES: RESTORATIVE PRACTICE MATERIALS WIRELESS COMBO LAVALIER AND HANDHELD MICROPHONE SYSTEM	

3.2		Select... Select...	Evidence Base: Select...		$ 0.00
Specific Operations Priority and Strategy		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.		*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000
4.1		Select... Select...	Evidence Base: Select...		$ 0.00

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Object		Total
100 - Personal Services > Salaries		$45,100.00
200 - Personal Services > Employee Benefits		$654.00
300 - Purchased Professional and Technical Services		$95,500.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$37,484.00
600 - Supplies		$21,262.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

Budget Detail

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100 - Personal Services > Salaries - $45,100.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Afterschool Club - Stipends: 16 Stipends x $ 1,000/person
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$16,000.00	
Line Item Total:	$16,000.00	
Object:	100 - Personal Services > Salaries	Parent Engagement - Teachers: 15 Teachers x 5 days x 4hrs x $42/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$12,600.00	
Line Item Total:	$12,600.00	
Object:	100 - Personal Services > Salaries	Attendance Monitor: 1 Monitor x 125 days x 4hrs x $25/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$12,500.00	
Line Item Total:	$12,500.00	
Object:	100 - Personal Services > Salaries	Afterschool Club Musical - Stipends: 4 Stipends x $ 1,000/person
Purpose:	01 - Public School Activities	
Focus Area:		

Climate Goal 3.1

LEA / School: Luis Munoz Marin School (015-1011)

Quantity: 1.00

Cost: $4,000.00

Line Item Total: $4,000.00

Total for 100 - Personal Services > Salaries:	$45,100.00
Total for all other Objects:	$154,900.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

200 - Personal Services > Employee Benefits - $654.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Afterschool Club - Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$232.00	
Line Item Total:	$232.00	
Object:	200 - Personal Services > Employee Benefits	Parent Engagement - Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$183.00	
Line Item Total:	$183.00	
Object:	200 - Personal Services > Employee Benefits	Attendance Monitor Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$181.00	
Line Item Total:	$181.00	
Object:	200 - Personal Services > Employee	Afterschool Club Musical - Stipends Fringe

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	Benefits
Purpose:	01 - Public School Activities
Focus Area:	Climate Goal 3.1
LEA / School:	Luis Munoz Marin School (015-1011)
Quantity:	1.00
Cost:	$58.00
Line Item Total:	$58.00

Total for 200 - Personal Services > Employee Benefits:	$654.00
Total for all other Objects:	$199,346.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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300 - Purchased Professional and Technical Services - $95,500.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	WONDERS LITERACY COACHING: 14 DAYS X $3,500/DAY
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$49,000.00	
Line Item Total:	$49,000.00	
Object:	300 - Purchased Professional and Technical Services	HMH MATH COACHING: 12 DAYS X $3,500/SESSION
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$42,000.00	
Line Item Total:	$42,000.00	
Object:	300 - Purchased Professional and Technical Services	RESTORATIVE PRACTICES PROFESSIONAL DEVELOPMENT - EFFECTIVE SCHOOL SOLUTIONS: 3 DAYS X $1,500/DAY
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$4,500.00	
Line Item Total:	$4,500.00	

Total for 300 - Purchased Professional and Technical Services: $95,500.00

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Total for all other Objects:	$104,500.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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500 - Other Purchased Services - $37,484.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	BUILDING SUBSITUTE: COVERAGE FOR COACHING DAYS ($189/DAY X 156 DAYS)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$29,484.00	
Line Item Total:	$29,484.00	
Object:	500 - Other Purchased Services	FIELD TRIPS: TRANSPORTATION, HS, COLLEGES, ZOO), ETC.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$8,000.00	
Line Item Total:	$8,000.00	

Total for 500 - Other Purchased Services:	$37,484.00
Total for all other Objects:	$162,516.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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600 - Supplies - $21,262.00

Budget Detail		Narrative Description
Object:	600 - Supplies	WIRELESS COMBO LAVALIER AND HANDHELD MICROPHONE SYSTEM
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$6,700.00	
Line Item Total:	$6,700.00	
Object:	600 - Supplies	INSTRUCTIONAL MATERIALS: CHART PAPER, MARKERS, PENCILS, PENS, ATTENDANCE INCENTIVES, CERTIFICATES, AWARDS, ETC.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$4,562.00	
Line Item Total:	$4,562.00	
Object:	600 - Supplies	AFTERSCHOOL CLUB SUPPLIES: BASKETBALLS, BOARD GAMES, PAPER, ETC.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$3,000.00	
Line Item Total:	$3,000.00	
Object:	600 - Supplies	PARENT ENGAGEMENT SUPPLIES: PAPER PLATES, TICKETS, WATERS, SPEAKER, TABLECLOTHS, ETC.
Purpose:	01 - Public School Activities	
Focus Area:		

Climate Goal 3.1

LEA / School: Luis Munoz Marin School (015-1011)

Quantity: 1.00

Cost: $3,000.00

Line Item Total: $3,000.00

Object: 600 - Supplies

Purpose: 01 - Public School Activities

Focus Area: Climate Goal 3.1

LEA / School: Luis Munoz Marin School (015-1011)

Quantity: 1.00

Cost: $2,500.00

Line Item Total: $2,500.00

MUSICAL THEATER SUPPLIES: PLAYWRIGHT, PROPS, HEADSETS, BATTERIES, PAINT, PAPER, CRAFTS, MAKEUP, COSTUMES, ETC.

Object: 600 - Supplies

Purpose: 01 - Public School Activities

Focus Area: Climate Goal 3.1

LEA / School: Luis Munoz Marin School (015-1011)

Quantity: 1.00

Cost: $1,500.00

Line Item Total: $1,500.00

TEACHER PD RESOURCES: RESTORATIVE PRACTICE MATERIALS

Total for 600 - Supplies:	$21,262.00
Total for all other Objects:	$178,738.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Filter by Location: All - $200,000.00

Object / Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries	45,100.00	45,100.00
200 - Personal Services > Employee Benefits	654.00	654.00
300 - Purchased Professional and Technical Services	95,500.00	95,500.00
500 - Other Purchased Services	37,484.00	37,484.00
600 - Supplies	21,262.00	21,262.00
Total	200,000.00	200,000.00
	Allocation	200,000.00
	Remaining	0.00

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Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Luis Munoz Marin School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

Required Documents

Type	Document Template	Document/Link
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Paul Laurence Dunbar School (015-4111) - Public School

Principal's Name:	*	Dr. Sarah-Jane Henry
Principal's Email:	*	shenry@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	PK-8
Student Enrollment	370.00
Percentage Eligible for Free/Reduced Price Meals	92.4 %
Percentage of Students with Disabilities	21.1 %
Percentage of English Language/Multilingual (EL/ML) Learners	32.7 %
Percentage of Students Chronically Absent	40.5 %
Suspension/Expulsion Rate	5.40
Classroom Teacher Attendance (Average FTE Days Absent)	20.20
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	71.40
High School Only: Demonstrating Postsecondary Readiness	

ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	67.30
Smarter Balanced Growth ELA	85.30
School Performance Index (SPI) for Math	65.90
Smarter Balanced Growth - Math	86.70
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	75.70
LAS Links Growth - Literacy	
LAS Links Growth - Oral	
Chronic Absenteeism	8.90
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

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Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
05/26/2026	Distribution of supplies	Internal Leadership Team: Principal, Assistant Principal, teacher, social worker, and home school coordinator	Needs Assessment Rubric provided to the internal leadership team; collaborative completion of assessment.
06/29/2026	In-Person	Assistant Principal & Principal	Aligned needs assessment with FY27 plan and broader school improvement goals.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

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Talent Indicators	Assessment Score	Evidence	Reasoning

EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	3. Proficient	At Dunbar, a deliberate and systematic approach is in place to proactively recognize, develop, and retain exemplary staff members. Through ongoing instructional leadership, frequent classroom-based feedback, and meaningful opportunities for professional growth, teachers feel both supported and valued. As a result, staff morale has reached a new high, and teachers are motivated to continue refining their practice. We are experiencing 100% retention, with no teacher turnover this year.	This year, our intentional and thoughtful approach to supporting staff has resulted in zero teacher turnover. By prioritizing strong relationships, responsive leadership, and meaningful professional support, we have created a stable and positive working environment where teachers feel valued and empowered to stay – we plan to continue this work into the 2026-2027 school year.
1.2 Evaluation & Coaching Systems	2. Developing	We are strategically using our school achievement data to design purposeful, targeted professional development. While we will sustain our strong emphasis on ELA, we are also expanding our focus to include robust math supports, ensuring teachers have the tools and training needed to accelerate student learning across both disciplines.	High-quality instruction requires ongoing support. Academic coaching and feedback are critical components of our improvement efforts, ensuring that teachers receive targeted, job-embedded guidance aligned to student data. This focused support builds teacher capacity, strengthens instructional consistency, and drives improved outcomes for all students.

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1.3 Professional Learning Plan	2. Developing	To support sustained growth and ensure effective implementation, professional development will follow a structured, cyclical model that includes: Initial Learning by introducing high-impact instructional strategies and practices; Implementation Support by providing coaching, modeling, and opportunities for collaborative planning; Reflection and Feedback through collectively assessing impact and gathering staff input to refine practice; and Follow-Up Learning through reinforcing and deepening understanding to promote long-term application. This continuous improvement cycle is designed to build teacher capacity, strengthen instructional practice, and ensure all educators are equipped to meet the diverse learning needs of students, ultimately leading to improved student outcomes.	The Dunbar School professional learning plan will be strategically aligned to educator needs identified through student achievement data, classroom walkthroughs, and ongoing staff collaboration. This ensures all professional development is targeted, relevant, and responsive to instructional priorities.
1.4 Leadership	2. Developing	Leadership at Dunbar School is stabilizing, with both the principal and assistant principal returning to continue this work. This marks the first time in five years that both members of the leadership team are remaining in place, providing critical consistency, coherence, and accountability.	This stability strengthens the school's ability to sustain improvement efforts, deepen instructional practices, and maintain a clear, aligned vision focused on improving outcomes for all students.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**

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EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	3. Proficient	Dunbar School is implementing all district-adopted curriculum materials in Math, ELA, and Science with fidelity. Instruction is guided by the pacing frameworks established by district leadership to ensure consistency, coherence, and alignment across classrooms.	This adherence ensures that all students have access to grade-level content and high-quality, standards-aligned instruction, while also supporting teachers in delivering a consistent and rigorous instructional program.
2.2 Instructional Framework	2. Developing	Implementation of the instructional framework currently varies across classrooms. Classroom observations indicate that newer teachers are consistently following the framework, while some veteran teachers are drawing on their experience to target specific student skill gaps in more individualized ways.	To ensure consistency and maximize impact across all classrooms, we will strengthen expectations around faithful implementation of the instructional frameworks through ongoing coaching, feedback, and monitoring. This targeted support will reinforce best practices, promote instructional alignment, and ensure all students benefit from a coherent, high-quality instructional approach.

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2.3 Differentiation & Supports for Diverse Learners	2. Developing	Classroom observations indicate that effective differentiation is evident in some grade levels; however, there is a need to strengthen differentiation practices at the middle school level, particularly in supporting Multilingual Learners (MLL).	To address gaps in differentiation practices, the school will prioritize targeted support for differentiated instruction through coaching, planning, and aligned professional learning. In addition, a new MTSS (Multi-Tiered System of Supports) framework will be implemented in the upcoming school year to ensure a systematic, data-driven approach to meeting the academic and instructional needs of all students.
2.4 Assessment Practices & Data Use	2. Developing	Data use and assessment practices currently vary across grade levels. Some teams engage in consistent, collaborative analysis of student data, while others tend to review data more independently.	Strengthening the use of common planning time for structured, collaborative data review will be a key priority. This will ensure that all teams are using student data consistently to inform instruction, identify trends, and plan targeted supports to improve student outcomes across the school.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***

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3.1 School Environment	2. Developing	The school environment is somewhat welcoming and engaging, and the classroom environments vary based on the faculty. The bulletin boards are changed inconsistently. Some spaces are neatly organized while other require upgrades.	Creating a new, welcoming school environment is a vital part of fostering a positive and engaging atmosphere for students, staff, and families. At Dunbar, we are committed to transforming our building into a space that is bright, colorful, neat, and clean, reflecting the pride we take in our school community. Special attention will be given to the areas where students enter the building, to make it more warm and welcoming. These enhancements are designed to create a sense of excitement and belonging from the moment students walk through the doors, reinforcing school spirit and a shared commitment to excellence.
3.2 Attendance	1. Below Standard	Chronic absenteeism continues to be a significant challenge at Dunbar School and remains a priority area for improvement. To address this, the school will continue to partner closely with families through ongoing communication and meetings to emphasize the importance of consistent attendance.	Creating and implement targeted incentives to recognize and encourage consistent attendance among both students and staff. To further support this effort, there will be a strong focus on increasing student engagement through the delivery of rigorous, hands-on, and meaningful learning experiences that motivate students to attend and participate daily. Through these combined strategies, we aim to improve attendance rates and ensure students are consistently present to benefit from high-quality instruction.

3.3 Behavioral Management	1. Below Standard	Dunbar School is shifting from a reliance on punitive discipline practices to a more restorative approach to student support. This shift reflects our commitment to building a positive, inclusive school culture that prioritizes relationships, accountability, and student growth.	Teachers received initial training in restorative practices during the 2025–2026 school year, and this work will continue with ongoing professional learning and coaching to ensure consistent implementation across classrooms. In addition, the school will strengthen its focus on Positive Behavioral Interventions and Supports (PBIS) by intentionally recognizing and rewarding positive student behavior. This balanced approach—combining restorative practices with proactive recognition—will support improved student behavior, stronger relationships, and a more supportive learning environment for all students.
3.4 Equitable Partnerships with Stakeholders	2. Developing	While Dunbar School has made progress in strengthening family and community partnerships, there is still important work to be done. Increased stability in school leadership has played a key role in building trust and fostering stronger relationships with families.	We are prioritizing clear and consistent communication to ensure families and staff are well-informed and able to engage proactively. This includes expanding our use of communication tools, such as social media, to share updates, celebrate successes, and strengthen the school's presence in the community. Through consistent leadership and improved, transparent communication, we aim to deepen engagement, build a stronger school reputation, and foster meaningful partnerships that support student success.
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***

4.1 Scheduling Structures	3. Proficient	The Dunbar School schedule for the upcoming year is fully aligned with state and district requirements for instructional time, ensuring all students receive the mandated learning opportunities necessary for academic success	The schedule is intentionally designed to maximize the effectiveness of instructional time. Time allocations are strategically aligned to student needs to support high-quality instruction, differentiation during the WIN Block, and a balanced learning experience that promotes growth and success for all students
4.2 Use of Time	2. Developing	Through intentional scheduling, targeted professional development, and the use of tools that support differentiated instruction, we are creating a learning environment where every minute is purposeful. This focused approach to time management ensures that instructional time is maximized to effectively meet the academic and developmental needs of all students.	By building teacher capacity in differentiation and intentionally using the WIN (What I Need) Block, we ensure that students receive targeted, timely support during the school day. This designated instructional time allows teachers to respond directly to student data, providing focused intervention, enrichment, or skill-based instruction as needed. Through professional learning and ongoing support, teachers will be equipped to effectively use the WIN Block to meet diverse learner needs and accelerate student growth.
4.3 Technology, Facilities, & Operational Planning	2. Developing	Dunbar School has established a comprehensive technology collection and distribution plan to ensure greater accountability for devices and instructional materials. This system provides clear procedures for tracking, maintaining, and managing resources, helping to preserve equipment and ensure equitable access for all students.	The school is prioritizing critical facility improvements, including painting and addressing outdated or damaged infrastructure. These efforts are aimed at creating a safer, more welcoming, and student-centered environment that supports teaching, learning, and overall school pride.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* Scheduling Structures	Allocating a consistent 90-minute ELA block and 60-minute Math block ensures students have dedicated, uninterrupted time to deeply engage with core content and develop essential skills. This structure supports the implementation of high-impact instructional practices, including small group instruction, guided practice, and ongoing formative assessment. In addition, the inclusion of a daily WIN (What I Need) Block provides intentional time for differentiation, ensuring that every student receives targeted support or enrichment aligned to their individual learning needs. This focused approach enables teachers to address skill gaps, reinforce key concepts, and extend learning for advanced students, ultimately accelerating academic growth for all learners.	Grades K-8 have a 90-minute ELA Block which includes 60 minutes of tier 1 instruction, followed by a 30-minute WIN Block. Grades K-8 have a 90-minute Math Block which includes 60 minutes of tier 1 instruction, followed by a 30-minute WIN Block.
Curriculum & Academic Planning	Dunbar School has experienced challenges with inconsistent professional development and uneven implementation of curriculum resources, impacting instructional quality and student outcomes. To address this, we are taking intentional steps to ensure consistent, high-fidelity use of curriculum materials and instructional frameworks across all classrooms. We are focused on our newer teachers who may not have had access to certain trainings and curriculum work.	Student achievement data underscores the importance of this effort. DIBELS results show that at the beginning of the year, 62% of students were performing well below benchmark, but by the end of the year, that percentage had decreased to 39%, demonstrating meaningful growth in literacy skills. Additionally, the percentage of students performing at or above benchmark increased from 26% at the beginning of the year to 46% at the end of the year.

Hiring and Recruitment	Dunbar School prioritized the recruitment of high-quality educators and intentionally provided strong, ongoing support to ensure their success. As a result, the school experienced zero teacher turnover this year. This stability is a significant milestone and will provide students with the consistency and continuity necessary to build strong relationships, maintain instructional momentum, and support sustained academic growth.	All our teachers are returning for the 2026-2027 School year, providing consistency for students and a return on our professional development/coaching investment.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* Attendance & Behavioral Management	During the 25-26 school year, Dunbar established a clear foundation of expectations and systems, which the school will continue to strengthen through consistent implementation. Moving forward, daily attendance will be tracked using a standardized and reliable process to ensure accuracy, timeliness, and meaningful action. In addition, targeted interventions will support students experiencing chronic absenteeism, while incentive programs will be introduced to recognize and encourage strong attendance. These efforts, tailored to meet the needs of different student groups, aim to build a culture of accountability, engagement, and shared responsibility. Similarly, inconsistent leadership over the past 5 years has contributed to unclear expectations for students, which has, at times, resulted in behavioral challenges and impacted overall school culture and student outcomes. With a stable foundation now in place, we are committed to maintaining consistency in both expectations and practices. Through the implementation of restorative approaches, reinforcement of the code of conduct, and the establishment of clear, school-wide expectations across all grade levels, we will continue to build a supportive and structured environment. These efforts are designed to foster trust, strengthen accountability, and ensure that every student feels respected, supported, and empowered to succeed.	Positive & Inviting School Climate
Equitable Partnerships with Stakeholders	With greater consistency in classroom staffing now established, we are better positioned to plan, coordinate, and implement engaging school-wide events and initiatives. This stability allows us to build and sustain meaningful partnerships with families and community stakeholders, grounded in strong, trusting relationships. As a result, we want to intentionally elevate stakeholder voice and input, ensuring that our efforts reflect the needs and strengths of our school community. These strengthened partnerships will support a more connected, collaborative environment that enhances student experiences and outcomes.	Positive & Inviting School Climate
Leadership	Due to circumstances beyond our control last year, Dunbar School experienced disruptions in leadership that impacted consistency and momentum across the building. With a stable leadership structure now in place, we are excited to move forward with a renewed focus on refining and strengthening our leadership practices. This year, our priority is to sharpen our focus on core academics while intentionally building a positive and inclusive school culture. Through consistent leadership and aligned practices, we aim to drive measurable improvements in academic outcomes, reduce chronic absenteeism, and reinforce clear behavioral expectations for all students.	School Leadership Quality & Diversity

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Dunbar's SPI in ELA will increase from 41.6 in 2025-26 to 67.3 in 2026-2027.
National/State Benchmark Goal #2	* By June 2027, Dunbar's SPI in Math will increase from 38.1 in 2025-26 to 65.9 in 2026-2027.
National/State Benchmark Goal #3 (optional)	By June 2027, Dunbar's chronic absenteeism will decrease from 40.5% in 2025-26 to 8.9% in 2026-27.

Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, 75% of grade K-3 students will meet their composite score target as defined by DIBELS.
Internal Benchmark Goal #5	* By June 2027, the average percentage of growth targets achieved in mathematics on the school's SBAC will increase from 48.1% in 2025–26 to 53.1% in 2026–27.
Internal Benchmark Goal #6 (optional)	By June 2027, 70% of all students will meet their NGSS science education goal.

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1	1.1 Professional Learning Plan To strengthen academic rigor and better support the diverse learning needs of all students, Dunbar has established a strong foundation for a comprehensive professional learning plan in collaboration with high-quality, evidence-based instructional programs. Building on this groundwork, our focus now is on consistent implementation with fidelity across all classrooms. Teachers will engage in targeted professional learning through Wonders, Hill for Literacy and HMH Math PD, with an emphasis on foundational literacy & math skills, reading comprehension, and differentiated instructional strategies to meet a wide range of student needs. To ensure this work is meaningful and sustained, substitutes will be provided through Kelly Services so that classroom instruction remains uninterrupted while staff participate in job-embedded coaching and dedicated time with academic coaches. Through this structured and consistent approach, we will deepen instructional practices, but our data driven decision making skills and drive improved student outcomes.	Goal #1 Goal #5	Kraft, Blazar, & Hogan (2018) Title: The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence Journal: Review of Educational Research Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	HILL FOR LITERACY COACHING: 7 DAYS X $1,800/DAY HMH COACHING: 6 DAYS X $3,500/DAY WONDERS COACHING: 2 DAYS X $3,500/DAY SUBSTITUTE SERVICES FOR PD/COACHING RELIEF (15 DAYS X $189/DAY)	$ 43,435.00

1.2		Select... / Select...	Evidence Base: Select...		$ 0.00
1.3		Select... / Select...	Evidence Base: Select...		$ 0.00
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1 Differentiation and Support for Diverse Learners. Dunbar has begun building a strong foundation to strengthen instructional time and better support diverse learners, directly responding to needs identified in the initial assessment. This work is now underway and positioned for continued expansion. As a next step, Dunbar will further enhance its staffing structure by adding a third co-teacher to support	Goal #2 / Goal #6	Vembye, Weiss, & Hamilton Bhat (2024) Title: The Effects of Co-Teaching and Related Collaborative Models of Instruction on Student Achievement: A Systematic Review and Meta-Analysis Journal: Review of Educational Research (top-tier, peer-reviewed) Goal #1, Goal #2, Goal #4, Goal #5, Goal #6 Evidence Base: Strong	3 – INTERVENTIONISTS/CO-TEACHERS ACADEMIC SUPPLIES FOR CLASSROOMS SUPPLIES: OUTDOOR CLASSROOM	$ 95,827.00

	instruction during What I Need (WIN) blocks in both ELA and Math. Building on current practices, these 3 co-teachers will deepen targeted small-group instruction, strengthen MTSS implementation through Tier II and Tier III interventions, and expand systems for ongoing progress monitoring and data-driven decision-making. Their work will continue to address key skill areas, including phonemic awareness, decoding, fluency, fact fluency, and overall automaticity. Dunbar has also begun enriching instructional experiences by completing phase one of building an outdoor space into a dedicated classroom, establishing the groundwork for hands-on, inquiry-based learning. Moving forward, this space will be fully implemented for both whole-group and small-group instruction, strengthening NGSS-aligned outcomes in grades 5 and 8. The science teachers will build on this foundation by rotating use of the space to deliver engaging, standards-aligned instruction. In addition, teacher leaders have initiated plans for a garden club that will expand access for all students, reinforcing scientific learning while promoting environmental stewardship through active participation in planting and maintaining a school garden. With the outdoor space open, we have noticed a strong SEL environment where students are using the space to take breaks when dysregulated and find some peace outside. Moreover, removing barriers for teachers by providing supplemental consumable materials such as paper, pens, and folders has been welcomed and will continue.					

2.2		Select... / Select...	Evidence Base: Select...		$ 0.00
2.3		Select... / Select...	Evidence Base: Select...		$ 0.00
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1 Behavioral Management. While district survey data indicates that Dunbar has made meaningful progress in strengthening school culture over the past year, we recognize that this work must remain a sustained and intentional focus. Building on this progress, the school is committed to continuing to cultivate a positive, inclusive, and supportive environment for all students. We believe that a strong	Goal #3 / Select...	Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. Evidence Base: Strong		$ 24,370.00

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	will continue implementing a range of PBIS attendance initiatives - including a school store and school branding efforts - to encourage daily attendance and reinforce positive behavior. Together, these strategies are designed to strengthen school culture, increase student engagement, and reduce chronic absenteeism through consistent, aligned, and sustainable schoolwide practices.				
3.2 3.2 Student Attendance. A school		Goal #3 Select...	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd. Evidence Base: Strong	1 – ATTENDANCE MONITOR AFTERSCHOOL CLUB STIPENDS X 10 PEOPLE FIELD TRIPS: TRANSPORTATION/ENTRANCE FEES	$ 31,557.00

	5.2: Student Attendance: A school Attendance Monitor will support the continuous review of student daily attendance and will take the lead on efforts to remove barriers to family communication and connection to the school. In addition, Dunbar will offer afterschool clubs and field trips for students to support positive student participation that will contribute to building a culture of positive student engagement. School based clubs will focus both on the development of instructional and social skills to support developmentally appropriate of skills to encourage positive contributions to the overall school and classroom setting. Teacher leaders will receive a stipend for facilitating these clubs, and funds will be set aside to coordinate afterschool field trips, student engagement communication, parent engagement with afterschool events, and afterschool resources. Field trips will be taken by students in grades 5, 6, 7, and 8 to the Norwalk Aquarium, Mystic Aquarium, Connecticut Science Center, Peabody Museum, and other locations, should time and funding allow. Approximately 200 students are expected to attend each trip, all aligned to Connecticut Science Standards and designed and approved in collaboration between the Principal and BPS' Executive Director of School Leadership.				
Specific Operations Priority and Strategy		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority**
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					Please Note: this cost is automatically populated based on information provided on the Budget page.
Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.		*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000
4.1	4.1 Classroom Technology. To build	Goal #2	Oakes, J., & Saunders, M. (2002). Access to textbooks, instructional materials, equipment, and technology: Inadequacy and inequality in California's public schools. Goal #1, Goal #2, Goal #4, Goal #5, Goal #6	CLASSROOM TECHNOLOGY UPDATES: STUDENT CHROMEBOOKS	$ 4,811.00

	4.1 Classroom Technology: To build on the foundation already established, continued investment in updated devices, reliable technology infrastructure, and essential classroom materials is critical. The school will also purchase student Chromebooks to support classroom technology updates and ensure that students have consistent access to current, functional technology. Providing students and teachers with the necessary technology and instructional supplies will enhance engagement, support differentiated instruction, and enable the effective implementation of targeted intervention strategies. Addressing these needs is essential to creating supportive, technology-rich learning environments that provide all students with the tools they need to achieve sustained academic success.	Goal #4	Evidence Base: Strong		

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Object		Total
100 - Personal Services > Salaries		$114,100.00
200 - Personal Services > Employee Benefits		$1,654.00
300 - Purchased Professional and Technical Services		$40,600.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$18,835.00
600 - Supplies		$24,811.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

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Budget Detail

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100 - Personal Services > Salaries - $114,100.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Interventionst/Co-Teacher: 3 persons x 120 days x $235/day
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$84,600.00	
Line Item Total:	$84,600.00	
Object:	100 - Personal Services > Salaries	Attendance Monitor: 1 Monitor x 150 days x 3hrs x $25/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$11,250.00	
Line Item Total:	$11,250.00	
Object:	100 - Personal Services > Salaries	Afterschool Club - Stipends: 10 Stipends x $1,000/person
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	
Object:	100 - Personal Services > Salaries	Summer Student Support Institute - 15 Staff x 20hrs x $27.50/hr = $8,250

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Purpose:	01 - Public School Activities
Focus Area:	Climate Goal 3.1
LEA / School:	Paul Laurence Dunbar School (015-4111)
Quantity:	1.00
Cost:	$8,250.00
Line Item Total:	$8,250.00

Total for 100 - Personal Services > Salaries:	$114,100.00
Total for all other Objects:	$85,900.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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200 - Personal Services > Employee Benefits - $1,654.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Interventionst/Co-Teachers Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$1,227.00	
Line Item Total:	$1,227.00	
Object:	200 - Personal Services > Employee Benefits	Attendance Monitor Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$162.00	
Line Item Total:	$162.00	
Object:	200 - Personal Services > Employee Benefits	Afterschool Club - Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$145.00	

Line Item Total:	$145.00

Object:	200 - Personal Services > Employee Benefits
Purpose:	01 - Public School Activities
Focus Area:	Climate Goal 3.1
LEA / School:	Paul Laurence Dunbar School (015-4111)
Quantity:	1.00
Cost:	$120.00
Line Item Total:	$120.00

Summer Student Support Institute Staff Fringe

Total for 200 - Personal Services > Employee Benefits:	$1,654.00
Total for all other Objects:	$198,346.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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300 - Purchased Professional and Technical Services - $40,600.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	HMH COACHING: 6 DAYS X $3,500/DAY
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$21,000.00	
Line Item Total:	$21,000.00	
Object:	300 - Purchased Professional and Technical Services	HILL FOR LITERACY COACHING: 7 DAYS X $1,800/DAY
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$12,600.00	
Line Item Total:	$12,600.00	
Object:	300 - Purchased Professional and Technical Services	WONDERS COACHING: 2 DAYS X $3,500/DAY
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$7,000.00	

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Line Item Total:	$7,000.00		
		Total for 300 - Purchased Professional and Technical Services:	$40,600.00
		Total for all other Objects:	$159,400.00
		Total for all Objects:	$200,000.00
		Allocation:	$200,000.00
		Remaining:	$0.00

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500 - Other Purchased Services - $18,835.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	FIELD TRIPS: TRANSPORTATION/ENTRANCE FEES
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	
Object:	500 - Other Purchased Services	PREPARED FOOD: NON-ACADEMIC PARENTS/COMMUNITY EVENTS, CEREMONIES, BANQUETS, CELEBRATIONS, ACTIVITIES/OPEN HOUSE
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$6,000.00	
Line Item Total:	$6,000.00	
Object:	500 - Other Purchased Services	SUBSTITUTE SERVICES FOR PD/COACHING RELIEF (15 DAYS X $189/DAY)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$2,835.00	
Line Item Total:	$2,835.00	

Total for 500 - Other Purchased Services: $18,835.00

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Total for all other Objects:	$181,165.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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600 - Supplies - $24,811.00

Budget Detail		Narrative Description
Object:	600 - Supplies	ACADEMIC SUPPLIES FOR CLASSROOMS
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Object:	600 - Supplies	SUPPLIES: SCHOOL CULTURE/PBIS
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Object:	600 - Supplies	SUPPLIES: OUTDOOR CLASSROOM
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Object:	600 - Supplies	SUPPLIES: NON-ACADEMIC PARENTS/COMMUNITY EVENTS,

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Purpose:	01 - Public School Activities	CEREMONIES, BANQUETS, CELEBRATIONS, ACTIVITIES/OPEN HOUSE (3x/YR)
Focus Area:	Climate Goal 3.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Object:	600 - Supplies	CLASSROOM TECHNOLOGY UPDATES: STUDENT CHROMEBOOKS
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$4,811.00	
Line Item Total:	$4,811.00	

Total for 600 - Supplies:	$24,811.00
Total for all other Objects:	$175,189.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Filter by Location: All - $200,000.00

Purpose	01 - Public School Activities	Total
Object		
100 - Personal Services > Salaries	114,100.00	114,100.00
200 - Personal Services > Employee Benefits	1,654.00	1,654.00
300 - Purchased Professional and Technical Services	40,600.00	40,600.00
500 - Other Purchased Services	18,835.00	18,835.00
600 - Supplies	24,811.00	24,811.00
Total	200,000.00	200,000.00
	Allocation	200,000.00
	Remaining	0.00

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Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Paul Laurence Dunbar School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

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Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

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Principal's Name:	*	Ronald Jones
Principal's Email:	*	rjones2@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	PK-8
Student Enrollment	291.00
Percentage Eligible for Free/Reduced Price Meals	92.8 %
Percentage of Students with Disabilities	32.6 %
Percentage of English Language/Multilingual (EL/ML) Learners	24.7 %
Percentage of Students Chronically Absent	38.8 %
Suspension/Expulsion Rate	10.10
Classroom Teacher Attendance (Average FTE Days Absent)	22.80
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	62.20
High School Only: Demonstrating Postsecondary Readiness	

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ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	67.40
Smarter Balanced Growth ELA	85.00
School Performance Index (SPI) for Math	66.00
Smarter Balanced Growth - Math	85.90
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	75.50
LAS Links Growth - Literacy	
LAS Links Growth - Oral	
Chronic Absenteeism	10.20
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

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Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
06/26/2026	In-Person	Principal, STEM Teacher, Music Teacher, Custodian, Secretary	The needs assessment was used to brainstorm specific needs for Wilbur Cross School.
07/01/2026	In-Person	Principal, Assistant Principal, Secretary, Security Guard	The needs assessment was used to brainstorm specific needs for Wilbur Cross School.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

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Talent Indicators	Assessment Score	Evidence	Reasoning

EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	3. Proficient	Little staff is turnover noted, with limited retention strategies currently in place.	Some turnover within our school may be attributed to the complex demands of serving a high-needs student population. The school's high percentages of students experiencing economic hardship, students with disabilities, multilingual learners, and chronically absent students require intensive instructional, behavioral, and social-emotional supports. Additionally, our CSI designation and ongoing accountability expectations place increased demands on staff. While turnover can create challenges, it also provides opportunities to recruit educators who are committed to our mission, bring specialized skills, and contribute to our continuous improvement efforts.
1.2 Evaluation & Coaching Systems	2. Developing	Coaching cycles are in place, but they are not fully aligned with schoolwide priorities.	The school's evaluation and coaching systems continue to develop as we work to ensure consistent coaching cycles, timely feedback, data-driven goal setting, and ongoing progress monitoring for all educators. While classroom observations occur regularly, greater consistency in implementation and follow-up will strengthen instructional improvement and teacher growth

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1.3 Professional Learning Plan	2. Developing	Professional learning is offered but is not always job-embedded or individualized.	The professional learning plan is still developing as the school continues to build a more cohesive system that aligns professional development with educator needs, student performance data, and school improvement goals. Future work will focus on sustained learning, embedded coaching, and measuring the impact of professional learning on instructional practice and student outcomes.
1.4 Leadership	2. Developing	A school leadership team is being recruited and school improvement goals will be identified.	The school has to re-recruit a leadership team and identify improvement goals using school data and stakeholder input. The focus is to implement action plans, monitoring progress, and build consistent systems to achieve sustained improvement.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	2. Developing	Standards-based curriculum exists, but is not implemented with fidelity.	Curriculum and academic programming are still being strengthened because implementation is not yet consistent across classrooms. The school will continue to support educators through coaching, professional learning, collaborative planning, and instructional monitoring to ensure district curriculum and evidence-based instructional practices are implemented with fidelity.

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2.2 Instructional Framework	2. Developing	Instructional tasks are primarily teacher-centered.	The school's instructional framework remains primarily teacher-centered as educators continue to build capacity in implementing student-centered instructional practices. Professional learning and coaching will focus on increasing student engagement, academic discourse, inquiry-based learning, and opportunities for students to take an active role in the learning process.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	A MTSS framework is partially implemented; EL/ML supports are inconsistent.	Differentiation and support for diverse learners are partially implemented because instructional strategies and interventions are not yet consistently embedded across classrooms. Supports for multilingual learners vary in implementation, resulting in inconsistent access to language development and grade-level instruction. The school will strengthen instructional practices through targeted professional learning, coaching, collaborative planning, and regular monitoring to ensure all students receive equitable, high-quality support.
2.4 Assessment Practices & Data Use	2. Developing	Data teams need to be restructured. The use of assessment data is inconsistent across grade levels.	Assessment practices and the use of data are still developing as the school works to establish consistent assessment practices, collaborative data analysis, and data-driven instructional decision-making across all grade levels. Continued professional learning and coaching will strengthen teachers' ability to use assessment data to plan instruction, monitor student progress, and provide timely interventions.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**

EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***
3.1 School Environment	3. Proficient	School environment has shown some improvement.	The school environment is still developing as the school continues to strengthen the consistent implementation of behavior expectations, student engagement strategies, attendance supports, and positive school climate initiatives. Ongoing collaboration with staff, students, and families will help foster a safe, inclusive, and supportive environment that promotes student success.
3.2 Attendance	2. Developing	Chronic absenteeism persists due to a lack of consistent attendance strategies.	Attendance improvement is still developing as the school continues to strengthen systems for monitoring attendance, engaging families, and implementing targeted interventions for students with chronic absenteeism. Ongoing data analysis, consistent follow-up, and collaboration with community partners will support improved student attendance and engagement.

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3.3 Behavioral Management	2. Developing	As of 6/25/26 Wilbur Cross has 306 students. In 25-26 Wilbur Cross had 33 Distinct Out-of-School Suspension (OSS) incidents resulting in 75 total OSS Days. There were 11 distinct In- School-Suspension (ISS) incidents, resulting in 15 total ISS days.	Behavior management is still developing as the school continues to strengthen the consistent implementation of schoolwide behavior expectations, positive behavior supports, and restorative practices. Ongoing professional learning, coaching, and the use of behavior data will help ensure consistent responses to student behavior and improve the overall school climate.
3.4 Equitable Partnerships with Stakeholders	2. Developing	Family engagement remains limited.	Equitable partnerships with stakeholders are still developing as the school continues to strengthen communication, family engagement, and collaboration with community partners. Efforts will focus on increasing participation, incorporating stakeholder feedback into decision-making, and ensuring all families have equitable opportunities to support student success.
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***
4.1 Scheduling Structures	3. Proficient	Instructional time meets state expectations, but can be revised to better address students' academic needs.	Scheduling structures are still developing as the school works to optimize the use of instructional time, intervention periods, teacher collaboration, and student support services. Ongoing review and refinement of the master schedule will help ensure that staffing, instructional priorities, and student needs are aligned to improve outcomes for all learners.
4.2 Use of Time	2. Developing	Instructional time is not always maximized.	The use of instructional time is still developing as the school continues to strengthen consistency in maximizing learning time, minimizing instructional interruptions, and increasing student engagement. Ongoing coaching, monitoring, and collaborative planning will support more effective use of instructional time to improve teaching and learning across all classrooms.

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4.3 Technology, Facilities, & Operational Planning	2. Developing	Technology integration is inconsistent across classrooms. Facilities are generally in good repair.	Technology, facilities, and operational planning are still developing as the school continues to improve technology integration, resource allocation, facility maintenance, and operational systems that support teaching and learning. Ongoing planning, monitoring, and collaboration with district partners will strengthen the school's capacity to provide safe, efficient, and equitable learning environments for all students.

Significant Strengths, Growth Areas and Resource Inequities

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	**Rationale**	**Data to Substantiate**
* Hiring, Recruitment, & Retention	The school maintains a high teacher retention rate due to a positive school culture, supportive leadership, opportunities for professional growth, and strong collaboration among staff. This stability strengthens instructional consistency, builds collective expertise, and supports continuous improvement efforts that benefit student learning.	100% of 2026-27 classrooms are staffed with certified teachers. Only 1 out of 16 classroom teachers transferred out of the building.
Scheduling Structures	Scheduling structures are a strength because the master schedule supports instructional priorities, student interventions, teacher collaboration, and specialized services.	The schedule at Wilbur Cross School meets all district requirements for the 2026-27 Master Schedule.
School Environment	The school environment is a strength because it promotes a safe, positive, and inclusive climate where students are supported academically, socially, and emotionally.	The suspension rate is below 10%, and school branding is visible throughout the building.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* Attendance	Chronic absenteeism continues to be driven by multiple barriers, including inconsistent attendance habits, family and health-related challenges, and inconsistent implementation of targeted attendance interventions. Attendance is a priority growth area because improving daily attendance will increase instructional time, strengthen student engagement, and improve academic achievement. The school will focus on early intervention, data-driven decision-making, family partnerships, and consistent attendance supports to reduce chronic absenteeism.	Positive & Inviting School Climate

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Differentiation & Supports for Diverse Learners	Differentiated instructional practices and targeted supports for diverse learners are implemented inconsistently across classrooms, resulting in variable access to grade-level instruction and interventions. Strengthening differentiation is a school priority because consistent use of data, scaffolds, accommodations, and evidence-based instructional strategies will improve outcomes for multilingual learners, students with disabilities, and all students with diverse learning needs. Professional learning, instructional coaching, and collaborative planning will build teacher capacity and ensure equitable access to rigorous instruction.	Student Supports & Intervention
Assessment Practices & Data Use	Teachers collect assessment data consistently, but the use of those data to drive instruction, differentiation, intervention, and progress monitoring is not yet consistent across classrooms. Strengthening assessment practices and data use will improve instructional decision-making, increase the effectiveness of interventions, and ensure that all students receive timely, targeted support. Ongoing professional learning, collaborative data analysis, and instructional coaching will help build a schoolwide culture of data-informed instruction.	Student Supports & Intervention

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Wilbur Cross School's ELA SPI will increase from 35.0 in 2025–26 to 67.4 in 2026–27.
National/State Benchmark Goal #2	* By June 2027, Wilbur Cross School's Math SPI will increase from 32.9 in 2025–26 to 66.0 in 2026–27.
National/State Benchmark Goal #3 (optional)	By June 2027, Wilbur Cross School's chronic absenteeism rate will decrease from 38.8% in 2025–26 to 10.2% in 2026–27.

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Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, 60% of grade students will meet their score target as defined by DIBELs and Reading Plus.
Internal Benchmark Goal #5	* By June 2027, 70% of all students will meet their District IAB and SBAC mathematics goal.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1	1.1. Professional Learning Plan. Cross will implement a comprehensive professional development plan in partnership with high-quality, evidence-based instructional programs. Teachers will engage in targeted professional learning from HMH, Wonders, and HILL for Literacy. HMH training will focus on deepening mathematics instruction through rigorous, standards-aligned practices, while HILL for Literacy and Wonders will provide training on foundational literacy skills, reading comprehension, and differentiated strategies to ensure all students - regardless of starting point - have access to high-quality instruction. Cross will pay for a PBIS Specialist long-term substitute to provide building coverage while instructors participate in professional development and coaching.	Goal #1 Goal #5	Effective Teacher Professional Development Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	HILL FOR LITERACY: $1,800/PER DAY x 7 DAYS HMH: $3,500/PER DAY x 8 DAYS WONDERS: $3,500/PER DAY x 8 DAYS LONG-TERM SUB: PBIS SPECIALIST FOR BUILDING COVERAGE DURING PD/COACHING - $295.87/PER DAY x 180 DAYS	$ 121,857.00
1.2		Select... Select...	Evidence Base: Select...		$ 0.00
1.3		Select... Select...	Evidence Base: Select...		$ 0.00

	Specific Academic Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Differentiation and Support for Diverse Learners. Cross will expand extended learning opportunities by hiring two tutors, one for ELA and one for Math to provide structured high-dosage tutoring for students in grades K-8. These sessions will offer both remediation for students who are struggling to meet grade-level standards and enrichment for those seeking advanced challenges, creating a more equitable and responsive academic support system.	Goal #2 Goal #4	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd. Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	2 TUTORS	$ 1,704.00
2.2		Select... Select...	Evidence Base: Select...		$ 0.00
2.3		Select...			$ 0.00

		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1. School Attendance. The needs assessment identified a high rate of chronic absenteeism, closely tied to a poorly defined and inconsistently implemented schoolwide behavior management plan and social-emotional learning (SEL) approach. To address this need, the school will hire an Attendance Support Liaison to actively follow up with chronically absent students and educate parents on the importance of consistent attendance. Cross will also pay an additional teacher to serve on the Attendance Team. To increase student connection and motivation, the school will expand after-school clubs that provide safe	Goal #3 Goal #4	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd. Goal #1, Goal #2, Goal #3, Goal #4, Goal #5 Evidence Base: Strong		$ 40,010.00

	after-school clubs that provide safe, engaging, and interest-driven opportunities for students. Teachers will receive stipends for leading these clubs, and funds will be allocated for materials to ensure high-quality, hands-on programming. Participation in after-school activities has been shown to improve student engagement, which in turn positively influences school attendance. To strengthen parent partnerships and improve communication with the goal of increasing student attendance, Cross will establish a dedicated Parent Engagement Team. The Parent Engagement Team will prioritize increasing family participation in school events through intentional outreach, culturally responsive practices, and strategic, multi-channel communication. Cross will invest in supplies and food needed for parent engagement events throughout the year. Efforts will be designed to ensure all families feel welcomed, informed, and empowered to engage in their child's education. To support continuous improvement, the school will systematically collect and analyze data related to parent outreach, participation, and communication effectiveness. These insights will be used to refine strategies, ensuring that families receive timely, relevant, and actionable information that supports student success and regular attendance.			1 – ATTENDANCE SUPPORT LIAISON AFTERSCHOOL STIPENDS X 8 PEOPLE PREPARED FOOD: PARENT ENGAGEMENT - 4 EVENTS/PER YEAR SUPPLIES: AFTER-SCHOOL CLUBS SUPPLIES: PARENT ENGAGEMENT EVENTS - 4 EVENTS/PER YEAR	
3.2		Goal #3	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd.	1 – CLIMATE COACH	$ 36,429.00

	3.2. Behavioral Management. Cross will strengthen schoolwide behavioral systems by establishing consistent Tier 1 expectations, as well as targeted Tier 2 and Tier 3 supports designed to minimize off-task behaviors and increase positive student-staff interactions. A Climate Coach will lead this work by providing professional development on Tier 1 behavioral management practices, equipping teachers with Tier 2 strategies for addressing challenging behaviors, and delivering training in restorative practices. In addition, systems will be created to regularly celebrate student and staff successes, reinforcing a positive and supportive school culture.				
		Select...	Evidence Base: Strong		
Specific Operations Priority and Strategy		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.		*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000
4.1		Select...			$ 0.00
		Select...	Evidence Base: Select...		

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

Object		Total
100 - Personal Services > Salaries		$65,120.00
200 - Personal Services > Employee Benefits		$4,381.00
300 - Purchased Professional and Technical Services		$68,600.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$55,257.00
600 - Supplies		$6,642.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

100 - Personal Services > Salaries - $65,120.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	1 Climate Coach: 1 Coach x 144 days x $235/day
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$33,840.00	
Line Item Total:	$33,840.00	
Object:	100 - Personal Services > Salaries	Attendance Support - Liaison: 1 Attendance Support x 180 days x 4hrs x $30/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$21,600.00	
Line Item Total:	$21,600.00	
Object:	100 - Personal Services > Salaries	Afterschool Club - Stipends: 8 Stipends x $1,000/person
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$8,000.00	
Line Item Total:	$8,000.00	
Object:	100 - Personal Services > Salaries	Tutors: 2 Tutors x 10 days x 2hrs x $42/hr
Purpose:	01 - Public School Activities	
Focus Area:		

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Academics Goal 2.1

LEA / School: Wilbur Cross School (015-3911)

Quantity: 1.00

Cost: $1,680.00

Line Item Total: $1,680.00

Total for 100 - Personal Services > Salaries:	$65,120.00
Total for all other Objects:	$134,880.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

200 - Personal Services > Employee Benefits - $4,381.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Climate Coach Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$2,589.00	
Line Item Total:	$2,589.00	
Object:	200 - Personal Services > Employee Benefits	Attendance Support - Liaison Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$1,652.00	
Line Item Total:	$1,652.00	
Object:	200 - Personal Services > Employee Benefits	Afterschool Club - Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$116.00	
Line Item Total:	$116.00	
Object:	200 - Personal Services > Employee	Tutors Fringe

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	Benefits
Purpose:	01 - Public School Activities
Focus Area:	Academics Goal 2.1
LEA / School:	Wilbur Cross School (015-3911)
Quantity:	1.00
Cost:	$24.00
Line Item Total:	$24.00

Total for 200 - Personal Services > Employee Benefits:	$4,381.00
Total for all other Objects:	$195,619.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

300 - Purchased Professional and Technical Services - $68,600.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	WONDERS: $3,500/PER DAY x 8 DAYS
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$28,000.00	
Line Item Total:	$28,000.00	
Object:	300 - Purchased Professional and Technical Services	HMH: $3,500/PER DAY x 8 DAYS
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$28,000.00	
Line Item Total:	$28,000.00	
Object:	300 - Purchased Professional and Technical Services	HILL FOR LITERACY: $1,800/PER DAY x 7 DAYS
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$12,600.00	
Line Item Total:	$12,600.00	

Total for 300 - Purchased Professional and Technical Services: $68,600.00

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Total for all other Objects:	$131,400.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

500 - Other Purchased Services - $55,257.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	LONG-TERM SUB: PBIS SPECIALIST FOR BUILDING COVERAGE DURING PD/COACHING - $295.87/PER DAY x 180 DAYS
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$53,257.00	
Line Item Total:	$53,257.00	
Object:	500 - Other Purchased Services	PREPARED FOOD: PARENT ENGAGEMENT - 4 EVENTS/PER YEAR
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$2,000.00	
Line Item Total:	$2,000.00	

Total for 500 - Other Purchased Services:	$55,257.00
Total for all other Objects:	$144,743.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

600 - Supplies - $6,642.00

Budget Detail		Narrative Description
Object:	600 - Supplies	SUPPLIES: AFTER-SCHOOL CLUBS
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$4,000.00	
Line Item Total:	$4,000.00	
Object:	600 - Supplies	SUPPLIES: PARENT ENGAGEMENT EVENTS - 4 EVENTS/PER YEAR
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$2,642.00	
Line Item Total:	$2,642.00	

Total for 600 - Supplies:	$6,642.00
Total for all other Objects:	$193,358.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

Filter by Location: All - $200,000.00

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		65,120.00	65,120.00
200 - Personal Services > Employee Benefits		4,381.00	4,381.00
300 - Purchased Professional and Technical Services		68,600.00	68,600.00
500 - Other Purchased Services		55,257.00	55,257.00
600 - Supplies		6,642.00	6,642.00
Total		200,000.00	200,000.00
		Allocation	200,000.00
		Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Wilbur Cross School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Allocations

Allocation Type (1)	Opportunity District ESSA SIG - TSI/Focus (20679)	Total
LEA	$177,267.00	$177,267.00
Total	$177,267.00	$177,267.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Contacts

Required Contacts	
Type	**Contact(s)**
ESSA SIG Contact [Select at least 1 contact(s)]	Hannah Whitley

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - District Level Questions and Guidance

Guidance and Instructions

The district must commit to using Title I, Part A, Section 1003 funding for its schools demonstrating the greatest need and the strongest commitment to using funding for improvement. The district must provide Title I, Part A, Section 1003 funding to selected schools for up to four years, which may include one year of planning. The minimum annual award for a Title I Turnaround School is $200,000. The minimum annual award for a Focus School is $50,000. The maximum annual award for any school is $500,000.

Complete a school application for Title I, Part A, Section 1003 School Improvement Grant funding by selecting the school from the drop-down list in the School Improvement Section. Complete the needs assessment, school plan and budget pages in the section for each of the schools selected by the district to receive funding.

Award of the Title I, Part A, Section 1003 School Improvement Grants requires the district to describe its strategy and structure to support school turnaround efforts at the district level.

Please note that prior to award of Section 1003 funds, the district must complete the district application and school plans; and, the district must submit, for CSDE approval, a school improvement plan for each school in the district identified as a Title I Turnaround School. These school improvement plans must be informed by performance on the CSDE long term goals (academic achievement for mathematics and literacy, graduation rate and English Learner proficiency); must include evidence-based interventions; must be based on school-level needs assessment; must identify resource inequities to be addressed in the plan; must be approved by the district and the state; and must be monitored periodically by the state during Opportunity District monitoring meetings. If a district's Turnaround School has been selected for Section 1003 funding, the school plan submitted with this application will serve as the school improvement plan.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - District Level Questions and Guidance

Section 1: District Capacity and Organizational Structure

* The district must demonstrate that it has the capacity and an intentional organizational structure to support turnaround efforts in its lowest-performing schools. Please provide a clear overview of the district's capacity and staffing structure to support its lowest performing schools. Specifically describe the supports and technical assistance provided by the district to its lowest performing schools.

Under the leadership of Interim Superintendent Dr. Royce Avery and Assistant Superintendent of Curriculum and Instruction Margaret Hughes, the district's organizational staff will work with each of the SIG schools, along with Executive Directors Sangeeta Bella and Dr. Christopher Siano. Additionally, the district's Directors/Content Area leads for ELA, Math, Science, and Early Childhood will work with the Chief of Special Education and Bilingual Education/World Languages. The Department of Data Management will assist schools with the retrieval of data and the alignment with specific content areas, as well as professional development.

Section 2: District Support for Development of School Improvement Plans

* The district must provide support for the development of school improvement plans for schools receiving Section 1003 funding. Please provide a clear overview of technical support provided to schools in the development of school improvement plans which include evidence-based interventions.

Each district school is mandated to create and abide by a School Improvement Plan. Under the supervision of the Executive Directors and the Assistant Superintendent of Curriculum and Instruction, each SIG school will work with a team of assembled school staff, students, and community team members to draft the school's plan. Additionally, through district-designed and provided professional development sessions, SIG building administrators and, as necessary, school leadership teams will have access to the team as mentioned above to learn and apply district-aligned teachings related to improving building academics, student, staff, and family social and emotional quotients, as well as how to enhance building climate and how to better utilize community wraparound services.

Section 3: Accountability and Monitoring Strategy

* The district must develop and implement tools and processes to create shared accountability for results at the school and district levels. Describe the district's systems, tools and processes it will use to monitor the fidelity of school plan implementation.

The Executive Directors consistently visits all SIG recipient schools. While grant implementation is not a formal evaluation process, it includes basic elements such as building management, academic improvement, and school climate improvement. During the school year, administrators receive informal evaluations to ensure that the noted grant programs are being implemented with fidelity. Any issues identified during these reviews will be addressed in real-time during the program's implementation. Additionally, at the end of each school year, funding is made available, and these grant plans will be utilized to evaluate the principal's ability to implement all the program's SMART goals fully.

Section 4: Review of External Partners.

* The district must use a rigorous review process to recruit, screen, select and evaluate any external partner with whom the district will partner to ensure that the external partner is working to implement evidence-based interventions. Describe the process the district used to recruit, screen, select and evaluate external partners.

For items greater than or equal to $25,000, principals are guided to identify either state and/or city-approved contractors. If available vendors cannot provide the necessary services, principals utilize informal bidding processes by which three quotes from viable providers are requested, with the most appropriate provider being chosen. Funding over $25,000 requires Requests for Proposals and a bid process where the best provider is chosen to complete the required tasks. Once a vendor is engaged, the principal evaluates the program's statement of work, overall objectives, and the terms and conditions of the agreement

to confirm that the noted tasks are completed accurately and by the specified dates/times. Vendors are paid via PO/invoicing processes. The principal must sign and acknowledge the invoices to confirm that the contracted work has been completed.

Section 5: Alignment of Resources

* The district must align other Federal, State and local resources to carry out activities supported with funds from Section 1003. Describe the district's strategy or approach to aligning all Federal, State and local resources to support school improvement and to address resource inequities.

The district utilizes federal, state, and local funding through a school-based budgeting model established for the School Improvement Grant and Commissioner's Network grants. This model empowers school staff to collaborate closely with the Assistant Superintendent of Curriculum and Instruction, Executive Directors, and the Department of Grants Development and Management (overseen by the Interim Superintendent) to effectively plan, manage, and allocate available resources. Implemented during the 2012-2013 school year, this strategy has enabled the district to support school improvement efforts better and address resource inequities. Using student enrollment data and a structured allocation model, the district determines appropriate staffing levels and identifies school-specific needs to ensure each school receives the services and resources required for success.

Section 6: Conditions for Success

* The district must secure optimal conditions and create policies and practices that enable school reform and provide site-based flexibility. Describe how the district will modify its practices and policies to allow schools additional autonomy in exchange for increased accountability and to allow for full implementation of the interventions outlined in the school plans.

As noted above, all School Improvement Grant principals will be monitored monthly and evaluated annually based on progress in four key areas: talent, academics, climate, and operations. While no formal changes to district evaluation policies are anticipated, the SIG grant plan will be incorporated as an informal component of each principal's performance review. The Academics Department - which includes the Assistant Superintendent of Curriculum and Instruction and the Executive Directors- will support this process by facilitating ongoing dialogue among SIG principals. These discussions will focus on sharing best practices, addressing identified growth areas, and aligning efforts with SMART goals for the upcoming year.

Section 7: School Budgets

* The district must commit to thoughtful and strategic resourcing, including investments in high-yield evidence-based interventions and efforts to promote sustainability. The Section 1003 funding must supplement, not supplant, State and local funds. Describe how the district will ensure that the low-performing schools receiving Section 1003 funding will continue to receive all Federal, State and local funding it would receive in the absences of additional funding from Section 1003.

All district schools with School Improvement Grants and Commissioner's Network grants utilize the aforementioned school-based budgeting model, which is grounded in empowerment and accountability at the school level. For the remaining schools with grant funding, the resource allocation system is equitable, uniform, and transparent, while retaining the flexibility to respond to school-specific needs. The model allows school-based decisions to deploy discretionary resources to meet school-specific needs. All federal, state, and local funding attributed to schools will not be reduced or modified due to the school's newly minted SIG school status. All services/programming/materials the schools receive under the school-based budgeting model will remain as is, and funds collected via the SIG program are considered supplemental.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - District Level Questions and Guidance

☑ *** 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.**

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

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	(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)	(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.
	(c)	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.
	(d)	The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
	(e)	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.
	(f)	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.
	(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 § 46a56; 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.	

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

Object		Total
100 - Personal Services > Salaries		$45,180.00
200 - Personal Services > Employee Benefits		$1,380.50
300 - Purchased Professional and Technical Services		$62,300.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$51,543.00
600 - Supplies		$16,863.50
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$177,267.00
	Allocation	$177,267.00
	Remaining	$0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

100 - Personal Services > Salaries - $45,180.00

Budget Detail	Narrative Description	
	Total for 100 - Personal Services > Salaries:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$177,267.00
	Remaining:	$177,267.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

200 - Personal Services > Employee Benefits - $1,380.50

Budget Detail	Narrative Description	
	Total for 200 - Personal Services > Employee Benefits:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$177,267.00
	Remaining:	$177,267.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

300 - Purchased Professional and Technical Services - $62,300.00

Budget Detail	Narrative Description	
	Total for 300 - Purchased Professional and Technical Services:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$177,267.00
	Remaining:	$177,267.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

500 - Other Purchased Services - $51,543.00

Budget Detail	Narrative Description	
	Total for 500 - Other Purchased Services:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$177,267.00
	Remaining:	$177,267.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

600 - Supplies - $16,863.50

Budget Detail	Narrative Description	
	Total for 600 - Supplies:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$177,267.00
	Remaining:	$177,267.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

Purpose Object	01 - Public School Activities	Total
100 - Personal Services > Salaries	45,180.00	45,180.00
200 - Personal Services > Employee Benefits	1,380.50	1,380.50
300 - Purchased Professional and Technical Services	62,300.00	62,300.00
500 - Other Purchased Services	51,543.00	51,543.00
600 - Supplies	16,863.50	16,863.50
Total	177,267.00	177,267.00
	Allocation	177,267.00
	Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Bridgeport Military Academy	$88,633.50	$0.00	$88,633.50	$88,633.50
Warren Harding High School	$88,633.50	$0.00	$88,633.50	$88,633.50
Total:	**$177,267.00**	**$0.00**	**$177,267.00**	**$177,267.00**

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Principal's Name:	*	Joseph Lipp
Principal's Email:	*	jlipp@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	9-12
Student Enrollment	246.00
Percentage Eligible for Free/Reduced Price Meals	90.7 %
Percentage of Students with Disabilities	23.2 %
Percentage of English Language/Multilingual (EL/ML) Learners	24.4 %
Percentage of Students Chronically Absent	25.9 %
Suspension/Expulsion Rate	42.90
Classroom Teacher Attendance (Average FTE Days Absent)	15.60
High School Only: College-and-Career-Readiness Course-Taking	73.60
Middle School & High School Only: On-Track to High School Graduation	91.60
High School Only: Demonstrating Postsecondary Readiness	24.00

ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	66.60
Smarter Balanced Growth ELA	
School Performance Index (SPI) for Math	65.50
Smarter Balanced Growth - Math	
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	77.10
LAS Links Growth - Literacy	85.80
LAS Links Growth - Oral	95.80
Chronic Absenteeism	9.10
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Targeted Support & Improvement/ Focus
* Reason for TSI/Focus Identification: High Needs Math, ELA, & Science Performance Index

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
06/03/2026	In Person	Senior teachers, Assistant Principal, and Principal	SAT, PSAT, NWEA, and Reading Plus Benchmark data were reviewed, showing significant improvement. Parents were informed via ParentSquare and at the most recent PSTO meeting.
06/12/2026	Conference	Principal, PTSO president	Assessment data and staff and student surveys were reviewed by the principal and PTSO president.
06/17/2026	In Person	All Staff	Plans for the School Improvement Plan were reviewed by staff

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

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Talent Indicators	Assessment Score	Evidence	Reasoning

EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	2. Developing	There is instability in college and career counseling at BMA. The district eliminated the school counselor position that had been added for the 2024–2025 school year. This reduction resulted in the loss of the third counselor assigned to the school within a two-year period, creating significant instability in the delivery of college, career, and social-emotional support services for students. students. There has also been difficulty recruiting World Language Teachers. Despite recruitment efforts, the school was unable to identify a qualified Spanish teacher for the 2025–2026 school year. Due to staffing constraints associated with the school's reorganization during that year, the position remained vacant, reducing students' access to world language coursework. Compensation challenges have also affected staff retention. Teacher salary scales in the district remain significantly lower than those offered by many neighboring districts. This disparity contributes to ongoing recruitment and retention challenges, increased staff turnover, and difficulty maintaining a stable and experienced teaching workforce.	The school has implemented elements of a teacher recruitment and retention plan, including mentoring and induction supports; however, these efforts have not been fully developed or consistently implemented. Persistent vacancies in high-need content areas, coupled with frequent turnover among support staff, have reduced continuity of instruction and student services. These challenges are further exacerbated by salary disparities between the district and neighboring communities, making it difficult to attract and retain qualified educators and leading some teachers to pursue higher-paying opportunities elsewhere. As a result, students experience disruptions in instructional consistency, support services, and relationship-building with school staff.

1.2 Evaluation & Coaching Systems	3. Proficient	Review of observation feedback samples indicates that instructional feedback is provided more consistently across staff, resulting inmprovement in levels of support for teacher growth and instructional improvement.	The the school is now using a comprehensive, consistently implemented evaluation and coaching system has resulted in more instructional support for teachers and improving the school's ability to systematically improve teaching and learning. Strengthening feedback mechanisms, coaching structures, and the alignment of professional growth activities to schoolwide goals will increase instructional effectiveness and support improved student outcomes.
1.3 Professional Learning Plan	2. Developing	Staff survey results reveal variability in both the frequency and quality of feedback received from administrators and instructional leaders, suggesting a lack of a coherent schoolwide approach to professional growth.	Although professional learning is scheduled, it is not focused or strategic. Collaborative planning time is often underutilized, and professional learning is not tailored to teacher or student needs. As a result, professional development does not consistently improve classroom practice.
1.4 Leadership	2. Developing	While coaching cycles are in place, they are not consistently aligned with school improvement priorities, instructional data, or identified areas of student need, limiting their effectiveness in driving instructional improvement. The school currently utilizes a limited number of evaluation and coaching tools, reducing the ability to collect comprehensive evidence of instructional practice and monitor educator growth over time. Inconsistent implementation of evaluation and coaching processes has led to uneven professional support across departments, limiting opportunities for teachers to receive timely feedback, refine instructional strategies, and strengthen student engagement and achievement.	While the school has a mission statement and some improvement goals, these are not consistently communicated or used to guide decision-making. The leadership team exists but has been ineffective due to inconsistent meetings and follow-through.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**

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EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	2. Developing	The district adopted standards-based curricula in ELA, math, and science during summer 2024. Standard pacing guides have been developed and aligned to state standards. Classroom expectations include anchor charts, word walls, and learning targets. Walkthroughs and observations confirm consistent use of curriculum resources.	Standards-based curricula are available across content areas and are implemented with fidelity. Classroom visuals reinforce learning expectations and are consistently referenced.
2.2 Instructional Framework	2. Developing	Instructional framework documents exist but are applied inconsistently. Walkthrough data shows variability in implementation of engagement strategies. Sample lesson plans lack higher-order thinking tasks. Student work samples demonstrate limited conceptual understanding.	Some elements of an instructional framework are in place, but they are not systematically applied. Instruction frequently focuses on low-level cognitive tasks with limited opportunities for critical thinking. Implementation requires greater depth and alignment to standards.

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2.3 Differentiation & Supports for Diverse Learners	2. Developing	Documented accommodations for multilingual learners are inconsistent. MTSS team meeting minutes often lack clear action items, tasks, or deadlines. Assessment data show significant performance gaps among subgroups. Classroom observations reveal one-size-fits-all instruction in many classrooms.	Differentiation is minimal and inconsistent, with little evidence of effective supports for multilingual learners. MTSS structures are underdeveloped, and subgroup achievement gaps remain significant.
2.4 Assessment Practices & Data Use	2. Developing	The school follows the district benchmark calendar, with a participation rate above 95%. Data team meetings occur inconsistently and lack structured agendas. PLCs do not consistently receive data team outputs. Teachers use embedded assessments (e.g., exit tickets), but usage varies across grade levels and subjects.	Assessment tools are used to check for understanding, and district benchmarks are administered reliably. However, inconsistent data team practices and limited sharing of results reduce the impact of assessment on instruction.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***

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3.1 School Environment	1. Below Standard	The school has completed its 4th move in 13 years. We will move again in 2-4 years. The new classrooms are distributed throughout the Fairchild Wheeler Campus effectively breaking up the school. The school will now eat lunch in three different lunch waves, broken down by subject not grade level, depending on which wing the lunch period class is and not by school like the other schools on campus. 90% of the staff are now sharing classrooms and do not have an productive location for the prep and noninstructional time. Classrooms and hallways no longer display highlight student work and branding efforts. Staff and student surveys indicate generally weak perceptions of school climate because of the uncertainty of our location and teaching conditions.	Few teacher are happy being force to relocate again.
3.2 Attendance	2. Developing	Chronic absenteeism remains above pre-pandemic levels, but lowering now 25.91%. Attendance team rosters and meeting logs show students at risk are identified and monitored. Staff attendance reports show a stable teacher attendance rate of 92%.	The school has a functioning attendance team and some Tier 1 strategies in place. However, chronic absenteeism rates remain unacceptably high, limiting student achievement gains.
3.3 Behavioral Management	3. Proficient	The schoolwide behavior plan is documented and shows evidence of consistent implementation. Behavior incident logs indicate consistent responses across staff. The trend for In-School Suspension and Out of School Suspension has been decreasing Teacher and staff survey data suggest discipline is enforced fairly and consistently.	A schoolwide behavior system exists and is implemented, but high suspension rates demonstrate a need for more restorative and preventive approaches.

3.4 Equitable Partnerships with Stakeholders	2. Developing	PTSO attendance is very low, with limited parental participation. Parent communication primarily occurs through newsletters and ParentSquare, with limited two-way engagement. Community partnerships are present but underutilized.	While structures for family and community engagement exist, participation is minimal, and communication remains largely one-way. Partnerships have not been developed to their full potential.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* Scheduling Structures	The schedule is deliberately structured to protect and prioritize core instructional hours in English Language Arts and Mathematics, ensuring every student develops the strong literacy and numeracy skills essential for advanced coursework, college and career readiness, and long-term academic success. This structure directly reflects our mission to prepare students for leadership, academic achievement, and future opportunities within a disciplined and structured environment, as well as our vision of developing well-rounded individuals equipped to excel in both civilian and military careers. To support the diverse interests and aspirations of our students, the schedule incorporates dedicated blocks for pathway-specific coursework-such as military leadership and public service-allowing students to engage deeply in specialized programs without sacrificing core academics. In addition, the schedule meets all state and district instructional time requirements, demonstrating our commitment to compliance, accountability, and responsible academic planning. Built-in review cycles ensure that the schedule remains responsive to student needs, aligned to evolving standards, and continuously reflective of our mission and vision.	BMA has a very high percentage rate of students on track to graduate. ELA and Math scores are improving. All students are taking math classes through 11th grade.

Behavioral Management	Behavior management is a significant strength at Bridgeport Military Academy because the school employs a comprehensive, multi-tiered approach that promotes accountability, respect, and personal growth. The Corps of Cadets operates under a clearly defined Code of Conduct that establishes high expectations for behavior, leadership, and citizenship. These expectations are consistently communicated to students and reinforced through the school's military structure and culture. In addition, the school utilizes an In-School Suspension (ISS) and Restorative Practices Officer who works directly with students to address behavioral concerns, repair harm, and develop strategies for positive decision-making. Rather than relying solely on punitive measures, the school emphasizes restorative practices that help students reflect on their actions, take responsibility, and rebuild relationships within the school community. Clear behavioral expectations are communicated to all students, and staff members work collaboratively to ensure consistency in implementation. This multifaceted approach provides students with the support, structure, and accountability necessary to maintain a safe and orderly learning environment, contributing to a positive school climate and promoting student success.	BMA has lowered its ISS, OSS and expulsion rates over the last few years. There have been far fewer referrals. Staff and student surveys indicate positive behavioral outcomes and strong communication of expectations.
Leadership	Leadership is a key strength of Bridgeport Military Academy and is intentionally cultivated among both staff and students. The school benefits from stable and dedicated leadership, including an assistant principal who has served the school for multiple years and provides consistency in implementing the school's vision, expectations, and improvement efforts. A strong culture of shared leadership exists through bi-weekly leadership team meetings, where staff members are empowered to identify challenges, propose solutions, and actively participate in decision-making. This collaborative approach ensures that school improvement efforts are informed by those closest to the work and builds collective ownership for student success. The leadership team also plays a critical role in guiding the school through organizational changes and supporting the implementation of the School Improvement Plan. Leadership development is equally embedded in the student experience. The Corps of Cadets operates through a structured leadership hierarchy organized and supported by teacher leaders, providing students with daily opportunities to practice responsibility, teamwork, communication, and decision-making. Cadets assume leadership roles that require them to model expectations, support their peers, and contribute to the positive culture of the school. To further reinforce leadership development, students are exposed not only to SAT Words of the Day but also to Leadership Words of the Day, accompanied by definitions and real-world examples. This intentional focus helps students build the vocabulary, mindset, and character traits associated with effective leadership. Through these combined efforts, Bridgeport Military Academy fosters a culture in which leadership is taught, practiced, and celebrated at every level of the organization.	Strong leadership amongst students and staff at BMA is evident in leadership meeting minutes, Word of the Day lists that the principal reads to students, and the Corps of Cadets leadership teams.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* Attendance	Chronic absenteeism remains significantly above pre-pandemic levels. Families and guardians do not consistently see the connection between daily attendance and student success. Without consistent family education, attendance teams, and targeted supports, absenteeism remains a barrier to learning.	Student Supports & Intervention
School Environment	Staff morale has been negatively impacted by the school's four relocations in 13 years, ongoing uncertainty regarding its permanent location, and overcrowded conditions. These challenges, coupled with limited opportunities for shared instructional time and collaboration, have hindered staff cohesion and contributed to decreased morale.	Positive & Inviting School Climate

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Use of Time	Teachers need additional support to more effectively utilize WIN (What I Need) time to provide targeted interventions and enrichment for students. The loss of common planning time has made it increasingly difficult for teachers to collaborate, analyze student data, and share best practices within their subject areas. As a result, opportunities for coordinated instructional planning and the implementation of effective intervention strategies have been limited.	Teaching Quality & Diversity

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, BMA's SPI in Math will increase from 35.1 in 2025-26 to 65.5 in 2026-27.
National/State Benchmark Goal #2	* By June 2027, BMA's SPI in ELA will increase from 39.9 in 2025-26 to 66.6 in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, BMA's chronic absenteeism rate will decrease from 25.9% in 2025-26 to 9.1% in 2026-27.

Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, 60% of grade 9-12 BMA students will meet their composite score target as defined by ELA IABs.
Internal Benchmark Goal #5	* By June 2027, 84.8% of all BMA students will meet their math IABs.
Internal Benchmark Goal #6 (optional)	By June 2027, BMA's “On Track” rate will increase from 91.6% in 2024-25 to 94% in 2026-27 based on local measures.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted.

Please note: For TSI/Focus schools, we are limiting the number of Culture & Climate priorities to one and we will not allow for Operational goals, as these funds should prioritize your reason for identification. When thinking about strategies, please be sure to address your reason for identification.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

400

Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1		Goal #1 Goal #4	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	HMH: COACHING (5 days x $3,500 Per Day) CES SIOP PROFESSIONAL LEARNING SESSIONS (14 2 HR SESSIONS X $700/SESSION) INSTRUCTIONAL SUPPLIES: SCHOOL-WIDE PD: "Rigor is NOT a Four-Letter Word" by Barbara R. Blackburn	$ 28,452.00

	1.1. Professional Learning Plan. To strengthen academic rigor and support the diverse learning needs of all students, BMA will implement comprehensive professional development training provided by HMH. This professional learning will focus on deepening teachers' instructional practices in mathematics, with an emphasis on aligning instruction to state standards and embedding higher-order based strategies for differentiation. Teachers will engage in ongoing coaching cycles, modeling, and collaborative planning sessions to ensure that professional development translates into daily classroom practice. To further build staff capacity, Cooperative Educational Services (CES) will facilitate 14 introductory professional learning sessions for BMA teachers focused on the Sheltered Instruction Observation Protocol (SIOP) Model. These sessions will address the first four SIOP components - lesson preparation, building background, comprehensible input, and instructional strategies - and will support educators in designing cohesive, language-rich instruction that increases access to grade-level curriculum and promotes equitable outcomes for multilingual learners. BMA will also invest in 40 copies of Rigor is NOT a Four-Letter Word by Barbara R. Blackburn to equip teachers with practical strategies for increasing instructional rigor to help students achieve higher levels of learning.				

1.2	1.2. Leadership. BMA will provide stipends to seven teacher Department Heads who will play a critical role in strengthening instructional leadership and improving teaching and learning across the school. Department Heads will support instructional quality by mentoring and coaching teachers, coordinating and aligning curriculum, analyzing student performance data to identify instructional needs, facilitating job-embedded professional development, and supporting the implementation of school-wide instructional priorities. They will also serve as a critical link between administration and faculty, ensuring that staff voice and feedback inform decision-making while promoting consistent communication, collaboration, and accountability within and across departments.	Goal #2 Goal #5	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	AFTER SCHOOL STIPENDS X 7 PEOPLE	$ 7,102.00
1.3		Select... Select...	Evidence Base: Select...		$ 0.00
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Differentiation and Support for Diverse Learners. BMA will expand opportunities for extended learning through structured after-school tutoring in ELA, math, and science. These sessions will be designed to provide targeted support to students who are struggling to meet grade-level expectations while also offering enrichment opportunities for students seeking to advance. Tutoring will be staffed by four BMA teachers and will incorporate small-group and individualized instruction tailored to student needs as identified through assessment data. Sessions will also integrate hands-on activities, project-based learning, and technology-based supports to increase engagement and deepen understanding. A stipend will also be provided for one teacher to facilitate an after school SAT Prep Club. In addition, BMA will purchase and implement EdAdvance capstone management software to support students in developing and completing their capstone projects. The platform will provide structured planning tools, milestone tracking, and scaffolded templates that help students break complex projects into manageable steps. Its customizable features will allow teachers to differentiate	Goal #1	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #4, Goal #5	4 AFTERSCHOOL TUTORS 1 SAT PREP CLUB STIPEND CAPSTONE: EDADVANCE	$ 22,686.50

	expectations, pacing, and levels of support based on individual readiness and learning needs. Students requiring additional scaffolding will benefit from guided prompts and progress monitoring, while advanced learners will be able to pursue deeper inquiry and independent extensions. Teachers will have real-time access to student progress, enabling targeted feedback and timely intervention, ensuring equitable access and meaningful support for diverse learners, including students with IEPs and English learners.	Goal #4	Evidence Base: Strong		
2.2	2.2. Curriculum and Academic Programming. BMA will invest in additional instructional supplies, including supplies for the science fair. Science fair supplies support hands-on learning experiences that encourage student inquiry, critical thinking, and problem-solving skills. Supplies for the science fair may include display boards and laboratory consumables. BMA will also invest in additional books and thematic materials. These materials will support curriculum-based instruction by providing students and educators with high-quality resources aligned to specific topics, units, and learning objectives. Additionally, BMA will purchase cell phone locker boxes. These devices will improve students' focus and engagement with high-quality curriculum by minimizing distractions and increasing active participation in class.	Goal #2	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #4, Goal #5	INSTRUCTIONAL SUPPLIES: SCIENCE FAIR INSTRUCTIONAL SUPPLIES: SUPPLEMENTAL BOOKS AND THEMATIC MATERIALS FOR CURRICULUM-BASED INSTRUCTION PHONE LOCKERS FOR INSTRUCTIONAL IMPROVEMENT	$ 5,561.00
		Goal #5	Evidence Base: Strong		
2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		

	Specific Culture & Climate Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority **Please Note:** this cost is automatically populated based on information provided on the Budget page.
	Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.	*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1 Student Attendance and School Climate To address chronic absenteeism and improve overall school climate, BMA will hire an Attendance Monitor to provide targeted support for students experiencing attendance challenges. The Attendance Monitor will be responsible for contacting parents and guardians, conducting follow-up through phone calls, emails, and mailed correspondence, scheduling parent meetings, maintaining required documentation, and monitoring attendance data. In addition, the Attendance Monitor will work directly with students and families to identify and address barriers to regular attendance, including	Goal #3 Goal #6	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #3, Goal #6 Evidence Base: Strong		$ 24,832.00

407	transportation difficulties, family concerns, and other factors that impact school participation. To further promote student engagement and strengthen connections to school, funds will be allocated to support transportation for students participating in educational field trips, college visits, career fairs, and other experiential learning opportunities. These activities increase student motivation, expose students to postsecondary pathways, and foster a stronger sense of belonging within the school community. BMA will also purchase new First Responder pathway shirts and patches to replace uniforms that are more than ten years old and have become worn and threadbare. Providing updated pathway apparel for approximately 60 juniors and seniors enrolled in the First Responder pathway will promote school pride, reinforce students' connection to their academic program, and contribute to a positive and professional school environment. Additionally, funds will support quarterly awards ceremonies to recognize student achievement, attendance, leadership, citizenship, and academic success. Recognizing student accomplishments strengthens school culture, increases motivation, and encourages positive behaviors that contribute to improved attendance and engagement. To further enhance student connectedness and school climate, BMA will provide stipends for seven teachers to facilitate after-school clubs and activities. These enrichment opportunities will increase student engagement, foster positive relationships with peers and staff,			1 ATTENDANCE MONITOR TRANSPORTATION AND ENTRY FOR EDUCATIONAL FIELD TRIPS, COLLEGE VISITS, CAREER FAIRS, EXPERIENTIAL LEARNING OPPORTUNIITES FIRST RESPONDER PATHWAY UNIFORMS (SHIRTS & PATCHES) AWARDS AND TOKENS OF ACHIEVEMENT FOR QUARTERLY AWARDS CEREMONIES	

	expand leadership opportunities, and create a stronger sense of belonging. Research consistently shows that students who feel connected to their school community are more likely to attend school regularly and achieve academic success. Together, these initiatives will create a more supportive, engaging, and positive school environment while contributing to reductions in chronic absenteeism.				

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Object		Total
100 - Personal Services > Salaries		$45,180.00
200 - Personal Services > Employee Benefits		$1,380.50
300 - Purchased Professional and Technical Services		$27,300.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$1,543.00
600 - Supplies		$13,230.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$88,633.50
	Allocation	$88,633.50
	Remaining	$0.00

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100 - Personal Services > Salaries - $45,180.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Afterschool Tutors: 2 Tutors x 55 days x 2hrs x $42/hr
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$18,480.00	
Line Item Total:	$18,480.00	
Object:	100 - Personal Services > Salaries	Attendance Monitor: 1 Monitor x 117 days x 4hrs x $25/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$11,700.00	
Line Item Total:	$11,700.00	
Object:	100 - Personal Services > Salaries	Teacher Department Head Stipends: 7 Stipends x $ 1,000/person
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$7,000.00	
Line Item Total:	$7,000.00	
Object:	100 - Personal Services > Salaries	Afterschool Club - Stipends: 7 Stipends x $ 1,000/person

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Purpose:	01 - Public School Activities
Focus Area:	Climate Goal 3.1
LEA / School:	Bridgeport Military Academy (015-1611)
Quantity:	1.00
Cost:	$7,000.00
Line Item Total:	$7,000.00

Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
Focus Area:	Academics Goal 2.1
LEA / School:	Bridgeport Military Academy (015-1611)
Quantity:	1.00
Cost:	$1,000.00
Line Item Total:	$1,000.00

SAT Prep Club Stipends: 1 Stipend x $ 1,000/person

Total for 100 - Personal Services > Salaries:	$45,180.00
Total for all other Objects:	$43,453.50
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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200 - Personal Services > Employee Benefits - $1,380.50

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Attendance Monitor Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$895.00	
Line Item Total:	$895.00	
Object:	200 - Personal Services > Employee Benefits	Afterschool Tutors Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$266.50	
Line Item Total:	$266.50	
Object:	200 - Personal Services > Employee Benefits	Teacher Department Head Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$102.00	

412

Line Item Total:	$102.00

Object:	200 - Personal Services > Employee Benefits
Purpose:	01 - Public School Activities
Focus Area:	Climate Goal 3.1
LEA / School:	Bridgeport Military Academy (015-1611)
Quantity:	1.00
Cost:	$102.00
Line Item Total:	$102.00

After School Club Stipends Fringe

Object:	200 - Personal Services > Employee Benefits
Purpose:	01 - Public School Activities
Focus Area:	Academics Goal 2.1
LEA / School:	Bridgeport Military Academy (015-1611)
Quantity:	1.00
Cost:	$15.00
Line Item Total:	$15.00

SAT Prep Club Stipend Fringe

Total for 200 - Personal Services > Employee Benefits:	$1,380.50
Total for all other Objects:	$87,253.00
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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300 - Purchased Professional and Technical Services - $27,300.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	HMH: COACHING (5 days x $3,500 Per Day)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$17,500.00	
Line Item Total:	$17,500.00	
Object:	300 - Purchased Professional and Technical Services	CES SIOP PROFESSIONAL LEARNING SESSIONS (14 2 HR SESSIONS X $700/SESSION)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$9,800.00	
Line Item Total:	$9,800.00	

Total for 300 - Purchased Professional and Technical Services:	$27,300.00
Total for all other Objects:	$61,333.50
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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500 - Other Purchased Services - $1,543.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	TRANSPORTATION AND ENTRY FOR EDUCATIONAL FIELD TRIPS, COLLEGE VISITS, CAREER FAIRS, EXPERIENTIAL LEARNING OPPORTUNIITES
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$1,543.00	
Line Item Total:	$1,543.00	

Total for 500 - Other Purchased Services:	$1,543.00
Total for all other Objects:	$87,090.50
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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Budget Detail

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600 - Supplies - $13,230.00

Budget Detail		Narrative Description
Object:	600 - Supplies	PHONE LOCKERS FOR INSTRUCTIONAL IMPROVEMENT
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$3,000.00	
Line Item Total:	$3,000.00	
Object:	600 - Supplies	CAPSTONE: EDADVANCE
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$2,925.00	
Line Item Total:	$2,925.00	
Object:	600 - Supplies	FIRST RESPONDER PATHWAY UNIFORMS (SHIRTS & PATCHES)
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$2,592.00	
Line Item Total:	$2,592.00	
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: SUPPLEMENTAL BOOKS AND THEMATIC

416

Purpose: 01 - Public School Activities **Focus Area:** Academics Goal 2.2 **LEA / School:** Bridgeport Military Academy (015-1611) **Quantity:** 1.00 **Cost:** $1,561.00 **Line Item Total:** $1,561.00	MATERIALS FOR CURRICULUM-BASED INSTRUCTION
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Talent - Goal 1.1 **LEA / School:** Bridgeport Military Academy (015-1611) **Quantity:** 1.00 **Cost:** $1,152.00 **Line Item Total:** $1,152.00	INSTRUCTIONAL SUPPLIES: SCHOOL-WIDE PD: "Rigor is NOT a Four-Letter Word" by Barbara R. Blackburn
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Academics Goal 2.2 **LEA / School:** Bridgeport Military Academy (015-1611) **Quantity:** 1.00 **Cost:** $1,000.00 **Line Item Total:** $1,000.00	INSTRUCTIONAL SUPPLIES: SCIENCE FAIR
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.1 **LEA / School:** Bridgeport Military Academy (015-1611) **Quantity:** 1.00 **Cost:**	AWARDS AND TOKENS OF ACHIEVEMENT FOR QUARTERLY AWARDS CEREMONIES

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	$1,000.00	
Line Item Total:	$1,000.00	

Total for 600 - Supplies:	$13,230.00
Total for all other Objects:	$75,403.50
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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Filter by Location: All - $88,633.50

Purpose	01 - Public School Activities	Total
Object		
100 - Personal Services > Salaries	45,180.00	45,180.00
200 - Personal Services > Employee Benefits	1,380.50	1,380.50
300 - Purchased Professional and Technical Services	27,300.00	27,300.00
500 - Other Purchased Services	1,543.00	1,543.00
600 - Supplies	13,230.00	13,230.00
Total	88,633.50	88,633.50
	Allocation	88,633.50
	Remaining	0.00

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Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Bridgeport Military Academy	$88,633.50	$0.00	$88,633.50	$88,633.50

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Related Documents

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Required Documents

This page is currently not accepting Related Documents.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Principal's Name:	*	Vernon Thompson
Principal's Email:	*	vthompson@bridgeportedu.net
District SIG Support Person:	*	Ms. Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	9-12
Student Enrollment	1,371.00
Percentage Eligible for Free/Reduced Price Meals	90.8 %
Percentage of Students with Disabilities	22.2 %
Percentage of English Language/Multilingual (EL/ML) Learners	32.9 %
Percentage of Students Chronically Absent	46.1 %
Suspension/Expulsion Rate	8.80
Classroom Teacher Attendance (Average FTE Days Absent)	14.30
High School Only: College-and-Career-Readiness Course-Taking	75.50
Middle School & High School Only: On-Track to High School Graduation	59.10
High School Only: Demonstrating Postsecondary Readiness	29.40

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ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	66.30
Smarter Balanced Growth ELA	
School Performance Index (SPI) for Math	65.30
Smarter Balanced Growth - Math	
High School Only: Four Year Cohort Graduation Rate	88.30
Next Generation Accountability Index	76.40
LAS Links Growth - Literacy	85.20
LAS Links Growth - Oral	90.50
Chronic Absenteeism	15.00
High School Only: Six Year Adjusted Cohort Graduation Rate	94.00

Category (based on 2024/25 Next Generation Accountability Results)
Targeted Support & Improvement/ Focus
* Reason for TSI/Focus Identification: High Needs Math, ELA, & Science Performance Index

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Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
06/04/2026	In-Person	Principal, Assistant Principals	The administrative team met to determined priorities for school improvement.
06/24/2026	In-Person	Teacher Leadership team	The teacher leadership team reviewed the School Improvement Plan and reviewed Initiatives.
07/01/2026	In-Person	Principal, Assistant Principals	The administrative team reviewed the final School Improvement Plan

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

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Talent Indicators	Assessment Score	Evidence	Reasoning

EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	3. Proficient	During the 2025-2026 school year we were able to retain 14 out of 15 new hires, including one non-renewal.	Teacher retention has been strengthened through the implementation of consistent Professional Learning Communities (PLCs), which have fostered collaboration, shared responsibility, and ongoing professional growth among staff. Additionally, strong teacher leadership support structures have empowered educators by providing mentorship, guidance, and opportunities for leadership, contributing to increased job satisfaction and a more supportive school culture.
1.2 Evaluation & Coaching Systems	3. Proficient	The administrative team has developed and implemented systems to consistently monitor and evaluate staff performance over time, ensuring data-informed decision-making. Weekly Professional Learning Communities (PLCs), led by an administrator, provide structured opportunities to drive academic initiatives and strengthen instructional practices. The master schedule includes dedicated common planning time across all content areas, enabling collaboration, alignment, and shared instructional planning.	Feedback processes and role expectations are clearly defined and consistently implemented in Math and English. In Science, Social Studies, and TESOL, teacher leadership roles have been established to facilitate PLCs and strengthen instructional alignment. Coaching cycles are aligned with schoolwide goals; however, greater consistency in implementation across all content areas will be essential to achieve full proficiency. Additional dedicated time has been strategically allocated to support 9th grade PLCs, allowing for more focused collaboration and instructional planning.

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1.3 Professional Learning Plan	2. Developing	Opportunities for high-quality, individualized professional learning after school have been limited; as a result, Professional Learning Communities (PLCs) have been the primary structure used to advance schoolwide initiatives. However, targeted professional learning through HMH was effectively implemented using a coaching model to support instructional growth. The beginning of the school year was intentionally used to introduce and establish the school's instructional framework, ensuring a common foundation for teaching and learning. Teachers have expressed a need for additional dedicated time for schoolwide professional learning, highlighting a desire for deeper engagement and collaboration around key instructional initiatives.	Limited availability of school-based after-school time has significantly impacted the overall effectiveness of the professional learning plan, as it has reduced opportunities for sustained, high-quality, individualized teacher development. As a result, professional learning has relied more heavily on PLC structures, which, while valuable, have limited the ability to provide deeper, differentiated support and extended learning experiences needed to fully implement and sustain instructional initiatives.
1.4 Leadership	3. Proficient		These leadership structures demonstrate a deliberate and coherent approach to improving instructional quality and student outcomes. By having administrators directly facilitate PLCs across core content areas and grade levels, the school ensures that instructional priorities are clearly communicated, consistently monitored, and aligned with school-wide goals. This level of leadership involvement promotes accountability and builds collective efficacy among staff.

		School leadership demonstrates a strong commitment to instructional coherence and continuous improvement through the intentional structuring of Professional Learning Communities (PLCs) and data-driven collaboration. Administrators actively lead PLCs across key content areas, including English Language Arts (ELA), Mathematics, Science, Special Education (SPED), and the 9th Grade Academy. These PLCs are designed to ensure alignment of curriculum, instructional practices, and assessment strategies, while fostering a culture of shared accountability for student outcomes. In addition, SPED-specific data teams operate as targeted support structures, allowing educators to closely monitor the progress of students with diverse learning needs. These teams analyze student performance data, identify trends, and collaboratively design interventions that are both responsive and individualized, ensuring equitable access to rigorous instruction. The school's Medical Magnet program further strengthens leadership structures by incorporating specialized instructional frameworks and career-focused pathways. These structures promote interdisciplinary collaboration and ensure that instructional practices are aligned with both academic standards and real-world applications in the medical field.	
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**

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EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	2. Developing		The curriculum is still developing due to inconsistent implementation across content areas and ongoing transitions to new or pilot programs. While Math shows strong fidelity, variability in Science, ELA, and Social Studies, along with pending new curricula for TESOL and World Languages, has limited full alignment and consistency school-wide.

		In Mathematics, curricula are being implemented with a high degree of fidelity, demonstrating strong alignment to standards and consistent instructional practices. This consistency provides a stable foundation for student learning and reflects effective monitoring and support from school leadership. In Science, however, implementation has been less consistent, particularly in the use of Discover resources. Variability in how these materials are integrated into daily instruction has created inconsistencies in student learning experiences and highlights the need for continued professional development and monitoring to ensure alignment and effectiveness. English Language Arts is currently in the pilot year of a teacher-developed curriculum. While this initiative reflects innovation and teacher leadership, the first year of implementation has revealed gaps in consistency across classrooms. School administrators have actively responded by providing guidance, support, and corrective structures to improve coherence and ensure that all students receive rigorous and aligned instruction. Additionally, TESOL and World Language programs are in transition, with new curricula scheduled for implementation in the upcoming year. During the current year, these departments have faced challenges related to the absence of fully developed and aligned instructional frameworks, resulting in inconsistencies in delivery and student experience.	

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2.2 Instructional Framework	3. Proficient	Approximately 85% of classrooms have implemented the Harding Instructional Framework. This implementation has been supported by beginning-of-year professional development focused on the framework, as well as ongoing reinforcement through PLCs. Additionally, the framework and its aligned Theory of Action are visibly posted in every classroom, ensuring consistent awareness and reference across the school.	The high rate of implementation (85%) demonstrates strong school-wide adoption of the Harding Instructional Framework, supported by aligned professional development and ongoing PLC focus. The consistent visibility of the framework and Theory of Action in all classrooms reinforces expectations; however, full implementation has not yet been achieved across all classrooms, indicating continued growth is needed to reach exemplary levels.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	WIN Block support for Math and ELA has been initiated, accompanied by the development of a structured template to guide differentiation during the 20-minute WIN Block. In Special Education, a push-in data tracking model is currently being implemented to more effectively monitor student progress and support instructional decisions. Additionally, the school is exploring the implementation of a push-in TESOL model, as LAS data indicates low student pass rates, highlighting the need for increased in-class language support.	These actions reflect a developing system of targeted instructional support grounded in data and differentiation. The introduction of WIN Block structures for Math and ELA, along with a defined differentiation template, demonstrates intentional planning to address diverse student needs. The implementation of a SPED push-in data tracking model strengthens real-time monitoring and instructional responsiveness for students with disabilities. Additionally, the consideration of a TESOL push-in model in response to low LAS performance shows a data-driven effort to improve language acquisition outcomes. Together, these efforts indicate progress toward more cohesive and inclusive support systems, though full implementation and impact are still emerging.
2.4 Assessment Practices & Data Use	3. Proficient	While departments have established consistent protocols for reviewing student work on a monthly basis, the impact on instructional decision-making is uneven. NWEA data in Math is being effectively utilized to inform instruction, demonstrating a strong data-driven practice in that area. However, other district assessments, such as Reading Plus, have not been consistently used to guide instructional adjustments. This inconsistency in data usage limits the overall effectiveness of student work analysis and highlights the need for stronger alignment between assessment practices and instructional planning across all content areas.	Although departments consistently review student work using established protocols, the use of assessment data to inform instruction is inconsistent. Math demonstrates strong practice through effective use of NWEA data, while other tools, such as Reading Plus, have not been meaningfully leveraged to adjust instruction. This imbalance limits the overall effectiveness of data-driven decision-making across content areas.

Climate and Culture Indicators	Assessment Score	Evidence	Reasoning
EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***
3.1 School Environment	3. Proficient	The building environment is well-lit and enhanced by student-created murals, which promote a sense of ownership and pride among students. A proactive, restorative culture is in place, supported by designated spaces for student assistance and reflection. Additionally, there has been an increase in student participation in extracurricular activities, reflecting greater engagement and connection to the school community.	The positive physical environment, including well-lit spaces and student-created murals, promotes a sense of safety, belonging, and ownership among students. The implementation of a proactive restorative culture, supported by designated student support areas, contributes to improved behavior and stronger relationships. Increased participation in extracurricular activities further reflects higher levels of student engagement and connection to the school community, all of which support a more positive and inclusive school climate.
3.2 Attendance	2. Developing	The school attendance team meets weekly. The chronic absenteeism rate of Warren Harding High is 46.1%.	High levels of over-age and under-credited students, recieved academic support, along with counseling support in our Harding Plus program, however we have faced difficulties removing students who no longer attend from our rosters. We hired an attendance monitor who has made significant progress in outreach, but many students who no longer attend remain on our attendance rosters.

3.3 Behavioral Management	3. Proficient	Suspensions decreased from 134 (10.6%) in 2021-22, to 112 (8.9%) in 2022-23, to 109 (7.9%) in 2023-24, to 129 (8.8%) in 2024-25.	The implementation of restorative supports has contributed to a measurable reduction in suspensions, indicating progress toward a more supportive and relationship-centered school culture. However, consistent and sustained implementation will be essential to ensure long-term impact. The addition of an evening program designed for over-aged, undercredited, and disengaged students further strengthens the school's commitment to equity and student re-engagement by providing a smaller, more supportive learning environment paired with counseling services. Together, these efforts reflect a proactive approach to improving student outcomes and school climate, though continued refinement and consistency are needed to maximize effectiveness.
3.4 Equitable Partnerships with Stakeholders	3. Proficient	The school has strengthened equitable partnerships with key stakeholders to support student access and opportunity. Collaborations with LifeBridge provide both in-school and afterschool counseling services, addressing students' social-emotional needs. Expanded alumni celebrations have deepened school community connections and reinforced student pride. Partnerships with The Workplace offer summer employment opportunities, while collaboration with Lord Chamberlain Rehabilitation provides students with access to clinical nursing hours, supporting career pathway development.	These partnerships enhance equity by expanding access to academic, social-emotional, and career-oriented supports. They connect students to real-world opportunities, increase engagement, and help address both personal and postsecondary readiness needs, contributing to more holistic student success.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* Scheduling Structures	Harding has implemented a semester-based block schedule with common planning periods, providing structured time for collaboration, student work review, and analysis of performance data. Professional Learning Communities (PLCs) meet twice weekly-once facilitated by an administrator and once by a teacher leader-ensuring alignment with schoolwide academic priorities and instructional goals. Additionally, the school has implemented Success Academy, a daily program designed to support disengaged students, as well as Harding Plus, an evening program that provides targeted support for under-credited and disengaged students.	Master schedule includes 81 daily minutes of instructional time in ELA and Math. All content areas have common planning built into the schedule, with PLCs meeting twice weekly (41 minutes each session). 40 students earned 4 or more credits in Harding Plus and 71 students earned two or more credits.
Equitable Partnerships with Stakeholders	Harding has strategically leveraged community partnerships to expand student opportunities across career pathways, social-emotional learning, and wellness. These partnerships are intentionally designed to reduce barriers to access while equipping students with real-world skills, experiences, and industry-recognized credentials.	Justice for Education supported reintroduction of the culinary program, including ServSafe certification. LifeBridge partnership provides on-site clinical therapy, eliminating transportation barriers to mental health services. Lord Chamberlain Rehabilitation Center provides CNA clinical hours for Medical Magnet students. Hartford HealthCare partnership to implement EMT program into Medical Magnet offerings.

School Environment	The school has cultivated a welcoming, student-centered environment that promotes ownership, pride, and strong restorative supports. Student-created murals and positive messaging throughout the building reinforce identity, belonging, and school pride, while designated safe spaces provide structured social-emotional learning (SEL) supports for students.	There has been an increase in student organized events, and a decrease in suspensions. Restorative spaces and counseling spaces are in place for students in need of SEL supports.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* Attendance	While chronic absenteeism has improved, decreasing from 51.9% in 2024-25 to 46.1% in 2025-26, continued efforts are needed to strengthen attendance systems and supports. Improvements are required in record-keeping practices in collaboration with the attendance specialist, as well as in coordination with the enrollment center to ensure that students who are no longer attending are properly unenrolled. Chronic absenteeism remains closely tied to multiple systemic barriers, including limited transportation options for students living within 2.0 miles who may not feel safe walking, limited access to parent resources, and overall student disengagement. The root cause reflects inequitable access to safe and reliable transportation, combined with a need for stronger family engagement and support structures. School leadership is well-positioned to address these challenges by advocating for expanded transportation options, such as bus passes, and by increasing family outreach and education around the importance of attendance. These targeted actions have the potential to significantly reduce absenteeism and improve student engagement.	Student Supports & Intervention
Professional Learning Plan	The Math and ELA departments have demonstrated strong progress in implementing key components of the instructional framework-such as clear lesson objectives, Do Nows, and teacher modeling-supported by consistent administrative leadership. In contrast, Science, Social Studies, TESOL, and World Language have not yet reached the same level of depth or consistency in implementation. Current administrative leadership has been more concentrated in 9th grade initiatives and Special Education, contributing to uneven support across content areas. The creation of an Instructional Leadership Team will support the development of student-centered practices across all department through the lens of supporting special populations. The root cause of this discrepancy is inconsistent professional learning opportunities and insufficient training across all departments in effectively applying the instructional framework. School leadership can address this by strengthening collaboration with teacher leaders to build capacity within PLCs, ensuring more consistent training, support, and monitoring across all content areas.	Teaching Quality & Diversity
Curriculum & Academic Programming	Harding is currently prioritizing improved support for specialized populations through targeted, data-driven strategies. The school is working to implement push-in support models for Special Education students, using data to guide instruction and interventions within the classroom. In addition, TESOL strategy toolkits are being developed and introduced to strengthen support in ELA, with a focus on improving language acquisition and preparing students for the LAS assessment. The school is also responding to a growing population of students with Autism by increasing the use of visual supports to enhance access to instruction and engagement. The need for these supports stems from inconsistent implementation of specialized instructional strategies and a lack of unified, data-driven approaches across content areas. Additionally, limited professional development and resources focused on differentiated supports for diverse learners have contributed to gaps in meeting the needs of SPED, TESOL, and students with Autism.	Teaching Quality & Diversity

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Warren Harding High School's ELA SPI will increase from 36.8 in 2025-26 to 66.3 in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Warren Harding High School's Math SPI will increase from 30.7 in 2025-26 to 65.3 in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, Warren Harding High School's chronic absenteeism rate will decrease from 46.1% in 2025-26 to 15.0% in 2026-27.

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Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, Harding High School's 9th Grade on track percentage will increase from 59.1% in 2025-26 to 85% in 2026-27.
Internal Benchmark Goal #5	* By June 2027, Harding High School will test 85% MLLs across all categories of the LAS Assessment.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted.

Please note: For TSI/Focus schools, we are limiting the number of Culture & Climate priorities to one and we will not allow for Operational goals, as these funds should prioritize your reason for identification. When thinking about strategies, please be sure to address your reason for identification.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1	1.1. Professional Learning Plan: To strengthen academic rigor and support the diverse learning needs of its students, Harding will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH, focusing on deepening teachers' instructional practices in mathematics.	Goal #1 Goal #5	CSDE Evidence-based Practice Guide for Professional Learning identifies Tier 1, Strong. Source: Kraft, Matthew A., David Blazar, and Dylan Hogan. "The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence." Review of Educational Research 88, no. 4 (2018): 547-588. (Tier 1 - Strong) Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	HMH COACHING: 10 days x $3,500 per day	$ 35,000.00
1.2		Select... Select...	Evidence Base: Select...		$ 0.00
1.3		Select... Select...	Evidence Base: Select...		$ 0.00
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority**

					Please Note: this cost is automatically populated based on information provided on the Budget page.
Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Curriculum & Academic Programming. Harding will invest in updated instructional materials and resources to ensure students have access to a well-rounded educational experience. This includes supplies for the SPED Life School program, the annual Arts Day program, and science classrooms, as well as general instructional supplies to enhance teaching and learning across content areas and SEL equiptment for classroom use. These investments will provide students with enriched, hands-on learning opportunities and expand access to the tools necessary for long-term academic success.	Goal #2 Goal #4	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	INSTRUCTIONAL MATERIALS AND RESOURCES: SPED LIFE SCHOOL PROGRAM, ARTS DAY, SCIENCE CLASSROOM KITS, SUPPLEMENTAL INSTRUCTIONAL SUPPLIES AND SEL EQUIPMENT	$ 3,633.50
2.2		Select... Select...	Evidence Base: Select...		$ 0.00

2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1		Goal #3	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd.	RISE: 8TH TO 9TH GRADE TRANSITION PROGRAM	$ 50,000.00

	3.1. Student Attendance. Harding's SIG funds will be used to support a CT RISE 8th-to-9th-grade transition program, including the Grade 9 Focus Network, which provides ongoing coaching for the Grade 9 leadership team; an On-Track Mentor Program to support an identified caseload of approximately 50 Grade 9th students; and implementation of the RISE Data Hub, which integrates with the district's student information system to provide timely visibility into student progress and identify students who may be at risk of falling off track. These supports will enable the Grade 9 team to use data to identify needs early, coordinate targeted interventions, monitor student progress, and strengthen student engagement and on-track achievement during the critical transition to high school. The overall approach will build the school's capacity for continuous improvement while supporting students' successful progression toward on-time graduation and postsecondary opportunity.	Select...	Evidence Base: Strong		

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Object		Total
100 - Personal Services > Salaries		$0.00
200 - Personal Services > Employee Benefits		$0.00
300 - Purchased Professional and Technical Services		$35,000.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$50,000.00
600 - Supplies		$3,633.50
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$88,633.50
	Allocation	$88,633.50
	Remaining	$0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

300 - Purchased Professional and Technical Services - $35,000.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	HMH COACHING: 10 days x $3,500 per day
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Warren Harding High School (015-6311)	
Quantity:	1.00	
Cost:	$35,000.00	
Line Item Total:	$35,000.00	

Total for 300 - Purchased Professional and Technical Services:	$35,000.00
Total for all other Objects:	$53,633.50
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

500 - Other Purchased Services - $50,000.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	RISE: 8TH TO 9TH GRADE TRANSITION PROGRAM
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Warren Harding High School (015-6311)	
Quantity:	1.00	
Cost:	$50,000.00	
Line Item Total:	$50,000.00	

Total for 500 - Other Purchased Services:	$50,000.00
Total for all other Objects:	$38,633.50
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

600 - Supplies - $3,633.50

Budget Detail		Narrative Description
Object:	600 - Supplies	INSTRUCTIONAL MATERIALS AND RESOURCES: SPED LIFE SCHOOL PROGRAM, ARTS DAY, SCIENCE CLASSROOM KITS, SUPPLEMENTAL INSTRUCTIONAL SUPPLIES AND SEL EQUIPMENT
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Warren Harding High School (015-6311)	
Quantity:	1.00	
Cost:	$3,633.50	
Line Item Total:	$3,633.50	

Total for 600 - Supplies:	$3,633.50
Total for all other Objects:	$85,000.00
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Filter by Location: All - $88,633.50

Object	Purpose 01 - Public School Activities	Total
300 - Purchased Professional and Technical Services	35,000.00	35,000.00
500 - Other Purchased Services	50,000.00	50,000.00
600 - Supplies	3,633.50	3,633.50
Total	88,633.50	88,633.50
	Allocation	88,633.50
	Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Warren Harding High School	$88,633.50	$0.00	$88,633.50	$88,633.50

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Required Documents

This page is currently not accepting Related Documents.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

FY27 Barnum Commissioner's Network Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Instructional Leadership**	$71,619	.35 FTE ELA Instructional Coach (split with FY27 Alliance) .35 FTE Math Instructional Coach (split with FY27 Alliance)
ACADEMICS	**2.1. Improve Student Engagement in Tier 1 Instruction**	$239,872	After Hours PD for Teachers (hourly pay) HILL for Literacy Coaching and Data Support: 10 coaching days, 5 admin data days, and 5 teacher days HMH Coaching – 8 days STAR Coaching – 3 teacher workshops, 2 para workshops, and 12 coaching days Wonders Coaching – 7 days KES substitute to cover classrooms during PD and coaching Computer carts for 6th and 7th grade computers Instructional Supplies Science kits, ELA/math workbook consumables, teacher's manuals, etc.
ACADEMICS	**2.2. Improve Differentiation and Support for Special Populations: SPED**	$207,634	4 Interventionists – hourly Connecting Math Concepts and Corrective Reading Coaching x 11 days CES Coaching for specialist teachers x 6 2-hour sessions and 18 coaching days CES PD and Coaching for ESL/SPED differentiation x 10 2-hour sessions and 20 coaching days Corrective Reading and Connecting Math Concepts Intervention materials
CLIMATE	**3.1. Student Attendance**	$44,809	Attendance Monitor – hourly Attendance Team – hourly x 6 teachers School store: Attendance incentives
CLIMATE	**3.2. Improve Student Social-Emotional and Behavioral Well-Being**	$67,622	Climate Coach – Per Diem SmartPass
CLIMATE	**3.3. Increase Parent Partnership and Communication**	$35,540	Parent Engagement Team – hourly x 5 teachers Food/refreshments for parent engagement events Supplies for parent engagement events
		$667,096 (total allocation)	

FY27 Columbus Commissioner's Network Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Instructional Practice**	$317,521	Academic Interventionist – Per Diem SIOP Extended Day PD for Teachers (hourly pay)
TALENT	**1.2. Instructional Leadership**	$95,970	.50 FTE ELA/EL Instructional Coach (split with FY27 Columbus SIG grant) 10 Teacher Leaders – Hourly grade level work
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$375,524	.50 FTE 3rd Grade Teacher (split with FY27 Columbus SIG grant) EL Interventionist – Per Diem Connecting Math Concepts and Corrective Reading Coaching x 15 days Empowering Writers subscription and PD HMH PD X 20 days SPED PD – McGraw Hill SIOP PD x 40 days Wonders/McGraw Hill PD x 20 days Dual language classroom libraries Promethean board McGraw Hill intervention materials Corrective Reading and Connecting Math Concepts intervention materials Science kits, ELA/math workbook consumables, teacher's manuals, etc.
CLIMATE	**3.1. Behavior Management**	$15,100	School belonging/engagement initiative: School-branded shirts, folders, pens, water bottles, etc. Smartpass
CLIMATE	**3.2. School Attendance**	$28,400	Field Trips: Transportation, entry fees, food, etc. Attendance Incentives: supplies for student rewards for attending school and milestone celebrations
		$832,515 (total allocation)	

FY27 Bassick School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Leadership**	$22,383	Teacher Department Head Stipends x 8 teachers Summer Leadership Work x 5 people
TALENT	**1.2. Professional Learning**	$56,520	HMH Coaching x 5 days Substitute services for PD/Coaching relief PowerSchool Training
ACADEMICS	**2.1. Curriculum and Academic Programming**	$55,895	HMH and statistics math consumables and textbooks ELA curricular supplies: Novels, classroom libraries, choice texts, independent reading books Instructional supplies for math and science manipulatives, paper, pens, markers, folders, etc.
CLIMATE	**3.1. Student Attendance**	$65,202	Afterschool Club Stipends x 8 people Attendance support – clerical RISE 8th to 9th Grade Transition Program
		$200,000 (total allocation)	

FY27 Batalla School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Professional Learning Plan**	$91,424	Curriculum Associates: Mosaico Fundamentos PD x 2 sessions Curriculum Associates Magnetic Foundations for English Development PD x 2 sessions HMH Coaching x 9 days Wonders Coaching x 9 days TaJu Educational Solutions PD x 4 sessions
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$21,985	K-2 Consumables and Classroom Libraries: Curriculum Associates – Mosaico Fundamentos Amplify – Lectura for K-6 assessment of Spanish literacy to confirm transfer potential to English in literacy
ACADEMICS	**2.2. Instructional Practice**	$86,591	1 FTE Math Instructional Coach
		$200,000 (total allocation)	

FY27 Bridgeport Military Academy (BMA) School Improvement Grant – Application Summary

Last Updated: 10/8/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Professional Learning Plan**	$28,452	HMH Coaching x 5 days CES SIOP Professional Learning Sessions x 14 2-hour sessions “Rigor is NOT a Four-Letter Word” PD guide
TALENT	**1.2. Leadership**	$7,102	Teacher Department Head Stipends x 7 people
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$22,686.50	Afterschool Tutors x 2 – hourly SAT Prep Club Stipend x 1 person Capstone: EdAdvance Software
ACADEMICS	**2.2. Curriculum and Academic Programming**	$2,561	Instructional supplies: Supplemental books and thematic materials for curriculum-based instruction Instructional supplies for the Science Fair
CLIMATE	**3.1. Student Attendance and School Climate**	$27,832	Attendance Monitor – hourly Afterschool Club Stipends x 7 people Transportation and entry for educational field trips, college visits, career fairs, experiential learning First Responder pathway uniforms (shirts and patches) Awards and tokens of achievement for quarterly awards ceremonies
		$88,633.50 **(total allocation)**	

FY27 Claytor School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Professional Learning Plan**	$79,009	HILL for Literacy PD x 10 sessions HMH Coaching x 8.5 days Wonders PD x 8.5 days PD supplies HMH, Wonders, Hill for Literacy
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$1,509	Instructional Supplies: Science kits, ELA/math workbook consumables, teacher's manuals, writing utensils, etc.
CLIMATE	**3.1. Behavioral Management**	$93,646	Climate Coach – Per Diem Family and Support Coach – Hourly RESET Program
CLIMATE	**3.2. Student Attendance**	$25,836	Attendance Monitor – hourly
		$200,000 (total allocation)	

FY27 Columbus School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Instructional Leadership**	$61,883	0.50 FTE ELA/EL Instructional Coach (split with Columbus's FY27 Commissioner's Network grant)
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$80,670	0.50 FTE 3rd Grade Teacher (split with Columbus's FY27 Commissioner's Network grant) Building substitute for school-wide PD/coaching relief Instructional Supplies Science kits, ELA/math workbook consumables, teacher's manuals, writing utensils, etc.
CLIMATE	**3.1. Behavior Management**	$2,400	Flexible classroom furniture: Modular seating, mobile desks/tables, etc.
CLIMATE	**3.2. School Attendance**	$55,047	Attendance Monitor – hourly Sound system and laser projector
		$200,000 (total allocation)	

FY27 Cross School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Professional Learning Plan**	$121,857	HILL for Literacy Coaching x 7 days HMH Coaching x 8 days Wonders Coaching x 8 days Long-term substitute: PBIS specialist for building coverage during PD/coaching
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$1,704	Academic tutors x 2
CLIMATE	**3.1. School Attendance**	$40,010	Attendance Support Liaison – hourly Afterschool Club Stipends x 8 people Prepared food for parent engagement events x 4 events Supplies for parent engagement events x 4 events Supplies for afterschool clubs
CLIMATE	**3.2. Behavioral Management**	$36,429	Climate Coach – Per Diem
		$200,000 (total allocation)	

FY27 Dunbar School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Professional Learning Plan**	$43,435	HILL for Literacy Coaching x 7 days HMH Coaching x 6 days Wonders Coaching x 2 days Substitute services for PD/coaching relief
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$95,827	Interventionist/Co-Teacher x 3 people – Per Diem Academic supplies for classroom use Supplies for outdoor classroom
CLIMATE	**3.1. Behavioral Management**	$24,370	Summer Student Support Institute x 15 staff – hourly Prepared food for non-academic parent/community events, ceremonies, banquets, celebrations, activities/open house Supplies for school culture/PBIS Supplies for non-academic parent/community events, ceremonies, banquets, celebrations, activities/open house
CLIMATE	**3.2. Student Attendance**	$31,557	Attendance Monitor – hourly Afterschool Club Stipends x 10 people Field trips Transportation/entrance fees
OPERATIONS	**4.1. Classroom Technology**	$4,811	Student Chromebooks – classroom technology updates
		$200,000 (total allocation)	

FY27 Edison School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
ACADEMICS	**2.1. Differentiation and Support for Diverse Learners**	$150,005	ELA Interventionist – Per Diem ELA Tutors x2 – hourly Math Tutors x 2 – hourly HILL for Literacy Coaching x 10 sessions HMH Coaching x 8 sessions Wonders Coaching x 8 sessions Building substitute coverage for PD and coaching
CLIMATE	**3.1. Student Attendance**	$49,995	Attendance Monitor – hourly Parent Engagement Team x 3 people – hourly Food for parent engagement events Field trips: Bus transportation and entrance fees Supplies for attendance awards program Supplies for PBIS events Supplies for parent engagement events
		$200,000 **(total allocation)**	

FY27 Harding School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
TALENT	**1.1. Professional Learning Plan**	$35,000	HMH Coaching x 10 days
ACADEMICS	**2.1. Curriculum & Academic Programming**	$3,633.50	Instructional materials and resources: SPED Life School Program, Arts Day, science classroom kits, supplemental instructional supplies and SEL equipment
CLIMATE	**3.1. Student Attendance**	$50,000	RISE 8th to 9th Grade Transition Program
		$88,633.50 (total allocation)	

FY27 Marin School Improvement Grant – Application Summary

Last Updated: 10/7/2026

Classification	Priority Description	Allocation	Budget Lines
ACADEMICS	**2.1. Instructional Framework**	$120,484	HMH Math Coaching x 12 days Wonders Literacy Coaching x 12 days Building substitute Coverage for coaching days
ACADEMICS	**2.2. Curriculum & Academic Programming**	$12,562	Field trips: Transportation, entrance fees, etc. Instructional Materials: Chart paper, markers, pencils, pens, attendance incentives, certificates, awards, etc.
CLIMATE	**3.1. Student Attendance**	$66,954	Afterschool Club Stipends x 16 people Parent Engagement x 15 teachers – hourly Attendance Monitor – hourly Afterschool Club Musical Stipends x 4 people Restorative Practices PD – Effective School Solutions x 3 days Teacher PD resources: Restorative Practice manuals Wireless combo lavalier and handheld microphone system Afterschool club supplies: Basketballs, board games, paper, etc. Parent engagement supplies: Paper plates, tickets, waters, speaker, tablecloths, etc. Musical theater supplies: Playwright, props, headsets, batteries, paint, paper, crafts, makeup, costumes, etc.
		$200,000 **(total allocation)**	

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Allocations

Allocation Type (1)	Comm Network S3 (12547)	Total
LEA	$667,096.00	$667,096.00
Total	$667,096.00	$667,096.00

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Funded School

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Funded School
School Code:
School Name:
School Amount:

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

The Turnaround Committee, in consultation with the School Governance Council, develops the Turnaround Plan in accordance with C.G.S. § 10-223h(d) and the guidelines issued by the Commissioner. Accordingly, the Turnaround Plan must include:

1.	Provide a rigorous needs analysis informed by the operations and instructional audit.
2.	Identify an evidence-based turnaround model, aligned to school needs and growth areas.
3.	Provide robust strategies to secure, support, develop, evaluate, and retain top talent.
4.	Summarize the school's academic model, including curricula, assessments, and data-driven instruction.
5.	Outline a comprehensive approach to build a positive school culture and climate.
6.	Develop operational structures to effectively utilize time and resources.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

*** Principal Name**

Christine Kasten

*** Principal Email**

ckasten@bridgeportedu.net

Click here to view the most recent school data from the Connecticut Report Card:

Step 1. Complete the Target column based on school data in the recent Connecticut Report Card and ESSA Milestones targets.

School Data	2023-24 Target
Grades Served	PK-8
Student Enrollment	554
Percentage Eligible for Free/Reduced Price Meals	94.9 %
Percentage of Students with Disabilities	31.6 %
Percent of English Learner Students	39.4 %
Percentage of Students Chronically Absent	37.1 %
Classroom Teacher Attendance (Average FTE Days Absent)	24.00
Suspension/Expulsion Rate	8.40
School Performance Index (SPI) for ELA	68.40
Smarter Balanced Growth ELA	86.50
School Performance Index (SPI) for Math	67.10
Smarter Balanced Growth Math	88.20
School Performance Index (SPI) for Science	75 %
High School Only: Meeting Benchmark on College Readiness Exam	
High School Only: College-and-Career-Readiness Course-Taking	

High School Only: Four-Year Cohort Graduation Rate	
Next Generation Accountability Index	75.60

2022-23 Audit

Talent:		**Academics:**	
1.1 Instructional practice	3 - Proficient	2.1. Academic rigor	3 - Proficient
1.2. Leadership effectiveness	3 - Proficient	2.2. Student engagement	2 - Developing
1.3. Instructional leadership	3 - Proficient	2.3. Supports for special populations	1 - Needs Improvement
Culture and Climate:		**Operations:**	
3.1. School environment	3 - Proficient	4.1. Adequate instructional time	3 - Proficient
3.2. Student attendance	1 - Needs Improvement	4.2. Use of instructional time	3 - Proficient
3.3. Student behavior	2 - Developing	4.3. Financial management	2 - Developing
3.4. Family and Community Engagement	3 - Proficient		

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Identify a core set of no more than three strategies to advance the school's talent-related reform priorities. Following the sample below, summarize each talent strategy using a number (eg. 1.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Talent

Talent Priorities:	Aligned SMART Goals:
Sample: 1.1 Embedded Literacy Coaching *- School will staff one literacy coach. Coaches will work with the district's Chief Academic Officer and school principal 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 2022.*	***Sample: 1.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, increase the School Performance Index (SPI) for English Language Arts (ELA) from 50.2 in 2018-19 to 54.1 in 2022-23.*
1.1. Instructional Leadership: Barnum School will have two instructional coaches in the areas of Math and ELA to provide professional learning and build teacher capacity. The administration will work with instructional coaches to plan ongoing professional development and embedded coaching for teachers, which will lead staff to provide high-quality instruction, including differentiation. In addition, these instructional coaches will participate in professional learning at the district level with the Assistant Superintendent for Curriculum and Instruction and their respective district coordinators.	1.1 Aligned SMART Goals- By June 2027, Barnum's SPI-ELA will increase from 45.4 in 2024-25 to 68.4 in 2026-27. By June 2027, Barnum's SPI-Math will increase from 42.2 in 2024-25 to 67.1 in 2026-27. By June 2027, students in grades K-6 will achieve their district ELA targets in DIBELS. By June 2027, students in grades K-6 will achieve their district math targets in NWEA.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Identify a core set of no more than three strategies to advance the school's academic-related reform priorities. Following the sample below, summarize each academic strategy using a number (eg. 2.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Academics

Academic Priorities:	Aligned SMART Goals:
Sample: 2.1 Pre-K Grade 3 Literacy *- Academic interventionists will provide direct instruction and monitor student progress using research based interventions in reading. Staff will provide this support using the following tools: Leveled Literacy Intervention (LLI), Lexia Core 5 Reading, and Wilson Reading Fundations. Additionally, the school will offer a full day kindergarten program for all kindergarten students. As part of this program, and in alignment with the Reading Foundations Common Core State Standards, teachers will implement Fundations (Wilson Language), a structured, sequential and cumulative phonics/spelling program using multi-sensory teaching techniques.*	***Sample: 2.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, increase the School Performance Index (SPI) for English Language Arts (ELA) from 50.2 in 2018-19 to 54.1 in 2022-23.*

2.1. Improve Student Engagement in Tier 1 Instruction: Barnum will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional partners. This plan is designed to deepen instructional practice and improve outcomes across core academic areas, including Math and ELA. Teachers will participate in targeted professional learning through partnerships with HMH, Hill for Literacy, and McGraw-Hill (Wonders). HMH will support teachers in developing stronger mathematics instruction, with an emphasis on conceptual understanding, student discourse, and the use of visual models and manipulatives. Hill for Literacy will focus on enhancing foundational literacy skills, data-driven instruction, and early intervention strategies to support reading development. Wonders will provide training in foundational literacy, reading comprehension, and differentiated instructional strategies to address the varied needs of students across grade levels. Throughout the school year, professional learning will build staff capacity to increase student engagement, strengthen academic rigor, and implement high-quality instructional materials with fidelity. A substitute teacher will be paid to cover classes while instructors are receiving professional development during the school day. Additionally, teachers will be compensated for attending professional development sessions held outside of their normally contracted hours. STAR Autism Support will provide a comprehensive coaching model designed to strengthen inclusive Tier I instruction. Their approach combines embedded coaching, modeling, and feedback with flexible training options that build sustainable teacher capacity to effectively support students with autism and other diverse learning needs. Instructional coaching and professional learning will emphasize embedding student discourse, visible thinking strategies, and purposeful use of manipulatives into daily instruction. Cont....	Differentiated classroom instructional materials aligned to these strategies will be purchased to support classroom implementation. Barnum will update instructional materials to support a more engaging and inclusive learning environment. Refreshed instructional supplies such as science kits, consumables such as workbooks and teacher manuals, and additional classroom materials will support hands-on exploration and deeper conceptual understanding. Barnum will also purchase two computer carts for grades 6 and 7, supported by a structured replacement and refurbishment plan to ensure long-term sustainability. The expected device lifecycle is approximately four years, allowing the school to maintain consistent access to updated and reliable technology over time. Barnum will invest in Lenovo 500w Gen 5 12.2 Notebooks and cases, with 3 Year ADP warranty. These carts will ensure equitable access to digital curricular tools and assessment platforms for all students. The devices will support Tier I core instruction by enhancing daily academic engagement, expanding opportunities for interactive and blended learning, and strengthening instructional delivery across subject areas. They will also improve assessment practices, including standardized testing administration and the implementation of IEP accommodations and supports. Overall, this investment promotes equitable access to technology, strengthens instructional effectiveness, and supports data-informed teaching and learning. ********** 2.1 Aligned SMART Goals- By June 2027, Barnum's SPI-ELA will increase from 45.4 in 2024-25 to 68.4 in 2026-27. By June 2027, Barnum's SPI-Math will increase from 42.2 in 2024-25 to 67.1 in 2026-27. By June 2027, students in grades K-6 will achieve their district ELA targets in DIBELS. By June 2027, students in grades K-6 will achieve their district math targets in NWEA.

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2.2. Improve Differentiation and Support for Special Student Populations: SPED. Barnum is committed to strengthening inclusive practices and ensuring all students - particularly those with disabilities and multilingual learners - receive high-quality, differentiated instruction that meets their unique needs. Throughout the year, ongoing professional learning will build staff capacity to support special populations both in general education classrooms (Tier 1 instruction) and in specialized settings such as resource and self-contained classrooms. Instructional coaches and external partners will collaborate with teachers to address learning gaps and implement scaffolding strategies that support student access to grade-level content. A particular focus will be placed on designing lessons that are accessible to multilingual learners (MLLs) and students served under the Individuals with Disabilities Education Act (IDEA). Teachers will receive support in planning for differentiation, adapting materials, and embedding supports directly into core instruction. To support these efforts, teachers will receive professional development and coaching through CES for ESL and SPED differentiation. Special education resource teachers will receive coaching and professional development on implementing the Corrective Reading and Connecting Math Concepts programs. These evidence-based, direct instruction programs are designed to help struggling students rapidly acquire foundational skills in reading and math. Intervention materials for Corrective Reading and Connecting Math Concepts will be purchased to support teachers in designing visually supportive tools that enhance comprehension and organization for all learners. Specialist teachers will also receive coaching through CES. Additionally, the school employs 4 interventionists who follow a standardized schedule for intervention blocks, ensuring consistency in student support.	2.2 Aligned SMART Goals- By June 2027, Barnum's SPI-ELA will increase from 45.4 in 2024-25 to 68.4 in 2026-27. By June 2027, Barnum's SPI-Math will increase from 42.2 in 2024-25 to 67.1 in 2026-27. By June 2027, students in grades K-6 will achieve their district ELA targets in DIBELS. By June 2027, students in grades K-6 will achieve their district math targets in NWEA.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Identify a core set of no more than three strategies to advance the school's climate-related reform priorities. Following the sample below, summarize each climate strategy using a number (eg. 3.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Climate

Climate Priorities:	Aligned SMART Goals:
Sample: 3.1 Chronic Absenteeism/Attendance: *- Through the creation of a School Attendance Team, the school will reduce chronic absenteeism by providing and hiring support staff and an external partner (e.g. Attendance Works) to develop and execute strategies to reduce absenteeism by recognizing good and improved attendance; engaging students and parents to determine root causes for attendance issues; monitoring attendance data and practice; and providing personalized early outreach. By using a tiered system of supports aligned to student/family needs, we will be able to increase student attendance, decrease chronic absenteeism and promote positive home-school partnerships. Each school attendance team meeting will include a review of bi-weekly chronic absenteeism data as a review of the effectiveness of Tier I and II attendance interventions.*	***Sample: 3.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, decrease the school's Chronic Absenteeism indicator from 14.7 in 2020-21 to 12.0 in 2022-23.*
3.1. Student Attendance. Barnum will continue to implement a dedicated school-based attendance team to address all aspects of improving student attendance. This team will meet weekly to monitor data, identify trends, and develop responsive strategies to support students and families. Attendance team members will be compensated for their time. A part-time Attendance Monitor will play a key role in this effort by engaging directly with families of chronically absent students, reviewing attendance data to identify students at risk of becoming chronically absent, and providing targeted interventions. The Attendance Monitor will also work to improve communication with families and raise awareness about the importance of consistent, on-time attendance for academic success. The school will continue to implement a range of incentive-based attendance initiatives (including the school store) aimed at encouraging daily participation and fostering a positive school culture. These include Barnum Bucks (a rewards-based program), Half-Day Challenges, and Monthly Classroom Challenges, which celebrate classrooms with the highest attendance rates. Together, these efforts aim to create a proactive and supportive approach to improving attendance, reducing chronic absenteeism, and ensuring all students are present and engaged in learning.	3.1 Aligned SMART Goals- By June 2027, Barnum's chronic absenteeism rate will decrease from 37.1% in 2025-26 to 11.2% in 2026-27.

3.2. Improve Student Social-Emotional and Behavioral Well-Being: To foster a positive school climate and support the social-emotional and behavioral well-being of all students, Barnum will continue to strengthen its implementation of schoolwide Positive Behavioral Interventions and Supports (PBIS) in alignment with restorative practices. Barnum will strengthen schoolwide behavioral systems by establishing consistent Tier 1 expectations, as well as targeted Tier 2 and Tier 3 supports designed to minimize off-task behaviors and increase positive student-staff interactions. A Climate Coach will lead this work by providing professional development on Tier 1 behavioral management practices, equipping teachers with Tier 2 strategies for addressing challenging behaviors, and delivering training in restorative practices. In addition, systems will be created to regularly celebrate student and staff successes, reinforcing a positive and supportive school culture that increases engagement and attendance. Barnum will also invest in SmartPass, a web-based digital hall pass software to help reduce hallway conflicts and increase student accountability and attendance.	3.2 Aligned SMART Goals- By June 2027, Barnum's chronic absenteeism rate will decrease from 37.1% in 2025-26 to 11.2% in 2026-27.
3.3. Increase Parent Partnership and Communication: Barnum will continue to strengthen family-school partnerships by supporting the ongoing work of the Parent Engagement Team, which meets at least twice per month outside of school hours to plan and coordinate family engagement events. Team members will be compensated for their time, recognizing the critical role they play in building trust and collaboration between the school and its families. Keeping parents engaged in the school community is a key strategy to reducing chronic absenteeism. The Parent Engagement Team will focus on increasing family participation in school events through targeted outreach and strategic communication efforts. To support accessibility and encourage attendance - particularly for evening events - meals will be provided, acknowledging the timing of these gatherings during regular mealtimes. Barnum will invest in food, refreshments, and other supplies for parent engagement events. Events will serve as both community-building opportunities and platforms for sharing key information with families. These gatherings will include updates on school initiatives, student achievement data, attendance trends, and accountability measures, along with strategies families can use at home to reinforce school priorities. To ensure ongoing improvement in communication efforts, the school will collect and review data related to parent outreach and engagement. This will help monitor the effectiveness of communication strategies and ensure that families are receiving timely, relevant, and actionable information from the school.	3.3 Aligned SMART Goals- By June 2027, Barnum's chronic absenteeism rate will decrease from 37.1% in 2025-26 to 11.2% in 2026-27.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Identify a core set of no more than three strategies to advance the school's operations-related reform priorities. Following the sample below, summarize each climate strategy using a number (eg. 3.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Operations

Operations Priorities:	Aligned SMART Goals:
Sample: 4.1 Extended Learning Time: *- The school will offer an extended school day to students in grades 1-5. This program will and offer Science and Math instruction and Co-Curricular Enrichment activities to raise present levels of academic performance for students. Program provides students an opportunity to receive additional instruction from certified teachers from 3-5 days a week. Program includes extensive experiential learning through project-based activities aligned with math and science standards, but also utilizes the "close reading" methodology as part of the non-fiction reading necessary for the preparation for each activity.*	***Sample: 4.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, increase the School Performance Index (SPI) for Math from 50.2 in 2018-19 to 54.1 in 2022-23.*

Budget

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Object		Total
100 - Personal Services > Salaries		$280,070.00
200 - Personal Services > Employee Benefits		$19,264.00
300 - Purchased Professional and Technical Services		$231,540.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$43,060.00
600 - Supplies		$93,162.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$667,096.00
	Allocation	$667,096.00
	Remaining	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

100 - Personal Services > Salaries - $280,070.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	INTERVENTIONIST - HOURLY 3 INTERVENTIONIST x 32 WEEKS x 20 HRS x $42 = $80,640
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$80,640.00	
Line Item Total:	$80,640.00	
Object:	100 - Personal Services > Salaries	CLIMATE COACH - PER DIEM 1 CLIMATE COACH x 186 DAYS x $350 = $65,100
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$65,100.00	
Line Item Total:	$65,100.00	
Object:	100 - Personal Services > Salaries	.35 FTE INSTRUCTIONAL COACH - MATH - $29,892
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$29,892.00	
Line Item Total:	$29,892.00	

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Object:	100 - Personal Services > Salaries	ATTENDANCE MONITOR - HOURLY 1 ATTENDANCE MONITOR x 186 DAYS x 5HRS/DAY x $30 = $27,900
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$27,900.00	
Line Item Total:	$27,900.00	
Object:	100 - Personal Services > Salaries	.35 FTE INSTRUCTIONAL COACH - ELA - $25,718
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$25,718.00	
Line Item Total:	$25,718.00	
Object:	100 - Personal Services > Salaries	PARENT ENGAGEMENT TEAM - HOURLY 5 TEACHERS x 10 MONTHS x 10 HRS/MONTH x $42 = $21,000
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$21,000.00	
Line Item Total:	$21,000.00	
Object:	100 - Personal Services > Salaries	INTERVENTIONIST - HOURLY 1 INTERVENTIONIST x 32 WEEKS x 10 HRS/WEEK x $42 = $13,440
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	

Quantity:	1.00	
Cost:	$13,440.00	
Line Item Total:	$13,440.00	

Object:	100 - Personal Services > Salaries	ATTENDANCE TEAM - HOURLY 6 TEACHERS x 30 WEEKS x 1.5 HRS/WEEK x $42 = $11,340
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bridgeport School District (0000000015-00)	
Quantity:	1.00	
Cost:	$11,340.00	
Line Item Total:	$11,340.00	

Object:	100 - Personal Services > Salaries	PROFESSIONAL DEVELOPMENT PARTICIPATION - AFTER HOURS 15 TEACHERS x 4 DAYS x 2 HRS x $42 = $5,040
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$5,040.00	
Line Item Total:	$5,040.00	

Total for 100 - Personal Services > Salaries:	$280,070.00
Total for all other Objects:	$387,026.00
Total for all Objects:	$667,096.00
Allocation:	$667,096.00
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

200 - Personal Services > Employee Benefits - $19,264.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	INSTRUCTIONAL COACH - MATH - FRINGE - $15,636
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$15,636.00	
Line Item Total:	$15,636.00	
Object:	200 - Personal Services > Employee Benefits	3 INTERVENTIONISTS FRINGE - $1,169
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$1,169.00	
Line Item Total:	$1,169.00	
Object:	200 - Personal Services > Employee Benefits	CLIMATE COACH - PER DIEM FRINGE - $944
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$944.00	
Line Item Total:	$944.00	

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Object: 200 - Personal Services > Employee Benefits **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.1 **LEA / School:** Barnum School (015-0111) **Quantity:** 1.00 **Cost:** $405.00 **Line Item Total:** $405.00	ATTENDANCE MONITOR FRINGE - $405
Object: 200 - Personal Services > Employee Benefits **Purpose:** 01 - Public School Activities **Focus Area:** Talent - Goal 1.1 **LEA / School:** Barnum School (015-0111) **Quantity:** 1.00 **Cost:** $373.00 **Line Item Total:** $373.00	INSTRUCTIONAL COACH - ELA - FRINGE - $373
Object: 200 - Personal Services > Employee Benefits **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.3 **LEA / School:** Barnum School (015-0111) **Quantity:** 1.00 **Cost:** $305.00 **Line Item Total:** $305.00	PARENT ENGAGEMENT TEAM FRINGE - $305
Object: 200 - Personal Services > Employee Benefits **Purpose:** 01 - Public School Activities **Focus Area:** Academics Goal 2.2 **LEA / School:** Barnum School (015-0111)	1 INTERVENTIONIST FRINGE - $195

Quantity:	1.00	
Cost:	$195.00	
Line Item Total:	$195.00	

Object:	200 - Personal Services > Employee Benefits	ATTENDANCE TEAM FRINGE - $164
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$164.00	
Line Item Total:	$164.00	

Object:	200 - Personal Services > Employee Benefits	PROFESSIONAL DEVELOPMENT PARTICIPATION - AFTER HOURS - FRINGE - $73
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$73.00	
Line Item Total:	$73.00	

Total for 200 - Personal Services > Employee Benefits:	$19,264.00
Total for all other Objects:	$647,832.00
Total for all Objects:	$667,096.00
Allocation:	$667,096.00
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

300 - Purchased Professional and Technical Services - $231,540.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	STAR COACHING: 3 TEACHER WORKSHOPS x $1,350/WORKSHOP = $4,050 2 PARA WORKSHOPS x $1,350/WORKSHOP = $2,700 12 COACHING DAYS x $3,050/COACHING DAY = $36,600 TOTAL = $43,350
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$43,350.00	
Line Item Total:	$43,350.00	
Object:	300 - Purchased Professional and Technical Services	CONNECTING MATH CONCEPTS AND CORRECTIVE READING COACHING: 11 DAYS x $3,500/PER DAY = $38,500
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$38,500.00	
Line Item Total:	$38,500.00	
Object:	300 - Purchased Professional and Technical Services	HILL FOR LITERACY COACHING AND DATA SUPPORT: 10 COACHING DAYS, 5 ADMIN DATA DAYS, 5 TEACHER DAYS 20 DAYS TOTAL X $1,800/DAY = $36,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$36,000.00	

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Line Item Total:	$36,000.00	
Object:	300 - Purchased Professional and Technical Services	CES PD AND COACHING FOR ESL/SPED DIFFERENTIATION - $35,690 10 2-hour sessions at $569/session = $5,690 20 coaching days at $1,500/day = $30,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$35,690.00	
Line Item Total:	$35,690.00	
Object:	300 - Purchased Professional and Technical Services	HMH COACHING: 8 DAYS x $3,500/PER DAY = $28,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$28,000.00	
Line Item Total:	$28,000.00	
Object:	300 - Purchased Professional and Technical Services	CES COACHING FOR SPECIALIST TEACHERS - $25,500 6 2-hour sessions x $500/session = $3,000 18 coaching days x $1,250/day = $22,500
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$25,500.00	
Line Item Total:	$25,500.00	

Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
Focus Area:	Academics Goal 2.1
LEA / School:	Barnum School (015-0111)
Quantity:	1.00
Cost:	$24,500.00
Line Item Total:	$24,500.00

WONDERS COACHING: 7 DAYS x $3,500/PER DAY = $24,500

Total for 300 - Purchased Professional and Technical Services:	$231,540.00
Total for all other Objects:	$435,556.00
Total for all Objects:	$667,096.00
Allocation:	$667,096.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

500 - Other Purchased Services - $43,060.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	KES SUB TO COVER PD AND COACHING: 180 DAYS x $192/PER DAY - $34,560
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$34,560.00	
Line Item Total:	$34,560.00	
Object:	500 - Other Purchased Services	FOOD/REFRESHMENTS: PARENT ENGAGEMENT EVENTS - $8,500
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$8,500.00	
Line Item Total:	$8,500.00	

Total for 500 - Other Purchased Services:	$43,060.00
Total for all other Objects:	$624,036.00
Total for all Objects:	$667,096.00
Allocation:	$667,096.00
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

600 - Supplies - $93,162.00

Budget Detail		Narrative Description
Object:	600 - Supplies	COMPUTER CARTS FOR 6TH AND 7TH GRADE COMPUTERS - $57,349 INCLUDING APPROXIMATELY: - 80 x Lenovo 500w Gen 12.2" Notebook - HD - Intel N-Series N150 @ $515/ea = $41,200 - 80 x 3 year Extended Service Maintenance and Repair @ $98/ea = $7,840 - 80 x Laser Etching, Enrollment with Imaging, and Asset Tags @ $39.50/ea = $3,160 - 80 x Lenovo 500w Gen 12.2" cases @ $27/ea = $2,160 - 2 x Aver X30i 30 Device Charging Cart + Unpack/Installation @ $1,495/ea = $2,989
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$57,349.00	
Line Item Total:	$57,349.00	
Object:	600 - Supplies	CORRECTIVE READING AND CONNECTING MATH CONCEPTS INTERVENTION MATERIALS - $12,500
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$12,500.00	
Line Item Total:	$12,500.00	
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: SCIENCE KITS, ELA/MATH WORKBOOK CONSUMABLES, TEACHER'S MANUALS, ETC. - $11,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Barnum School (015-0111)	
Quantity:	1.00	
Cost:	$11,000.00	
Line Item Total:	$11,000.00	

Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.3 **LEA / School:** Barnum School (015-0111) **Quantity:** 1.00 **Cost:** $5,735.00 **Line Item Total:** $5,735.00	SUPPLIES: PARENT ENGAGEMENT - $5,735
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.1 **LEA / School:** Barnum School (015-0111) **Quantity:** 1.00 **Cost:** $5,000.00 **Line Item Total:** $5,000.00	SCHOOL STORE: ATTENDANCE INCENTIVES - $5,000
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.2 **LEA / School:** Barnum School (015-0111) **Quantity:** 1.00 **Cost:** $1,578.00 **Line Item Total:** $1,578.00	SMARTPASS - $1,578

Total for 600 - Supplies:	$93,162.00
Total for all other Objects:	$573,934.00
Total for all Objects:	$667,096.00
Allocation:	

	$667,096.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Filter by Location: All - $667,096.00

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		280,070.00	280,070.00
200 - Personal Services > Employee Benefits		19,264.00	19,264.00
300 - Purchased Professional and Technical Services		231,540.00	231,540.00
500 - Other Purchased Services		43,060.00	43,060.00
600 - Supplies		93,162.00	93,162.00
Total		667,096.00	667,096.00
		Allocation	667,096.00
		Remaining	0.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Optional Documents		
Type	**Document Template**	**Document/Link**
Other Commissioner's Network Documentation	N/A	

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S3 (12547) - Rev 0 - Commissioner's Network S3 (12547)

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Allocations

Allocation Type	(1)	Comm Network S2 (12547)	Total
LEA		$832,515.00	$832,515.00
Total		$832,515.00	$832,515.00

Funded School

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Funded School
School Code:
School Name:
School Amount:

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

The Turnaround Committee, in consultation with the School Governance Council, develops the Turnaround Plan in accordance with C.G.S. § 10-223h(d) and the guidelines issued by the Commissioner. Accordingly, the Turnaround Plan must include:

1.	Provide a rigorous needs analysis informed by the operations and instructional audit.
2.	Identify an evidence-based turnaround model, aligned to school needs and growth areas.
3.	Provide robust strategies to secure, support, develop, evaluate, and retain top talent.
4.	Summarize the school's academic model, including curricula, assessments, and data-driven instruction.
5.	Outline a comprehensive approach to build a positive school culture and climate.
6.	Develop operational structures to effectively utilize time and resources.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

*** Principal Name**

Linda Bagoly

*** Principal Email**

lbagoly@bridgeportedu.net

Click here to view the most recent school data from the Connecticut Report Card:

Step 1. Complete the Target column based on school data in the recent Connecticut Report Card and ESSA Milestones targets.

School Data	2023-24 Target
Grades Served	PK-8
Student Enrollment	530
Percentage Eligible for Free/Reduced Price Meals	96.8 %
Percentage of Students with Disabilities	21.1 %
Percent of English Learner Students	52.6 %
Percentage of Students Chronically Absent	32.8 %
Classroom Teacher Attendance (Average FTE Days Absent)	14.40
Suspension/Expulsion Rate	5.20
School Performance Index (SPI) for ELA	68.20
Smarter Balanced Growth ELA	85.70
School Performance Index (SPI) for Math	66.30
Smarter Balanced Growth Math	86.70
School Performance Index (SPI) for Science	75 %
High School Only: Meeting Benchmark on College Readiness Exam	
High School Only: College-and-Career-Readiness Course-Taking	

High School Only: Four-Year Cohort Graduation Rate	
Next Generation Accountability Index	76.70

2022-23 Audit

Talent:		**Academics:**	
1.1 Instructional practice	2 - Developing	2.1. Academic rigor	2 - Developing
1.2. Leadership effectiveness	2 - Developing	2.2. Student engagement	2 - Developing
1.3. Instructional leadership	3 - Proficient	2.3. Supports for special populations	2 - Developing
Culture and Climate:		**Operations:**	
3.1. School environment	3 - Proficient	4.1. Adequate instructional time	3 - Proficient
3.2. Student attendance	2 - Developing	4.2. Use of instructional time	3 - Proficient
3.3. Student behavior	2 - Developing	4.3. Financial management	3 - Proficient
3.4. Family and Community Engagement	2 - Developing		

Talent

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Identify a core set of no more than three strategies to advance the school's talent-related reform priorities. Following the sample below, summarize each talent strategy using a number (eg. 1.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Talent

Talent Priorities:	Aligned SMART Goals:
Sample: 1.1 Embedded Literacy Coaching *- School will staff one literacy coach. Coaches will work with the district's Chief Academic Officer and school principal 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 2022.*	***Sample: 1.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, increase the School Performance Index (SPI) for English Language Arts (ELA) from 50.2 in 2018-19 to 54.1 in 2022-23.*
1.1. Instructional Practice: The needs assessment identified a need to support teachers during instructional time. In response, Columbus will hire 4 academic support interventionists for ELA and Math supplemental support during What I Need (WIN) blocks for small group instruction. In addition, 12 extended day academic interventionists will offer after-school tutoring in Math and ELA. To build staff capacity, Columbus will invest in professional development from Cooperative Educational Services. Cooperative Educational Services will facilitate introductory professional learning sessions for Columbus teachers focused on the Sheltered Instruction Observation Protocol (SIOP) Model. These sessions will address the first four SIOP components - lesson preparation, building background, comprehensible input, and instructional strategies - and will support educators in designing cohesive, language-rich instruction that increases access to grade-level curriculum and promotes equitable outcomes for multilingual learners. Teachers will also be paid hourly for this extended day professional development conducted outside of their regularly contracted hours.	1.1 Aligned SMART Goals: By June 2027, Columbus' SPI in ELA will increase from 39.4 in 2024-25 to 68.2 in 2026-27. By June 2027, Columbus' SPI in Math will increase from 41.7 in 2024-25 to 66.3 in 2026-27. By June 2027, the number of students in Grades K-8 scoring in the Intensive Support level on the DIBELS assessment will decrease by 10%.

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1.2. Instructional Leadership: An ELA/EL Instructional Coach will be hired to support high-quality instruction, with a particular focus on English Language Learners and students receiving special education services. The coach will work closely with Columbus administrators to design and implement ongoing, job-embedded professional development aimed at building staff capacity and instructional excellence. Additionally, the instructional coaches will engage in regular district-level professional learning alongside the Assistant Superintendent of Curriculum and Instruction and relevant district coordinators to ensure alignment with district-wide goals and initiatives. Additionally, 10 Grade Level teacher leaders will be paid to advance the school's data teaming inititative. The team of 10 teacher leaders ensures representation of all grade-levels and content areas. This team will support the implementation of the school's data teaming initiative across the school by faciliating grade-level and departmental data meetings; supporting colleagues in analyzing student performance data and identifying instructional priorities; and coordinating the collection and organization of data artifacts and evidence of implementation. This investment is designed to build internal capacity, strengthen data-driven instructional practices, and ensure that the data teaming initiative is implemented consistently throughout the school.	1.2 Aligned SMART Goals: By June 2027, Columbus' SPI in ELA will increase from 39.4 in 2024-25 to 68.2 in 2026-27. By June 2027, Columbus' SPI in Math will increase from 41.7 in 2024-25 to 66.3 in 2026-27. By June 2027, the number of students in Grades K-8 scoring in the Intensive Support level on the DIBELS assessment will decrease by 10%.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Identify a core set of no more than three strategies to advance the school's academic-related reform priorities. Following the sample below, summarize each academic strategy using a number (eg. 2.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Academics

Academic Priorities:	Aligned SMART Goals:
Sample: 2.1 Pre-K Grade 3 Literacy *- Academic interventionists will provide direct instruction and monitor student progress using research based interventions in reading. Staff will provide this support using the following tools: Leveled Literacy Intervention (LLI), Lexia Core 5 Reading, and Wilson Reading Fundations. Additionally, the school will offer a full day kindergarten program for all kindergarten students. As part of this program, and in alignment with the Reading Foundations Common Core State Standards, teachers will implement Fundations (Wilson Language), a structured, sequential and cumulative phonics/spelling program using multi-sensory teaching techniques.*	***Sample: 2.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, increase the School Performance Index (SPI) for English Language Arts (ELA) from 50.2 in 2018-19 to 54.1 in 2022-23.*

2.1. Differentiation and Support for Diverse Learners. To strengthen academic rigor and better meet the diverse learning needs of its students, Columbus will implement a comprehensive professional development plan grounded in several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH, Wonders, and Empowering Writers to deepen instructional practice in Math and ELA with a particular emphasis on supporting English Language Learners and students receiving special education services. Teachers will receive coaching and professional development on implementing the Corrective Reading and Connecting Math Concepts programs. These evidence-based, direct instruction programs are designed to help struggling students rapidly acquire foundational skills in reading and math. Intervention materials for Corrective Reading and Connecting Math Concepts will be purchased to support teachers in designing visually supportive tools that enhance comprehension and organization for all learners.To faciliate professional development sessions, Columbus will pay for a building substitute teacher. Special Education teachers will participate in McGraw Hill Intervention Professional Development focused on special education. Columbus will invest in books and supplies to facilitate this specialized professional development. To further address the needs of English Language Learner (ELL) students, Columbus will add a 3rd grade teacher to reduce class sizes and create smaller, more supportive learning environments for ELL instruction. By decreasing student-to-teacher ratios, the school will be better positioned to provide more individualized attention and targeted support for language development. This additional staffing will allow teachers to more effectively differentiate instruction, implement research-based language acquisition strategies, and ensure that ELL students have equitable access to grade-level content. Continued...	This dedicated position will ensure that multilingual learners receive the individualized scaffolding, vocabulary development, and content-access strategies necessary to engage fully with grade-level material. Moreover, the EL interventionist will provide supplemental instruction and support to the school's EL students. Beyond professional learning and staffing enhancements, Columbus will update instructional materials to support a more engaging and inclusive learning environment. Refreshed instructional supplies such as science kits, consumables such as workbooks and teacher manuals, and additional classroom materials will support hands-on exploration and deeper conceptual understanding. Columbus will invest in high-quality, engaging texts in order to establish Dual Language Classroom Libraries. Technology will also be modernized through the replacement of outdated Promethean boards. The expected device lifecycle is approximately four years, allowing the school to maintain consistent access to updated and reliable technology over time. This board will ensure equitable access to digital curricular tools and assessment platforms for all students and will support Tier I core instruction by enhancing daily academic engagement, expanding opportunities for interactive and blended learning, and strengthening instructional delivery across subject areas. Overall, this investment promotes equitable access to technology, strengthens instructional effectiveness, and supports data-informed teaching and learning. ********** 2.1 Aligned SMART Goals: By June 2027, Columbus' SPI in ELA will increase from 39.4 in 2024-25 to 68.2 in 2026-27. By June 2027, Columbus' SPI in Math will increase from 41.7 in 2024-25 to 66.3 in 2026-27. By June 2027, the number of students in Grades K-8 scoring in the Intensive Support level on the DIBELS assessment will decrease by 10%.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Identify a core set of no more than three strategies to advance the school's climate-related reform priorities. Following the sample below, summarize each climate strategy using a number (eg. 3.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Climate

Climate Priorities:	Aligned SMART Goals:
Sample: 3.1 Chronic Absenteeism/Attendance: *- Through the creation of a School Attendance Team, the school will reduce chronic absenteeism by providing and hiring support staff and an external partner (e.g. Attendance Works) to develop and execute strategies to reduce absenteeism by recognizing good and improved attendance; engaging students and parents to determine root causes for attendance issues; monitoring attendance data and practice; and providing personalized early outreach. By using a tiered system of supports aligned to student/family needs, we will be able to increase student attendance, decrease chronic absenteeism and promote positive home-school partnerships. Each school attendance team meeting will include a review of bi-weekly chronic absenteeism data as a review of the effectiveness of Tier I and II attendance interventions.*	***Sample: 3.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, decrease the school's Chronic Absenteeism indicator from 14.7 in 2020-21 to 12.0 in 2022-23.*
3.1. Behavior Management. The needs assessment at Columbus revealed a high number of discipline referrals and elevated levels of chronic absenteeism, both of which were closely tied to students feeling disconnected from their school community. Columbus will invest in shirts, folders, pens, and water bottles with school logos to promote belonging at school and engagement with the school community. Columbus will also invest in SmartPass, a web-based digital hall pass software to help reduce hallway conflicts and increase student accountability and attendance.	3.1 Aligned SMART Goals: By June 2027, Columbus's Chronic Absenteeism rate will decrease from 32.8% in 2025-26 to 8.5% in 2026-27.

3.2. School Attendance. The needs assessment identified a high rate of chronic absenteeism, closely tied to a poorly defined and inconsistently implemented schoolwide behavior management plan and social-emotional learning (SEL) approach. To address this, Columbus will invest in attendance incentives such as rewards and celebrations that increase students' engagement with school. In addition, to promote student engagement, belonging, and positive connections to school, Columbus will invest in enriching field trips that promote learning and engagement with school, and will pay for buses, entry, and food when applicable. Examples of potential fieldtrips include the Peabody Museum at Yale University, Mystic Aquarium, University of Connecticut, the Connecticut State Capital, and Long Wharf Theatre. Final field trip selections will be based on curriculum alignment, grade-level learning objectives, student needs, and the availability of community and educational partnerships. These experiences will strengthen Columbus's school climate and culture by providing students with opportunities to build positive relationships with peers and staff, experience success outside of the traditional classroom setting, enhance college and career rediness, and develop a stronger sense of belonging and connection to the school community. By creating shared, engaging experiences and reinforcing positive participation, field trips and attendance celebrations will help foster a school culture in which students feel valued, supported, and motivated to attend regularly. In turn, these investments will complement the school's SEL and behavior-management efforts by promoting positive behavior, relationship-building, and a greater sense of community.	3.2 Aligned SMART Goals: By June 2027, Columbus's Chronic Absenteeism rate will decrease from 32.8% in 2025-26 to 8.5% in 2026-27.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Identify a core set of no more than three strategies to advance the school's operations-related reform priorities. Following the sample below, summarize each climate strategy using a number (eg. 3.1), and a headline phrase. Whenever possible, S.M.A.R.T. goals should be aligned to ESSA Milestone targets. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is tied to district priorities and metrics. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Operations

Operations Priorities:	Aligned SMART Goals:
Sample: 4.1 Extended Learning Time: *- The school will offer an extended school day to students in grades 1-5. This program will and offer Science and Math instruction and Co-Curricular Enrichment activities to raise present levels of academic performance for students. Program provides students an opportunity to receive additional instruction from certified teachers from 3-5 days a week. Program includes extensive experiential learning through project-based activities aligned with math and science standards, but also utilizes the "close reading" methodology as part of the non-fiction reading necessary for the preparation for each activity.*	***Sample: 4.1 Aligned SMART Goals*** *- In alignment with ESSA goal targets, increase the School Performance Index (SPI) for Math from 50.2 in 2018-19 to 54.1 in 2022-23.*

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Object		Total
100 - Personal Services > Salaries		$410,860.00
200 - Personal Services > Employee Benefits		$20,975.00
300 - Purchased Professional and Technical Services		$272,250.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$15,640.00
600 - Supplies		$112,790.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$832,515.00
	Allocation	$832,515.00
	Remaining	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

100 - Personal Services > Salaries - $410,860.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	ACADEMIC INTERVENTIONIST - PER DIEM 4 INTERVENTIONIST x 160 DAYS x $235 = $150,400
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$150,400.00	
Line Item Total:	$150,400.00	
Object:	100 - Personal Services > Salaries	ACADEMIC INTERVENTIONIST - EXTENDED DAY - HOURLY 12 INTERVENTIONIST x 160 DAYS x 1.5 HRS x $42 = $120,960
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$120,960.00	
Line Item Total:	$120,960.00	
Object:	100 - Personal Services > Salaries	.50 FTE INSTRUCTIONAL COACH - ELA/EL - $53,770
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$53,770.00	
Line Item Total:	$53,770.00	

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Object: 100 - Personal Services > Salaries **Purpose:** 01 - Public School Activities **Focus Area:** Talent - Goal 1.2 **LEA / School:** Columbus School (015-0511) **Quantity:** 1.00 **Cost:** $33,600.00 **Line Item Total:** $33,600.00	TEACHER LEADER - GRADE LEVEL - HOURLY 10 TEACHER LEADERS x 40 DAYS x 2 HRS x $42 = $33,600
Object: 100 - Personal Services > Salaries **Purpose:** 01 - Public School Activities **Focus Area:** Academics Goal 2.1 **LEA / School:** Columbus School (015-0511) **Quantity:** 1.00 **Cost:** $23,250.00 **Line Item Total:** $23,250.00	.50 FTE 3RD GRADE TEACHER - $23,250
Object: 100 - Personal Services > Salaries **Purpose:** 01 - Public School Activities **Focus Area:** Academics Goal 2.1 **LEA / School:** Columbus School (015-0511) **Quantity:** 1.00 **Cost:** $18,800.00 **Line Item Total:** $18,800.00	INTERVENTIONIST - PER DIEM - EL 1 INTERVENTIONIST x 80 days x $235 = $18,800
Object: 100 - Personal Services > Salaries **Purpose:** 01 - Public School Activities **Focus Area:** Talent - Goal 1.1 **LEA / School:** Columbus School (015-0511)	EXTENDED DAY PD - SIOP 12 TEACHERS x 10 DAYS x 2 HRS x $42 = $10,080

Quantity:	1.00
Cost:	$10,080.00
Line Item Total:	$10,080.00

Total for 100 - Personal Services > Salaries:	$410,860.00
Total for all other Objects:	$421,655.00
Total for all Objects:	$832,515.00
Allocation:	$832,515.00
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

200 - Personal Services > Employee Benefits - $20,975.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	INSTRUCTIONAL COACH - ELA/EL FRINGE - $8,113
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$8,113.00	
Line Item Total:	$8,113.00	
Object:	200 - Personal Services > Employee Benefits	3RD GRADE TEACHER FRINGE - $6,856
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$6,856.00	
Line Item Total:	$6,856.00	
Object:	200 - Personal Services > Employee Benefits	4 ACADEMIC INTERVENTIONIST - PER DIEM FRINGE
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$2,181.00	
Line Item Total:	$2,181.00	

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Object:	200 - Personal Services > Employee Benefits	ACADEMIC INTERVENTIONIST - EXTENDED DAY FRINGE
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$1,754.00	
Line Item Total:	$1,754.00	
Object:	200 - Personal Services > Employee Benefits	INTERVENTIONIST - PER DIEM - EL FRINGE $1,438
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$1,438.00	
Line Item Total:	$1,438.00	
Object:	200 - Personal Services > Employee Benefits	TEACHER LEADERs - GRADE LEVEL FRINGE - $487
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$487.00	
Line Item Total:	$487.00	
Object:	200 - Personal Services > Employee Benefits	EXTENDED DAY PD - SIOP - FRINGE - $146
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	

Quantity:	1.00
Cost:	$146.00
Line Item Total:	$146.00

Total for 200 - Personal Services > Employee Benefits:	$20,975.00
Total for all other Objects:	$811,540.00
Total for all Objects:	$832,515.00
Allocation:	$832,515.00
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

300 - Purchased Professional and Technical Services - $272,250.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	WONDERS/MCGRAW HILL PD: $4,500/PER DAY x 20 DAYS - $90,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$90,000.00	
Line Item Total:	$90,000.00	
Object:	300 - Purchased Professional and Technical Services	HMH PD: $3,500/PER DAY x 20 DAYS - $70,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$70,000.00	
Line Item Total:	$70,000.00	
Object:	300 - Purchased Professional and Technical Services	CONNECTING MATH CONCEPTS AND CORRECTIVE READING COACHING: 15 DAYS x $3,500/PER DAY
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$52,500.00	

Line Item Total:	$52,500.00	
Object:	300 - Purchased Professional and Technical Services	SIOP: $800/PER DAY x 40 DAYS- $32,000
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$32,000.00	
Line Item Total:	$32,000.00	
Object:	300 - Purchased Professional and Technical Services	EMPOWERING WRITERS (ONE-TIME SUBSCRIPTION FOR THE YEAR) - $21,750
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$21,750.00	
Line Item Total:	$21,750.00	
Object:	300 - Purchased Professional and Technical Services	MCGRAW HILL: INTERVENTION PD (SPED FOCUSED) - $6,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$6,000.00	
Line Item Total:	$6,000.00	

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Total for 300 - Purchased Professional and Technical Services:	$272,250.00
Total for all other Objects:	$560,265.00
Total for all Objects:	$832,515.00
Allocation:	$832,515.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

500 - Other Purchased Services - $15,640.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	FIELD TRIPS: TRANSPORTATION, ENTRY FEES, FOOD, ETC. - $15,000
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$15,000.00	
Line Item Total:	$15,000.00	
Object:	500 - Other Purchased Services	PROMETHEAN BOARD INSTALLATION - $640
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$640.00	
Line Item Total:	$640.00	

Total for 500 - Other Purchased Services:	$15,640.00
Total for all other Objects:	$816,875.00
Total for all Objects:	$832,515.00
Allocation:	$832,515.00
Remaining:	$0.00

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Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

600 - Supplies - $112,790.00

Budget Detail		Narrative Description
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: MCGRAW HILL INTERVENTION MATERIALS - $34,990
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$34,990.00	
Line Item Total:	$34,990.00	
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: SCIENCE KITS, ELA/MATH WORKBOOK CONSUMABLES, TEACHER'S MANUALS, ETC. - $20,200
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$20,200.00	
Line Item Total:	$20,200.00	
Object:	600 - Supplies	CORRECTIVE READING AND CONNECTING MATH CONCEPTS INTERVENTION MATERIALS - $14,900
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$14,900.00	
Line Item Total:	$14,900.00	

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Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Academics Goal 2.1 **LEA / School:** Columbus School (015-0511) **Quantity:** 1.00 **Cost:** $14,200.00 **Line Item Total:** $14,200.00	DUAL LANGUAGE CLASSROOM LIBRARIES - $14,200
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.1 **LEA / School:** Columbus School (015-0511) **Quantity:** 1.00 **Cost:** $13,500.00 **Line Item Total:** $13,500.00	SCHOOL BELONGING/ENGAGEMENT INITIATIVE: SCHOOL-BRANDED SHIRTS, FOLDERS, PENS, WATER BOTTLES, ETC. - $13,500
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.2 **LEA / School:** Columbus School (015-0511) **Quantity:** 1.00 **Cost:** $13,400.00 **Line Item Total:** $13,400.00	ATTENDANCE INCENTIVES: SUPPLIES FOR STUDENT REWARDS FOR ATTENDING SCHOOL AND MILESTONE CELEBRATIONS - $13,400
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.1 **LEA / School:** Columbus School (015-0511)	SMARTPASS - $1,600

Quantity:	1.00
Cost:	$1,600.00
Line Item Total:	$1,600.00

Total for 600 - Supplies:	$112,790.00
Total for all other Objects:	$719,725.00
Total for all Objects:	$832,515.00
Allocation:	$832,515.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Filter by Location: All - $832,515.00

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		410,860.00	410,860.00
200 - Personal Services > Employee Benefits		20,975.00	20,975.00
300 - Purchased Professional and Technical Services		272,250.00	272,250.00
500 - Other Purchased Services		15,640.00	15,640.00
600 - Supplies		112,790.00	112,790.00
Total		832,515.00	832,515.00
		Allocation	832,515.00
		Remaining	0.00

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Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Optional Documents		
Type	**Document Template**	**Document/Link**
Other Commissioner's Network Documentation	N/A	

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Commissioner's Network S2 (12547) - Rev 0 - Commissioner's Network S2 (12547)

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Allocations

Allocation Type (1)	ESSA SIG - CSI/Turnaround (20679) CFDA: 84.010A	Total
LEA	$1,600,000.00	$1,600,000.00
Total	$1,600,000.00	$1,600,000.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Contacts

Required Contacts	
Type	**Contact(s)**
ESSA SIG Contact [Select at least 1 contact(s)]	Hannah Whitley

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - District Level Questions and Guidance

Guidance and Instructions
The district must commit to using Title I, Part A, Section 1003 funding for its schools demonstrating the greatest need and the strongest commitment to using funding for improvement. The district must provide Title I, Part A, Section 1003 funding to selected schools for up to four years, which may include one year of planning. The minimum annual award for a Title I Turnaround School is $200,000. The minimum annual award for a Focus School is $50,000. The maximum annual award for any school is $500,000.
Complete a school application for Title I, Part A, Section 1003 School Improvement Grant funding by selecting the school from the drop-down list in the School Improvement Section. Complete the needs assessment, school plan and budget pages in the section for each of the schools selected by the district to receive funding.
Award of the Title I, Part A, Section 1003 School Improvement Grants requires the district to describe its strategy and structure to support school turnaround efforts at the district level.
Please note that prior to award of Section 1003 funds, the district must complete the district application and school plans; and, the district must submit, for CSDE approval, a school improvement plan for each school in the district identified as a Title I Turnaround School. These school improvement plans must be informed by performance on the CSDE long term goals (academic achievement for mathematics and literacy, graduation rate and English Learner proficiency); must include evidence-based interventions; must be based on school-level needs assessment; must identify resource inequities to be addressed in the plan; must be approved by the district and the state; and must be monitored periodically by the state during Opportunity District monitoring meetings. If a district's Turnaround School has been selected for Section 1003 funding, the school plan submitted with this application will serve as the school improvement plan.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - District Level Questions and Guidance

Section 1: District Capacity and Organizational Structure

* The district must demonstrate that it has the capacity and an intentional organizational structure to support turnaround efforts in its lowest-performing schools. Please provide a clear overview of the district's capacity and staffing structure to support its lowest performing schools. Specifically describe the supports and technical assistance provided by the district to its lowest performing schools.

Under the leadership of Interim Superintendent Dr. Royce Avery and Assistant Superintendent of Curriculum and Instruction Margaret Hughes, the district's organizational staff will work with each of the SIG schools, along with Executive Directors Sangeeta Bella and Dr. Christopher Siano. Additionally, the district's Directors/Content Area leads for ELA, Math, Science, and Early Childhood will work with the Chief of Special Education and Bilingual Education/World Languages. The Department of Data Management will assist schools with the retrieval of data and the alignment with specific content areas, as well as professional development.

Section 2: District Support for Development of School Improvement Plans

* The district must provide support for the development of school improvement plans for schools receiving Section 1003 funding. Please provide a clear overview of technical support provided to schools in the development of school improvement plans which include evidence-based interventions.

Each district school is mandated to create and abide by a School Improvement Plan. Under the supervision of the Executive Directors and the Assistant Superintendent of Curriculum and Instruction, each SIG school will work with a team of assembled school staff, students, and community team members to draft the school's plan. Additionally, through district-designed and provided professional development sessions, SIG building administrators and, as necessary, school leadership teams will have access to the team as mentioned above to learn and apply district-aligned teachings related to improving building academics, student, staff, and family social and emotional quotients, as well as how to enhance building climate and how to better utilize community wraparound services.

Section 3: Accountability and Monitoring Strategy

* The district must develop and implement tools and processes to create shared accountability for results at the school and district levels. Describe the district's systems, tools and processes it will use to monitor the fidelity of school plan implementation.

The Executive Directors consistently visits all SIG recipient schools. While grant implementation is not a formal evaluation process, it includes basic elements such as building management, academic improvement, and school climate improvement. During the school year, administrators receive informal evaluations to ensure that the noted grant programs are being implemented with fidelity. Any issues identified during these reviews will be addressed in real-time during the program's implementation. Additionally, at the end of each school year, funding is made available, and these grant plans will be utilized to evaluate the principal's ability to implement all the program's SMART goals fully.

Section 4: Review of External Partners.

* The district must use a rigorous review process to recruit, screen, select and evaluate any external partner with whom the district will partner to ensure that the external partner is working to implement evidence-based interventions. Describe the process the district used to recruit, screen, select and evaluate external partners.

For items greater than or equal to $25,000, principals are guided to identify either state and/or city-approved contractors. If available vendors cannot provide the necessary services, principals utilize informal bidding processes by which three quotes from viable providers are requested, with the most appropriate provider being chosen. Funding over $25,000 requires Requests for Proposals and a bid process where the best provider is chosen to complete the required tasks. Once a vendor is engaged, the principal evaluates the program's statement of work, overall objectives, and the terms and conditions of the agreement

to confirm that the noted tasks are completed accurately and by the specified dates/times. Vendors are paid via PO/invoicing processes. The principal must sign and acknowledge the invoices to confirm that the contracted work has been completed.

Section 5: Alignment of Resources

* The district must align other Federal, State and local resources to carry out activities supported with funds from Section 1003. Describe the district's strategy or approach to aligning all Federal, State and local resources to support school improvement and to address resource inequities.

The district utilizes federal, state, and local funding through a school-based budgeting model established for the School Improvement Grant and Commissioner's Network grants. This model empowers school staff to collaborate closely with the Assistant Superintendent of Curriculum and Instruction, Executive Directors, and the Department of Grants Development and Management (overseen by the Interim Superintendent) to effectively plan, manage, and allocate available resources. Implemented during the 2012-2013 school year, this strategy has enabled the district to support school improvement efforts better and address resource inequities. Using student enrollment data and a structured allocation model, the district determines appropriate staffing levels and identifies school-specific needs to ensure each school receives the services and resources required for success.

Section 6: Conditions for Success

* The district must secure optimal conditions and create policies and practices that enable school reform and provide site-based flexibility. Describe how the district will modify its practices and policies to allow schools additional autonomy in exchange for increased accountability and to allow for full implementation of the interventions outlined in the school plans.

As noted above, all School Improvement Gra nt principals will be monitored monthly and evaluated annually based on progress in four key areas: talent, academics, climate, and operations. While no formal changes to district evaluation policies are anticipated, the SIG grant plan will be incorporated as an informal component of each principal's performance review. The Academics Department - which includes the Assistant Superintendent of Curriculum and Instruction and the Executive Directors- will support this process by facilitating ongoing dialogue among SIG principals. These discussions will focus on sharing best practices, addressing identified growth areas, and aligning efforts with SMART goals for the upcoming year.

Section 7: School Budgets

* The district must commit to thoughtful and strategic resourcing, including investments in high-yield evidence-based interventions and efforts to promote sustainability. The Section 1003 funding must supplement, not supplant, State and local funds. Describe how the district will ensure that the low-performing schools receiving Section 1003 funding will continue to receive all Federal, State and local funding it would receive in the absences of additional funding from Section 1003.

All district schools with School Improvement Grants and Commissioner's Network grants utilize the aforementioned school-based budgeting model, which is grounded in empowerment and accountability at the school level. For the remaining schools with grant funding, the resource allocation system is equitable, uniform, and transparent, while retaining the flexibility to respond to school-specific needs. The model allows school-based decisions to deploy discretionary resources to meet school-specific needs. All federal, state, and local funding attributed to schools will not be reduced or modified due to the school's newly minted SIG school status. All services/programming/materials the schools receive under the school-based budgeting model will remain as is, and funds collected via the SIG program are considered supplemental.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - District Level Questions and Guidance

☑ *** 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.**

A.	The applicant has the necessary legal authority to apply for and receive the proposed grant;		
B.	The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;		
C.	The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;		
D.	The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;		
E.	Grant funds shall not be used to supplant funds normally budgeted by the agency;		
F.	Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;		
G.	The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;		
H.	The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;		
I.	If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;		
J.	The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;		
K.	At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;		
L.	REQUIRED LANGUAGE (NON-DISCRIMINATION)		
	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)	(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.
	(c)	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.
	(d)	The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
	(e)	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.
	(f)	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.
78	(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 § 46a56; 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.	

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

Object		Total
100 - Personal Services > Salaries		$562,167.00
200 - Personal Services > Employee Benefits		$75,574.00
300 - Purchased Professional and Technical Services		$465,124.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$300,505.00
600 - Supplies		$196,630.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$1,600,000.00
	Allocation	$1,600,000.00
	Remaining	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

100 - Personal Services > Salaries - $562,167.00

Budget Detail	Narrative Description	
	Total for 100 - Personal Services > Salaries:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$1,600,000.00
	Remaining:	$1,600,000.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

200 - Personal Services > Employee Benefits - $75,574.00

Budget Detail	Narrative Description	
	Total for 200 - Personal Services > Employee Benefits:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$1,600,000.00
	Remaining:	$1,600,000.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

300 - Purchased Professional and Technical Services - $465,124.00

Budget Detail	Narrative Description	
	Total for 300 - Purchased Professional and Technical Services:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$1,600,000.00
	Remaining:	$1,600,000.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

500 - Other Purchased Services - $300,505.00

Budget Detail	Narrative Description	
	Total for 500 - Other Purchased Services:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$1,600,000.00
	Remaining:	$1,600,000.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

600 - Supplies - $196,630.00

Budget Detail	Narrative Description	
	Total for 600 - Supplies:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$1,600,000.00
	Remaining:	$1,600,000.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

Purpose Object	01 - Public School Activities	Total
100 - Personal Services > Salaries	562,167.00	562,167.00
200 - Personal Services > Employee Benefits	75,574.00	75,574.00
300 - Purchased Professional and Technical Services	465,124.00	465,124.00
500 - Other Purchased Services	300,505.00	300,505.00
600 - Supplies	196,630.00	196,630.00
Total	1,600,000.00	1,600,000.00
	Allocation	1,600,000.00
	Remaining	0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679)

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Bassick High School	$200,000.00	$0.00	$200,000.00	$200,000.00
Cesar Batalla School	$200,000.00	$0.00	$200,000.00	$200,000.00
Columbus School	$200,000.00	$0.00	$200,000.00	$200,000.00
Edison School	$200,000.00	$0.00	$200,000.00	$200,000.00
Geraldine Claytor Magnet Academy	$200,000.00	$0.00	$200,000.00	$200,000.00
Luis Munoz Marin School	$200,000.00	$0.00	$200,000.00	$200,000.00
Paul Laurence Dunbar School	$200,000.00	$0.00	$200,000.00	$200,000.00
Wilbur Cross School	$200,000.00	$0.00	$200,000.00	$200,000.00
Total:	**$1,600,000.00**	**$0.00**	**$1,600,000.00**	**$1,600,000.00**

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School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

Principal's Name:	*	Joseph Raiola
Principal's Email:	*	jraiola@bridgeportedu.net
District SIG Support Person:	*	Ms. Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	9-12
Student Enrollment	1,129.00
Percentage Eligible for Free/Reduced Price Meals	92.8 %
Percentage of Students with Disabilities	28.5 %
Percentage of English Language/Multilingual (EL/ML) Learners	36.8 %
Percentage of Students Chronically Absent	50.5 %
Suspension/Expulsion Rate	16.30
Classroom Teacher Attendance (Average FTE Days Absent)	15.20
High School Only: College-and-Career-Readiness Course-Taking	82.90
Middle School & High School Only: On-Track to High School Graduation	68.10
High School Only: Demonstrating Postsecondary Readiness	11.80

ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	66.10
Smarter Balanced Growth ELA	
School Performance Index (SPI) for Math	66.50
Smarter Balanced Growth - Math	
High School Only: Four Year Cohort Graduation Rate	88.90
Next Generation Accountability Index	75.80
LAS Links Growth - Literacy	84.70
LAS Links Growth - Oral	92.40
Chronic Absenteeism	14.90
High School Only: Six Year Adjusted Cohort Graduation Rate	94.00

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
05/18/2026	virtual	District Principals, School Turnaround officer	A 2027 SIG planning kick-off meeting was held with district principals and the School Turnaround Officer.
05/25/2026	In-Person	School leaderhip team- Principal, Assistant Principals, ELA teacher, SPED teacher, SPED resource coordinator, School Counselor	The School Leadership Team updated and reviewed the needs assessment and engaged in planning for the 2027 School Improvement Grant (SIG).
06/02/2026	In-Person	PTSO president and students	The PTSO President and students collected feedback on the 2026 SIG programs and discussed priorities and recommendations for the 2027 School Improvement Grant (SIG).
06/11/2026	In-Person	School leaderhip team- Principal, Assistant Principals, ELA teacher, SPED teacher, SPED resource coordinator, School Counselor	The school leadership team set goals for 2027 SIG and expenditure proposals.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to

effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

Talent Indicators	Assessment Score	Evidence	Reasoning
EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	2. Developing	District equity is a concern, as other high schools have fully staffed STEM departments and smaller class sizes than Bassick High School does. Our school continues to face major shortages in math, science and Technology Education candidates, often requiring the use of long-term substitutes. Hiring and recruitment are managed centrally by District HR, with school-level involvement limited to reviewing applications, interviewing, and recommending hires.	Bassick has limited influence over recruitment, which is controlled at the district level. Persistent shortages of qualified STEM teachers lead to reliance on substitutes, exacerbating inequities compared to other district schools. Without a targeted plan for attracting and retaining teachers in high-need areas, students face ongoing challenges in access to consistent, high-quality instruction.
1.2 Evaluation & Coaching Systems	2. Developing	The district has implemented an approved Professional Development Advisory Council (PDAC) plan. The PDAC program provides embedded coaching as the primary support model.	While the PDAC program establishes a coaching framework, it is district-driven rather than tailored to specific school needs. The lack of differentiated or school-based evaluation and coaching limits opportunities for teachers to receive targeted support aligned to local goals and challenges.

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1.3 Professional Learning Plan	2. Developing	The district publishes a professional development calendar. The school's PD calendar is aligned with the district's schedule.	Although the alignment ensures consistent professional learning opportunities, Bassick lacks structured time for vertical alignment and curricular planning. This gap reduces opportunities for cross-grade collaboration and hinders the development of coherent instructional progressions across content areas.
1.4 Leadership	2. Developing	The current school leadership team is composed of administrators and a small sample of teacher leders. The current leadership team has limited teacher input due to lack of resources, department heads for high schools are not possible due to funding and staffing limits.	A leadership team limited to administrators and a small number of teachers reduces opportunities for shared decision-making and the incorporation of diverse faculty perspectives. Expanding the team to include teacher leaders from all departments would strengthen collaborative leadership and ensure more inclusive decision-making processes.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	2. Developing	There is an initial draft of curriculum for some courses, including pacing guides, assessments, and unit plans. Grade-level curriculum is missing in some subject areas.	Bassick has access to a published curriculum across some content and courses. Without consistent pacing guides and unit plans, instruction varies widely and limits alignment across grades.

2.2 Instructional Framework	2. Developing	Instruction is a mix of project-based, student-centered work, and teacher-directed lessons. No published instructional framework exists that aligns instruction to the curriculum. School administration uses best practices to support teachers, but support is not grounded in a unified framework.	The absence of a clearly articulated instructional framework reduces consistency across classrooms. While best practices are promoted, there is no systemic approach that ensures alignment to curriculum or equity of instructional delivery.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	Instruction is just starting to provide a text-rich learning environment for multilingual learners (MLLs). Many classes deliver instruction with limited modalities. Multilingual support is largely confined to EL-designated classes and does not carry over into Tier 1 instruction. Some teachers provide additional supports, but most classroom teachers lack training in strategies for ML learners.	Support for diverse learners is inconsistent. While individual teachers make efforts, there is no schoolwide framework to ensure Tier 1 instruction addresses the needs of multilingual learners and other diverse student groups.
2.4 Assessment Practices & Data Use	2. Developing	District assessments and benchmarking are used to monitor growth in ELA and Math. Currently, there is minimal use of school-based data teams to analyze results. Assessments are administered, but results are not consistently used for planning or instructional adjustments.	Although district assessments are in place, data use is limited. Without robust data team practices, the school is not leveraging assessment information to inform instruction or guide interventions.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**

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EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***
3.1 School Environment	2. Developing	The school environment is organized, but student engagement and pride are limited.	While the school fosters organization and some sense of belonging, the opening of a new building saw a revitilzation of school culture.
3.2 Attendance	1. Below Standard	The chronic absenteeism rate at Bassick High School was 50.5% during the 2025-26 school year.	Extremely high rates of chronic absenteeism undermine student learning and schoolwide improvement efforts. Targeted attendance interventions are needed.
3.3 Behavioral Management	1. Below Standard	The school's suspension rate was 16.3% during the 2024-25 school year.	Suspension rates are disproportionately high, signaling the need for restorative practices and proactive behavior interventions.
3.4 Equitable Partnerships with Stakeholders	2. Developing	The school offers 6–8 PTSO meetings/events per year. The PTSO is active, with events that include parent learning opportunities. Parents who attend PTSO meetings are engaged, but overall participation is limited. Partnerships with external providers exist, but access to wraparound services is hindered by sign-up barriers.	The school has a foundation of parent and community engagement through an active PTSO and some external partnerships. However, limited participation and logistical barriers prevent equitable access to these supports.
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**

EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***
4.1 Scheduling Structures	3. Proficient	The schedule is designed to ensure outlined instructional hours in ELA and Math.	The schedule provides adequate instructional time in core content areas, but adjustments may be needed to ensure balanced opportunities across subjects.
4.2 Use of Time	3. Proficient	9th- and 10th-grade students receive full-year, 80-minute periods for ELA and Math. 11th- and 12th-grade students only have ELA and Math during one semester. Common planning time exists but is inconsistently or minimally used. Teachers require more support in effectively using extended instructional time.	Time allocations favor underclassmen, but upper-grade students receive less consistent support in core subjects. Ineffective use of common planning reduces opportunities for collaboration and instructional improvement.
4.3 Technology, Facilities, & Operational Planning	3. Proficient	The opening of our new school in 2025-26 provided students with a brand new facility.	Having a bright, newly construction buidling brings a sense of belonging for students and staff. Students feel valued and appreciated by the space they learn in. Technology is now aligned to 21st centry expectations and evolution.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* 4.1. Scheduling Structures	Students have adequate instructional time in core content areas, particularly ELA and Math. Protected blocks for underclassmen ensure students have extended opportunities for learning that align with state benchmarks.	All 9th- and 10th-grade students receive full-year, 80-minute instructional blocks in ELA and Math.
4.3. Technology, Facilities, and Operational Planning	The transition to a new high school building, adjacent to the University of Bridgeport campus, provides students with a modern, state-of-the-art facility. The upgraded environment is expected to improve student pride, engagement, and access to learning opportunities.	The new facility opened August 2025, with a ribbon-cutting ceremony marking completion.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* 3.2. Attendance & 3.3. Behavior Management	Chronic absenteeism, currently at 53%, reflects challenges in school climate, family engagement, and consistent Tier 1 instruction that motivates students to attend. Transportation issues may also contribute. Improving daily attendance will require stronger connections between families, student success, and school supports.	School Funding
1.2. Professional Learning Plan	Teachers lack sufficient instructional feedback and coaching specific to instructional pedagogy. Without targeted professional development and ongoing data-driven support, student achievement lags.	Empowering, Rigorous Content
2.1. Curriculum and Academic Programming	Teachers have not received consistent instructional feedback in mathematics and ELA. Lack of school-based coaching, coupled with limited time for collaborative planning, reduces effectiveness in improving student learning outcomes.	School Leadership Quality & Diversity

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Bassick High School's SPI in Math will increase from 35.6 in 2025-26 to 65.5 in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Bassick High School's SPI in ELA will increase from 35.6 in 2025-26 to 66.1 in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, Bassick High School's chronic absenteeism rate will decrease from 50.5% in 2025-26 to 14.9% in 2026-27.

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Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, 70% of grade 9-12 students will meet their ELA IAB goal.
Internal Benchmark Goal #5	* By June 2027, 70% of all students will meet their math IAB goal.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1	1.1. Leadership: Because the needs assessment revealed that the current leadership team is composed only of administrators, the school will expand its leadership capacity by appointing eight (8) teachers to serve as Department Heads. These teacher leaders will receive stipends for their service and will participate in extra-duty responsibilities, including contributing to schoolwide administrative decision-making. This distributed leadership model will strengthen teacher voice, improve instructional alignment across departments, and foster a more collaborative and responsive school culture. Additionally, five teachers will participate in 15 hours of summer leadership professional development to further strengthen their leadership skills and will receive compensation for their time.	Goal #1 Goal #4	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #3, Goal #4, Goal #5 Evidence Base: Strong	8 TEACHER DEPARTMENT HEAD STIPENDS SUMMER LEADERSHIP WORK - 5 PEOPLE X 15 HRS/EA	$ 22,383.00
1.2		Goal #2	Effective Teacher Professional Development Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Goal #1, Goal #2, Goal #4, Goal #5		$ 56,520.00

	1.2. Professional Learning Plan: To strengthen academic rigor and support the diverse learning needs of its students, Bassick will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH, focusing on deepening teachers' instructional practices in mathematics. Funds will be allocated to pay for substitute teaching services to provide release time for teacher leaders participating in coaching and professional development activities. Bassick will also invest in PowerSchool professional development, ensuring that new staff receive training in creating student-centered master schedules. This training will build staff expertise, improve the quality of the scheduling process, and ensure that the master schedule maximizes instructional time, provides equitable access to courses, and supports interventions and enrichment opportunities.	Goal #5	Evidence Base: Strong	HMH: COACHING (5 days x $3,500 Per Day) SUBSTITUTE SERVICES FOR PD/COACHING RELIEF ($189/DAY X 180 DAYS) POWERSCHOOL TRAINING	
1.3		Select... Select...	Evidence Base: Select...		$ 0.00
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority**

					Please Note: this cost is automatically populated based on information provided on the Budget page.
Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1		Goal #1		ELA CURRICULUR SUPPLIES: NOVELS, CLASSROOM LIBRARIES, CHOICE TEXTS, INDEPENDENT READING BOOKS INSTRUCTIONAL SUPPLIES: FOR MATH AND SCIENCE MANIPULATIVES, PAPER, PENS, MARKERS, FOLDERS, ETC. MATH CONSUMABLES AND TEXTBOOKS: HMH AND STATISTICS	$ 55,895.00

	2.1. Curriculum and Academic Programming. Bassick will update and enhance mathematics and ELA instructional supplies to ensure a well-rounded educational experience for all students. An investment in updated ELA curricular supplies, including novels, classroom libraries, choice texts, and independent reading books, will expand students' access to high-quality, engaging texts and support differentiated instruction, independent reading, and the development of strong literacy skills. Instructional supplies for math and science, including manipulatives, paper, pens, markers, and folders, will provide students and teachers with the materials necessary to support hands-on learning, reinforce key concepts, and facilitate consistent, engaging classroom instruction. Updated math consumables and textbooks will align school resources to the district's mathematics curriculum and ensure that students have access to current, standards-aligned materials that support grade-level learning and academic achievement.		CSDE Evidence based Practice Guide for Reading identifies Tier 1: Strong Evidence for providing reading interventions (Tier 2 students) AND Tier 1: Strong Evidence for Implementing a specific set of core in-school strategies and practices to support reading. Source: School-based Strategies for Narrowing the Achievement Gap: February 2017. AND CSDE Evidence based Practice Guide for Math identifies Tier 1: Strong evidence to provide explicit and systematic intervention instruction AND Tier 2: Moderate evidence in providing instructional coaching. Source: Instructional Coaching: Professional Development Strategies that Improve Instruction and Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). Goal #1, Goal #2, Goal #4, Goal #5		
		Goal #4	Evidence Base: Strong		
2.2		Select...			$ 0.00
		Select...	Evidence Base: Select...		
2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority**

					Please Note: this cost is automatically populated based on information provided on the Budget page.
Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1. Student Attendance. Bassick will strengthen its school-based attendance initiatives by maintaining a dedicated Attendance Team focused on addressing all aspects of student attendance. This team will meet weekly to review data, monitor trends, and design responsive strategies to support students and families. A clerical staff member will be hired to support the Attendance Team by managing data entry, coordinating outreach efforts, and ensuring timely follow-up with students and families. Through these combined efforts, Bassick will adopt a proactive, family-centered approach to improving attendance, reducing chronic absenteeism, and ensuring that all students are consistently present, engaged, and positioned for academic success. Moreover, SIG funds will be used to support a CT RISE 8th-to-9th-grade transition	Goal #3 Select...	"Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd." Evidence Base: Strong	1 – ATTENDANCE SUPPORT CLERICAL – 1 PERSON X 40 WEEKS X 5 HRS/WK AFTER SCHOOL CLUB STIPENDS X 8 PEOPLE RISE: 8TH TO 9TH GRADE TRANSITION PROGRAM	$ 65,202.00

	program, including the Grade 9 Focus Network, which provides ongoing coaching for the Grade 9 leadership team; an On-Track Mentor Program to support an identified caseload of approximately 50 Grade 9th students; and implementation of the RISE Data Hub, which integrates with the district's student information system to provide timely visibility into student progress and identify students who may be at risk of falling off track. These supports will enable the Grade 9 team to use data to identify needs early, coordinate targeted interventions, monitor student progress, and strengthen student engagement and on-track achievement during the critical transition to high school. The overall approach will build the school's capacity for continuous improvement while supporting students' successful progression toward on-time graduation and postsecondary opportunity. To further strengthen students' connection to school and increase their motivation to attend regularly, Bassick will expand extended learning opportunities by hiring teachers to lead and coordinate after-school clubs and enrichment activities, with stipends provided for work beyond the regular school day. These opportunities will provide students with engaging, hands-on experiences that build positive relationships with staff and peers while extending learning beyond the traditional classroom.				
3.2		Select...			$ 0.00
		Select...	Evidence Base: Select...		

Specific Operations Priority and Strategy	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.	*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000
4.1	Select...			$ 0.00
	Select...	Evidence Base: Select...		

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Object		Total
100 - Personal Services > Salaries		$36,063.00
200 - Personal Services > Employee Benefits		$522.00
300 - Purchased Professional and Technical Services		$17,500.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$90,020.00
600 - Supplies		$55,895.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

100 - Personal Services > Salaries - $36,063.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Teacher Department Heads - Stipends: 8 Stipends x $2,500/person
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$20,000.00	
Line Item Total:	$20,000.00	
Object:	100 - Personal Services > Salaries	Afterschool Club Stipends: 8 Stipends x $1,000/person
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$8,000.00	
Line Item Total:	$8,000.00	
Object:	100 - Personal Services > Salaries	Attendance Support - Clerical: 1 Attendance Support x 40 weeks x 5hrs x $30/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$6,000.00	
Line Item Total:	$6,000.00	
Object:	100 - Personal Services > Salaries	Summer Leadership Work: 5 persons x 15hrs x $27.50/hr
Purpose:	01 - Public School Activities	
Focus Area:		

Talent - Goal 1.1

LEA / School: Bassick High School (015-6111)

Quantity: 1.00

Cost: $2,063.00

Line Item Total: $2,063.00

Total for 100 - Personal Services > Salaries:	$36,063.00
Total for all other Objects:	$163,937.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

200 - Personal Services > Employee Benefits - $522.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Teacher Department Heads - Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$290.00	
Line Item Total:	$290.00	
Object:	200 - Personal Services > Employee Benefits	Afterschool Club Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$116.00	
Line Item Total:	$116.00	
Object:	200 - Personal Services > Employee Benefits	Attendance Support - Clerical Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$86.00	
Line Item Total:	$86.00	
Object:	200 - Personal Services > Employee	Summer Leadership Work Fringe

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Benefits

Purpose: 01 - Public School Activities

Focus Area: Talent - Goal 1.1

LEA / School: Bassick High School (015-6111)

Quantity: 1.00

Cost: $30.00

Line Item Total: $30.00

Total for 200 - Personal Services > Employee Benefits:	$522.00
Total for all other Objects:	$199,478.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

300 - Purchased Professional and Technical Services - $17,500.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	HMH: COACHING (5 days x $3,500 Per Day)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$17,500.00	
Line Item Total:	$17,500.00	

Total for 300 - Purchased Professional and Technical Services:	$17,500.00
Total for all other Objects:	$182,500.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

500 - Other Purchased Services - $90,020.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	RISE: 8TH TO 9TH GRADE TRANSITION PROGRAM
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$51,000.00	
Line Item Total:	$51,000.00	
Object:	500 - Other Purchased Services	SUBSTITUTE SERVICES FOR PD/COACHING RELIEF ($189/DAY X 180 DAYS)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$34,020.00	
Line Item Total:	$34,020.00	
Object:	500 - Other Purchased Services	POWERSCHOOL TRAINING
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	

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Total for 500 - Other Purchased Services: $90,020.00

Total for all other Objects: $109,980.00

Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

600 - Supplies - $55,895.00

Budget Detail		Narrative Description
Object:	600 - Supplies	MATH CONSUMABLES AND TEXTBOOKS: HMH AND STATISTICS
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$30,000.00	
Line Item Total:	$30,000.00	
Object:	600 - Supplies	ELA CURRICULUR SUPPLIES: NOVELS, CLASSROOM LIBRARIES, CHOICE TEXTS, INDEPENDENT READING BOOKS
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$15,500.00	
Line Item Total:	$15,500.00	
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: FOR MATH AND SCIENCE MANIPULATIVES, PAPER, PENS, MARKERS, FOLDERS, ETC.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bassick High School (015-6111)	
Quantity:	1.00	
Cost:	$10,395.00	
Line Item Total:	$10,395.00	

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Total for 600 - Supplies: $55,895.00

Total for all other Objects: $144,105.00

Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

Filter by Location: All - $200,000.00

Object / Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries	36,063.00	36,063.00
200 - Personal Services > Employee Benefits	522.00	522.00
300 - Purchased Professional and Technical Services	17,500.00	17,500.00
500 - Other Purchased Services	90,020.00	90,020.00
600 - Supplies	55,895.00	55,895.00
Total	200,000.00	200,000.00
	Allocation	200,000.00
	Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Bassick High School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Bassick High School (015-6111) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

Principal's Name:	*	Digna A. Marte
Principal's Email:	*	dmarte1@bridgeportedu.net
District SIG Support Person:	*	Ms. Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	PK-8
Student Enrollment	927.00
Percentage Eligible for Free/Reduced Price Meals	93.5 %
Percentage of Students with Disabilities	15.0 %
Percentage of English Language/Multilingual (EL/ML) Learners	57.5 %
Percentage of Students Chronically Absent	39.5 %
Suspension/Expulsion Rate	11.20
Classroom Teacher Attendance (Average FTE Days Absent)	21.80
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	81.80
High School Only: Demonstrating Postsecondary Readiness	

ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	67.60
Smarter Balanced Growth ELA	87.20
School Performance Index (SPI) for Math	66.10
Smarter Balanced Growth - Math	88.50
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	77.70
LAS Links Growth - Literacy	90.20
LAS Links Growth - Oral	92.00
Chronic Absenteeism	6.70
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
05/18/2026	Virtual Meeting	Executive Director and Turnaround Schools to review the application.	An overview of the SIG process was provided to improve the school's understanding of the process. The school completed the Needs Assessment.
05/21/2026	In-person	Executive Director and Turnaround Schools to review the application.	Executive Director facilitated time to provide feedback and support for our application.
05/26/2026	In-person	Meeting with grade level teachers during admin common planning times.	Grade level teachers met to discuss the progress and impact of the Dual Language Program, review academic programming and student support initiatives, and identify the resources, priorities, and funding needs that should be included in the grant application to strengthen services and improve outcomes for our students.

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05/29/2026	In-person	Director of Literacy, Director Multilingual Learners, Executive Director, and K to 3 Biliteracy teachers.	A meeting was held to identify a mission, vision, values, and goal of the program in the next phase.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

Talent Indicators	Assessment Score	Evidence	Reasoning
EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***

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1.1 Hiring, Recruitment, & Retention	2. Developing	Due to the ongoing challenge of recruiting certified Bilingual and Special Education teachers, Batalla has remained committed to supporting both students and educators by investing in the development of its staff. The school has actively mentored long-term substitutes and encouraged them to pursue certification programs, helping to build a strong and sustainable pipeline of qualified teachers who are dedicated to our community. This year, Batalla is welcoming a new Kindergarten through Grade 2 team, including two educators who bring valuable experience and expertise. One is a seasoned Bilingual teacher, and the other is a Durational Shortage Area Permit (DSAP) teacher who has served the district for many years as a Restorative Practices Coordinator. Their diverse backgrounds will strengthen instruction, foster positive relationships, and provide meaningful support for students and families.	Throughout the year, Batalla has seen an increase in the number of students requiring social-emotional and specialized academic support. As a result, it is especially important to have educators with experience in Special Education and student-centered practices. Their knowledge and skills help ensure that all students receive the individualized support they need to succeed academically, socially, and emotionally, while also providing teachers with the collaboration and resources necessary to meet the diverse needs of our learners.
1.2 Evaluation & Coaching Systems	2. Developing	A foundational coaching and feedback system is in place, including a calendar of coaching cycles and timestamped observation feedback logs. Teachers require time and training to understand the new expectations, and trust-building is essential to establish a sustainable support cycle.	While foundational tools such as coaching calendars and feedback logs are in place, the school team is still in the process of building consistency, trust, and shared expectations with staff. The implementation of a new evaluation system requires time for training and adjustment. These factors contribute to the current “Developing” stage, with clear plans for growth and system refinement moving forward.

1.3 Professional Learning Plan	2. Developing	Based on student performance data and instructional outcomes, Batalla identified dual language instruction, literacy, and numeracy as key areas for continued growth and support. Data from the 2024–2025 school year demonstrated measurable gains in mathematics achievement, particularly in grades 4–8, where targeted coaching and ongoing instructional support contributed to improved student outcomes. These results highlighted the positive impact of job-embedded professional learning and coaching on classroom practice and student achievement. During the 2025–2026 school year, the school did not have a dedicated math coach due to staffing changes. At the same time, district-wide priorities focused heavily on literacy instruction, including the implementation of the HILL for Literacy framework and strengthening teachers' use of decodable texts and foundational reading skills. While this focus supported literacy development, it limited opportunities for targeted mathematics coaching and professional learning.	In response to current student achievement data and instructional needs, Batalla will develop a comprehensive professional development calendar aligned to a strategic school improvement plan. This plan will provide a clear and focused framework for strengthening instructional practices in dual language education, literacy, and mathematics. Through data-driven professional learning, coaching, and collaborative planning opportunities, the school aims to build teacher capacity, improve instructional consistency, and ensure that all students have access to high-quality learning experiences that support academic growth across all content areas.

1.4 Leadership	2. Developing	Batalla School is in the process of developing a comprehensive improvement plan with clearly defined goals, measurable outcomes, and consistent monitoring structures to ensure accountability and continuous growth. As Batalla enters its third year with its current principal, school leadership recognizes the importance of building leadership capacity and establishing sustainable systems that can withstand transitions in personnel while maintaining a strong focus on student achievement. Evidence from the 2023-24 school year, Batalla's first year under its current leadership, demonstrated the positive impact of a robust leadership structure. During that year, the school experienced significant academic gains supported by a team that included four administrators, a math coach, a restorative practices coordinator, and two social workers. This staffing model allowed for a balance between instructional leadership, student support services, and school culture initiatives, creating the conditions for both teacher growth and improved student outcomes.	Looking ahead, the leadership team will focus on balancing instructional leadership and student discipline by developing clear roles, monitoring systems, and opportunities for shared leadership. Through regular data reviews, professional learning, and collaborative problem-solving, the team will work to strengthen instructional practices while ensuring that students receive the behavioral, social-emotional, and academic supports they need to succeed. These efforts are intended to build leadership capacity across the school and create sustainable structures that support continuous improvement and long-term student achievement.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***

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2.1 Curriculum & Academic Programming	2. Developing	Batalla School is implementing its biliteracy curriculum. While the district-adopted ELA, Math, and Science programs are well-established for monolingual students, Batalla School has now received the Spanish materials necessary for the Biliteracy track including foundational skills. The next step is to collaborate with teachers and deliver targeted professional development to support effective implementation.	Although rigorous, standards-based curricula are in place for all content areas, the biliteracy program is launched in grades K–5, and additional development is needed for grades 6–8 to ensure continuity. Inconsistent curriculum implementation and pacing across classrooms highlight the need for stronger alignment and support to ensure equitable instruction for all students.
2.2 Instructional Framework	2. Developing	Evidence indicates inconsistent application of the instructional framework. Walkthrough data reveals variability in the use of engagement strategies, and sample lesson plans often lack higher-order thinking tasks. Additionally, student work samples reflect surface-level understanding, suggesting a need for deeper instructional rigor and alignment.	While some elements of the instructional framework are present, they are not fully implemented. Instruction tends to rely on basic encouragement and low-level cognitive tasks, such as recall, with limited opportunities for critical thinking or student-centered learning. To reach a "Proficient" level, instructional design must be deepened and better aligned with the framework's expectations.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	Batalla restructured the entire schedule to support the 50/50 Biliteracy model and to integrate a sheltered instruction practices. In 2025 to 2026. we had gains in LASLINK testing. MTSS team meetings reveal limited literacy support strategies, and while state assessments show slight growth, there is still considerable work needed to ensure all students receive the targeted support they need to thrive.	Lessons currently incorporate a limited range of learning modalities and primarily focus on grade-level concepts and skills. Supports for multilingual learners are underdeveloped, with significant improvements needed to address language barriers, cultural relevance, and language development. The MTSS framework is only partially implemented, with noticeable gaps in tiered support. Instructional supports are inconsistently applied across classrooms, and collaboration with staff, families, and community partners remains limited. As a result, the program's impact on student outcomes is inconsistent.

2.4 Assessment Practices & Data Use	2. Developing	Although Batalla has historically served students in the biliteracy program, this is the second year we are assessing them in both languages to better understand their needs and use their assets to support transfer to English. Data meetings are not yet systematically established, and while some grade levels use data to inform instruction, this practice is not consistent across all teachers. We also need to ensure lesson plans include checks for understanding and that instruction is aligned to measuring and supporting student proficiency.	Teachers monitor student understanding primarily through whole-group check-ins and questioning. Feedback is inconsistent in both quality and timeliness. This year we have created more consistent assessments however we have new teachers in different roles. Significant gaps remain across certain grades and content areas. Efforts to collect and use data exist, and data team meetings are becoming more regular and starting to increase their effectiveness.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***

3.1 School Environment	2. Developing	The school environment is generally welcoming, though inconsistently experienced throughout the building. Positive behavior reinforcements are present.	The school environment is welcoming but lacks consistency in fostering a warm, inclusive atmosphere. Communication and resources are available but don't fully meet all needs. While basic systems exist to welcome new students and families, stronger efforts are needed to enhance engagement. Certain areas and times of day feel chaotic, with minimal staff presence and limited behavior redirection. Instructional routines are inconsistently maintained. Although some student work and data are displayed, school branding and visible high expectations are minimal. There is a moderate sense of community, with generally positive and respectful staff-student interactions.
3.2 Attendance	2. Developing	Chronic absenteeism currently stands at 39.50%. To address attendance concerns, the school has implemented monthly attendance meetings to consistently monitor student attendance trends and identify intervention strategies. Additionally, the school introduced a quarterly attendance incentive programs designed to improve student attendance, school culture, and overall climate. Students with perfect attendance were recognized through participation in special events, including a Students vs. Staff Basketball Game. The school also organized a soccer tournament for students who maintained perfect attendance and zero behavioral incidents. These incentives encouraged greater student engagement, promoted positive behavior, and enhanced the overall school experience. The positive response to these initiatives demonstrates their effectiveness in supporting attendance and student engagement. As a result, the school plans to continue implementing quarterly attendance incentives during the next school year to further reduce chronic absenteeism and strengthen school culture.	

			Improving attendance begins with building on our students' strengths and creating meaningful connections to school. We recognize that students are more likely to attend regularly when they feel engaged, valued, and connected to their school community. To strengthen attendance, Batalla School will continue to expand opportunities for positive student engagement through extracurricular activities, attendance incentives, student recognition programs, and school-wide events that celebrate both academic and personal growth. Staff will intentionally highlight student successes, celebrate attendance milestones, and recognize improvements in attendance throughout the year. By fostering a culture of belonging and appreciation, students will see that their presence matters and that they are important members of our school community. In addition, Batalla will strengthen relationships between students, staff, and families through consistent communication, attendance monitoring, and targeted supports for students who face attendance challenges. Through these efforts, we will create a positive school climate where students are motivated to attend, actively participate, and experience success. By continuing to invest in engagement, recognition, and relationship-building, we expect to increase attendance rates and reduce chronic absenteeism.

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3.3 Behavioral Management	2. Developing	The school-wide behavior plan exists but is implemented unevenly. Staff feedback indicates unclear expectations and inconsistent enforcement of behavior protocols. Batalla will be working with implementing RULER to support more consistent implementation of behavioral expectations.	Effective behavior management stems from strong relationships with staff who demonstrate care, consistency, and high expectations. A unified approach, backed by clear messaging from administration that prioritizes learning for all, is essential. Staff must share responsibility for addressing behaviors that disrupt learning and growth. By reinforcing both academic and social expectations together—and holding one another accountable—we foster an environment where every student can thrive.
3.4 Equitable Partnerships with Stakeholders	3. Proficient		The school offers several family events throughout the year. Communication is somewhat consistent but may still be one-way. Last year, the principal was working with the Parent Advisory Council (PAC) president to create programing for parents, however many of the events were not planned with enough time to reach all parents. Due to all the budget cuts in the district the supports that existed to address students' nonacademic needs through wraparound services were impacted. We need to continue to build community and partner engagement to support students and families. The school has limited systems for monitoring and/or evaluating the services provided by the community partner.

		Batalla has established strong community and higher education partnerships that directly support student achievement and teacher development. Through our ongoing partnership with Fairfield University, teacher candidates in the university's education program collaborate with our classroom teachers to provide targeted literacy and numeracy interventions. This partnership expands instructional support for students while offering future educators valuable hands-on experience. In addition, Batalla School has partnered with the Wakeman Boys & Girls Club to provide after-school programming for 25 students in grades 6–8. This program offers academic support, enrichment opportunities, and positive youth development experiences that promote student engagement and success beyond the school day. To further strengthen instructional practices, Batalla provided professional development for teachers focused on culturally responsive pedagogy. This training has supported staff in creating inclusive learning environments, fostering meaningful relationships with students, and implementing instructional strategies that reflect and honor the diverse backgrounds of our school community. These partnerships have enhanced student learning opportunities, increased access to enrichment programs, and strengthened staff capacity to meet the needs of all learners.	
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***

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4.1 Scheduling Structures	2. Developing	Batalla updated its schedule to better support the implementation of our Biliteracy program for K to 6th grade students. As we move forward, we want to ensure our teachers are fully equipped with the tools and knowledge needed to deliver high-quality instruction in both Spanish and English. To do this effectively, coaching is needed to help teachers meet the required instructional minutes in each language and avoid unnecessary repetition of content. Our goal is to create a cohesive and enriching experience for students that builds true biliteracy and aligns with best practices.	With the implementation of the new schedule, both students and teachers will need time and support to ensure they are making the most of the increased instructional and intervention time. As part of this shift, Batalla School is restructuring its intervention blocks and refining its MTSS programming to better align with the goals of its Biliteracy initiative. the school's aim is to create a more intentional and effective framework that supports differentiated instruction and maximizes learning opportunities in both languages. We look forward to collaborating on the supports needed to make this transition successful for our staff and students. We are working with the district to add English Language Development to the infrustructure of the Language Arts block.
4.2 Use of Time	2. Developing	Batalla School is working with the district to re-evaluate our use of time to ensure that we are meeting the district guidelines and the Biliteracy programming needs. This shift raises concerns about equitable access to technology and the potential impact on student learning, engagement, and academic achievement.	Staff and students use of time is somewhat effective. However, some students are off task and there are missed opportunities to maximize instructional time. Most academic teams have common planning time. We have a great deal of new staff members and need to build team and mazimize the use of common planning time to provide professional development and coaching for our students.

4.3 Technology, Facilities, & Operational Planning	1. Below Standard	Batalla's technology is aging. At the same time, the district is moving away from one-to-one technonolgy while most of the school's platforms require-one to-one technology.	Overall, the school provides a welcoming and positive learning environment. Most areas of the facility are in good condition and conducive to teaching and learning, with classrooms and common spaces that are generally bright and clean. However, with the arrival of a new custodial team and recent budget cuts, we lack a clear plan for ongoing maintenance and facility upgrades. Additionally, staffing shortages have made it challenging to consistently maintain the building to our usual standards. On the operational side, while some systems are in place, procedures are being implemented inconsistently. This is largely due to transitions within the leadership team and broader changes at the district level. As we continue to adjust, additional support and clearer guidance will be essential to ensure smooth and effective operations across the school.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* 1.4. Leadership	Most staff can articulate a common understanding of what effective instruction looks like. Instructional leaders consistently demonstrate a commitment to improving instructional practice, and school-wide norms and expectations are enforced with consistency.	Data and student work are visible and present throughout the school, inspiring students and teachers to do their best work. There are clear branding and consistent messaging throughout the school, promoting school identity and pride through 'SWIM' - Success, Welcome, Innovate, Motivate is a school-wide mentality
3.4. Equitable Partnerships with Stakeholders	The school offers a range of wraparound services to address students' nonacademic needs.	The school has several sustained community partnerships. Southwest Community Health Center, a school-based clinic which focuses on physical and mental health needs, allows easy access to healthcare for students. The school has hosted multiple family nights and sessions for training in ParentSquare, the district-to-family communication platform, is offered before, during, and after school.

4.1. Scheduling Structures	The school has taken steps to increase instructional time on task through extended learning opportunities.	The school calendar and daily schedule are well constructed. The schedule includes between 5.5 and 6 hours of instruction per day, and between 90 and 120 minutes of ELA time.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* 2.3. Support for Diverse Learners	A resource inequity that contributes to this growth area is limited administrators to staff ratio. Currently, there is one principal and two assistant principals supervising 26 teachers each, and 25 additional staff members (student support staff, paraprofessionals, custodians, security guard, and cafeteria staff). A coaching model was started two years ago and we are seeing some progress, however, our proficiency level is at 11.67. Batalla has a teacher leader model in place, but their availability for collaboration with staff is restrictive due to their primary teacher responsibilities. Finally, Batalla has limited ability to offer teachers additional professional development, coaching from the administration, and time for teachers to observe each other and work together. One root cause of this is the need to develop teacher efficacy through collaboration and using evidence garnered from classroom walkthroughs to develop a common understanding of effective differentiated instruction and pedagogy to improve instruction school-wide. Ultimately, the root cause is that teachers need additional time to collaborate beyond the 35 minute weekly common planning period and 50-60-minute monthly after-school meeting to effectively plan instruction, analyze data, and engage in professional development to improve practice.	School Leadership Quality & Diversity
1.3. Professional Learning Plan	Needs assessment findings indicate persistent underperformance in both reading and mathematics across grade levels at Batalla. Analysis points to inconsistent Tier I instructional practices and limited teacher access to sustained, high-quality professional development aligned to the school's academic goals. Teachers have reported challenges implementing evidence-based instructional strategies with fidelity due to inadequate coaching support, insufficient protected time for professional learning, and competing demands during the instructional day. These factors collectively contribute to variability in instructional quality and widen existing gaps in student achievement.	Student Supports & Intervention
2.2. Instructional Practice	Instructional Practice remains a key area for growth at Batalla School. One contributing factor is the inequitable implementation of standards-aligned resources, including instructional programs, materials, and assessments in Spanish and English. Currently, there is a lack of cohesive systems to support teacher development in effectively using high-quality instructional materials to meet diverse student needs. Batalla's Next Generation Accountability Index scores reflect this challenge, with ELA at 41.8, Math at 43.3, and Science at 40.3-out of a possible 75 points. While students are demonstrating growth, the rates remain below state averages: 51.3% in ELA and 57.7% in Math, compared to state growth rates, resulting in deficits of 9.3% in ELA and 4.6% in Math. Instructional observations indicate that teaching is often teacher-directed, with limited evidence of student-centered learning. A root cause of this issue is the lack of a shared understanding among teachers of what effective instruction looks like. More critically, there is a need to build teacher capacity to support one another in articulating and implementing a common vision of rigorous, student-centered instruction-particularly in ELA and Math.	Empowering, Rigorous Content

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Batalla School's SPI in Math will increase from 39.6 in 2025-26 to 66.1 in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Batalla School's SPI in ELA will increase from 41.2 in 2025-26 to 67.6 in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, Batalla School's chronic absenteeism rate will decrease from 39.5% in 2025-26 to 6.7% in 2026-27.

Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, 60% of Batalla students will meet their score target as defined by DIBELs and/or LECTURA.
Internal Benchmark Goal #5	* By June 2027, 70% of Batalla students will show growth in the Mathematics Smarter Balanced Assessment.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1		Goal #2	The CSDE Evidence-based practice guide for Mathematics identifies Tier 2, Moderate evidence for providing instructional coaching. Source: Instructional Coaching: Professional Development Strategies That Improve Instruction. The CSDE Evidence-based practice guide for Reading identifies Tier 2, Moderate evidence that instructional coaching is an effective model of school-based professional development. Source: Teemant, A. (2014). A Mixed-Methods Investigation of Instructional Coaching for Teachers of Diverse Learners. Urban Education, v49(5), pp. 574-604. DOI: 10.1177/0042085913481362	CURRICULUM ASSOCIATES: MOSAICO FUNDAMENTOS - PD (2 SESSIONS X $2,400/SESSION) CURRICULUM ASSOCIATES: MAGNETIC FOUNDATIONS FOR ENGLISH DEVELOPMENT - PD (2 SESSIONS X $2,400/SESSION) TAJU EDUCATIONAL SOLUTIONS LLC - PD (4 SESSIONS X $4,706/SESSION) HMH: 9 days x $3,500 per day WONDERS: 9 days x $3,500 per day	$ 91,424.00
		Goal #4	Evidence Base: Strong		

	1.1. Professional Learning Plan. Because the needs assessment identifies a significant need to improve student performance in reading and math, Batalla will partner with TaJu Educational Solutions to provide high-quality professional development and coaching for teachers. This support will deepen instructional practice, strengthen Tier I instruction, and directly address gaps in student achievement. To build staff capacity to effectively support Batalla's MLLs in ELA, Curriculum Associates will facilitate a targeted professional learning in Mosaico fundamentals and Magnetic Foundations for English Development for Batalla teachers and students. This session will focus on research-based instructional practices, language development strategies, and curriculum alignment designed to strengthen teachers' ability to meet the diverse linguistic and academic needs of MLL students. Through hands-on learning, modeling, and collaborative discussion, teachers will deepen their understanding of how to leverage Magnetic Literacy resources to promote equity, engagement, and accelerated literacy growth for MLLs across grade levels. Teachers will also receive professional development and coaching in mathematics through HMH and ELA through McGraw Hill Wonders.				
1.2		Select...			$ 0.00
		Select...	Evidence Base: Select...		
1.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		

	Specific Academic Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority **Please Note:** this cost is automatically populated based on information provided on the Budget page.
	Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.	*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Differentiation and Support for Diverse Learners. To better serve Batalla's large population of Spanish-speaking students, the school will purchase Mosaico Fundamental (K-2 consumables, libraries) and Amplify LECTURA to assess where our students are in their Spanish literacy in (K-6) to confirm transfer potential to English in literacy. Better engaging the MLL student population will also contribute to decreased chronic absenteeism.	Goal #3 Goal #4	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #3, Goal #4, Goal #5 Evidence Base: Strong	K-2 CONSUMABLES & CLASSROOM LIBRARIES: CURRICULUM ASSOCIATES - MOSAICO FUNDAMENTOS AMPLIFY - LECTURA FOR K-6 ASSESSMENT OF SPANISH LITERACY TO CONFIRM TRANSFER POTENTIAL TO ENGLISH IN LITERACY	$ 21,985.00
2.2		Goal #1	The CSDE Evidence-based practice guide for Mathematics identifies Tier 2, Moderate evidence for providing instructional coaching. Source: Instructional Coaching: Professional	1 INSTRUCTIONAL COACH	$ 86,591.00

	2.2. Instructional Practice. One instructional coach will be hired to support high-quality instruction, with a particular focus on English Language Learners and students receiving special education services. This coach will work closely with Batalla administrators to design and implement ongoing, job-embedded professional development aimed at building staff capacity and instructional excellence. Additionally, the instructional coach will engage in regular district-level professional learning alongside the Assistant Superintendent of Curriculum and Instruction and relevant district coordinators to ensure alignment with district-wide goals and initiatives.		Development Strategies That Improve Instruction. The CSDE Evidence-based practice guide for Reading identifies Tier 2, Moderate evidence that instructional coaching is an effective model of school-based professional development. Source: Teemant, A. (2014). A Mixed-Methods Investigation of Instructional Coaching for Teachers of Diverse Learners. Urban Education, v49(5), pp. 574-604. DOI: 10.1177/0042085913481362 Goal #1, Goal #2, Goal #3, Goal #4, Goal #5		
		Goal #5	Evidence Base: Strong		
2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
		Goal #3 Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004;*		• *$90,000* • *$1,800*

Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	
3.1	Select... Select...	Evidence Base: Select...		$ 0.00
3.2	Select... Select...	Evidence Base: Select...		$ 0.00
Specific Operations Priority and Strategy	**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of	*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000

students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.			*small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*		
4.1		Select...			$ 0.00
		Select...	Evidence Base: Select...		

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Object		Total
100 - Personal Services > Salaries		$42,539.00
200 - Personal Services > Employee Benefits		$44,052.00
300 - Purchased Professional and Technical Services		$91,424.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$0.00
600 - Supplies		$21,985.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

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100 - Personal Services > Salaries - $42,539.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	1 FTE Math Instructional Coach
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$42,539.00	
Line Item Total:	$42,539.00	

Total for 100 - Personal Services > Salaries:	$42,539.00
Total for all other Objects:	$157,461.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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200 - Personal Services > Employee Benefits - $44,052.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Math Instructional Coach Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$44,052.00	
Line Item Total:	$44,052.00	

Total for 200 - Personal Services > Employee Benefits:	$44,052.00
Total for all other Objects:	$155,948.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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300 - Purchased Professional and Technical Services - $91,424.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	HMH: 9 days x $3,500 per day
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$31,500.00	
Line Item Total:	$31,500.00	
Object:	300 - Purchased Professional and Technical Services	WONDERS: 9 days x $3,500 per day
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$31,500.00	
Line Item Total:	$31,500.00	
Object:	300 - Purchased Professional and Technical Services	TAJU EDUCATIONAL SOLUTIONS LLC - PD (4 SESSIONS X $4,706/SESSION)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$18,824.00	
Line Item Total:	$18,824.00	
Object:	300 - Purchased Professional and	CURRICULUM ASSOCIATES: MOSAICO FUNDAMENTOS - PD (2

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	Technical Services	SESSIONS X $2,400/SESSION)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$4,800.00	
Line Item Total:	$4,800.00	
Object:	300 - Purchased Professional and Technical Services	CURRICULUM ASSOCIATES: MAGNETIC FOUNDATIONS FOR ENGLISH DEVELOPMENT - PD (2 SESSIONS X $2,400/SESSION)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$4,800.00	
Line Item Total:	$4,800.00	

Total for 300 - Purchased Professional and Technical Services:	$91,424.00
Total for all other Objects:	$108,576.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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600 - Supplies - $21,985.00

Budget Detail		Narrative Description
Object:	600 - Supplies	K-2 CONSUMABLES & CLASSROOM LIBRARIES: CURRICULUM ASSOCIATES - MOSAICO FUNDAMENTOS
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$15,742.00	
Line Item Total:	$15,742.00	
Object:	600 - Supplies	AMPLIFY - LECTURA FOR K-6 ASSESSMENT OF SPANISH LITERACY TO CONFIRM TRANSFER POTENTIAL TO ENGLISH IN LITERACY
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Cesar Batalla School (015-1411)	
Quantity:	1.00	
Cost:	$6,243.00	
Line Item Total:	$6,243.00	

Total for 600 - Supplies:	$21,985.00
Total for all other Objects:	$178,015.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Filter by Location: All - $200,000.00

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		42,539.00	42,539.00
200 - Personal Services > Employee Benefits		44,052.00	44,052.00
300 - Purchased Professional and Technical Services		91,424.00	91,424.00
600 - Supplies		21,985.00	21,985.00
Total		200,000.00	200,000.00
		Allocation	200,000.00
		Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Cesar Batalla School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Cesar Batalla School (015-1411) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Principal's Name:	*	Linda Bagoly
Principal's Email:	*	lbagoly@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	PK-8
Student Enrollment	530.00
Percentage Eligible for Free/Reduced Price Meals	96.8 %
Percentage of Students with Disabilities	21.1 %
Percentage of English Language/Multilingual (EL/ML) Learners	52.6 %
Percentage of Students Chronically Absent	32.8 %
Suspension/Expulsion Rate	5.20
Classroom Teacher Attendance (Average FTE Days Absent)	14.40
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	66.70
High School Only: Demonstrating Postsecondary Readiness	

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ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	68.20
Smarter Balanced Growth ELA	85.70
School Performance Index (SPI) for Math	66.30
Smarter Balanced Growth - Math	86.70
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	76.70
LAS Links Growth - Literacy	91.20
LAS Links Growth - Oral	94.10
Chronic Absenteeism	8.50
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
06/20/2026	In-person	Assistant Superintendent of Curriculum and Instruction, Principal, and CSDE contact Greg Dresko	An overview of the SIG process was provided to the Columbus School Administration, and the Needs Assessment was completed.
08/19/2026	In-person	Assistant Superintendent of Curriculum and Instruction and Principal	The Assistant Superintendent and the Principal of Columbus School discussed best practices for prioritizing student needs and improving academic outcomes, and aligned these strategies with the 2026-2027 School Improvement Plan.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

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Talent Indicators	Assessment Score	Evidence	Reasoning

EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	3. Proficient	The teacher retention rate at Columbus is 94%. Strategic recruitment systems are in place, with efforts to match effective educators to students with the greatest needs. Recruitment processes prioritize high-need certification areas, though challenges persist in fully staffing bilingual and SPED positions.	Columbus School demonstrates strong recruitment and retention practices, supported by consistent systems and a high overall retention rate. While human capital efforts are effective, continued innovation is needed to ensure the most effective educators are consistently matched with the highest-need students.
1.2 Evaluation & Coaching Systems	3. Proficient	Columbus School staff receive regular feedback from school leaders aligned to role expectations. Comprehensive performance management tools are in use to guide evaluation. Coaching cycles are aligned to school goals and staff development needs. Accountability systems hold staff responsible for both effort and results.	The school has a consistent and effective evaluation and coaching system that supports teacher growth and instructional improvement. While systems are strong, differentiated coaching opportunities would further accelerate the growth of both novice and veteran staff.

1.3 Professional Learning Plan	2. Developing	Professional learning is targeted to staff growth areas identified through observations. A year-long calendar ensures monthly job-embedded sessions and weekly collaborative planning. Most teachers apply professional learning strategies in daily instruction.	Professional learning is intentional, collaborative, and aligned to school priorities. Structures for feedback and growth promote consistency in instructional practice. To reach exemplary practice, Columbus could expand personalized professional development opportunities and teacher leadership pathways.
1.4 Leadership	2. Developing	A mission and strategic direction are in place but not consistently communicated. Leadership teams exist but vary in effectiveness and cohesion. Continuous improvement cycles have been initiated but are not yet fully embedded.	Leadership structures reflect a commitment to improvement but remain in the developing stage. More consistent communication, stronger distributed leadership, and embedded systems for accountability are needed to ensure coherence and sustained progress toward student achievement goals.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***

2.1 Curriculum & Academic Programming	2. Developing	Rigorous, standards-based curricula are in place for most core content areas, however, gaps exist in curriculum alignment and pacing across classrooms is inconsistent. Anchor charts and word walls are sometimes outdated or underutilized. Walkthroughs confirm uneven coverage of standards and inconsistent use of visuals.	Curriculum implementation is underway, but coherence and rigor vary across classrooms. Consistent pacing, alignment, and effective use of instructional supports are needed to ensure all students have equitable access to standards-based learning.
2.2 Instructional Framework	2. Developing	An instructional framework is established but inconsistently implemented. Lessons often emphasize recall and basic comprehension tasks. Student engagement and academic discourse are uneven. Walkthroughs reveal variability in strategies used to promote critical thinking.	Instructional practices are emerging but lack consistency across classrooms. The framework requires stronger monitoring, coaching, and modeling to ensure rigorous, student-centered instruction that promotes higher-order thinking.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	Lessons address some learning modalities but lack full differentiation. Supports for multilingual learners are limited. MTSS structures are partially implemented, with inconsistent collaboration and follow-up.	Supports for diverse learners are not consistently applied, resulting in achievement gaps across student subgroups. Professional development, clear expectations for differentiation, and systematic monitoring are needed to ensure equitable learning opportunities.
2.4 Assessment Practices & Data Use	3. Proficient	Teachers consistently use strategies such as exit tickets, student work reviews, and conferencing. Feedback is timely, specific, and actionable. A benchmark assessment system is in place. Data teams meet regularly to analyze results and plan instruction.	Assessment practices are strong and consistently inform instructional adjustments. While systems are effective, deeper use of data for predictive planning and subgroup monitoring would enhance long-term outcomes.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**

EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***
3.1 School Environment	3. Proficient	Common spaces and classrooms are bright, clean, and welcoming. Student work and data are displayed in some classrooms. Consistent messaging throughout the building promotes school pride.	The school environment is positive and welcoming, fostering respect and engagement among students, staff, and families.
3.2 Attendance	2. Developing	Average daily attendance is between 89–93%. Chronic absenteeism ranges from 16–20%. An attendance team exists but meets only periodically. Strategies focus mainly on Tier 3 interventions with limited monitoring of impact.	Attendance strategies exist but lack consistency and systematic tracking, leading to uneven results. Stronger leadership, earlier interventions, and improved family engagement are needed to reduce chronic absenteeism and improve attendance outcomes.

3.3 Behavioral Management	2. Developing	A school-wide behavior plan is in place but inconsistently applied. Student misbehavior continues to cause classroom disruptions. Expectations are unclear or vary across staff. Discipline practices tend to be punitive rather than restorative. Behavioral data collection is inconsistent.	Behavioral systems are emerging but lack clarity, consistency, and restorative focus. Staff training, stronger monitoring, and clear communication of expectations are needed to create a positive, predictable school environment.
3.4 Equitable Partnerships with Stakeholders	2. Developing	The school hosts family events and communicates using newsletters, calls, and other methods. Partnerships with community organizations exist but are limited and often event-specific. Systems for evaluating the effectiveness of partnerships are underdeveloped.	Partnerships and outreach are present but inconsistent and largely one-directional. Intentional strategies to build two-way communication, increase representation, and sustain partnerships are needed to fully engage families and community stakeholders.
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***
4.1 Scheduling Structures	3. Proficient	The daily schedule at Columbus School includes over 5.5 hours of instruction. Students receive 90+ minutes of ELA and 60+ minutes of math daily. Dedicated blocks for intervention and enrichment are protected.	Schedules are structured to provide adequate instructional time, interventions, and enrichment. Routines are consistent and effective, though opportunities remain to optimize planning time and refine transitions for greater efficiency.
4.2 Use of Time	3. Proficient	Instructional time is consistently maximized with minimal redirection needed. Common planning periods are protected and rarely interrupted. Protocols ensure collaborative planning is focused on instruction and data.	Instructional and planning time are used effectively, with structures that prioritize collaboration and student learning.

4.3 Technology, Facilities, & Operational Planning	3. Proficient	Technology is effectively integrated into instruction, supported by an implementation plan. Classrooms and common spaces are clean, bright, and conducive to learning. A facilities plan is in place to ensure maintenance and upgrades.	Technology, facilities, and operational systems are strong and consistently support teaching and learning. Continued evaluation and strategic planning will help sustain resource efficiency and expand innovative instructional practices.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* 4.1. Scheduling Structures	Columbus has prioritized maximizing instructional time through intentional scheduling. Specials, lunch, and recess are grouped together to minimize transitions, increasing continuous time on task in the classroom. The schedule includes a weekly double special (75 minutes) that allows students to engage in exploratory projects. Instructional time exceeds 5.5 hours per day, with students receiving between 90-120 minutes of ELA daily.	Daily instructional time totals 5.5-6 hours per day. Daily ELA time totals 90-120 minutes per day. Specials, lunch, and recess are grouped together to reduce transitions Weekly 75-minute double specials for exploratory projects are included in the schedule.
1.2. Evaluation and Coaching Systems	The school maintains a strong professional culture characterized by staff preparedness, collaboration, and accountability. Teachers start each day on time with instructional materials ready and engage in daily collaboration. Weekly 75-minute grade-level meetings focus on assessment and instructional strategies. Administrators provide timely feedback and hold staff accountable, contributing to a culture of continuous improvement. Nearly all teachers meet or exceed proficiency standards.	98% of teaching staff are rated Proficient on summative evaluations. 75-minute grade-level meetings focused on instruction and assessment are held weekly. Daily collaboration and consistent staff preparedness are emphasized to support effective instruction.
2.4. Assessment Practices and Data Use	Columbus administers district and state benchmark assessments with nearly 100% participation and has established collaborative structures for data use. Teachers meet weekly in common planning sessions to review assessment data and begin aligning instruction and interventions accordingly. Instructional Coaches work with K-3 teachers to create targeted pull-out intervention groups for the highest-need students.	Nearly 100% of students at Columbus participate in district/state assessments. Weekly common planning meetings are centered on data analysis. There is an emerging use of formative assessments to guide instruction. K-3 intervention groups are supported by instructional coaches.

Growth Areas	Root Cause and Rationale	Resource Inequity (Select one from dropdown)
* 1.3. Professional Learning Plan	Student achievement data demonstrates underperformance in both ELA and math, with Columbus failing to rank among the top schools in the district at any grade level. Instructional planning and delivery are inconsistent, with uneven alignment to standards. Root causes include insufficient systemic structures for data-driven instruction, limited family and student engagement in academics, and gaps in instructional rigor. Addressing these issues requires stronger professional development, collaborative planning, and school-wide strategies to ensure standards-aligned, rigorous instruction.	Empowering, Rigorous Content
2.3. Differentiation and Support for Diverse Learners	SBAC results for 2025-26 showed only 8% of students meeting or exceeding standards in ELA and 7% in math. Special populations represent the majority of the student body, with 60.4% English learners and 16% students with disabilities. Teachers lack sufficient training, resources, and planning support to effectively differentiate instruction and deliver targeted interventions. The root cause is the absence of consistent structures, strategies, and professional development to meet the needs of multilingual learners and students with disabilities.	Student Supports & Intervention
3.2. Attendance	Chronic absenteeism remains a significant barrier, with a rate of 32.84% in 2025-26. While strategies to improve attendance were implemented, they were not sufficient to create meaningful change. Root causes include limited parent understanding of the impact of absenteeism, challenges related to childcare and transportation, and students' lack of connection or engagement with school. Family surveys revealed that children were often kept home due to minor illnesses or reluctance to attend school. Addressing this issue requires stronger parent education, proactive communication, and an engaging, welcoming school environment that motivates daily attendance.	Positive & Inviting School Climate

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Columbus' SPI in ELA will increase from 41.3 in 2025-26 to 68.2 in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Columbus' SPI in Math will increase from 39.4 in 2025-26 to 66.3 in 2026-27.
National/State Benchmark Goal #3 (optional)	

Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, the number of students in Grades K-8 scoring in the Intensive Support level on the DIBELS assessment will decrease by 10%.
Internal Benchmark Goal #5	* By June 2027, Columbus's Chronic Absenteeism rate will decrease from 32.8% in 2025-26 to 8.5% in 2026-27.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1	1.1. Instructional Leadership: An ELA/EL Instructional Coach will be hired to support high-quality instruction, with a particular focus on English Language Learners and students receiving special education services. The coach will work closely with Columbus administrators to design and implement ongoing, job-embedded professional development aimed at building staff capacity and instructional excellence. Additionally, the instructional coach will engage in regular district-level professional learning alongside the Assistant Superintendent of Curriculum and Instruction and relevant district coordinators to ensure alignment with district-wide goals and initiatives.	Goal #1 Goal #4	The CSDE Evidence-based Practice Guide for Mathematics identifies Tier 1, Strong evidence for providing explicit and systematic intervention instruction in PreK-8. Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). The CSDE Evidence-based Practice Guide for Reading identifies strong evidence for providing reading interventions (Tier 2) and moderate evidence for developing early literacy skills in K-3 students who lag behind their peers. Goal #1, Goal #2, Goal #4 Evidence Base: Strong	1 INSTRUCTIONAL COACH ELA/EL	$ 61,883.00
1.2		Select... Select...	Evidence Base: Strong		$ 0.00
1.3		Select... Select...	Evidence Base: Select...		$ 0.00

	Specific Academic Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
					Please Note: this cost is automatically populated based on information provided on the Budget page.
	Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.	*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Differentiation and Support for Diverse Learners. To strengthen academic rigor and better meet the diverse learning needs of its students, Columbus will implement a comprehensive professional development plan grounded in several high-quality, evidence-based instructional programs. These professional learning opportunities will be paid for utilizing the school's FY27 Commissioner's Network funds. Teachers will participate in targeted professional learning from HMH, Wonders, and Empowering Writers to deepen instructional practice in Math and ELA with a particular emphasis on supporting English Language Learners and students receiving	Goal #2 Goal #4	The CSDE Evidence-based Practice Guide for Mathematics identifies Tier 1, Strong evidence for providing explicit and systematic intervention instruction in PreK-8. Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). The CSDE Evidence-based Practice Guide for Reading identifies strong evidence for providing reading interventions (Tier 2) and moderate evidence for developing early literacy skills in K-3 students who lag behind their peers. Goal #1, Goal #2, Goal #4 Evidence Base: Strong	1 – 3rd GRADE TEACHER BUILDING SUBSITUTE FOR SCHOOL-WIDE PD/COACHING RELIEF (160 days x $295.87 per day) INSTRUCTIONAL SUPPLIES: SCIENCE KITS, ELA/MATH WORKBOOK CONSUMABLES, TEACHER'S MANUALS, WRITING UTENSILS, ETC.	$ 80,670.00

173	special education services. Teachers will receive coaching and professional development on implementing the Corrective Reading and Connecting Math Concepts programs. These evidence-based, direct instruction programs are designed to help struggling students rapidly acquire foundational skills in reading and math. Intervention materials for Corrective Reading and Connecting Math Concepts will be purchased to support teachers in designing visually supportive tools that enhance comprehension and organization for all learners.To faciliate professional development sessions, Columbus will pay for a building substitute teacher to provide classroom coverage for professional development and coaching day relief. To further address the needs of English Language Learner (ELL) students, Columbus will add a 3rd grade teacher to reduce class sizes and create smaller, more supportive learning environments for ELL instruction. By decreasing student-to-teacher ratios, the school will be better positioned to provide more individualized attention and targeted support for language development. This additional staffing will allow teachers to more effectively differentiate instruction, implement research-based language acquisition strategies, and ensure that ELL students have equitable access to grade-level content. This dedicated position will ensure that multilingual learners receive the individualized scaffolding, vocabulary development, and content-access strategies necessary to engage fully with grade-level material. Moreover, the EL interventionist will provide					

	supplemental instruction and support to the school's EL students. Beyond professional learning and staffing enhancements, Columbus will update instructional materials to support a more engaging and inclusive learning environment. Refreshed instructional supplies such as science kits, consumables such as workbooks and teacher manuals, and additional classroom materials will support hands-on exploration and deeper conceptual understanding.				
2.2		Select...			$ 0.00
		Select...	Evidence Base: Select...		
2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1. Behavior Management. The needs assessment at Columbus revealed a high number of discipline referrals and elevated levels of chronic absenteeism, both of which were closely tied to students feeling disconnected from their school community. To further promote a welcoming and student-centered environment, Columbus will incorporate flexible furniture into classrooms and designated communal spaces. This modern, flexible furniture will allow for a variety of seating arrangements and learning configurations, giving students greater autonomy, comfort, and choice in how they engage with their learning environment. These updates aim to foster a sense of belonging and reduce barriers to focus and participation. Columbus will also invest in SmartPass, a web-based digital hall pass software, to help reduce hallway conflicts and increase student accountability and attendance.	Select...	Tier 1, Strong evidence for implementing an early identification and intervention system for grades 6-8. Source: Balfanz, Robert; Herzog, Liza; Iver, Douglas J. Mac. (2007). Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-GradesSchools: Early Identification and Effective Interventions. Educational Psychologist, v42 n4 p223-235 Nov 2007. Tier 1, Strong evidence for improving student attendance through school, family and community partnerships PreK-5. Source: Steven B. Sheldon (2010) Improving Student Attendance With School, Family, and Community Partnerships, The Journal of Educational Research, 100:5, 267-275, DOI: 10.3200/JOER.100.5.267-275.	FLEXIBLE CLASSROOM FURNITURE: MODULAR SEATING, MOBILE DESKS/TABLES, ETC	$ 2,400.00
		Goal #4	Evidence Base: Strong		
3.2	3.2. School Attendance. The needs assessment identified a high rate of chronic absenteeism, closely tied to a poorly defined and inconsistently implemented schoolwide behavior management plan and social-emotional learning (SEL) approach.	Select...		1 – ATTENDANCE MONITOR SOUND SYSTEM AND LASER PROJECTOR	$ 55,047.00

178	To address this need, the school will hire an Attendance Monitor to actively follow up with chronically absent students and educate parents on the importance of consistent attendance. Moreover, to maintain consistent and effective communication with students, families, and the broader school community, Columbus will use SIG funds to support schoolwide presentations, parent and family engagement events, student assemblies, attendance-related communications, and other activities designed to reinforce the importance of regular school attendance and strengthen students' connection to the school community by installing a sound system and laser projector. By enhancing the school's ability to communicate attendance expectations, celebrate student successes, share resources with families, and engage students in meaningful schoolwide activities, these investments will support a consistent message around attendance and contribute to a positive school climate and culture. The lifecycle of this purchase is estimated to be five years. Funds for Columbus's School Attendence priority will be braided with resources provided through the schools's Commissioner's Network program to further invest in attendance incentive initiatives, including rewards and celebrations and field trips, to foster a culture of consistent attendance and student engagement. These experiences will strengthen Columbus's school climate and culture by providing students with opportunities to build positive relationships with peers and staff, experience success outside of the traditional classroom		CSDE Evidence-based Practice Guide for Climate and Culture identifies Tier 2, Moderate evidence for facilitating communication between teachers and parents about good attendance for PreK-3. Source: Cook, P., Dodge, K., Gifford, E.J. and Schulting, A. (2017). Early Truancy Prevention Program, Duke University, Study appears in the journal Children and Youth Services Review, "A new program to prevent primary school absenteeism: Results of pilot study in five schools," Children and Youth Services Review, 2017. Early Truancy Prevention Program, Duke University, Study appears in the journal Children and Youth Services Review, "A new program to prevent primary school absenteeism: Results of pilot study in five schools," Children and Youth Services Review, 2017. Tier 1, Strong evidence for implementing an early identification and intervention system for grades 6-8. Source: Balfanz, Robert; Herzog, Liza; Iver, Douglas J. Mac. (2007). Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions. Educational Psychologist, v42 n4 p223-235 Nov 2007. Tier 1, Strong evidence for improving student attendance through school, family and community partnerships PreK-5. Source: Steven B. Sheldon (2010) Improving Student Attendance With School, Family, and Community Partnerships, The Journal of Educational Research, 100:5, 267-275, DOI: 10.3200/JOER.100.5.267-275.		

	setting, enhance college and career rediness, and develop a stronger sense of belonging and connection to the school community. By creating shared, engaging experiences and reinforcing positive participation, field trips and attendance celebrations will help foster a school culture in which students feel valued, supported, and motivated to attend regularly. In turn, these investments will complement the school's SEL and behavior-management efforts by promoting positive behavior, relationship-building, and a greater sense of community.	Goal #4	Evidence Base: Strong		
Specific Operations Priority and Strategy		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.		*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000

4.1		Select...			$ 0.00
		Select...	Evidence Base: Select...		

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Object		Total
100 - Personal Services > Salaries		$90,645.00
200 - Personal Services > Employee Benefits		$15,914.00
300 - Purchased Professional and Technical Services		$0.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$47,339.00
600 - Supplies		$46,102.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

100 - Personal Services > Salaries - $90,645.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	.50 FTE ELA/EL Instructional Coach
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$53,770.00	
Line Item Total:	$53,770.00	
Object:	100 - Personal Services > Salaries	.50 FTE 3rd Grade Teacher: 1 Teacher x 180 days x $250/day
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$22,500.00	
Line Item Total:	$22,500.00	
Object:	100 - Personal Services > Salaries	Attendance Monitor: 1 Attendance Monitor x 115 days x 5hrs x $25/day
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$14,375.00	
Line Item Total:	$14,375.00	

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Total for 100 - Personal Services > Salaries: $90,645.00

Total for all other Objects: $109,355.00

Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

200 - Personal Services > Employee Benefits - $15,914.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	.50 FTE ELA/EL Instructional Coach Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$8,113.00	
Line Item Total:	$8,113.00	
Object:	200 - Personal Services > Employee Benefits	.50 FTE 3rd Grade Teacher Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$6,845.00	
Line Item Total:	$6,845.00	
Object:	200 - Personal Services > Employee Benefits	Attendance Monitor Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$956.00	
Line Item Total:	$956.00	

Total for 200 - Personal Services > Employee Benefits: $15,914.00

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Total for all other Objects:	$184,086.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

500 - Other Purchased Services - $47,339.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	BUILDING SUBSITUTE FOR SCHOOL-WIDE PD/COACHING RELIEF (160 days x $295.87 per day)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$47,339.00	
Line Item Total:	$47,339.00	

Total for 500 - Other Purchased Services:	$47,339.00
Total for all other Objects:	$152,661.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

600 - Supplies - $46,102.00

Budget Detail		Narrative Description
Object:	600 - Supplies	SOUND SYSTEM & LASER PROJECTOR
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$39,716.00	
Line Item Total:	$39,716.00	
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: SCIENCE KITS, ELA/MATH WORKBOOK CONSUMABLES, TEACHER'S MANUALS, WRITING UTENSILS, ETC.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$3,986.00	
Line Item Total:	$3,986.00	
Object:	600 - Supplies	FLEXIBLE CLASSROOM FURNITURE: MODULAR SEATING, MOBILE DESKS/TABLES, ETC
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Columbus School (015-0511)	
Quantity:	1.00	
Cost:	$2,400.00	
Line Item Total:	$2,400.00	

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Total for 600 - Supplies: $46,102.00

Total for all other Objects: $153,898.00

Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Filter by Location: All - $200,000.00

Purpose	01 - Public School Activities	Total
Object		
100 - Personal Services > Salaries	90,645.00	90,645.00
200 - Personal Services > Employee Benefits	15,914.00	15,914.00
500 - Other Purchased Services	47,339.00	47,339.00
600 - Supplies	46,102.00	46,102.00
Total	200,000.00	200,000.00
	Allocation	200,000.00
	Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Columbus School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Columbus School (015-0511) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Principal's Name:	*	Dr. Wayne Alexander
Principal's Email:	*	walexander@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	K-6
Student Enrollment	162.00
Percentage Eligible for Free/Reduced Price Meals	90.1 %
Percentage of Students with Disabilities	21.0 %
Percentage of English Language/Multilingual (EL/ML) Learners	25.3 %
Percentage of Students Chronically Absent	30.4 %
Suspension/Expulsion Rate	
Classroom Teacher Attendance (Average FTE Days Absent)	24.90
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	
High School Only: Demonstrating Postsecondary Readiness	

ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	69.50
Smarter Balanced Growth ELA	85.50
School Performance Index (SPI) for Math	68.00
Smarter Balanced Growth - Math	91.80
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	78.20
LAS Links Growth - Literacy	
LAS Links Growth - Oral	
Chronic Absenteeism	7.70
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
05/21/2026	In-Person	Interim Principal Brown-Palmer, Melinda Vieux (K teacher/School Climate), Miran Nasharty (Writing Interventionist/Data Team), Jade James (5th grade teacher), and Maribel Green (SPED - Resource).	The Needs Assessment rubric was given to all members of the Leadership Team members prior to the meeting. Each member came to the meeting with scores for each indicator. As a group, we worked together to determine a collective score for each indicator, providing evidence to support the score. Engaging in meaningful conversation provided insight into next steps for areas of opportunity.
06/02/2026	Spring Climate Survey (DISTRICT)	Students (Grades 3-6), teachers, staff and families	This was done via email and Parentsquare. 95% (97/102) of students participated. We received responses from 60% of our teachers and staff. We received 20 responses from families. Survey results will be used to help determine how to focus our priorities for the 26-27 school year.
06/22/2026	In-Person	Interim Principal Brown-Palmer, Mrs. White PAC President	The Needs Assessment was reviewed and feedback was received on the following indicators: 1.4, 3.1, 3.4, 4.3 and 4.4
06/26/2026	In-Person	Interim Principal Brown-Palmer, Dr. Wayne Alexander	Priority needs of the building were identified based on EOY DIBELS and MATH data.

06/30/2026	In-Person	Interim Principal Brown-Palmer, Dr. Jose Ortiz (Executive Director)	Dr. Ortiz provided an overview of the SIG process. We reviewed SMART goals and discussed the growth areas identified.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

Talent Indicators	Assessment Score	Evidence	Reasoning
EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	3. Proficient	Edison School has a mentoring program in place to support and guide new staff members. Edison School recognizes staff achievements through initiatives such as the quarterly "In It To Win It" nominations program. Edison School tracks and reviews teacher and staff turnover data annually.	Because of decreasing enrollment each year, teachers are moved from grade to grade, so matching the most effective teacher to the students with the greatest need is not always done. Spring Survey indicates that staff morale is high, with 83% of participants in agreement.

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1.2 Evaluation & Coaching Systems	3. Proficient	Timely actionable feedback is provided to teachers after each coaching observation. Grade K-6 teachers receive Hill and HMH coaching visits and Grade 3 teachers receive Wonders coaching. Feedback is provided in real-time and during debriefs to assist with next steps for Literacy and Math. Edison School maintains evidence of coaching cycles, feedback logs, and observation feedback samples.	The principal adheres to the timelines of the TEVAL process. Teachers make adjustments to instruction based on the feedback received from observations and coaching visits.
1.3 Professional Learning Plan	3. Proficient	The district provides a Professional Learning Playbook with professional development sessions monthly. The school shares the year-long professional learning calendar that focuses on data-driven instruction. Grade-band teams collaborate during weekly common planning sessions aligned to instructional goals. Evidence of district communications, including emails and staff survey results, demonstrates ongoing support for professional learning and staff engagement. The school maintains schedules and documentation of HMH and Hill coaching visits.	Targeted coaching is in place and aligned with school improvement goals to build teacher capacity. More emphasis needed on colleague-led PD. 56% of teachers responded favorably to the survey question: "Professional development I receive from school/district provides me with teaching strategies to better meet the needs of my students.
1.4 Leadership	3. Proficient	The principal communicates clear systems, policies, structures, and expectations aligned with the school improvement plan. The SLT is established but needs to meet more consistently. Evidence of effective communication includes daily video announcements, weekly staff agendas, and school-based PD.	Turnover in leadership has affected school outcomes. However, based on results from the Spring Survey, teachers and staff express unanimous satisfaction with school administrator(s), highlighting effective communication, clear vision, and prioritization of student needs. All respondents strongly agree that administrator(s) encourage collaboration and provide timely feedback.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**

EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	3. Proficient	100% of teachers have access to Curriculum Warehouse which houses all content area pacing guides, scope and sequence, and unit plans aligned to CT standards. Consistentcy of curriculum use is montored through observations and walkthroughs.	There is a rigorous curriculum at all grade levels (Wonders for ELA and HMH Into Math). There is strong evidence of consistent implementation across classrooms as evidenced on school walkthroughs and coaching visits.
2.2 Instructional Framework	2. Developing	The school/district has adopted an instructional framework, but full implementation varies by classroom. Some teachers focus on basic recall and comprehension tasks with limited opportunities for student-led inquiry or critical thinking.	Most instruction is teacher-led and tasks provide opportunities for students to recall and demonstrate their learning at minimal levels resulting in low student engagement. Emphasis needs to be on academic rigor and student-led activities that require higher levels of thinking and engagement.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	Lessons include limited differentiation and primarily address one or two learning modalities. There is evidence of some supports for multilingual learners and students with disabilities, but immplementation varies across classrooms. MTSS meetings are infrequent and interventions are not consistently implemented based on data.	Support for diverse learners is limited and lessons are structured to included a limited number of learning modalities and styles using grade-level concepts/skills. The MTSS framework is partially implemented but not consistent due to limited support staff and scheduling conflicts.

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2.4 Assessment Practices & Data Use	2. Developing	Multiples sources of data are used to monitor student understanding but use of this data is inconsistent across grade levels. Assesment practices and collection of data is evident in use of formative assessment, exit tickets, questioning strategies, and analysis of student work. Benchmark assessments such as DIBELS and NWEA are given 3 times per year. Progress monitoring cycles have been consistently implemented to monitor student growth in Reading. Evidence supporting these practices include the benchmark calendar, exit tickets, and common planning agendas.	A clear schedule of assessments is provided during the year and reviewed regulary to ensure that assessment practices are done with fidelity and that data is available to inform instruction. Data is analyzed during common planning periods and data team meetings (Hill), but meetings are often interrupted or canceled due to scheduling conflicts (i.e. PPTs). More in-depth analysis is needed to drive MTSS. An assessment calendar is created and shared with all stakeholders.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***

3.1 School Environment	3. Proficient	Students receive Eagle merits as a reward for good behavior/citizenship. In the second half of the year, the school implemented PBIS structures focusing on clear expectations in common areas and 3 tenets - Responsibility, Respect and Safety. Spring Climate survey show positive responses overall from teachers, staff and students with 83% of participants agreeing that staff morale is high. The school atmosphere is positively and relationships between staff and students is generally respectful.	Although there are a few rooms that need to be organized and less cluttered, most classrooms are welcoming and conducive to learning. Some classrooms need to establish a CALM corner to support SEL and student well-being. Student work should be displayed more frequently. (2nd floor). Transitions have been strengthened with staffing presence at doors/in hallways.
3.2 Attendance	1. Below Standard	The school's attendance team includes the clerical assistant (Ms. Daniels), school counselor (Mr. Driscoll), and ISS/Restorative Practices Officer (Ms. De'Angelo). The team is not led by the school administrator, and meets periodically. Weekly calls are made to families and regular communication is sent home. There are limited interventions in place to improve attendance outcomes. The Chronic Absenteeism rate was 30.4% during the 2025-26 school year. This is evident in chronic absenteeism reports, school attendance team form (district), and staff attendance reports.	Members of the attendance team work individually to call families. However it has been difficult to meet consistently since the school counselor and ISS/Restorative Practices officer are only at school one day a week. There is a need to structure MTSS, including making sure teachers follow the attendance protocol (i.e. Special Attendance Registry). Due to our efforts, our chronic absenteeism rate has decreased by at least 10% from last school year.
3.3 Behavioral Management	3. Proficient	Students receive Eagle merits as a reward for good behavior/citizenship. In the second half of the year, Edison School implemented PBIS structures focusing on clear expectations in common areas and 3 tenets - Responsibility, Respect and Safety. The Spring Climate survey showed positive responses overall from teachers, staff and students with 83% of participants agreeing that staff morale is high. The school atmosphere is positive and relationships between staff and students is generally respectful. This is evidence in our Powerschool logs.	Teachers' classroom management skills vary. Office vs teacher-managed behaviors should be reviewed. Edison School's focus is on Restorative Practices rather than punishment. More PD is needed to continue this shift in mindset. The current suspension rate is less than <10 percent.

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3.4 Equitable Partnerships with Stakeholders	2. Developing	The school utilizes ParentSquare and social media platforms to communicate important information and celebrate school events with families and the broader community. The school has established partnerships with community organizations and volunteers, including Edgewell, Mad Science, and volunteer readers, to enhance student learning experiences and school engagement. Evidence of these partnerships is reflected in photographs of events and activities involving community partners. While these efforts demonstrate a commitment to community involvement, event flyers and the school calendar indicate that opportunities for direct family engagement are limited and occur infrequently.	Limited family engagement events were held in collaboration with the Parent Advisory Coucil (PAC). Most of our community partnerships are event-specific. More events need to be scheduled during the year to increase parent engagement (i.e. Literacy/Math Nights).
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***
4.1 Scheduling Structures	3. Proficient	The master schedule meets state and district expectations. WIN periods are clearly defined.	Instructional time is adequate. ELA and MATH blocks meet state standards. WIN blocks are scheduled, but alignment to student needs can be strengthened with the use of data to plan and deliver targeted instruction.
4.2 Use of Time	2. Developing	Instructional time is not consistently maximized across grade levels.	Common planning time exists but lacks structure, reducing opportunities for effective collaboration. We started implementing weekly agendas to keep members focused on task at hand. Administrator is not always able to participate due to scheduled meetings or school-related issues.

4.3 Technology, Facilities, & Operational Planning	2. Developing	The school generally is welcoming and most of the facility is in good repair although it needs updating. There are a few rooms requiring attention such as organization, cleanliness. Technology is utilized and varies across classrooms. The integration of digital tools could be greater. Evidence includes photos of spaces around building.	Efforts are being made to make spaces around the school more inviting, including updated bulletin boards and repainting hallways. One-to-one Technology is available but many devices are several years old which affects functional performance. Edison is an old building with charm, but lacks functional amenities such as an elevator, a gym, wheelchair access, or outdoor fields. Physical space needs attention and the cafeteria and bathrooms need to be repainted.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* 1.4 Leadership	The Interim Principal began in January and established trust and positive relationships with staff. There is a highly effective servant leadership model in place, with high visibility and clear expectations communicated consistently. Daily walkthroughs and frequent classroom observations are completed, allowing for immediate feedback to be given. There is strong collaboration among staff.	Internal benchmark data indicates growth on DIBELS and NWEA as a school, with some grades outperforming others. The results of Spring Survey indicate that the staff is highly satisfied with the administrator.
2.1 Curriculum & Academic Programming	Standards-based curricula are being implemented with fidelity across classrooms with most teachers demonstrating consistent pacing. There is evidence of anchor charts and word walls.	Classroom walkthroughs by the administrator demonstrate posted anchor charts and word walls. There is strong evidence of adherence to the pacing guide during common planning and coaching sessions.
3.1 School Environment	Relationships between staff and students are respectful and staff morale is high, contributing to a positive school climate. Staff works hard to maintain a welcoming, safe and inclusive environment with a daily focus on social-emotional learning. There is regular communication with families on Parentsquare. Structures and systems are in place to effectively deal with discipline. Evidence positive school climate includes photos, calendar of staff climate events, and staff and student recognition.	The Spring Survey indicated that Edison School is welcoming and relationships between students and teachers is respectful. There is a feeling of safety at the workplace.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**

* 2.3 Differentiation & Supports for Diverse Learners	25% of our student population is ELL and 23% are students with disabilities. Scaffolding supports for diverse learners varies across classrooms. Effective strategies are not consistently employed to impact student outcomes for these special populations. Instructional support is present but includes a limited number of learning modalities.	Student Supports & Intervention
2.4 Assessment Practices and Data Use	Assessment protocols are in place (i.e. formative assessment, progress monitoring cycles, benchmark assessments, IABs). Currently, data collection is surface level, and there is no solid system aligned to MTSS. Differentiation of instruction, specifically math, varies across classrooms. More focus is needed on using data to plan small-group instruction during collaborative time.	Instructional Time and Attention
3.2 Student Attendance	Attendance team meetings are inconsistent due to staff scheduling. Teachers need to be more consistent with attendance protocols and documentation. More is needed to inform our families about the importance of attending school everyday.	Student Supports & Intervention

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Edison School's Smarter Balanced ELA growth will increase from 57.9% in 2025-26 to 85.5% in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Edison School's Smarter Balanced Math growth will increase from 66.4% in 2025-26 to 91.8% in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, Edison School's chronic absenteeism rate will decrease from 30.4% in 2025-26 to 7.7% in 2026-27.

Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, the number of students scoring At or Above level on DIBELS based on composite score will increase from 46% (EOY 2025-26) to 56% (EOY 2026-27) as measured by DIBELS assessment.
Internal Benchmark Goal #5	* By June 2027, the average percentage of growth targets achieved in mathematics on the school's SBAC will increase from 66% in 2025–26 to 71% in 2026–27.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1		Select... Select...	Evidence Base: Select...		$ 0.00
1.2		Select... Select...	Evidence Base: Select...		$ 0.00
1.3		Select... Select...	Evidence Base: Select...		$ 0.00
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

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Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1		Goal #1	Source: Structuring Out-of-School Time to Improve Academic Achievement (NCEE 2009-012) Effective Teacher Professional Development Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). Goal #1, Goal #2, Goal #4, Goal #5	2 ELA TUTORS 2 MATH TUTORS 1 ELA INTERVENTIONIST WONDERS COACHING - 8 SESSIONS X $3,500/SESSION HMH: 8 SESSIONS X $3,500/SESSION HILL FOR LITERACY: 10 SESSIONS X $1,800/SESSION BUILDING SUBSTITUTE COVERAGE FOR PD AND COACHING (130 DAYS X $189/DAY)	$ 150,005.00
		Goal #5	Evidence Base: Strong		

	2.1. Differentiation and Support for Diverse Learners: To better support struggling learners in Math and Literacy, Edison will start an afterschool tutoring program. This will allow certified staff to have more time to work with students to address specific skill gaps. The school will use district benchmarks to identify which students are eligible, while also allowing access to all students. This program will run 2 days after school for 2 hours each day (4 hours/week) for 25 weeks. Edison will hire 2 ELA tutors and 2 Math tutors. In addition, an ELA interventionist will be hired to support small-group instruction in literacy to address specific skill gaps, including reading phonemic awareness, decoding and fluency. The hiring of this interventionist will allow for support MTSS implementation through Tier II and Tier III interventions, and assist with ongoing progress monitoring and data collection to inform instructional decisions. Moreover, teachers will continue to receive coaching from HMH and Hill for Literacy as well as Wonders professional development throughout the school year to improve instructional delivery, increase student engagement, and ensure equitable access to digital learning tools for all students. Utilizing an on-site building substitute to cover classes will allow teachers to engage to participate in PD and coaching during the school day.				
2.2		Select... / Select...	Evidence Base: Strong		$ 0.00
2.3		Select...			$ 0.00

		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1. Student Attendance: Edison School will hire a school Attendance Monitor to actively follow-up with chronically absent students, support the continuous review of student daily attendance, and take the lead on efforts to remove barriers to family communication and connection to school. The Principal will create a weekly attendance monitoring routine for the School Attendance Team. To strengthen parent partnerships and improve communication with the goal of increasing student attendance, Edison will establish a Parent Engagement Team. This team will meet weekly outside of school hours	Goal #3	Source: Bradshaw, C. P., Waasdorp T. E., Leaf, P J. (2012). Effects of Schoolwide Positive Behavioral Interventions and Supports on Child Behavior Problems. Journal of The American Academy of Pediatrics. 2012 Nov; 130(5): e1136-e1145. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Henderson, Anne T., and Mapp, Karen T. 2002.		$ 49,995.00

	meet weekly outside of school hours to plan, coordinate and evaluate family engagement initiatives (i.e. Back to School Night, cultural events, literacy/math nights, EOY Family Fun Day, etc.). Members will be compensated for their time, recognizing their essential role in fostering trust and collaboration between school and home. To support continuous improvement, the school will systematically collect and analyze data related to parent outreach, participation, and communication effectiveness. Attendance recognition and celebrations will be embedded to promote consistency and pride in attendance and Edison will invest in supplies for an attedance rewards program. Edison will continue implementing a range of PBIS attendance initiatives to encourage daily attendance and reinforce positive behavior. Scheduled PBIS events will be communicated to families to strengthen school culture and increase student engagement in an effort to reduce chronic absenteeism and Edison will invest in supplies for PBIS events, and food and supplies for parent engaement events. Students often miss school because of lack of engagement, so Edison will offer academic and recreational field trips (i.e Connecticut Science Center, Beardsley Zoo, Peabody Museum) to boost student attendance, foster peer connections and improve engagement.	Select...	Evidence Base: Strong	1 – ATTENDANCE MONITOR PARENT ENGAGEMENT TEAM X 3 PEOPLE FOOD FOR PARENT ENGAGEMENT EVENTS FIELD TRIPS: BUS TRANSPORTATION AND ENTRANCE FEES SUPPLIES FOR PARENT ENGAGEMENT EVENTS SUPPLIES FOR ATTENDANCE AWARDS PROGRAM SUPPLIES FOR PBIS EVENTS	
3.2		Select... Select...	Evidence Base: Select...		$ 0.00

Specific Operations Priority and Strategy	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.	*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000
4.1	Select...			$ 0.00
	Select...	Evidence Base: Select...		

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Object		Total
100 - Personal Services > Salaries		$66,000.00
200 - Personal Services > Employee Benefits		$1,515.00
300 - Purchased Professional and Technical Services		$74,000.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$41,570.00
600 - Supplies		$16,915.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

Budget Detail

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100 - Personal Services > Salaries - $66,000.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	STUDENT SUPPORT ELA INTERVENTIONIST: 1 INTERVENTIONIST x 180 DAYS x $235/DAY
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$42,300.00	
Line Item Total:	$42,300.00	
Object:	100 - Personal Services > Salaries	Attendance Monitor: 1 Monitor x 180 days x 2hrs x $25/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$9,000.00	
Line Item Total:	$9,000.00	
Object:	100 - Personal Services > Salaries	PARENT ENGAGEMENT TEAM: 3 STAFF x 25 WEEKS x 2HRS x $42/HR
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$6,300.00	
Line Item Total:	$6,300.00	
Object:	100 - Personal Services > Salaries	STUDENT SUPPORT ELA TUTORS: 2 TUTORS x 25 WEEKS x 2HRS x $42/HR
Purpose:	01 - Public School Activities	
Focus Area:		

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Academics Goal 2.1

LEA / School: Edison School (015-0711)

Quantity: 1.00

Cost: $4,200.00

Line Item Total: $4,200.00

Object: 100 - Personal Services > Salaries

Purpose: 01 - Public School Activities

Focus Area: Academics Goal 2.1

LEA / School: Edison School (015-0711)

Quantity: 1.00

Cost: $4,200.00

Line Item Total: $4,200.00

STUDENT SUPPORT MATH TUTORS: 2 TUTORS x 25 WEEKS x 2HRS x $42/HR

Total for 100 - Personal Services > Salaries:	$66,000.00
Total for all other Objects:	$134,000.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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200 - Personal Services > Employee Benefits - $1,515.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Attendance Monitor Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$689.00	
Line Item Total:	$689.00	
Object:	200 - Personal Services > Employee Benefits	STUDENT SUPPORT ELA INTERVENTIONIST FRINGE
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$613.00	
Line Item Total:	$613.00	
Object:	200 - Personal Services > Employee Benefits	PARENT ENGAGEMENT TEAM STAFF FRINGE
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$91.00	
Line Item Total:	$91.00	
Object:	200 - Personal Services > Employee	STUDENT SUPPORT ELA TUTORS FRINGE

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Benefits

Purpose: 01 - Public School Activities

Focus Area: Academics Goal 2.1

LEA / School: Edison School (015-0711)

Quantity: 1.00

Cost: $61.00

Line Item Total: $61.00

Object: 200 - Personal Services > Employee Benefits

Purpose: 01 - Public School Activities

Focus Area: Academics Goal 2.1

LEA / School: Edison School (015-0711)

Quantity: 1.00

Cost: $61.00

Line Item Total: $61.00

STUDENT SUPPORT MATH TUTORS FRINGE

Total for 200 - Personal Services > Employee Benefits:	$1,515.00
Total for all other Objects:	$198,485.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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300 - Purchased Professional and Technical Services - $74,000.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	WONDERS COACHING - 8 SESSIONS X $3,500/SESSION
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$28,000.00	
Line Item Total:	$28,000.00	
Object:	300 - Purchased Professional and Technical Services	HMH: 8 SESSIONS X $3,500/SESSION
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$28,000.00	
Line Item Total:	$28,000.00	
Object:	300 - Purchased Professional and Technical Services	HILL FOR LITERACY: 10 SESSIONS X $1,800/SESSION
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$18,000.00	
Line Item Total:	$18,000.00	

Total for 300 - Purchased Professional and Technical Services: $74,000.00

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Total for all other Objects:	$126,000.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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500 - Other Purchased Services - $41,570.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	BUILDING SUBSTITUTE COVERAGE FOR PD AND COACHING (130 DAYS X $189/DAY)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$24,570.00	
Line Item Total:	$24,570.00	
Object:	500 - Other Purchased Services	FOOD FOR PARENT ENGAGEMENT EVENTS
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	
Object:	500 - Other Purchased Services	FIELD TRIPS: BUS TRANSPORTATION AND ENTRANCE FEES
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$7,000.00	
Line Item Total:	$7,000.00	

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Total for 500 - Other Purchased Services: $41,570.00

Total for all other Objects: $158,430.00

Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

600 - Supplies - $16,915.00

Budget Detail		Narrative Description
Object:	600 - Supplies	SUPPLIES FOR ATTENDANCE AWARDS PROGRAM
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$5,640.00	
Line Item Total:	$5,640.00	
Object:	600 - Supplies	SUPPLIES FOR PBIS EVENTS
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$5,640.00	
Line Item Total:	$5,640.00	
Object:	600 - Supplies	SUPPLIES FOR PARENT ENGAGEMENT EVENTS
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Edison School (015-0711)	
Quantity:	1.00	
Cost:	$5,635.00	
Line Item Total:	$5,635.00	

221

Total for 600 - Supplies: $16,915.00

Total for all other Objects: $183,085.00

Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

222

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Filter by Location: All - $200,000.00

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		66,000.00	66,000.00
200 - Personal Services > Employee Benefits		1,515.00	1,515.00
300 - Purchased Professional and Technical Services		74,000.00	74,000.00
500 - Other Purchased Services		41,570.00	41,570.00
600 - Supplies		16,915.00	16,915.00
Total		200,000.00	200,000.00
		Allocation	200,000.00
		Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Edison School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Edison School (015-0711) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Principal's Name:	*	Steven Douglas
Principal's Email:	*	sdouglas@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	PK-8
Student Enrollment	471.00
Percentage Eligible for Free/Reduced Price Meals	94.7 %
Percentage of Students with Disabilities	20.2 %
Percentage of English Language/Multilingual (EL/ML) Learners	24.8 %
Percentage of Students Chronically Absent	35.6 %
Suspension/Expulsion Rate	9.60
Classroom Teacher Attendance (Average FTE Days Absent)	17.00
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	78.10
High School Only: Demonstrating Postsecondary Readiness	

ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	68.50
Smarter Balanced Growth ELA	
School Performance Index (SPI) for Math	66.20
Smarter Balanced Growth - Math	
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	76.30
LAS Links Growth - Literacy	
LAS Links Growth - Oral	
Chronic Absenteeism	9.00
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
05/22/2026	In-Person	Principal, Assistant Principal, and Student Focus Groups	Administration met with a small group of students to gather feedback on attendance, classroom engagement, behavior expectations, and student support systems. Students discussed inconsistent opportunities for engagement across classes, concerns about peer behavior, and the importance of positive relationships with teachers. Their feedback helped inform areas of focus.
05/27/2026	In-Person	Principal, Assistant Principal, and Attendance Team	The attendance team and administration collaboratively completed the Needs Assessment, using attendance data and school-based evidence to guide their ratings. Discussions were held focused on chronic absenteeism, intervention strategies, family outreach, and barriers to attendance, helping to identify priorities for improvement.
06/05/2026	In-Person	Assistant Superintendent of Curriculum and Instruction and Principal	District and school leadership provided an overview of the School Improvement Grant process, including requirements, timelines, and expectations. The team then collaboratively completed the Needs Assessment, reviewing school data and evidence to identify strengths/areas for growth.

06/10/2026	In-Person	Principal, Assistant Principal, and PAC representatives	Parents and school staff discussed Claytor's performance across key indicators, including academics, attendance, school climate, and family engagement. Feedback from the group helped inform the school's ratings and identify priorities that will guide planning and schoolwide improvement efforts.
06/15/2026	In-Person	Principal, Assistant Principal, and Climate Coach	The administration and Climate Coach collaboratively completed the Needs Assessment, using school data and evidence to evaluate behavioral supports, school climate, and student engagement. Their discussions informed the final ratings and identified priorities for strengthening restorative practices, student support systems, and overall school culture.
07/21/2026	Virtual	Principal, Assistant Principal, Teacher Leaders	The team discussed strategies for prioritizing student needs and improving academic outcomes, using school data and Needs Assessment findings to identify key areas of focus. These priorities were aligned to the 2026-2027 School Improvement Plan to ensure that resources, supports, and instructional efforts are targeted to areas of greatest need.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

Talent Indicators	Assessment Score	Evidence	Reasoning
EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***

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1.1 Hiring, Recruitment, & Retention	2. Developing	Annual retention data is analyzed to identify trends in staff turnover by grade, subject area, and years of experience. When possible, exit interview data and informal feedback from departing staff are reviewed to inform improvements in school climate, leadership practices, and working conditions. Faculty feedback is collected and used to inform hiring practices and school improvement plans. Recruiting efforts are strategic and aligned to staffing needs, specifically targeting outreach for high-need certification areas. The interview process is structured to assess alignment with the school vision, instructional priorities, and student needs. Teacher assignments are reevaluated annually to reflect instructional strengths and student needs.	The selected evidence demonstrates that the school intent to use data and stakeholder feedback to guide hiring practices, support staff, and improve retention efforts. Strategic recruitment, structured interview processes, and intentional staff placement reflect alignment with school priorities and student needs. Together, these practices illustrate a developing but coherent system for attracting, supporting, and retaining effective educators.
1.2 Evaluation & Coaching Systems	2. Developing	A structured schedule of formal coaching cycles provides regular opportunities for observation and feedback, with written feedback shared with staff to support professional growth. Administrators participate in informal classroom walkthroughs, using observed trends to inform and strengthen common planning discussions. Goal-setting conversations at the beginning, middle, and end of the year are collaborative and teacher-directed, encouraging reflection and dialogue on instructional practices and professional growth. Staff surveys are collected, analyzed, and shared openly to inform coaching priorities and school improvement efforts. Roles and expectations are clearly documented and communicated to ensure consistency and accountability across all staff.	The evidence reflects the school's efforts to establish a consistent and collaborative systems for evaluation and coaching that supports professional growth. Formal coaching cycles, informal walkthroughs, and ongoing feedback opportunities are used to inform instruction and strengthen practice. Clear expectations, transparent communication, and teacher-centered goal setting contribute to a supportive environment focused on continuous improvement, reflecting a developing but intentional approach to evaluation and coaching.

1.3 Professional Learning Plan	2. Developing	Ongoing coaching in curriculum and instruction is provided in ELA (HILL for Literacy, Wonders, Reading Plus) and Math (HMH), supported by a more structured and consistent professional development approach. District- and school-based data conversations are centered on benchmark data, progress monitoring, and instructional adjustments. Professional learning is aligned with district instructional priorities and is responsive to identified building-level needs, with a focus on improving small group instruction, flexible grouping, curriculum alignment, and student engagement.	Professional learning is increasingly aligned to district priorities and responsive to identified staff and student needs. Ongoing coaching and data-driven conversations are embedded to support instructional improvement, particularly in ELA and Math. While structures are now in place and implementation is strengthening, consistent application and impact across all classrooms continue to develop.
1.4 Leadership	2. Developing	The School Improvement Plan outlines clear, aligned goals tied to district priorities and student needs. Administrators consistently participate in weekly grade-level common planning meetings with structured agendas that include celebrations, data-driven discussion, and instructional focus. Weekly mini-PD sessions and instructional discussions are embedded into common planning to support teacher development. Staff strengths are recognized through opportunities for peer sharing and modeling of best practices.	Clear goals aligned to district priorities and student needs are established, providing direction for instructional efforts. Administrator participation in common planning and embedded professional learning opportunities are strengthening collaboration and teacher development. Recognition of staff strengths and peer sharing practices are emerging, though continued consistency and broader impact across all teams are still in the development process.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**

EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	3. Proficient	District-approved curriculum materials are consistently implemented and used with greater fidelity in ELA, Math, and Science, with classroom visuals such as anchor charts, word walls, and learning targets reinforcing daily instruction. Pacing guides and lesson plans are aligned with state standards and support instructional consistency across classrooms. Walkthrough data indicates increased fidelity in curriculum implementation and alignment to instructional expectations.	Consistent and high-fidelity implementation of aligned curriculum materials ensures that all students have equitable access to rigorous, standards-based instruction. Clear pacing, aligned planning, and visible instructional supports promote coherence across classrooms and strengthen instructional delivery. Ongoing walkthrough data confirms strong implementation, reflecting a well-established system that supports effective teaching and improved student outcomes.
2.2 Instructional Framework	2. Developing	Teachers are incorporating gradual release of responsibility (e.g., “I do, we do, you do”) within lessons. Walkthrough observations show increasing alignment to the instructional framework, with clearer use of objectives, success criteria, and formative assessment, though consistency across classrooms is still developing. Efforts are being made to adhere to established instructional schedules, with a focus on minimizing deviations, particularly during designated small group time (i.e., WIN time).	These practices promote structured, student-centered instruction, reinforce high expectations for all learners, and strengthen consistency of instruction both horizontally and vertically. Consistent use of the framework and protected instructional time improves responsiveness and overall instructional quality, though full implementation is still developing.

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2.3 Differentiation & Supports for Diverse Learners	1. Below Standard	Documentation of supports for multilingual learners and students with diverse needs is limited and inconsistently applied. Student data shows ongoing subgroup performance disparities. Classroom observations indicate instruction is often one-size-fits-all, and while some differentiation strategies are in place, implementation remains inconsistent and does not yet meet the full range of student needs. Increasing numbers of students with ELL needs, IEPs/504 plans, learning disruptions, and social-emotional challenges require more targeted supports.	These conditions highlight a critical need to strengthen systems and practices to ensure equitable access to learning for all students. Inconsistent supports and limited differentiation contribute to persistent achievement gaps among subgroups. As student needs become more complex, including increased linguistic, academic, and social-emotional demands, more intentional and consistent approaches to differentiation are necessary to effectively support diverse learners and improve outcomes.
2.4 Assessment Practices & Data Use	2. Developing	Benchmark assessments and progress monitoring are being implemented with increased fidelity. Data meetings at both the district and building levels occur intermittently. Data is used to inform instructional decisions, including grouping, curricular adjustments, and instructional pacing. Additional structure and professional development are needed to strengthen the organization and execution of state assessments, particularly regarding accommodations and effective proctoring practices.	These practices support a more consistent and data-informed approach to instruction, allowing teachers to respond to student needs through targeted grouping and instructional adjustments. Regular use of assessment data strengthens decision-making and promotes accountability. However, improved systems and training around state assessment administration and accommodations are necessary to ensure equitable testing conditions and accurate measurement of student performance.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**

EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***
3.1 School Environment	3. Proficient	Student work is displayed throughout classrooms and hallways, showcasing learning and achievement. Transition routines are supported through consistent supervision, behavior documentation, and established procedures. Clear protocols are in place for teacher absences, including substitute plans, student placement procedures, and schedule adjustments to minimize disruptions to learning. Teachers and administrators maintain frequent communication with parents and caregivers through conferences, phone calls, emails, and progress updates to support student success and strengthen home-school partnerships.	A positive and well-organized school environment supports student learning, safety, and consistency. Clear supervision practices, established routines, and proactive planning for staff absences help minimize disruptions and maximize instructional time. Ongoing attention to documentation, behavior monitoring, and family communication strengthens accountability and collaboration, contributing to a school climate where students and staff can be successful.

3.2 Attendance	1. Below Standard	The chronic absenteeism rate at Claytor remains high at 35.6%, indicating that a significant number of students are missing substantial instructional time. Teacher attendance remains a concern, with an average of 17.0 FTE days absent during the 2025–2026 school year. Student and staff attendance continue to impact instructional continuity and learning outcomes, highlighting the need for more targeted supports and consistent intervention practices.	Attendance remains a significant area of concern, as high rates of chronic absenteeism reduce students' access to instruction and limit opportunities for academic growth. Student and staff absences disrupt continuity of learning and can negatively impact engagement and achievement. Strengthening attendance supports, monitoring practices, and intervention systems is essential to increasing instructional time and improving outcomes for all students.
3.3 Behavioral Management	2. Developing	A school-wide code of conduct and behavior plan are in place, with growing emphasis on consistent implementation across classrooms. The suspension rate during the 2024-25 school year was 9.6%, indicating a continued need for proactive behavioral supports and interventions. A Behavioral Intervention Specialist provides targeted support and leads restorative practices with middle school students. Additionally, mini-professional development sessions on restorative practices are embedded into common planning to build teacher capacity in behavior management. Teachers, support staff, and administrators collaborate to monitor and adjust behavioral supports for identified students, ensuring interventions are responsive to individual needs and implemented consistently. Teachers and administrators maintain ongoing communication with families regarding both positive behaviors and behavioral concerns to support student growth and accountability.	Behavioral support systems are becoming more proactive through the use of restorative practices, staff training, and increased communication with families. These efforts are helping to build a more supportive and responsive school climate while strengthening relationships between students, staff, and families. Although behavioral structures are improving, continued focus is needed to ensure consistent implementation and to reduce disciplinary outcomes across the school.

3.4 Equitable Partnerships with Stakeholders	2. Developing	Family engagement opportunities are communicated through multiple platforms, including flyers, calendars, and school events. School and district staff work collaboratively to connect families with available resources and supports. Teachers and administrators maintain regular communication with families through ParentSquare, phone calls, meetings, and informal conversations to discuss academic progress, attendance, and student behavior. Efforts are being made to increase stakeholder voice through surveys, feedback opportunities, and school-community partnerships.	Efforts to strengthen partnerships with families and stakeholders are increasing through more frequent communication, engagement opportunities, and collaboration around student needs. While systems for outreach and family involvement are becoming more established, greater emphasis on two-way communication, stakeholder feedback, and coordinated support services is needed to ensure all families are meaningfully engaged and supported.
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***
4.1 Scheduling Structures	3. Proficient	The daily schedule at Claytor is intentionally designed to maximize instructional time and minimize disruptions to learning. Dedicated WIN (What I Need) blocks provide opportunities for intervention, enrichment, and targeted small-group instruction. Instructional frameworks are used consistently to structure class time and support effective lesson delivery. Common planning time is embedded within the schedule to support collaboration, data analysis, and instructional planning. Intervention and support services are scheduled to maximize student access while minimizing the loss of core instructional time.	The scheduling structure maximizes instructional time and provides dedicated opportunities for targeted support and enrichment based on student needs. Consistent use of instructional frameworks and embedded common planning time promote instructional coherence, collaboration, and data-informed decision-making. Strategic scheduling of interventions and support services ensures students receive needed assistance while maintaining access to core instruction, reflecting a well-established system that supports student achievement.

4.2 Use of Time	2. Developing	Teachers are working to adhere consistently to established instructional schedules, particularly during WIN blocks and small-group instruction. Common planning meetings are structured around data analysis, instructional priorities, and embedded professional learning. Assessment data is used to guide grouping, intervention planning, and instructional pacing. WIN blocks provide opportunities for intervention and enrichment, though implementation varies across classrooms. Walkthrough observations show increasing alignment to instructional frameworks, but student engagement and effective use of time remain inconsistent.	Efforts to improve the use of time have increased opportunities for collaboration, data-driven decision-making, and targeted student support. Protected instructional blocks and structured planning time help maximize learning opportunities and reinforce school priorities. While systems are becoming more intentional, consistent implementation and student engagement across all classrooms continue to develop.
4.3 Technology, Facilities, & Operational Planning	2. Developing	Ongoing efforts by teachers and support staff are focused on maintaining access to functioning devices for all students, though device availability and maintenance remain challenges. Teachers actively monitor and support appropriate student use of technology to maximize engagement and minimize off-task behaior. Common planning discussions include the effective and responsible integration of AI and instructional technology tools. Teachers utilize digital platforms to communicate with families and provide access to student learning resources.	Technology and operational systems support student access to learning, communication, and instructional resources. Ongoing efforts to maintain device availability, promote responsible technology use, and explore the effective integration of AI help strengthen teaching and learning. While staff are utilizing technology purposefully and expanding digital communication with families, challenges related to device access and consistency of implementation continue to require attention.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* 2.1 Curriculum and Academic Programming	District-approved, standards-based curricula are consistently implemented across core content areas with increasing fidelity and instructional expertise. Aligned planning, visible learning supports, and strong implementation of curriculum resources promote instructional consistency and ensure all students have access to rigorous, grade-level content. These practices strengthen coherence across classrooms and support improved teaching and learning outcomes.	District-approved, standards-based curricula are consistently implemented with increasing fidelity in ELA, Math, and Science. Pacing guides and lesson plans are aligned to state standards and support instructional consistency across classrooms. Classroom visuals, including anchor charts, word walls, and learning targets, reinforce daily instruction and support student learning. Walkthrough data indicates increased alignment to curriculum expectations and consistent implementation of instructional resources. Teachers are demonstrating greater confidence in the use of curricular resources and are increasingly leveraging them to support differentiation and small-group instruction.
3.1 School Environment	The school fosters a positive and supportive learning environment where students, families, and staff feel valued and connected. Strong relationships between students and adults, ongoing communication with families, and consistent opportunities for engagement contribute to a culture of belonging and shared responsibility. These practices promote a welcoming school climate that supports student well-being, engagement, and success.	Stakeholder feedback indicates positive perceptions of the school climate and sense of belonging. Teachers and administrators maintain regular communication with families through ParentSquare, phone calls, meetings, and informal conversations. Family participation is encouraged through conferences, school events, and student celebrations. Student work is displayed throughout classrooms and hallways, celebrating learning and fostering school pride. Established supervision practices, routines, and expectations contribute to a safe and welcoming school environment.

4.1 Scheduling Structures	The school's scheduling structure maximizes instructional time and provides dedicated opportunities for intervention, enrichment, and targeted support. Protected instructional blocks, embedded intervention time, and collaborative planning opportunities support data-informed instruction and help ensure students receive the appropriate level of support. These structures contribute to greater instructional consistency and improved access to learning opportunities for all students.	The master schedule includes dedicated daily instructional blocks for ELA and Math that meet district expectations. WIN (What I Need) blocks are embedded within the schedule to provide intervention, enrichment, and targeted small-group instruction. Common planning time is built into the schedule to support collaboration, data analysis, and instructional planning. Intervention and support services are scheduled to maximize student access while minimizing disruptions to core instruction. Assessment data is used to guide grouping, intervention planning, and instructional pacing within scheduled instructional blocks.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* 2.3 Differentiation & Supports for Diverse Learners	The school is serving increasing numbers of multilingual learners, students with IEPs and 504 plans, students with learning disruptions, and students experiencing social-emotional challenges. Current instructional practices often remain one-size-fits-all, contributing to subgroup performance disparities. Strengthening differentiation through targeted small-group instruction, accommodations, flexible grouping, and professional learning will help ensure all students can access grade-level content and achieve success.	Student Supports & Intervention
3.2 Student Attendance	Chronic absenteeism at Claytor remains high at 35.6%, limiting students' access to instruction and opportunities for academic growth. Inconsistent attendance disrupts learning, contributes to achievement gaps, and reduces the effectiveness of interventions and supports. More targeted attendance monitoring, family outreach, and tiered intervention strategies are needed to improve student engagement and increase instructional time.	Student Supports & Intervention
3.3 Behavior Management	Many students face challenges related to poverty, trauma, mental health needs, and adverse life experiences, which can impact behavior, relationships, and learning. While restorative practices and behavioral supports have expanded, continued efforts are needed to provide proactive interventions, strengthen family partnerships, and build students' conflict-resolution and self-regulation skills. A consistent restorative approach can help reduce disciplinary incidents while fostering a safe and supportive school climate.	Student Supports & Intervention

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Claytor's SPI in Math will increase from 46.0 in 2025-26 to 66.2 in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Claytor's SPI in ELA will increase from 47.0 in 2025-26 to 68.5 in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, Claytor's chronic absenteeism rate will decrease from 35.6% in 2025-26 to 9.0% in 2026-27.

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Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, the average percentage of growth target achieved for all students will be a minimum of 5% as measured by the ELA Smarter Balanced Assessment.
Internal Benchmark Goal #5	* By June 2027, the average percentage of growth target achieved for all students will be a minimum of 5% as measured by the Mathematics Smarter Balanced Assessment.
Internal Benchmark Goal #6 (optional)	

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1	1.1. Professional Learning Plan. To strengthen academic rigor and support the diverse learning needs of its students, Claytor will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH, Wonders, and Hill for Literacy, all designed to enhance instruction in Math and ELA. HMH will focus on deepening teachers' instructional practices in mathematics. At the same time, Wonders and Hill for Literacy will provide training in foundational literacy skills, reading comprehension, and differentiated strategies to meet students' varying needs. Supplemental PD supplies and resource materials will be purchased to support administrator and teacher professional learning for HMH, Wonders, and Hill for Literacy.	Goal #1 Goal #4	Effective Teacher Professional Development. Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	HMH MATH PD: COACHING (8.5 sessions x $3,500 per session) WONDERS PD: (8.5 sessions x $3,500 per session) HILL FOR LITERACY PD: (10 sessions x $1,800 per session) PD SUPPLIES: HMH, WONDERS, HILL FOR LITERACY	$ 79,009.00
1.2		Select... Select...	Evidence Base: Select...		$ 0.00
1.3		Select...			$ 0.00

		Select...	Evidence Base: Select...		
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Differentiation and Support for Diverse Learners. Beyond professional learning and staffing enhancements, Columbus will update instructional materials to support a more engaging and inclusive learning environment. Refreshed instructional supplies such as science kits, consumables such as workbooks and teacher manuals, and additional classroom materials will support hands-on exploration and deeper conceptual understanding.	Goal #1 Goal #4	Effective Teacher Professional Development. Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	INSTRUCTIONAL SUPPLIES: SCIENCE KITS, ELA/MATH WORKBOOK CONSUMABLES, TEACHER'S MANUALS, WRITING UTENSILS, ETC.	$ 1,509.00
2.2		Select...			$ 0.00

		Select...	Evidence Base: Select...		
2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1. Behavioral Management. Claytor will strengthen schoolwide behavioral systems by establishing consistent Tier 1 expectations, as well as targeted Tier 2 and Tier 3 supports designed to minimize off-task behaviors and increase positive student-staff interactions. Claytor will hire a Climate Coach to lead this work by providing professional development on Tier 1 behavioral management practices, equipping teachers with Tier 2 strategies for	Goal #3	Effective Teacher Professional Development. Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Goal #1, Goal #2, Goal #3, Goal #4, Goal #5	1 CLIMATE COACH 1 FAMILY AND COMMUNITY SUPPORT COACH RESET PROGRAM	$ 93,646.00
		Goal #5	Evidence Base: Strong		

	addressing challenging behaviors, and delivering training in restorative practices. In addition, systems will be created to regularly celebrate student and staff successes, reinforcing a positive and supportive school culture. Continuing its programming from the 2025-2026 school year, Claytor will purchase services from Community Services to Support Independence's Reset program, a mentoring program for Claytor students in grades 4-8, to provide trauma-informed supports and services as well as improve attendance, interaction with teachers, school personnel, and parents. The program will address learning gaps caused by behavioral management and attention span challenges. In total, 227 students are estimated to be eligible to receive services as part of this program. To further support students affected by trauma, attendance challenges, and social-emotional needs, Claytor will implement a Family & Community Support Coach position. This role will serve as a bridge between school, home, and community by providing consistent, trauma-informed support for students and families. The Family & Community Support Coach will strengthen family-school partnerships, connect families with resources, support student attendance and engagement, and help students develop the skills needed to be successful in school. Through relationship-building, regular communication, and individualized support, this position will promote greater stability, trust, and improved academic and social-emotional outcomes.				

3.2	3.2. Student Attendance. Claytor will continue to implement a dedicated school-based attendance team to address all aspects of improving student attendance. This team will meet weekly to monitor data, identify trends, and develop responsive strategies to support students and families. The school's The Attendance Monitor will play a key role in this effort by engaging directly with families of chronically absent students, reviewing attendance data to identify students at risk of becoming chronically absent, and providing targeted interventions. The Attendance Monitor will also work to improve communication with families and raise awareness about the importance of consistent, on-time attendance for academic success.	Goal #3 Select...	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd. Evidence Base: Strong	1 ATTENDANCE MONITOR	$ 25,836.00
Specific Operations Priority and Strategy		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.		*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000
4.1		Select...			$ 0.00
		Select...	Evidence Base: Select...		

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Object		Total
100 - Personal Services > Salaries		$102,600.00
200 - Personal Services > Employee Benefits		$6,882.00
300 - Purchased Professional and Technical Services		$77,500.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$10,000.00
600 - Supplies		$3,018.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

100 - Personal Services > Salaries - $102,600.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Climate Coach: 1 Coach x 180 days x $350/day
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$63,000.00	
Line Item Total:	$63,000.00	
Object:	100 - Personal Services > Salaries	Attendance Monitor: 1 Monitor x 32 weeks x 30hrs per week x $25/day
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$24,000.00	
Line Item Total:	$24,000.00	
Object:	100 - Personal Services > Salaries	Family & Community Support Coach: 1 Coach x 32 weeks x 19.5hrs per week x $25/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$15,600.00	
Line Item Total:	$15,600.00	

Total for 100 - Personal Services > Salaries: $102,600.00

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Total for all other Objects:	$97,400.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

200 - Personal Services > Employee Benefits - $6,882.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Climate Coach Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$4,820.00	
Line Item Total:	$4,820.00	
Object:	200 - Personal Services > Employee Benefits	Attendance Monitor Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$1,836.00	
Line Item Total:	$1,836.00	
Object:	200 - Personal Services > Employee Benefits	Family & Community Support Coach Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$226.00	

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Line Item Total:	$226.00
Total for 200 - Personal Services > Employee Benefits:	$6,882.00
Total for all other Objects:	$193,118.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

300 - Purchased Professional and Technical Services - $77,500.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	HMH MATH PD: COACHING (8.5 sessions x $3,500 per session)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$29,750.00	
Line Item Total:	$29,750.00	
Object:	300 - Purchased Professional and Technical Services	WONDERS PD: (8.5 sessions x $3,500 per session)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$29,750.00	
Line Item Total:	$29,750.00	
Object:	300 - Purchased Professional and Technical Services	HILL FOR LITERACY PD: (10 sessions x $1,800 per session)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$18,000.00	

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Line Item Total:	$18,000.00
Total for 300 - Purchased Professional and Technical Services:	$77,500.00
Total for all other Objects:	$122,500.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

500 - Other Purchased Services - $10,000.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	RESET PROGRAM
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	

Total for 500 - Other Purchased Services:	$10,000.00
Total for all other Objects:	$190,000.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

600 - Supplies - $3,018.00

Budget Detail		Narrative Description
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: SCIENCE KITS, ELA/MATH WORKBOOK CONSUMABLES, TEACHER'S MANUALS, WRITING UTENSILS, ETC.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$1,509.00	
Line Item Total:	$1,509.00	
Object:	600 - Supplies	PD SUPPLIES: HMH, WONDERS, HILL FOR LITERACY
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Geraldine Claytor Magnet Academy (015-3111)	
Quantity:	1.00	
Cost:	$1,509.00	
Line Item Total:	$1,509.00	

Total for 600 - Supplies:	$3,018.00
Total for all other Objects:	$196,982.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Filter by Location: All - $200,000.00

Purpose Object	01 - Public School Activities	Total
100 - Personal Services > Salaries	102,600.00	102,600.00
200 - Personal Services > Employee Benefits	6,882.00	6,882.00
300 - Purchased Professional and Technical Services	77,500.00	77,500.00
500 - Other Purchased Services	10,000.00	10,000.00
600 - Supplies	3,018.00	3,018.00
Total	200,000.00	200,000.00
	Allocation	200,000.00
	Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Geraldine Claytor Magnet Academy	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Geraldine Claytor Magnet Academy (015-3111) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

Principal's Name:	*	Judy Swenton
Principal's Email:	*	jswenton@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	PK-8
Student Enrollment	634.00
Percentage Eligible for Free/Reduced Price Meals	90.7 %
Percentage of Students with Disabilities	14.2 %
Percentage of English Language/Multilingual (EL/ML) Learners	51.9 %
Percentage of Students Chronically Absent	35.3 %
Suspension/Expulsion Rate	9.10
Classroom Teacher Attendance (Average FTE Days Absent)	21.10
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	82.20
High School Only: Demonstrating Postsecondary Readiness	

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ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	67.00
Smarter Balanced Growth ELA	88.80
School Performance Index (SPI) for Math	65.60
Smarter Balanced Growth - Math	88.90
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	76.20
LAS Links Growth - Literacy	91.80
LAS Links Growth - Oral	94.60
Chronic Absenteeism	9.00
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
06/02/2026	In-Person	PAC President, parents, Principal, Assistant Principal	Agenda items were reviewed and volunteers for core team were selected.
06/03/2026	In-Person	Teachers, Principal, Assistant Principal	Agenda items were reviewed and volunteers for core team were selected.
06/25/2026	In-Person	Teachers, parents, Principal, Assistant Principal	The needs assessment rubric was distributed to the identified stakeholders, reviewed collectively, and scored through a conversation and then a consensus on scores which will guide next steps.
08/20/2026	In-Person	Teachers, parents, Principal, Assistant Principal	Final submission of School Improvement plan will be reviewed by teachers, parents, principal, and assistant principals.
08/25/2026	In-Person	Principal, Assistant Principal, Bilingual Teacher, Counselor, teachers	Final Submission of School Improvement plan will be reviewed by Core Team.

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For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ * The needs assessment was completed with stakeholder engagement.

Talent Indicators	Assessment Score	Evidence	Reasoning
EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	3. Proficient	The district has implemented a structured interview process, resulting in the hiring of highly effective teachers for high-need classrooms. Most positions are filled before the start of the school year. Retention has remained strong; however, bilingual and shortage-area positions continue to be challenging to fill with qualified teachers.	The school has strengthened its recruitment efforts, ensuring vacancies are largely filled with qualified candidates. However, staffing challenges in high-need certification areas persist, highlighting the need for more targeted recruitment.
1.2 Evaluation & Coaching Systems	3. Proficient	Leadership provides teacher feedback primarily during formal observations and informal walkthroughs. Coaching opportunities from district-level directors are limited.	While evaluation and feedback are provided consistently by school leadership, the lack of content-specific coaches and reduced external supports limit the depth and effectiveness of professional growth opportunities.

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1.3 Professional Learning Plan	3. Proficient	A year-long professional learning calendar includes monthly job-embedded sessions on data-driven instruction. Weekly collaborative common planning meetings are aligned to instructional goals. District scheduling inconsistencies and limited training options have made implementation uneven.	Professional learning opportunities exist and are aligned to school goals, but implementation remains inconsistent. Limited coaching and reduced external supports hinder the translation of PD into improved classroom practice across all grade levels.
1.4 Leadership	3. Proficient	The administration team has established clear roles and responsibilities. An improvement plan based on student data guides decision-making. Progress toward goals is monitored in biweekly leadership meetings.	Leadership structures are in place and data is used to guide planning. However, frequent leadership changes at the district level, reduction in school based administration have created challenges in sustaining consistent progress monitoring.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***

2.1 Curriculum & Academic Programming	2. Developing	Curriculum pacing and delivery vary across classrooms, leading to uneven coverage of standards. Anchor charts and word walls are inconsistently maintained and updated. Student performance data reflects improvment, however, there are achievement gaps aligned to uneven curriculum implementation. Administrative walkthroughs confirm inconsistencies in planning, delivery, and use of visuals.	The instructional framework is in place but inconsistently applied. Student engagement and academic discourse are limited, and instruction is often teacher-led, with questioning that emphasizes recall rather than critical thinking.
2.2 Instructional Framework	2. Developing	Observations show the instructional framework is not applied consistently across classrooms. Walkthroughs reveal variability in lesson structure, engagement strategies, and maintaining the use of the framework. Common planning time shows inconsistencies in teacher preparedness and reflection. Student work samples highlight uneven alignment to grade-level standards.	The instructional framework is in place but inconsistently applied. Student engagement and academic discourse are limited, and instruction is often teacher-led, with questioning that emphasizes recall rather than critical thinking.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	Lessons show limited differentiation, primarily addressing one or two modalities. Supports for multilingual learners are inconsistent. MTSS meetings occur, but classroom interventions are not consistently implemented.	Differentiation is limited and support for diverse learners is uneven. Achievement gaps persist due to a lack of targeted strategies, consistent implementation of interventions, and sufficient training for teachers to differentiate effectively.

2.4 Assessment Practices & Data Use	2. Developing	Data teams are scheduled but often interrupted or cut short lacking a deep dive into individual and grade level data. Formative assessments are used inconsistently across classrooms. Assessment results are not always systematically analyzed to adjust instruction. time restrains prohit deep dives into individual and grade level data.	While assessments are administered, data is not used consistently leveraged to drive instruction. Without structured data team practices, opportunities to identify gaps and adjust teaching are limited.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***
3.1 School Environment	4. Exemplary	The environment is welcoming and student work is prominently displayed. This is welcoming atmosphere is consistent throughout the building and all visitors. Staff and student surveys reflect positive feedback. Hallway supervision and transition plans are in place to support smooth movement between classes. PBIS/ ROAR is implemented and reinforced in all setting.	The school environment is orderly, inclusive, and supportive of learning. Consistent routines and clear expectations foster student engagement and pride. These conditions help students feel safe and part of a community, focus, and take academic risks.

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3.2 Attendance	1. Below Standard	Chronic absenteeism was at 35.3% in the 2025–26 school year, a significant concern. Attendance team meeting agendas show regular collaboration. Assemblies and celebrations are held to recognize strong attendance. Some certified staff are either pending certification or long-term substitutes, with shortages in bilingual and math teachers.	Chronic absenteeism remains high and is compounded by barriers such as transportation challenges and immigration-related fears among families. Many attendance initiatives exist and are implemented regularly, but require staff support and family engagement to reduce absenteeism rates.
3.3 Behavioral Management	3. Proficient	A school-wide behavior management plan and Positive Behavioral Interventions and Supports (PBIS) are in place and consistently implemented in most classrooms and throughout the building. Expectations are clear and positive behaviors are reinforced through schoolwide PBIS and teacher incentivities. Data is used to identify students who need targeted behavioral interventions.	The behavior management system is well-established and generally effective. Continued focus on consistency and the use of data for targeted supports will ensure that positive behaviors are sustained schoolwide.
3.4 Equitable Partnerships with Stakeholders	2. Developing	The school partners with the Parent Advisory Council (PAC) to plan after school family events. Communication with families occurs in English and Spanish primarily through newsletters, Parent Square or PowerSchool, and robocalls. Multiple community partnerships provide additional supports, including but not limited to Hall Neighborhood House, McGivney Center, Optimus, and FFU.	Community partnerships are strong and well-established. The school is actively working to increase parent involvement by collaborating with new PAC leadership to deepen engagement and strengthen partnerships.
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***

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4.1 Scheduling Structures	3. Proficient	Instructional time meets or exceeds state expectations. Intervention blocks are scheduled.	Schedules align with district and state requirements.
4.2 Use of Time	3. Proficient	Instructional time is consistently maximized across classrooms. Common planning periods are scheduled weekly and used for collaborative planning, data analysis, and instructional alignment. Transitions between classes are smooth and minimize lost instructional time. Classroom observations show high levels of student engagement throughout lessons.	The school demonstrates effective use of instructional and planning time. Structures such as common planning and protected instructional blocks are in place and consistently utilized. Teachers collaborate to align instruction and review data, while efficient transitions ensure students remain engaged. Continued focus on maximizing time will sustain and deepen this proficiency.
4.3 Technology, Facilities, & Operational Planning	3. Proficient	Technology is integrated effectively across grade levels to support instruction and student learning. A technology plan guides acquisition, training, and integration into curriculum delivery. Facilities are well maintained, with walkthroughs and maintenance logs documenting timely responses to needs. Classrooms and shared spaces are clean, organized, and conducive to learning.	Technology, facilities, and operational planning are well managed and consistently support high-quality instruction. Teachers utilize technology to enhance engagement and personalize learning, while facilities provide safe and orderly environments for students. Operational systems are proactive and reliable, positioning the school to continue innovating and expanding digital learning opportunities.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* Equitable Partnerships with Stakeholders	The school demonstrates a deep commitment to student well-being and academic success through robust community partnerships and wraparound services. These collaborations address academic, emotional, and social needs, ensuring students are supported holistically. Partnerships extend to health and mental health services, after-school enrichment, SEL integration, professional development, volunteer engagement, and higher education collaboration.	Optimus Health Center provides two social workers, a nurse practitioner, and a dental hygienist onsite. Support services meet monthly with school staff and then as part of the Crisis Team. The McGivney Center and Lighthouse Program have increased after-school enrollment and provide busing. SEL tools such as mood meters and restorative practices are embedded schoolwide, reinforced by daily student news broadcasts. Volunteer and tutoring programs-including Bridgeport Caribe and Career Resources' Grandparent Volunteers, FFU student Volunteers-enhance instructional support, while multiple teachers host student teachers in partnership with local universities.
School Environment	The school fosters a welcoming, inclusive, and student-centered environment that prioritizes communication, relationships, and engagement. Staff-student connections are strong, SEL and PBIS practices reinforce a safe and positive climate, and families are engaged as active partners in the school community.	All school correspondence is translated to ensure equity. Daily routines include a student-led news broadcast that reinforces the mission, vision, and ROAR expectations (Respectful, On Task, Accountable, Responsible). After-school clubs, musical theater, PBIS incentives, and spirit weeks have led to increased student connectedness and improved attendance. The School Governance Council has expanded membership and parent events have increased significantly. Observations show orderly transitions, engaged classrooms, and a welcoming physical environment, including open doors and decorated hallways that reflect student and staff pride.

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Technology, Facilities & Operational Planning	Curriculum implementation is inconsistent across classrooms, with variability in pacing, rigor, and alignment to standards. Instructional delivery is often teacher-directed and lacks opportunities for active engagement or inquiry. Multilingual learners and students with disabilities are disproportionately affected by uneven expectations and supports. Root causes include gaps in teacher content knowledge, limited use of student-centered instructional strategies, and difficulty in recruiting and retaining certified bilingual educators. Without greater consistency in curriculum delivery and higher expectations for all learners, achievement gaps will persist.	Every student has access to a personal device under a 1:1 model, supported by a dedicated SYSOP team. A Computer Lab is accessible to all grades, and the Allen Wallack Foundation donation established the foundation for a STEM lab. At the start of the year, all staff receive a comprehensive Opening Plan outlining arrival, dismissal, and duty expectations; these routines are practiced and reinforced. Policies are centralized in a shared OneDrive folder, and communication with families is consistent through Parent Square, Power School, and student folders. Walkthroughs confirm facilities are safe, clean, and conducive to learning.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* Attendance	Student attendance remains a significant challenge. Chronic absenteeism rose from 30.3% in 2021-22, to 30.7% in 2022-23, to 28.9% in 2023-24, to 39.1% in 2024-25, and now 35.3% in 2025-26. The school's highly transient and immigrant population presents unique challenges, including language barriers, mobility, and parental fear tied to immigration enforcement. Many families also lack awareness of the critical link between daily attendance and student achievement. The school has protocols, incentives, and recognition systems in place, but lacks staffing for outreach and family engagement. Increasing family education, early interventions, and dedicated attendance support staff are critical to reversing chronic absenteeism trends.	Student Supports & Intervention
Instructional Framework	Academic outcomes remain below district and state benchmarks due to inconsistent implementation of the instructional framework. Instruction often relies on teacher-centered practices, with limited student discourse, collaboration, and critical thinking. Lessons frequently lack rigor, and students-particularly multilingual learners-have few opportunities for higher-order learning tasks. The root cause is a lack of consistent monitoring and coaching around Tier 1 instruction, coupled with limited training in student-centered pedagogy. Strengthening the framework, ensuring accountability, and scaling professional learning on rigorous, standards-aligned practices are necessary to improve equitable outcomes.	Empowering, Rigorous Content
Curriculum and Academic Planning	Curriculum implementation is inconsistent across classrooms, with variability in pacing, rigor, and alignment to standards. Instructional delivery is often teacher-directed and lacks opportunities for active engagement or inquiry. Multilingual learners and students with disabilities are disproportionately affected by uneven expectations and supports. Root causes include gaps in teacher content knowledge, limited use of student-centered instructional strategies, and difficulty in recruiting and retaining certified bilingual educators. Without greater consistency in curriculum delivery and higher expectations for all learners, achievement gaps will persist.	Empowering, Rigorous Content

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Marin's chronic absenteeism rate will decrease from 35.3% in 2025-26 to 9.0% in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Marin's SPI in Math will increase from 41.9 in 2025-26 to 65.6 in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, Marin's SPI in ELA will increase from 43.9 in 2025-26 to 67.0 in 2026-27.

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Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, Marin's Math growth on SBAC will increase 2% schoolwide.
Internal Benchmark Goal #5	* By June 2027, Marin's ELA growth on SBAC will increase 2% schoolwide.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1		Select... Select...	Evidence Base: Select...		$ 0.00
1.2		Select... Select...	Evidence Base: Select...		$ 0.00
1.3		Select... Select...	Evidence Base: Select...		$ 0.00
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Instructional Framework: To strengthen academic rigor and support the diverse learning needs of its students, Marin will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH and Wonders, all designed to enhance instruction in Math and ELA. HMH will focus on deepening teachers' instructional practices in mathematics, while Wonders will provide training on foundational literacy skills, reading comprehension, and differentiated strategies to meet the varying needs of students. A building substitute will be hired to cover classes when teachers are participating in PD/coaching sessions.	Goal #2 Goal #5	CSDE Evidence based Practice Guide for Reading identifies Tier 1: Strong Evidence for providing reading interventions (Tier 2 students) AND Tier 1: Strong Evidence for Implementing a specific set of core in-school strategies and practices to support reading. Source: School-based Strategies for Narrowing the Achievement Gap: February 2017. CSDE Evidence based Practice Guide for Math identifies Tier 1: Strong evidence to provide explicit and systematic intervention instruction AND Tier 2: Moderate evidence in providing instructional coaching. Source: Instructional Coaching: Professional Development Strategies that Improve Instruction and Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). Goal #2, Goal #3, Goal #4, Goal #5 Evidence Base: Strong	HMH MATH COACHING: 12 DAYS X $3,500/SESSION WONDERS LITERACY COACHING: 14 DAYS X $3,500/DAY BUILDING SUBSITUTE: COVERAGE FOR COACHING DAYS ($189/DAY X 156 DAYS)	$ 120,484.00

2.2	2.2. Curriculum & Academic Programming. Marin will also update and enhance instructional materials to ensure a well-rounded educational experience for all students. New art and media supplies, consumables such as workbooks and teacher manuals, and other classroom materials will be provided to support hands-on, engaging learning. Marin will also sponsor after-school enrichment experiences and field trips beyond Bridgeport, giving students opportunities to extend classroom learning into real-world contexts. These experiences will deepen engagement, strengthen cultural and social capital, and build stronger bonds between students, their peers, and the school community - all of which contribute to improved attendance and academic achievement.	Goal #3	CSDE Evidence based Practice Guide for Reading identifies Tier 1: Strong Evidence for providing reading interventions (Tier 2 students) AND Tier 1: Strong Evidence for Implementing a specific set of core in-school strategies and practices to support reading. Source: School-based Strategies for Narrowing the Achievement Gap: February 2017. CSDE Evidence based Practice Guide for Math identifies Tier 1: Strong evidence to provide explicit and systematic intervention instruction AND Tier 2: Moderate evidence in providing instructional coaching. Source: Instructional Coaching: Professional Development Strategies that Improve Instruction and Source: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (NCEE 2009-4060). Goal #2, Goal #3, Goal #4, Goal #5	FIELD TRIPS: TRANSPORTATION, HS, COLLEGES, ZOO), ETC. INSTRUCTIONAL MATERIALS: CHART PAPER, MARKERS, PENCILS, PENS, ATTENDANCE INCENTIVES, CERTIFICATES, AWARDS, ETC.	$ 12,562.00
		Goal #4	Evidence Base: Strong		
2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1. Student Attendance. The needs assessment identified chronic absenteeism as a significant barrier to student success, highlighting the importance of stronger parent communication, increased family engagement, improved student connectedness to school, and the use of culturally responsive strategies to encourage daily attendance. To address these challenges, will continue to have a part-time Attendance Monitor. Marin will expand before- and after-school programming, including clubs, musical theater, and parent workshops, to provide students with meaningful opportunities to connect with peers and staff. Attendance recognition and celebrations will be embedded to promote consistency and pride in attendance. Teacher leaders will receive stipends to support after-school clubs, extra curriculars, musical theater, and parent engagement events, ensuring high-quality programming and strong supervision. Funds will be allocated for necessary supplies and materials, guaranteeing that all students or parents can fully participate. Parent packets will be created in both Spanish and English to provide key school information, event calendars, contact lists, and	Goal #1 Select...	CSDE Evidence-based Practice Guide for Climate and Culture identifies Tier 2: Moderate evidence Implement an interagency effort that encompasses a comprehensive set of strategies to reduce chronic absence AND it also identifies Tier 1: Strong evidence increase student attendance by improving family and community involvement. Source: Source: Balfanz, R., Byrnes, V. Meeting the Challenge of Combatting Chronic Absenteeism. Johns Hopkins School of Education, Everyone Graduates Center. and Source: Epstein, J., Sheldon, S. B. Present and Accounted For: Improving Student Attendance Through Family and Community Involvement, Journal of Educational Research, vol. 95, pp. 308-318, May/June 200 Evidence Base: Strong		$ 66,954.00

	event calendars, contact lists, and community resources that strengthen home-school connections. Marin will invest in 8 wireless combo lavalier and handheld microphone systems from Y&S Technologies for use at after school and parent engagement events. Lastly, Marin will implement additional Restorative Practice Coaching. Ongoing coaching through Effective School Solutions will support teachers in fostering stronger relationships with students, developing skills to effectively resolve conflict, and creating classroom environments that are inclusive and supportive. These efforts will also contribute to improved attendance, as students who feel connected to their teachers and school community are more likely to attend consistently. Funds will also be allocated for professional development resources, including restorative practice toolkits, culturally responsive literature, mindfulness materials, and books on instructional best practices.			1 – ATTENDANCE MONITOR 16 – AFTERSCHOOL CLUB STIPENDS 4 – MUSICAL THEATER AFTERSCHOOL CLUB STIPENDS PARENT ENGAGEMENT TEAM X 15 PEOPLE X 5 DAYS X 4 HRS/DAY AFTERSCHOOL CLUB SUPPLIES: BASKETBALLS, BOARD GAMES, PAPER, ETC. MUSICAL THEATER SUPPLIES: PLAYWRIGHT, PROPS, HEADSETS, BATTERIES, PAINT, PAPER, CRAFTS, MAKEUP, COSTUMES, ETC. PARENT ENGAGEMENT SUPPLIES: PAPER PLATES, TICKETS, WATERS, SPEAKER, TABLECLOTHS, ETC. TEACHER PD RESOURCES: RESTORATIVE PRACTICE MATERIALS WIRELESS COMBO LAVALIER AND HANDHELD MICROPHONE SYSTEM	

3.2		Select... Select...	Evidence Base: Select...		$ 0.00
Specific Operations Priority and Strategy		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.		*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000
4.1		Select... Select...	Evidence Base: Select...		$ 0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

Object		Total
100 - Personal Services > Salaries		$45,100.00
200 - Personal Services > Employee Benefits		$654.00
300 - Purchased Professional and Technical Services		$95,500.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$37,484.00
600 - Supplies		$21,262.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

100 - Personal Services > Salaries - $45,100.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Afterschool Club - Stipends: 16 Stipends x $ 1,000/person
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$16,000.00	
Line Item Total:	$16,000.00	
Object:	100 - Personal Services > Salaries	Parent Engagement - Teachers: 15 Teachers x 5 days x 4hrs x $42/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$12,600.00	
Line Item Total:	$12,600.00	
Object:	100 - Personal Services > Salaries	Attendance Monitor: 1 Monitor x 125 days x 4hrs x $25/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$12,500.00	
Line Item Total:	$12,500.00	
Object:	100 - Personal Services > Salaries	Afterschool Club Musical - Stipends: 4 Stipends x $ 1,000/person
Purpose:	01 - Public School Activities	
Focus Area:		

Climate Goal 3.1

LEA / School: Luis Munoz Marin School (015-1011)

Quantity: 1.00

Cost: $4,000.00

Line Item Total: $4,000.00

Total for 100 - Personal Services > Salaries:	$45,100.00
Total for all other Objects:	$154,900.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

200 - Personal Services > Employee Benefits - $654.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Afterschool Club - Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$232.00	
Line Item Total:	$232.00	
Object:	200 - Personal Services > Employee Benefits	Parent Engagement - Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$183.00	
Line Item Total:	$183.00	
Object:	200 - Personal Services > Employee Benefits	Attendance Monitor Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$181.00	
Line Item Total:	$181.00	
Object:	200 - Personal Services > Employee	Afterschool Club Musical - Stipends Fringe

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	Benefits
Purpose:	01 - Public School Activities
Focus Area:	Climate Goal 3.1
LEA / School:	Luis Munoz Marin School (015-1011)
Quantity:	1.00
Cost:	$58.00
Line Item Total:	$58.00

Total for 200 - Personal Services > Employee Benefits:	$654.00
Total for all other Objects:	$199,346.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

300 - Purchased Professional and Technical Services - $95,500.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	WONDERS LITERACY COACHING: 14 DAYS X $3,500/DAY
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$49,000.00	
Line Item Total:	$49,000.00	
Object:	300 - Purchased Professional and Technical Services	HMH MATH COACHING: 12 DAYS X $3,500/SESSION
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$42,000.00	
Line Item Total:	$42,000.00	
Object:	300 - Purchased Professional and Technical Services	RESTORATIVE PRACTICES PROFESSIONAL DEVELOPMENT - EFFECTIVE SCHOOL SOLUTIONS: 3 DAYS X $1,500/DAY
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$4,500.00	
Line Item Total:	$4,500.00	

Total for 300 - Purchased Professional and Technical Services: $95,500.00

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Total for all other Objects:	$104,500.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

500 - Other Purchased Services - $37,484.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	BUILDING SUBSITUTE: COVERAGE FOR COACHING DAYS ($189/DAY X 156 DAYS)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$29,484.00	
Line Item Total:	$29,484.00	
Object:	500 - Other Purchased Services	FIELD TRIPS: TRANSPORTATION, HS, COLLEGES, ZOO), ETC.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$8,000.00	
Line Item Total:	$8,000.00	

Total for 500 - Other Purchased Services:	$37,484.00
Total for all other Objects:	$162,516.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

600 - Supplies - $21,262.00

Budget Detail		Narrative Description
Object:	600 - Supplies	WIRELESS COMBO LAVALIER AND HANDHELD MICROPHONE SYSTEM
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$6,700.00	
Line Item Total:	$6,700.00	
Object:	600 - Supplies	INSTRUCTIONAL MATERIALS: CHART PAPER, MARKERS, PENCILS, PENS, ATTENDANCE INCENTIVES, CERTIFICATES, AWARDS, ETC.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$4,562.00	
Line Item Total:	$4,562.00	
Object:	600 - Supplies	AFTERSCHOOL CLUB SUPPLIES: BASKETBALLS, BOARD GAMES, PAPER, ETC.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Luis Munoz Marin School (015-1011)	
Quantity:	1.00	
Cost:	$3,000.00	
Line Item Total:	$3,000.00	
Object:	600 - Supplies	PARENT ENGAGEMENT SUPPLIES: PAPER PLATES, TICKETS, WATERS, SPEAKER, TABLECLOTHS, ETC.
Purpose:	01 - Public School Activities	
Focus Area:		

Climate Goal 3.1

LEA / School: Luis Munoz Marin School (015-1011)

Quantity: 1.00

Cost: $3,000.00

Line Item Total: $3,000.00

Object: 600 - Supplies

Purpose: 01 - Public School Activities

Focus Area: Climate Goal 3.1

LEA / School: Luis Munoz Marin School (015-1011)

Quantity: 1.00

Cost: $2,500.00

Line Item Total: $2,500.00

MUSICAL THEATER SUPPLIES: PLAYWRIGHT, PROPS, HEADSETS, BATTERIES, PAINT, PAPER, CRAFTS, MAKEUP, COSTUMES, ETC.

Object: 600 - Supplies

Purpose: 01 - Public School Activities

Focus Area: Climate Goal 3.1

LEA / School: Luis Munoz Marin School (015-1011)

Quantity: 1.00

Cost: $1,500.00

Line Item Total: $1,500.00

TEACHER PD RESOURCES: RESTORATIVE PRACTICE MATERIALS

Total for 600 - Supplies:	$21,262.00
Total for all other Objects:	$178,738.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

Filter by Location: All - $200,000.00

Object / Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries	45,100.00	45,100.00
200 - Personal Services > Employee Benefits	654.00	654.00
300 - Purchased Professional and Technical Services	95,500.00	95,500.00
500 - Other Purchased Services	37,484.00	37,484.00
600 - Supplies	21,262.00	21,262.00
Total	200,000.00	200,000.00
	Allocation	200,000.00
	Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Luis Munoz Marin School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

Required Documents

Type	Document Template	Document/Link
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Luis Munoz Marin School (015-1011) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Paul Laurence Dunbar School (015-4111) - Public School

Principal's Name:	*	Dr. Sarah-Jane Henry
Principal's Email:	*	shenry@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	PK-8
Student Enrollment	370.00
Percentage Eligible for Free/Reduced Price Meals	92.4 %
Percentage of Students with Disabilities	21.1 %
Percentage of English Language/Multilingual (EL/ML) Learners	32.7 %
Percentage of Students Chronically Absent	40.5 %
Suspension/Expulsion Rate	5.40
Classroom Teacher Attendance (Average FTE Days Absent)	20.20
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	71.40
High School Only: Demonstrating Postsecondary Readiness	

ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	67.30
Smarter Balanced Growth ELA	85.30
School Performance Index (SPI) for Math	65.90
Smarter Balanced Growth - Math	86.70
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	75.70
LAS Links Growth - Literacy	
LAS Links Growth - Oral	
Chronic Absenteeism	8.90
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Paul Laurence Dunbar School (015-4111) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
05/26/2026	Distribution of supplies	Internal Leadership Team: Principal, Assistant Principal, teacher, social worker, and home school coordinator	Needs Assessment Rubric provided to the internal leadership team; collaborative completion of assessment.
06/29/2026	In-Person	Assistant Principal & Principal	Aligned needs assessment with FY27 plan and broader school improvement goals.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

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Talent Indicators	Assessment Score	Evidence	Reasoning

EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	3. Proficient	At Dunbar, a deliberate and systematic approach is in place to proactively recognize, develop, and retain exemplary staff members. Through ongoing instructional leadership, frequent classroom-based feedback, and meaningful opportunities for professional growth, teachers feel both supported and valued. As a result, staff morale has reached a new high, and teachers are motivated to continue refining their practice. We are experiencing 100% retention, with no teacher turnover this year.	This year, our intentional and thoughtful approach to supporting staff has resulted in zero teacher turnover. By prioritizing strong relationships, responsive leadership, and meaningful professional support, we have created a stable and positive working environment where teachers feel valued and empowered to stay – we plan to continue this work into the 2026-2027 school year.
1.2 Evaluation & Coaching Systems	2. Developing	We are strategically using our school achievement data to design purposeful, targeted professional development. While we will sustain our strong emphasis on ELA, we are also expanding our focus to include robust math supports, ensuring teachers have the tools and training needed to accelerate student learning across both disciplines.	High-quality instruction requires ongoing support. Academic coaching and feedback are critical components of our improvement efforts, ensuring that teachers receive targeted, job-embedded guidance aligned to student data. This focused support builds teacher capacity, strengthens instructional consistency, and drives improved outcomes for all students.

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1.3 Professional Learning Plan	2. Developing	To support sustained growth and ensure effective implementation, professional development will follow a structured, cyclical model that includes: Initial Learning by introducing high-impact instructional strategies and practices; Implementation Support by providing coaching, modeling, and opportunities for collaborative planning; Reflection and Feedback through collectively assessing impact and gathering staff input to refine practice; and Follow-Up Learning through reinforcing and deepening understanding to promote long-term application. This continuous improvement cycle is designed to build teacher capacity, strengthen instructional practice, and ensure all educators are equipped to meet the diverse learning needs of students, ultimately leading to improved student outcomes.	The Dunbar School professional learning plan will be strategically aligned to educator needs identified through student achievement data, classroom walkthroughs, and ongoing staff collaboration. This ensures all professional development is targeted, relevant, and responsive to instructional priorities.
1.4 Leadership	2. Developing	Leadership at Dunbar School is stabilizing, with both the principal and assistant principal returning to continue this work. This marks the first time in five years that both members of the leadership team are remaining in place, providing critical consistency, coherence, and accountability.	This stability strengthens the school's ability to sustain improvement efforts, deepen instructional practices, and maintain a clear, aligned vision focused on improving outcomes for all students.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**

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EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	3. Proficient	Dunbar School is implementing all district-adopted curriculum materials in Math, ELA, and Science with fidelity. Instruction is guided by the pacing frameworks established by district leadership to ensure consistency, coherence, and alignment across classrooms.	This adherence ensures that all students have access to grade-level content and high-quality, standards-aligned instruction, while also supporting teachers in delivering a consistent and rigorous instructional program.
2.2 Instructional Framework	2. Developing	Implementation of the instructional framework currently varies across classrooms. Classroom observations indicate that newer teachers are consistently following the framework, while some veteran teachers are drawing on their experience to target specific student skill gaps in more individualized ways.	To ensure consistency and maximize impact across all classrooms, we will strengthen expectations around faithful implementation of the instructional frameworks through ongoing coaching, feedback, and monitoring. This targeted support will reinforce best practices, promote instructional alignment, and ensure all students benefit from a coherent, high-quality instructional approach.

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2.3 Differentiation & Supports for Diverse Learners	2. Developing	Classroom observations indicate that effective differentiation is evident in some grade levels; however, there is a need to strengthen differentiation practices at the middle school level, particularly in supporting Multilingual Learners (MLL).	To address gaps in differentiation practices, the school will prioritize targeted support for differentiated instruction through coaching, planning, and aligned professional learning. In addition, a new MTSS (Multi-Tiered System of Supports) framework will be implemented in the upcoming school year to ensure a systematic, data-driven approach to meeting the academic and instructional needs of all students.
2.4 Assessment Practices & Data Use	2. Developing	Data use and assessment practices currently vary across grade levels. Some teams engage in consistent, collaborative analysis of student data, while others tend to review data more independently.	Strengthening the use of common planning time for structured, collaborative data review will be a key priority. This will ensure that all teams are using student data consistently to inform instruction, identify trends, and plan targeted supports to improve student outcomes across the school.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***

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3.1 School Environment	2. Developing	The school environment is somewhat welcoming and engaging, and the classroom environments vary based on the faculty. The bulletin boards are changed inconsistently. Some spaces are neatly organized while other require upgrades.	Creating a new, welcoming school environment is a vital part of fostering a positive and engaging atmosphere for students, staff, and families. At Dunbar, we are committed to transforming our building into a space that is bright, colorful, neat, and clean, reflecting the pride we take in our school community. Special attention will be given to the areas where students enter the building, to make it more warm and welcoming. These enhancements are designed to create a sense of excitement and belonging from the moment students walk through the doors, reinforcing school spirit and a shared commitment to excellence.
3.2 Attendance	1. Below Standard	Chronic absenteeism continues to be a significant challenge at Dunbar School and remains a priority area for improvement. To address this, the school will continue to partner closely with families through ongoing communication and meetings to emphasize the importance of consistent attendance.	Creating and implement targeted incentives to recognize and encourage consistent attendance among both students and staff. To further support this effort, there will be a strong focus on increasing student engagement through the delivery of rigorous, hands-on, and meaningful learning experiences that motivate students to attend and participate daily. Through these combined strategies, we aim to improve attendance rates and ensure students are consistently present to benefit from high-quality instruction.

3.3 Behavioral Management	1. Below Standard	Dunbar School is shifting from a reliance on punitive discipline practices to a more restorative approach to student support. This shift reflects our commitment to building a positive, inclusive school culture that prioritizes relationships, accountability, and student growth.	Teachers received initial training in restorative practices during the 2025–2026 school year, and this work will continue with ongoing professional learning and coaching to ensure consistent implementation across classrooms. In addition, the school will strengthen its focus on Positive Behavioral Interventions and Supports (PBIS) by intentionally recognizing and rewarding positive student behavior. This balanced approach—combining restorative practices with proactive recognition—will support improved student behavior, stronger relationships, and a more supportive learning environment for all students.
3.4 Equitable Partnerships with Stakeholders	2. Developing	While Dunbar School has made progress in strengthening family and community partnerships, there is still important work to be done. Increased stability in school leadership has played a key role in building trust and fostering stronger relationships with families.	We are prioritizing clear and consistent communication to ensure families and staff are well-informed and able to engage proactively. This includes expanding our use of communication tools, such as social media, to share updates, celebrate successes, and strengthen the school's presence in the community. Through consistent leadership and improved, transparent communication, we aim to deepen engagement, build a stronger school reputation, and foster meaningful partnerships that support student success.
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***

4.1 Scheduling Structures	3. Proficient	The Dunbar School schedule for the upcoming year is fully aligned with state and district requirements for instructional time, ensuring all students receive the mandated learning opportunities necessary for academic success	The schedule is intentionally designed to maximize the effectiveness of instructional time. Time allocations are strategically aligned to student needs to support high-quality instruction, differentiation during the WIN Block, and a balanced learning experience that promotes growth and success for all students
4.2 Use of Time	2. Developing	Through intentional scheduling, targeted professional development, and the use of tools that support differentiated instruction, we are creating a learning environment where every minute is purposeful. This focused approach to time management ensures that instructional time is maximized to effectively meet the academic and developmental needs of all students.	By building teacher capacity in differentiation and intentionally using the WIN (What I Need) Block, we ensure that students receive targeted, timely support during the school day. This designated instructional time allows teachers to respond directly to student data, providing focused intervention, enrichment, or skill-based instruction as needed. Through professional learning and ongoing support, teachers will be equipped to effectively use the WIN Block to meet diverse learner needs and accelerate student growth.
4.3 Technology, Facilities, & Operational Planning	2. Developing	Dunbar School has established a comprehensive technology collection and distribution plan to ensure greater accountability for devices and instructional materials. This system provides clear procedures for tracking, maintaining, and managing resources, helping to preserve equipment and ensure equitable access for all students.	The school is prioritizing critical facility improvements, including painting and addressing outdated or damaged infrastructure. These efforts are aimed at creating a safer, more welcoming, and student-centered environment that supports teaching, learning, and overall school pride.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* Scheduling Structures	Allocating a consistent 90-minute ELA block and 60-minute Math block ensures students have dedicated, uninterrupted time to deeply engage with core content and develop essential skills. This structure supports the implementation of high-impact instructional practices, including small group instruction, guided practice, and ongoing formative assessment. In addition, the inclusion of a daily WIN (What I Need) Block provides intentional time for differentiation, ensuring that every student receives targeted support or enrichment aligned to their individual learning needs. This focused approach enables teachers to address skill gaps, reinforce key concepts, and extend learning for advanced students, ultimately accelerating academic growth for all learners.	Grades K-8 have a 90-minute ELA Block which includes 60 minutes of tier 1 instruction, followed by a 30-minute WIN Block. Grades K-8 have a 90-minute Math Block which includes 60 minutes of tier 1 instruction, followed by a 30-minute WIN Block.
Curriculum & Academic Planning	Dunbar School has experienced challenges with inconsistent professional development and uneven implementation of curriculum resources, impacting instructional quality and student outcomes. To address this, we are taking intentional steps to ensure consistent, high-fidelity use of curriculum materials and instructional frameworks across all classrooms. We are focused on our newer teachers who may not have had access to certain trainings and curriculum work.	Student achievement data underscores the importance of this effort. DIBELS results show that at the beginning of the year, 62% of students were performing well below benchmark, but by the end of the year, that percentage had decreased to 39%, demonstrating meaningful growth in literacy skills. Additionally, the percentage of students performing at or above benchmark increased from 26% at the beginning of the year to 46% at the end of the year.

Hiring and Recruitment	Dunbar School prioritized the recruitment of high-quality educators and intentionally provided strong, ongoing support to ensure their success. As a result, the school experienced zero teacher turnover this year. This stability is a significant milestone and will provide students with the consistency and continuity necessary to build strong relationships, maintain instructional momentum, and support sustained academic growth.	All our teachers are returning for the 2026-2027 School year, providing consistency for students and a return on our professional development/coaching investment.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* Attendance & Behavioral Management	During the 25-26 school year, Dunbar established a clear foundation of expectations and systems, which the school will continue to strengthen through consistent implementation. Moving forward, daily attendance will be tracked using a standardized and reliable process to ensure accuracy, timeliness, and meaningful action. In addition, targeted interventions will support students experiencing chronic absenteeism, while incentive programs will be introduced to recognize and encourage strong attendance. These efforts, tailored to meet the needs of different student groups, aim to build a culture of accountability, engagement, and shared responsibility. Similarly, inconsistent leadership over the past 5 years has contributed to unclear expectations for students, which has, at times, resulted in behavioral challenges and impacted overall school culture and student outcomes. With a stable foundation now in place, we are committed to maintaining consistency in both expectations and practices. Through the implementation of restorative approaches, reinforcement of the code of conduct, and the establishment of clear, school-wide expectations across all grade levels, we will continue to build a supportive and structured environment. These efforts are designed to foster trust, strengthen accountability, and ensure that every student feels respected, supported, and empowered to succeed.	Positive & Inviting School Climate
Equitable Partnerships with Stakeholders	With greater consistency in classroom staffing now established, we are better positioned to plan, coordinate, and implement engaging school-wide events and initiatives. This stability allows us to build and sustain meaningful partnerships with families and community stakeholders, grounded in strong, trusting relationships. As a result, we want to intentionally elevate stakeholder voice and input, ensuring that our efforts reflect the needs and strengths of our school community. These strengthened partnerships will support a more connected, collaborative environment that enhances student experiences and outcomes.	Positive & Inviting School Climate
Leadership	Due to circumstances beyond our control last year, Dunbar School experienced disruptions in leadership that impacted consistency and momentum across the building. With a stable leadership structure now in place, we are excited to move forward with a renewed focus on refining and strengthening our leadership practices. This year, our priority is to sharpen our focus on core academics while intentionally building a positive and inclusive school culture. Through consistent leadership and aligned practices, we aim to drive measurable improvements in academic outcomes, reduce chronic absenteeism, and reinforce clear behavioral expectations for all students.	School Leadership Quality & Diversity

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Dunbar's SPI in ELA will increase from 41.6 in 2025-26 to 67.3 in 2026-2027.
National/State Benchmark Goal #2	* By June 2027, Dunbar's SPI in Math will increase from 38.1 in 2025-26 to 65.9 in 2026-2027.
National/State Benchmark Goal #3 (optional)	By June 2027, Dunbar's chronic absenteeism will decrease from 40.5% in 2025-26 to 8.9% in 2026-27.

Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, 75% of grade K-3 students will meet their composite score target as defined by DIBELS.
Internal Benchmark Goal #5	* By June 2027, the average percentage of growth targets achieved in mathematics on the school's SBAC will increase from 48.1% in 2025–26 to 53.1% in 2026–27.
Internal Benchmark Goal #6 (optional)	By June 2027, 70% of all students will meet their NGSS science education goal.

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1	1.1 Professional Learning Plan To strengthen academic rigor and better support the diverse learning needs of all students, Dunbar has established a strong foundation for a comprehensive professional learning plan in collaboration with high-quality, evidence-based instructional programs. Building on this groundwork, our focus now is on consistent implementation with fidelity across all classrooms. Teachers will engage in targeted professional learning through Wonders, Hill for Literacy and HMH Math PD, with an emphasis on foundational literacy & math skills, reading comprehension, and differentiated instructional strategies to meet a wide range of student needs. To ensure this work is meaningful and sustained, substitutes will be provided through Kelly Services so that classroom instruction remains uninterrupted while staff participate in job-embedded coaching and dedicated time with academic coaches. Through this structured and consistent approach, we will deepen instructional practices, but our data driven decision making skills and drive improved student outcomes.	Goal #1 Goal #5	Kraft, Blazar, & Hogan (2018) Title: The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence Journal: Review of Educational Research Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	HILL FOR LITERACY COACHING: 7 DAYS X $1,800/DAY HMH COACHING: 6 DAYS X $3,500/DAY WONDERS COACHING: 2 DAYS X $3,500/DAY SUBSTITUTE SERVICES FOR PD/COACHING RELIEF (15 DAYS X $189/DAY)	$ 43,435.00

1.2		Select... / Select...	Evidence Base: Select...		$ 0.00
1.3		Select... / Select...	Evidence Base: Select...		$ 0.00
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1 Differentiation and Support for Diverse Learners. Dunbar has begun building a strong foundation to strengthen instructional time and better support diverse learners, directly responding to needs identified in the initial assessment. This work is now underway and positioned for continued expansion. As a next step, Dunbar will further enhance its staffing structure by adding a third co-teacher to support	Goal #2 / Goal #6	Vembye, Weiss, & Hamilton Bhat (2024) Title: The Effects of Co-Teaching and Related Collaborative Models of Instruction on Student Achievement: A Systematic Review and Meta-Analysis Journal: Review of Educational Research (top-tier, peer-reviewed) Goal #1, Goal #2, Goal #4, Goal #5, Goal #6 Evidence Base: Strong	3 – INTERVENTIONISTS/CO-TEACHERS ACADEMIC SUPPLIES FOR CLASSROOMS SUPPLIES: OUTDOOR CLASSROOM	$ 95,827.00

	instruction during What I Need (WIN) blocks in both ELA and Math. Building on current practices, these 3 co-teachers will deepen targeted small-group instruction, strengthen MTSS implementation through Tier II and Tier III interventions, and expand systems for ongoing progress monitoring and data-driven decision-making. Their work will continue to address key skill areas, including phonemic awareness, decoding, fluency, fact fluency, and overall automaticity. Dunbar has also begun enriching instructional experiences by completing phase one of building an outdoor space into a dedicated classroom, establishing the groundwork for hands-on, inquiry-based learning. Moving forward, this space will be fully implemented for both whole-group and small-group instruction, strengthening NGSS-aligned outcomes in grades 5 and 8. The science teachers will build on this foundation by rotating use of the space to deliver engaging, standards-aligned instruction. In addition, teacher leaders have initiated plans for a garden club that will expand access for all students, reinforcing scientific learning while promoting environmental stewardship through active participation in planting and maintaining a school garden. With the outdoor space open, we have noticed a strong SEL environment where students are using the space to take breaks when dysregulated and find some peace outside. Moreover, removing barriers for teachers by providing supplemental consumable materials such as paper, pens, and folders has been welcomed and will continue.					

2.2		Select... / Select...	Evidence Base: Select...		$ 0.00
2.3		Select... / Select...	Evidence Base: Select...		$ 0.00
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1 Behavioral Management. While district survey data indicates that Dunbar has made meaningful progress in strengthening school culture over the past year, we recognize that this work must remain a sustained and intentional focus. Building on this progress, the school is committed to continuing to cultivate a positive, inclusive, and supportive environment for all students. We believe that a strong	Goal #3 / Select...	Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. Evidence Base: Strong		$ 24,370.00

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	will continue implementing a range of PBIS attendance initiatives - including a school store and school branding efforts - to encourage daily attendance and reinforce positive behavior. Together, these strategies are designed to strengthen school culture, increase student engagement, and reduce chronic absenteeism through consistent, aligned, and sustainable schoolwide practices.				
3.2 3.2 Student Attendance. A school		Goal #3 Select...	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd. Evidence Base: Strong	1 – ATTENDANCE MONITOR AFTERSCHOOL CLUB STIPENDS X 10 PEOPLE FIELD TRIPS: TRANSPORTATION/ENTRANCE FEES	$ 31,557.00

	5.2: Student Attendance: A school Attendance Monitor will support the continuous review of student daily attendance and will take the lead on efforts to remove barriers to family communication and connection to the school. In addition, Dunbar will offer afterschool clubs and field trips for students to support positive student participation that will contribute to building a culture of positive student engagement. School based clubs will focus both on the development of instructional and social skills to support developmentally appropriate of skills to encourage positive contributions to the overall school and classroom setting. Teacher leaders will receive a stipend for facilitating these clubs, and funds will be set aside to coordinate afterschool field trips, student engagement communication, parent engagement with afterschool events, and afterschool resources. Field trips will be taken by students in grades 5, 6, 7, and 8 to the Norwalk Aquarium, Mystic Aquarium, Connecticut Science Center, Peabody Museum, and other locations, should time and funding allow. Approximately 200 students are expected to attend each trip, all aligned to Connecticut Science Standards and designed and approved in collaboration between the Principal and BPS' Executive Director of School Leadership.				
Specific Operations Priority and Strategy		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority**
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					Please Note: this cost is automatically populated based on information provided on the Budget page.
Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.		*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000
4.1	4.1 Classroom Technology. To build	Goal #2	Oakes, J., & Saunders, M. (2002). Access to textbooks, instructional materials, equipment, and technology: Inadequacy and inequality in California's public schools. Goal #1, Goal #2, Goal #4, Goal #5, Goal #6	CLASSROOM TECHNOLOGY UPDATES: STUDENT CHROMEBOOKS	$ 4,811.00

	4.1 Classroom Technology: To build on the foundation already established, continued investment in updated devices, reliable technology infrastructure, and essential classroom materials is critical. The school will also purchase student Chromebooks to support classroom technology updates and ensure that students have consistent access to current, functional technology. Providing students and teachers with the necessary technology and instructional supplies will enhance engagement, support differentiated instruction, and enable the effective implementation of targeted intervention strategies. Addressing these needs is essential to creating supportive, technology-rich learning environments that provide all students with the tools they need to achieve sustained academic success.	Goal #4	Evidence Base: Strong		

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Object		Total
100 - Personal Services > Salaries		$114,100.00
200 - Personal Services > Employee Benefits		$1,654.00
300 - Purchased Professional and Technical Services		$40,600.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$18,835.00
600 - Supplies		$24,811.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

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Budget Detail

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100 - Personal Services > Salaries - $114,100.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Interventionst/Co-Teacher: 3 persons x 120 days x $235/day
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$84,600.00	
Line Item Total:	$84,600.00	
Object:	100 - Personal Services > Salaries	Attendance Monitor: 1 Monitor x 150 days x 3hrs x $25/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$11,250.00	
Line Item Total:	$11,250.00	
Object:	100 - Personal Services > Salaries	Afterschool Club - Stipends: 10 Stipends x $1,000/person
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	
Object:	100 - Personal Services > Salaries	Summer Student Support Institute - 15 Staff x 20hrs x $27.50/hr = $8,250

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Purpose:	01 - Public School Activities
Focus Area:	Climate Goal 3.1
LEA / School:	Paul Laurence Dunbar School (015-4111)
Quantity:	1.00
Cost:	$8,250.00
Line Item Total:	$8,250.00

Total for 100 - Personal Services > Salaries:	$114,100.00
Total for all other Objects:	$85,900.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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200 - Personal Services > Employee Benefits - $1,654.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Interventionst/Co-Teachers Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$1,227.00	
Line Item Total:	$1,227.00	
Object:	200 - Personal Services > Employee Benefits	Attendance Monitor Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$162.00	
Line Item Total:	$162.00	
Object:	200 - Personal Services > Employee Benefits	Afterschool Club - Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$145.00	

Line Item Total:	$145.00

Object:	200 - Personal Services > Employee Benefits
Purpose:	01 - Public School Activities
Focus Area:	Climate Goal 3.1
LEA / School:	Paul Laurence Dunbar School (015-4111)
Quantity:	1.00
Cost:	$120.00
Line Item Total:	$120.00

Summer Student Support Institute Staff Fringe

Total for 200 - Personal Services > Employee Benefits:	$1,654.00
Total for all other Objects:	$198,346.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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300 - Purchased Professional and Technical Services - $40,600.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	HMH COACHING: 6 DAYS X $3,500/DAY
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$21,000.00	
Line Item Total:	$21,000.00	
Object:	300 - Purchased Professional and Technical Services	HILL FOR LITERACY COACHING: 7 DAYS X $1,800/DAY
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$12,600.00	
Line Item Total:	$12,600.00	
Object:	300 - Purchased Professional and Technical Services	WONDERS COACHING: 2 DAYS X $3,500/DAY
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$7,000.00	

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Line Item Total:	$7,000.00		
		Total for 300 - Purchased Professional and Technical Services:	$40,600.00
		Total for all other Objects:	$159,400.00
		Total for all Objects:	$200,000.00
		Allocation:	$200,000.00
		Remaining:	$0.00

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500 - Other Purchased Services - $18,835.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	FIELD TRIPS: TRANSPORTATION/ENTRANCE FEES
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	
Object:	500 - Other Purchased Services	PREPARED FOOD: NON-ACADEMIC PARENTS/COMMUNITY EVENTS, CEREMONIES, BANQUETS, CELEBRATIONS, ACTIVITIES/OPEN HOUSE
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$6,000.00	
Line Item Total:	$6,000.00	
Object:	500 - Other Purchased Services	SUBSTITUTE SERVICES FOR PD/COACHING RELIEF (15 DAYS X $189/DAY)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$2,835.00	
Line Item Total:	$2,835.00	

Total for 500 - Other Purchased Services: $18,835.00

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Total for all other Objects:	$181,165.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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600 - Supplies - $24,811.00

Budget Detail		Narrative Description
Object:	600 - Supplies	ACADEMIC SUPPLIES FOR CLASSROOMS
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Object:	600 - Supplies	SUPPLIES: SCHOOL CULTURE/PBIS
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Object:	600 - Supplies	SUPPLIES: OUTDOOR CLASSROOM
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Object:	600 - Supplies	SUPPLIES: NON-ACADEMIC PARENTS/COMMUNITY EVENTS,

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Purpose:	01 - Public School Activities	CEREMONIES, BANQUETS, CELEBRATIONS, ACTIVITIES/OPEN HOUSE (3x/YR)
Focus Area:	Climate Goal 3.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Object:	600 - Supplies	CLASSROOM TECHNOLOGY UPDATES: STUDENT CHROMEBOOKS
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	Paul Laurence Dunbar School (015-4111)	
Quantity:	1.00	
Cost:	$4,811.00	
Line Item Total:	$4,811.00	

Total for 600 - Supplies:	$24,811.00
Total for all other Objects:	$175,189.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Filter by Location: All - $200,000.00

Purpose	01 - Public School Activities	Total
Object		
100 - Personal Services > Salaries	114,100.00	114,100.00
200 - Personal Services > Employee Benefits	1,654.00	1,654.00
300 - Purchased Professional and Technical Services	40,600.00	40,600.00
500 - Other Purchased Services	18,835.00	18,835.00
600 - Supplies	24,811.00	24,811.00
Total	200,000.00	200,000.00
	Allocation	200,000.00
	Remaining	0.00

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Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Paul Laurence Dunbar School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Paul Laurence Dunbar School (015-4111) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

Principal's Name:	*	Ronald Jones
Principal's Email:	*	rjones2@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	PK-8
Student Enrollment	291.00
Percentage Eligible for Free/Reduced Price Meals	92.8 %
Percentage of Students with Disabilities	32.6 %
Percentage of English Language/Multilingual (EL/ML) Learners	24.7 %
Percentage of Students Chronically Absent	38.8 %
Suspension/Expulsion Rate	10.10
Classroom Teacher Attendance (Average FTE Days Absent)	22.80
High School Only: College-and-Career-Readiness Course-Taking	
Middle School & High School Only: On-Track to High School Graduation	62.20
High School Only: Demonstrating Postsecondary Readiness	

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ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	67.40
Smarter Balanced Growth ELA	85.00
School Performance Index (SPI) for Math	66.00
Smarter Balanced Growth - Math	85.90
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	75.50
LAS Links Growth - Literacy	
LAS Links Growth - Oral	
Chronic Absenteeism	10.20
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Comprehensive Support & Improvement/ Turnaround

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Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
06/26/2026	In-Person	Principal, STEM Teacher, Music Teacher, Custodian, Secretary	The needs assessment was used to brainstorm specific needs for Wilbur Cross School.
07/01/2026	In-Person	Principal, Assistant Principal, Secretary, Security Guard	The needs assessment was used to brainstorm specific needs for Wilbur Cross School.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

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Talent Indicators	Assessment Score	Evidence	Reasoning

EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	3. Proficient	Little staff is turnover noted, with limited retention strategies currently in place.	Some turnover within our school may be attributed to the complex demands of serving a high-needs student population. The school's high percentages of students experiencing economic hardship, students with disabilities, multilingual learners, and chronically absent students require intensive instructional, behavioral, and social-emotional supports. Additionally, our CSI designation and ongoing accountability expectations place increased demands on staff. While turnover can create challenges, it also provides opportunities to recruit educators who are committed to our mission, bring specialized skills, and contribute to our continuous improvement efforts.
1.2 Evaluation & Coaching Systems	2. Developing	Coaching cycles are in place, but they are not fully aligned with schoolwide priorities.	The school's evaluation and coaching systems continue to develop as we work to ensure consistent coaching cycles, timely feedback, data-driven goal setting, and ongoing progress monitoring for all educators. While classroom observations occur regularly, greater consistency in implementation and follow-up will strengthen instructional improvement and teacher growth

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1.3 Professional Learning Plan	2. Developing	Professional learning is offered but is not always job-embedded or individualized.	The professional learning plan is still developing as the school continues to build a more cohesive system that aligns professional development with educator needs, student performance data, and school improvement goals. Future work will focus on sustained learning, embedded coaching, and measuring the impact of professional learning on instructional practice and student outcomes.
1.4 Leadership	2. Developing	A school leadership team is being recruited and school improvement goals will be identified.	The school has to re-recruit a leadership team and identify improvement goals using school data and stakeholder input. The focus is to implement action plans, monitoring progress, and build consistent systems to achieve sustained improvement.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	2. Developing	Standards-based curriculum exists, but is not implemented with fidelity.	Curriculum and academic programming are still being strengthened because implementation is not yet consistent across classrooms. The school will continue to support educators through coaching, professional learning, collaborative planning, and instructional monitoring to ensure district curriculum and evidence-based instructional practices are implemented with fidelity.

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2.2 Instructional Framework	2. Developing	Instructional tasks are primarily teacher-centered.	The school's instructional framework remains primarily teacher-centered as educators continue to build capacity in implementing student-centered instructional practices. Professional learning and coaching will focus on increasing student engagement, academic discourse, inquiry-based learning, and opportunities for students to take an active role in the learning process.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	A MTSS framework is partially implemented; EL/ML supports are inconsistent.	Differentiation and support for diverse learners are partially implemented because instructional strategies and interventions are not yet consistently embedded across classrooms. Supports for multilingual learners vary in implementation, resulting in inconsistent access to language development and grade-level instruction. The school will strengthen instructional practices through targeted professional learning, coaching, collaborative planning, and regular monitoring to ensure all students receive equitable, high-quality support.
2.4 Assessment Practices & Data Use	2. Developing	Data teams need to be restructured. The use of assessment data is inconsistent across grade levels.	Assessment practices and the use of data are still developing as the school works to establish consistent assessment practices, collaborative data analysis, and data-driven instructional decision-making across all grade levels. Continued professional learning and coaching will strengthen teachers' ability to use assessment data to plan instruction, monitor student progress, and provide timely interventions.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**

EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***
3.1 School Environment	3. Proficient	School environment has shown some improvement.	The school environment is still developing as the school continues to strengthen the consistent implementation of behavior expectations, student engagement strategies, attendance supports, and positive school climate initiatives. Ongoing collaboration with staff, students, and families will help foster a safe, inclusive, and supportive environment that promotes student success.
3.2 Attendance	2. Developing	Chronic absenteeism persists due to a lack of consistent attendance strategies.	Attendance improvement is still developing as the school continues to strengthen systems for monitoring attendance, engaging families, and implementing targeted interventions for students with chronic absenteeism. Ongoing data analysis, consistent follow-up, and collaboration with community partners will support improved student attendance and engagement.

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3.3 Behavioral Management	2. Developing	As of 6/25/26 Wilbur Cross has 306 students. In 25-26 Wilbur Cross had 33 Distinct Out-of-School Suspension (OSS) incidents resulting in 75 total OSS Days. There were 11 distinct In- School-Suspension (ISS) incidents, resulting in 15 total ISS days.	Behavior management is still developing as the school continues to strengthen the consistent implementation of schoolwide behavior expectations, positive behavior supports, and restorative practices. Ongoing professional learning, coaching, and the use of behavior data will help ensure consistent responses to student behavior and improve the overall school climate.
3.4 Equitable Partnerships with Stakeholders	2. Developing	Family engagement remains limited.	Equitable partnerships with stakeholders are still developing as the school continues to strengthen communication, family engagement, and collaboration with community partners. Efforts will focus on increasing participation, incorporating stakeholder feedback into decision-making, and ensuring all families have equitable opportunities to support student success.
Operations Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 4.1 Scheduling Structures	***4. Exemplary***	***Our current master schedule delineates 6.5 hours of instruction each day. For math, each student receives 65 minutes each day, while there is 125 minutes for ELA for each student.***	***We have also been able to provide certified staff time during the day for Essential Collaboration Time (ECT). ECT happens every day for 45 minutes.***
4.1 Scheduling Structures	3. Proficient	Instructional time meets state expectations, but can be revised to better address students' academic needs.	Scheduling structures are still developing as the school works to optimize the use of instructional time, intervention periods, teacher collaboration, and student support services. Ongoing review and refinement of the master schedule will help ensure that staffing, instructional priorities, and student needs are aligned to improve outcomes for all learners.
4.2 Use of Time	2. Developing	Instructional time is not always maximized.	The use of instructional time is still developing as the school continues to strengthen consistency in maximizing learning time, minimizing instructional interruptions, and increasing student engagement. Ongoing coaching, monitoring, and collaborative planning will support more effective use of instructional time to improve teaching and learning across all classrooms.

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4.3 Technology, Facilities, & Operational Planning	2. Developing	Technology integration is inconsistent across classrooms. Facilities are generally in good repair.	Technology, facilities, and operational planning are still developing as the school continues to improve technology integration, resource allocation, facility maintenance, and operational systems that support teaching and learning. Ongoing planning, monitoring, and collaboration with district partners will strengthen the school's capacity to provide safe, efficient, and equitable learning environments for all students.

Significant Strengths, Growth Areas and Resource Inequities

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	**Rationale**	**Data to Substantiate**
* Hiring, Recruitment, & Retention	The school maintains a high teacher retention rate due to a positive school culture, supportive leadership, opportunities for professional growth, and strong collaboration among staff. This stability strengthens instructional consistency, builds collective expertise, and supports continuous improvement efforts that benefit student learning.	100% of 2026-27 classrooms are staffed with certified teachers. Only 1 out of 16 classroom teachers transferred out of the building.
Scheduling Structures	Scheduling structures are a strength because the master schedule supports instructional priorities, student interventions, teacher collaboration, and specialized services.	The schedule at Wilbur Cross School meets all district requirements for the 2026-27 Master Schedule.
School Environment	The school environment is a strength because it promotes a safe, positive, and inclusive climate where students are supported academically, socially, and emotionally.	The suspension rate is below 10%, and school branding is visible throughout the building.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* Attendance	Chronic absenteeism continues to be driven by multiple barriers, including inconsistent attendance habits, family and health-related challenges, and inconsistent implementation of targeted attendance interventions. Attendance is a priority growth area because improving daily attendance will increase instructional time, strengthen student engagement, and improve academic achievement. The school will focus on early intervention, data-driven decision-making, family partnerships, and consistent attendance supports to reduce chronic absenteeism.	Positive & Inviting School Climate

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Differentiation & Supports for Diverse Learners	Differentiated instructional practices and targeted supports for diverse learners are implemented inconsistently across classrooms, resulting in variable access to grade-level instruction and interventions. Strengthening differentiation is a school priority because consistent use of data, scaffolds, accommodations, and evidence-based instructional strategies will improve outcomes for multilingual learners, students with disabilities, and all students with diverse learning needs. Professional learning, instructional coaching, and collaborative planning will build teacher capacity and ensure equitable access to rigorous instruction.	Student Supports & Intervention
Assessment Practices & Data Use	Teachers collect assessment data consistently, but the use of those data to drive instruction, differentiation, intervention, and progress monitoring is not yet consistent across classrooms. Strengthening assessment practices and data use will improve instructional decision-making, increase the effectiveness of interventions, and ensure that all students receive timely, targeted support. Ongoing professional learning, collaborative data analysis, and instructional coaching will help build a schoolwide culture of data-informed instruction.	Student Supports & Intervention

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Wilbur Cross School's ELA SPI will increase from 35.0 in 2025–26 to 67.4 in 2026–27.
National/State Benchmark Goal #2	* By June 2027, Wilbur Cross School's Math SPI will increase from 32.9 in 2025–26 to 66.0 in 2026–27.
National/State Benchmark Goal #3 (optional)	By June 2027, Wilbur Cross School's chronic absenteeism rate will decrease from 38.8% in 2025–26 to 10.2% in 2026–27.

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Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, 60% of grade students will meet their score target as defined by DIBELs and Reading Plus.
Internal Benchmark Goal #5	* By June 2027, 70% of all students will meet their District IAB and SBAC mathematics goal.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted. **Please note:** You will notice that the application will limit schools to no more than 2 Culture and Climate goals and 1 Operational goal. This was intentionally done as SIG funds should primarily be used to support academic achievement.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1	1.1. Professional Learning Plan. Cross will implement a comprehensive professional development plan in partnership with high-quality, evidence-based instructional programs. Teachers will engage in targeted professional learning from HMH, Wonders, and HILL for Literacy. HMH training will focus on deepening mathematics instruction through rigorous, standards-aligned practices, while HILL for Literacy and Wonders will provide training on foundational literacy skills, reading comprehension, and differentiated strategies to ensure all students - regardless of starting point - have access to high-quality instruction. Cross will pay for a PBIS Specialist long-term substitute to provide building coverage while instructors participate in professional development and coaching.	Goal #1 Goal #5	Effective Teacher Professional Development Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	HILL FOR LITERACY: $1,800/PER DAY x 7 DAYS HMH: $3,500/PER DAY x 8 DAYS WONDERS: $3,500/PER DAY x 8 DAYS LONG-TERM SUB: PBIS SPECIALIST FOR BUILDING COVERAGE DURING PD/COACHING - $295.87/PER DAY x 180 DAYS	$ 121,857.00
1.2		Select... Select...	Evidence Base: Select...		$ 0.00
1.3		Select... Select...	Evidence Base: Select...		$ 0.00

	Specific Academic Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Differentiation and Support for Diverse Learners. Cross will expand extended learning opportunities by hiring two tutors, one for ELA and one for Math to provide structured high-dosage tutoring for students in grades K-8. These sessions will offer both remediation for students who are struggling to meet grade-level standards and enrichment for those seeking advanced challenges, creating a more equitable and responsive academic support system.	Goal #2 Goal #4	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd. Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	2 TUTORS	$ 1,704.00
2.2		Select... Select...	Evidence Base: Select...		$ 0.00
2.3		Select...			$ 0.00

		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1. School Attendance. The needs assessment identified a high rate of chronic absenteeism, closely tied to a poorly defined and inconsistently implemented schoolwide behavior management plan and social-emotional learning (SEL) approach. To address this need, the school will hire an Attendance Support Liaison to actively follow up with chronically absent students and educate parents on the importance of consistent attendance. Cross will also pay an additional teacher to serve on the Attendance Team. To increase student connection and motivation, the school will expand after-school clubs that provide safe	Goal #3 Goal #4	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd. Goal #1, Goal #2, Goal #3, Goal #4, Goal #5 Evidence Base: Strong		$ 40,010.00

	after-school clubs that provide safe, engaging, and interest-driven opportunities for students. Teachers will receive stipends for leading these clubs, and funds will be allocated for materials to ensure high-quality, hands-on programming. Participation in after-school activities has been shown to improve student engagement, which in turn positively influences school attendance. To strengthen parent partnerships and improve communication with the goal of increasing student attendance, Cross will establish a dedicated Parent Engagement Team. The Parent Engagement Team will prioritize increasing family participation in school events through intentional outreach, culturally responsive practices, and strategic, multi-channel communication. Cross will invest in supplies and food needed for parent engagement events throughout the year. Efforts will be designed to ensure all families feel welcomed, informed, and empowered to engage in their child's education. To support continuous improvement, the school will systematically collect and analyze data related to parent outreach, participation, and communication effectiveness. These insights will be used to refine strategies, ensuring that families receive timely, relevant, and actionable information that supports student success and regular attendance.			1 – ATTENDANCE SUPPORT LIAISON AFTERSCHOOL STIPENDS X 8 PEOPLE PREPARED FOOD: PARENT ENGAGEMENT - 4 EVENTS/PER YEAR SUPPLIES: AFTER-SCHOOL CLUBS SUPPLIES: PARENT ENGAGEMENT EVENTS - 4 EVENTS/PER YEAR	
3.2		Goal #3	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd.	1 – CLIMATE COACH	$ 36,429.00

	3.2. Behavioral Management. Cross will strengthen schoolwide behavioral systems by establishing consistent Tier 1 expectations, as well as targeted Tier 2 and Tier 3 supports designed to minimize off-task behaviors and increase positive student-staff interactions. A Climate Coach will lead this work by providing professional development on Tier 1 behavioral management practices, equipping teachers with Tier 2 strategies for addressing challenging behaviors, and delivering training in restorative practices. In addition, systems will be created to regularly celebrate student and staff successes, reinforcing a positive and supportive school culture.				
		Select...	Evidence Base: Strong		
Specific Operations Priority and Strategy		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.		*Goal #2* *Goal #5*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions.* *Evidence Base: Moderate*	• *Contract for external partner to update school schedule (10 days of in person support)*	$5,000
4.1		Select...			$ 0.00
		Select...	Evidence Base: Select...		

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

Object		Total
100 - Personal Services > Salaries		$65,120.00
200 - Personal Services > Employee Benefits		$4,381.00
300 - Purchased Professional and Technical Services		$68,600.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$55,257.00
600 - Supplies		$6,642.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$200,000.00
	Allocation	$200,000.00
	Remaining	$0.00

Budget Detail

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

100 - Personal Services > Salaries - $65,120.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	1 Climate Coach: 1 Coach x 144 days x $235/day
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$33,840.00	
Line Item Total:	$33,840.00	
Object:	100 - Personal Services > Salaries	Attendance Support - Liaison: 1 Attendance Support x 180 days x 4hrs x $30/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$21,600.00	
Line Item Total:	$21,600.00	
Object:	100 - Personal Services > Salaries	Afterschool Club - Stipends: 8 Stipends x $1,000/person
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$8,000.00	
Line Item Total:	$8,000.00	
Object:	100 - Personal Services > Salaries	Tutors: 2 Tutors x 10 days x 2hrs x $42/hr
Purpose:	01 - Public School Activities	
Focus Area:		

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Academics Goal 2.1

LEA / School: Wilbur Cross School (015-3911)

Quantity: 1.00

Cost: $1,680.00

Line Item Total: $1,680.00

Total for 100 - Personal Services > Salaries:	$65,120.00
Total for all other Objects:	$134,880.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

200 - Personal Services > Employee Benefits - $4,381.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Climate Coach Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$2,589.00	
Line Item Total:	$2,589.00	
Object:	200 - Personal Services > Employee Benefits	Attendance Support - Liaison Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$1,652.00	
Line Item Total:	$1,652.00	
Object:	200 - Personal Services > Employee Benefits	Afterschool Club - Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$116.00	
Line Item Total:	$116.00	
Object:	200 - Personal Services > Employee	Tutors Fringe

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	Benefits
Purpose:	01 - Public School Activities
Focus Area:	Academics Goal 2.1
LEA / School:	Wilbur Cross School (015-3911)
Quantity:	1.00
Cost:	$24.00
Line Item Total:	$24.00

Total for 200 - Personal Services > Employee Benefits:	$4,381.00
Total for all other Objects:	$195,619.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

300 - Purchased Professional and Technical Services - $68,600.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	WONDERS: $3,500/PER DAY x 8 DAYS
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$28,000.00	
Line Item Total:	$28,000.00	
Object:	300 - Purchased Professional and Technical Services	HMH: $3,500/PER DAY x 8 DAYS
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$28,000.00	
Line Item Total:	$28,000.00	
Object:	300 - Purchased Professional and Technical Services	HILL FOR LITERACY: $1,800/PER DAY x 7 DAYS
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$12,600.00	
Line Item Total:	$12,600.00	

Total for 300 - Purchased Professional and Technical Services: $68,600.00

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Total for all other Objects:	$131,400.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

500 - Other Purchased Services - $55,257.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	LONG-TERM SUB: PBIS SPECIALIST FOR BUILDING COVERAGE DURING PD/COACHING - $295.87/PER DAY x 180 DAYS
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$53,257.00	
Line Item Total:	$53,257.00	
Object:	500 - Other Purchased Services	PREPARED FOOD: PARENT ENGAGEMENT - 4 EVENTS/PER YEAR
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$2,000.00	
Line Item Total:	$2,000.00	

Total for 500 - Other Purchased Services:	$55,257.00
Total for all other Objects:	$144,743.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

600 - Supplies - $6,642.00

Budget Detail		Narrative Description
Object:	600 - Supplies	SUPPLIES: AFTER-SCHOOL CLUBS
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$4,000.00	
Line Item Total:	$4,000.00	
Object:	600 - Supplies	SUPPLIES: PARENT ENGAGEMENT EVENTS - 4 EVENTS/PER YEAR
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Wilbur Cross School (015-3911)	
Quantity:	1.00	
Cost:	$2,642.00	
Line Item Total:	$2,642.00	

Total for 600 - Supplies:	$6,642.00
Total for all other Objects:	$193,358.00
Total for all Objects:	$200,000.00
Allocation:	$200,000.00
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

Filter by Location: All - $200,000.00

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		65,120.00	65,120.00
200 - Personal Services > Employee Benefits		4,381.00	4,381.00
300 - Purchased Professional and Technical Services		68,600.00	68,600.00
500 - Other Purchased Services		55,257.00	55,257.00
600 - Supplies		6,642.00	6,642.00
Total		200,000.00	200,000.00
		Allocation	200,000.00
		Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Wilbur Cross School	$200,000.00	$0.00	$200,000.00	$200,000.00

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

Required Documents		
Type	**Document Template**	**Document/Link**
ESSA Milestones [Upload at least 1 document(s)]	N/A	ESSA Milestones

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Rev 0 - Opportunity District ESSA SIG - CSI/Turnaround (20679) - Wilbur Cross School (015-3911) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Allocations

Allocation Type (1)	Opportunity District ESSA SIG - TSI/Focus (20679)	Total
LEA	$177,267.00	$177,267.00
Total	$177,267.00	$177,267.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Contacts

Required Contacts	
Type	**Contact(s)**
ESSA SIG Contact [Select at least 1 contact(s)]	Hannah Whitley

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - District Level Questions and Guidance

Guidance and Instructions

The district must commit to using Title I, Part A, Section 1003 funding for its schools demonstrating the greatest need and the strongest commitment to using funding for improvement. The district must provide Title I, Part A, Section 1003 funding to selected schools for up to four years, which may include one year of planning. The minimum annual award for a Title I Turnaround School is $200,000. The minimum annual award for a Focus School is $50,000. The maximum annual award for any school is $500,000.

Complete a school application for Title I, Part A, Section 1003 School Improvement Grant funding by selecting the school from the drop-down list in the School Improvement Section. Complete the needs assessment, school plan and budget pages in the section for each of the schools selected by the district to receive funding.

Award of the Title I, Part A, Section 1003 School Improvement Grants requires the district to describe its strategy and structure to support school turnaround efforts at the district level.

Please note that prior to award of Section 1003 funds, the district must complete the district application and school plans; and, the district must submit, for CSDE approval, a school improvement plan for each school in the district identified as a Title I Turnaround School. These school improvement plans must be informed by performance on the CSDE long term goals (academic achievement for mathematics and literacy, graduation rate and English Learner proficiency); must include evidence-based interventions; must be based on school-level needs assessment; must identify resource inequities to be addressed in the plan; must be approved by the district and the state; and must be monitored periodically by the state during Opportunity District monitoring meetings. If a district's Turnaround School has been selected for Section 1003 funding, the school plan submitted with this application will serve as the school improvement plan.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - District Level Questions and Guidance

Section 1: District Capacity and Organizational Structure

* The district must demonstrate that it has the capacity and an intentional organizational structure to support turnaround efforts in its lowest-performing schools. Please provide a clear overview of the district's capacity and staffing structure to support its lowest performing schools. Specifically describe the supports and technical assistance provided by the district to its lowest performing schools.

Under the leadership of Interim Superintendent Dr. Royce Avery and Assistant Superintendent of Curriculum and Instruction Margaret Hughes, the district's organizational staff will work with each of the SIG schools, along with Executive Directors Sangeeta Bella and Dr. Christopher Siano. Additionally, the district's Directors/Content Area leads for ELA, Math, Science, and Early Childhood will work with the Chief of Special Education and Bilingual Education/World Languages. The Department of Data Management will assist schools with the retrieval of data and the alignment with specific content areas, as well as professional development.

Section 2: District Support for Development of School Improvement Plans

* The district must provide support for the development of school improvement plans for schools receiving Section 1003 funding. Please provide a clear overview of technical support provided to schools in the development of school improvement plans which include evidence-based interventions.

Each district school is mandated to create and abide by a School Improvement Plan. Under the supervision of the Executive Directors and the Assistant Superintendent of Curriculum and Instruction, each SIG school will work with a team of assembled school staff, students, and community team members to draft the school's plan. Additionally, through district-designed and provided professional development sessions, SIG building administrators and, as necessary, school leadership teams will have access to the team as mentioned above to learn and apply district-aligned teachings related to improving building academics, student, staff, and family social and emotional quotients, as well as how to enhance building climate and how to better utilize community wraparound services.

Section 3: Accountability and Monitoring Strategy

* The district must develop and implement tools and processes to create shared accountability for results at the school and district levels. Describe the district's systems, tools and processes it will use to monitor the fidelity of school plan implementation.

The Executive Directors consistently visits all SIG recipient schools. While grant implementation is not a formal evaluation process, it includes basic elements such as building management, academic improvement, and school climate improvement. During the school year, administrators receive informal evaluations to ensure that the noted grant programs are being implemented with fidelity. Any issues identified during these reviews will be addressed in real-time during the program's implementation. Additionally, at the end of each school year, funding is made available, and these grant plans will be utilized to evaluate the principal's ability to implement all the program's SMART goals fully.

Section 4: Review of External Partners.

* The district must use a rigorous review process to recruit, screen, select and evaluate any external partner with whom the district will partner to ensure that the external partner is working to implement evidence-based interventions. Describe the process the district used to recruit, screen, select and evaluate external partners.

For items greater than or equal to $25,000, principals are guided to identify either state and/or city-approved contractors. If available vendors cannot provide the necessary services, principals utilize informal bidding processes by which three quotes from viable providers are requested, with the most appropriate provider being chosen. Funding over $25,000 requires Requests for Proposals and a bid process where the best provider is chosen to complete the required tasks. Once a vendor is engaged, the principal evaluates the program's statement of work, overall objectives, and the terms and conditions of the agreement

to confirm that the noted tasks are completed accurately and by the specified dates/times. Vendors are paid via PO/invoicing processes. The principal must sign and acknowledge the invoices to confirm that the contracted work has been completed.

Section 5: Alignment of Resources

* The district must align other Federal, State and local resources to carry out activities supported with funds from Section 1003. Describe the district's strategy or approach to aligning all Federal, State and local resources to support school improvement and to address resource inequities.

The district utilizes federal, state, and local funding through a school-based budgeting model established for the School Improvement Grant and Commissioner's Network grants. This model empowers school staff to collaborate closely with the Assistant Superintendent of Curriculum and Instruction, Executive Directors, and the Department of Grants Development and Management (overseen by the Interim Superintendent) to effectively plan, manage, and allocate available resources. Implemented during the 2012-2013 school year, this strategy has enabled the district to support school improvement efforts better and address resource inequities. Using student enrollment data and a structured allocation model, the district determines appropriate staffing levels and identifies school-specific needs to ensure each school receives the services and resources required for success.

Section 6: Conditions for Success

* The district must secure optimal conditions and create policies and practices that enable school reform and provide site-based flexibility. Describe how the district will modify its practices and policies to allow schools additional autonomy in exchange for increased accountability and to allow for full implementation of the interventions outlined in the school plans.

As noted above, all School Improvement Grant principals will be monitored monthly and evaluated annually based on progress in four key areas: talent, academics, climate, and operations. While no formal changes to district evaluation policies are anticipated, the SIG grant plan will be incorporated as an informal component of each principal's performance review. The Academics Department - which includes the Assistant Superintendent of Curriculum and Instruction and the Executive Directors- will support this process by facilitating ongoing dialogue among SIG principals. These discussions will focus on sharing best practices, addressing identified growth areas, and aligning efforts with SMART goals for the upcoming year.

Section 7: School Budgets

* The district must commit to thoughtful and strategic resourcing, including investments in high-yield evidence-based interventions and efforts to promote sustainability. The Section 1003 funding must supplement, not supplant, State and local funds. Describe how the district will ensure that the low-performing schools receiving Section 1003 funding will continue to receive all Federal, State and local funding it would receive in the absences of additional funding from Section 1003.

All district schools with School Improvement Grants and Commissioner's Network grants utilize the aforementioned school-based budgeting model, which is grounded in empowerment and accountability at the school level. For the remaining schools with grant funding, the resource allocation system is equitable, uniform, and transparent, while retaining the flexibility to respond to school-specific needs. The model allows school-based decisions to deploy discretionary resources to meet school-specific needs. All federal, state, and local funding attributed to schools will not be reduced or modified due to the school's newly minted SIG school status. All services/programming/materials the schools receive under the school-based budgeting model will remain as is, and funds collected via the SIG program are considered supplemental.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - District Level Questions and Guidance

☑ *** 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.**

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

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	(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)	(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.
	(c)	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.
	(d)	The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
	(e)	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.
	(f)	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.
	(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 § 46a56; 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.	

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

Object		Total
100 - Personal Services > Salaries		$45,180.00
200 - Personal Services > Employee Benefits		$1,380.50
300 - Purchased Professional and Technical Services		$62,300.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$51,543.00
600 - Supplies		$16,863.50
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$177,267.00
	Allocation	$177,267.00
	Remaining	$0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

100 - Personal Services > Salaries - $45,180.00

Budget Detail	Narrative Description	
	Total for 100 - Personal Services > Salaries:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$177,267.00
	Remaining:	$177,267.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

200 - Personal Services > Employee Benefits - $1,380.50

Budget Detail	Narrative Description	
	Total for 200 - Personal Services > Employee Benefits:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$177,267.00
	Remaining:	$177,267.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

300 - Purchased Professional and Technical Services - $62,300.00

Budget Detail	Narrative Description	
	Total for 300 - Purchased Professional and Technical Services:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$177,267.00
	Remaining:	$177,267.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

500 - Other Purchased Services - $51,543.00

Budget Detail	Narrative Description	
	Total for 500 - Other Purchased Services:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$177,267.00
	Remaining:	$177,267.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

600 - Supplies - $16,863.50

Budget Detail	Narrative Description	
	Total for 600 - Supplies:	$0.00
	Total for all other Objects:	$0.00
	Total for all Objects:	$0.00
	Allocation:	$177,267.00
	Remaining:	$177,267.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

Purpose Object	01 - Public School Activities	Total
100 - Personal Services > Salaries	45,180.00	45,180.00
200 - Personal Services > Employee Benefits	1,380.50	1,380.50
300 - Purchased Professional and Technical Services	62,300.00	62,300.00
500 - Other Purchased Services	51,543.00	51,543.00
600 - Supplies	16,863.50	16,863.50
Total	177,267.00	177,267.00
	Allocation	177,267.00
	Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679)

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Bridgeport Military Academy	$88,633.50	$0.00	$88,633.50	$88,633.50
Warren Harding High School	$88,633.50	$0.00	$88,633.50	$88,633.50
Total:	**$177,267.00**	**$0.00**	**$177,267.00**	**$177,267.00**

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Principal's Name:	*	Joseph Lipp
Principal's Email:	*	jlipp@bridgeportedu.net
District SIG Support Person:	*	Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	9-12
Student Enrollment	246.00
Percentage Eligible for Free/Reduced Price Meals	90.7 %
Percentage of Students with Disabilities	23.2 %
Percentage of English Language/Multilingual (EL/ML) Learners	24.4 %
Percentage of Students Chronically Absent	25.9 %
Suspension/Expulsion Rate	42.90
Classroom Teacher Attendance (Average FTE Days Absent)	15.60
High School Only: College-and-Career-Readiness Course-Taking	73.60
Middle School & High School Only: On-Track to High School Graduation	91.60
High School Only: Demonstrating Postsecondary Readiness	24.00

ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	66.60
Smarter Balanced Growth ELA	
School Performance Index (SPI) for Math	65.50
Smarter Balanced Growth - Math	
High School Only: Four Year Cohort Graduation Rate	
Next Generation Accountability Index	77.10
LAS Links Growth - Literacy	85.80
LAS Links Growth - Oral	95.80
Chronic Absenteeism	9.10
High School Only: Six Year Adjusted Cohort Graduation Rate	

Category (based on 2024/25 Next Generation Accountability Results)
Targeted Support & Improvement/ Focus
* Reason for TSI/Focus Identification: High Needs Math, ELA, & Science Performance Index

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
06/03/2026	In Person	Senior teachers, Assistant Principal, and Principal	SAT, PSAT, NWEA, and Reading Plus Benchmark data were reviewed, showing significant improvement. Parents were informed via ParentSquare and at the most recent PSTO meeting.
06/12/2026	Conference	Principal, PTSO president	Assessment data and staff and student surveys were reviewed by the principal and PTSO president.
06/17/2026	In Person	All Staff	Plans for the School Improvement Plan were reviewed by staff

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

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Talent Indicators	Assessment Score	Evidence	Reasoning

EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	2. Developing	There is instability in college and career counseling at BMA. The district eliminated the school counselor position that had been added for the 2024–2025 school year. This reduction resulted in the loss of the third counselor assigned to the school within a two-year period, creating significant instability in the delivery of college, career, and social-emotional support services for students. students. There has also been difficulty recruiting World Language Teachers. Despite recruitment efforts, the school was unable to identify a qualified Spanish teacher for the 2025–2026 school year. Due to staffing constraints associated with the school's reorganization during that year, the position remained vacant, reducing students' access to world language coursework. Compensation challenges have also affected staff retention. Teacher salary scales in the district remain significantly lower than those offered by many neighboring districts. This disparity contributes to ongoing recruitment and retention challenges, increased staff turnover, and difficulty maintaining a stable and experienced teaching workforce.	The school has implemented elements of a teacher recruitment and retention plan, including mentoring and induction supports; however, these efforts have not been fully developed or consistently implemented. Persistent vacancies in high-need content areas, coupled with frequent turnover among support staff, have reduced continuity of instruction and student services. These challenges are further exacerbated by salary disparities between the district and neighboring communities, making it difficult to attract and retain qualified educators and leading some teachers to pursue higher-paying opportunities elsewhere. As a result, students experience disruptions in instructional consistency, support services, and relationship-building with school staff.

1.2 Evaluation & Coaching Systems	3. Proficient	Review of observation feedback samples indicates that instructional feedback is provided more consistently across staff, resulting inmprovement in levels of support for teacher growth and instructional improvement.	The the school is now using a comprehensive, consistently implemented evaluation and coaching system has resulted in more instructional support for teachers and improving the school's ability to systematically improve teaching and learning. Strengthening feedback mechanisms, coaching structures, and the alignment of professional growth activities to schoolwide goals will increase instructional effectiveness and support improved student outcomes.
1.3 Professional Learning Plan	2. Developing	Staff survey results reveal variability in both the frequency and quality of feedback received from administrators and instructional leaders, suggesting a lack of a coherent schoolwide approach to professional growth.	Although professional learning is scheduled, it is not focused or strategic. Collaborative planning time is often underutilized, and professional learning is not tailored to teacher or student needs. As a result, professional development does not consistently improve classroom practice.
1.4 Leadership	2. Developing	While coaching cycles are in place, they are not consistently aligned with school improvement priorities, instructional data, or identified areas of student need, limiting their effectiveness in driving instructional improvement. The school currently utilizes a limited number of evaluation and coaching tools, reducing the ability to collect comprehensive evidence of instructional practice and monitor educator growth over time. Inconsistent implementation of evaluation and coaching processes has led to uneven professional support across departments, limiting opportunities for teachers to receive timely feedback, refine instructional strategies, and strengthen student engagement and achievement.	While the school has a mission statement and some improvement goals, these are not consistently communicated or used to guide decision-making. The leadership team exists but has been ineffective due to inconsistent meetings and follow-through.
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**

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EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	2. Developing	The district adopted standards-based curricula in ELA, math, and science during summer 2024. Standard pacing guides have been developed and aligned to state standards. Classroom expectations include anchor charts, word walls, and learning targets. Walkthroughs and observations confirm consistent use of curriculum resources.	Standards-based curricula are available across content areas and are implemented with fidelity. Classroom visuals reinforce learning expectations and are consistently referenced.
2.2 Instructional Framework	2. Developing	Instructional framework documents exist but are applied inconsistently. Walkthrough data shows variability in implementation of engagement strategies. Sample lesson plans lack higher-order thinking tasks. Student work samples demonstrate limited conceptual understanding.	Some elements of an instructional framework are in place, but they are not systematically applied. Instruction frequently focuses on low-level cognitive tasks with limited opportunities for critical thinking. Implementation requires greater depth and alignment to standards.

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2.3 Differentiation & Supports for Diverse Learners	2. Developing	Documented accommodations for multilingual learners are inconsistent. MTSS team meeting minutes often lack clear action items, tasks, or deadlines. Assessment data show significant performance gaps among subgroups. Classroom observations reveal one-size-fits-all instruction in many classrooms.	Differentiation is minimal and inconsistent, with little evidence of effective supports for multilingual learners. MTSS structures are underdeveloped, and subgroup achievement gaps remain significant.
2.4 Assessment Practices & Data Use	2. Developing	The school follows the district benchmark calendar, with a participation rate above 95%. Data team meetings occur inconsistently and lack structured agendas. PLCs do not consistently receive data team outputs. Teachers use embedded assessments (e.g., exit tickets), but usage varies across grade levels and subjects.	Assessment tools are used to check for understanding, and district benchmarks are administered reliably. However, inconsistent data team practices and limited sharing of results reduce the impact of assessment on instruction.
Climate and Culture Indicators	**Assessment Score**	**Evidence**	**Reasoning**
EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***

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3.1 School Environment	1. Below Standard	The school has completed its 4th move in 13 years. We will move again in 2-4 years. The new classrooms are distributed throughout the Fairchild Wheeler Campus effectively breaking up the school. The school will now eat lunch in three different lunch waves, broken down by subject not grade level, depending on which wing the lunch period class is and not by school like the other schools on campus. 90% of the staff are now sharing classrooms and do not have an productive location for the prep and noninstructional time. Classrooms and hallways no longer display highlight student work and branding efforts. Staff and student surveys indicate generally weak perceptions of school climate because of the uncertainty of our location and teaching conditions.	Few teacher are happy being force to relocate again.
3.2 Attendance	2. Developing	Chronic absenteeism remains above pre-pandemic levels, but lowering now 25.91%. Attendance team rosters and meeting logs show students at risk are identified and monitored. Staff attendance reports show a stable teacher attendance rate of 92%.	The school has a functioning attendance team and some Tier 1 strategies in place. However, chronic absenteeism rates remain unacceptably high, limiting student achievement gains.
3.3 Behavioral Management	3. Proficient	The schoolwide behavior plan is documented and shows evidence of consistent implementation. Behavior incident logs indicate consistent responses across staff. The trend for In-School Suspension and Out of School Suspension has been decreasing Teacher and staff survey data suggest discipline is enforced fairly and consistently.	A schoolwide behavior system exists and is implemented, but high suspension rates demonstrate a need for more restorative and preventive approaches.

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3.4 Equitable Partnerships with Stakeholders	2. Developing	PTSO attendance is very low, with limited parental participation. Parent communication primarily occurs through newsletters and ParentSquare, with limited two-way engagement. Community partnerships are present but underutilized.	While structures for family and community engagement exist, participation is minimal, and communication remains largely one-way. Partnerships have not been developed to their full potential.

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* Scheduling Structures	The schedule is deliberately structured to protect and prioritize core instructional hours in English Language Arts and Mathematics, ensuring every student develops the strong literacy and numeracy skills essential for advanced coursework, college and career readiness, and long-term academic success. This structure directly reflects our mission to prepare students for leadership, academic achievement, and future opportunities within a disciplined and structured environment, as well as our vision of developing well-rounded individuals equipped to excel in both civilian and military careers. To support the diverse interests and aspirations of our students, the schedule incorporates dedicated blocks for pathway-specific coursework-such as military leadership and public service-allowing students to engage deeply in specialized programs without sacrificing core academics. In addition, the schedule meets all state and district instructional time requirements, demonstrating our commitment to compliance, accountability, and responsible academic planning. Built-in review cycles ensure that the schedule remains responsive to student needs, aligned to evolving standards, and continuously reflective of our mission and vision.	BMA has a very high percentage rate of students on track to graduate. ELA and Math scores are improving. All students are taking math classes through 11th grade.

Behavioral Management	Behavior management is a significant strength at Bridgeport Military Academy because the school employs a comprehensive, multi-tiered approach that promotes accountability, respect, and personal growth. The Corps of Cadets operates under a clearly defined Code of Conduct that establishes high expectations for behavior, leadership, and citizenship. These expectations are consistently communicated to students and reinforced through the school's military structure and culture. In addition, the school utilizes an In-School Suspension (ISS) and Restorative Practices Officer who works directly with students to address behavioral concerns, repair harm, and develop strategies for positive decision-making. Rather than relying solely on punitive measures, the school emphasizes restorative practices that help students reflect on their actions, take responsibility, and rebuild relationships within the school community. Clear behavioral expectations are communicated to all students, and staff members work collaboratively to ensure consistency in implementation. This multifaceted approach provides students with the support, structure, and accountability necessary to maintain a safe and orderly learning environment, contributing to a positive school climate and promoting student success.	BMA has lowered its ISS, OSS and expulsion rates over the last few years. There have been far fewer referrals. Staff and student surveys indicate positive behavioral outcomes and strong communication of expectations.
Leadership	Leadership is a key strength of Bridgeport Military Academy and is intentionally cultivated among both staff and students. The school benefits from stable and dedicated leadership, including an assistant principal who has served the school for multiple years and provides consistency in implementing the school's vision, expectations, and improvement efforts. A strong culture of shared leadership exists through bi-weekly leadership team meetings, where staff members are empowered to identify challenges, propose solutions, and actively participate in decision-making. This collaborative approach ensures that school improvement efforts are informed by those closest to the work and builds collective ownership for student success. The leadership team also plays a critical role in guiding the school through organizational changes and supporting the implementation of the School Improvement Plan. Leadership development is equally embedded in the student experience. The Corps of Cadets operates through a structured leadership hierarchy organized and supported by teacher leaders, providing students with daily opportunities to practice responsibility, teamwork, communication, and decision-making. Cadets assume leadership roles that require them to model expectations, support their peers, and contribute to the positive culture of the school. To further reinforce leadership development, students are exposed not only to SAT Words of the Day but also to Leadership Words of the Day, accompanied by definitions and real-world examples. This intentional focus helps students build the vocabulary, mindset, and character traits associated with effective leadership. Through these combined efforts, Bridgeport Military Academy fosters a culture in which leadership is taught, practiced, and celebrated at every level of the organization.	Strong leadership amongst students and staff at BMA is evident in leadership meeting minutes, Word of the Day lists that the principal reads to students, and the Corps of Cadets leadership teams.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* Attendance	Chronic absenteeism remains significantly above pre-pandemic levels. Families and guardians do not consistently see the connection between daily attendance and student success. Without consistent family education, attendance teams, and targeted supports, absenteeism remains a barrier to learning.	Student Supports & Intervention
School Environment	Staff morale has been negatively impacted by the school's four relocations in 13 years, ongoing uncertainty regarding its permanent location, and overcrowded conditions. These challenges, coupled with limited opportunities for shared instructional time and collaboration, have hindered staff cohesion and contributed to decreased morale.	Positive & Inviting School Climate

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Use of Time	Teachers need additional support to more effectively utilize WIN (What I Need) time to provide targeted interventions and enrichment for students. The loss of common planning time has made it increasingly difficult for teachers to collaborate, analyze student data, and share best practices within their subject areas. As a result, opportunities for coordinated instructional planning and the implementation of effective intervention strategies have been limited.	Teaching Quality & Diversity

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, BMA's SPI in Math will increase from 35.1 in 2025-26 to 65.5 in 2026-27.
National/State Benchmark Goal #2	* By June 2027, BMA's SPI in ELA will increase from 39.9 in 2025-26 to 66.6 in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, BMA's chronic absenteeism rate will decrease from 25.9% in 2025-26 to 9.1% in 2026-27.

Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, 60% of grade 9-12 BMA students will meet their composite score target as defined by ELA IABs.
Internal Benchmark Goal #5	* By June 2027, 84.8% of all BMA students will meet their math IABs.
Internal Benchmark Goal #6 (optional)	By June 2027, BMA's “On Track” rate will increase from 91.6% in 2024-25 to 94% in 2026-27 based on local measures.

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted.

Please note: For TSI/Focus schools, we are limiting the number of Culture & Climate priorities to one and we will not allow for Operational goals, as these funds should prioritize your reason for identification. When thinking about strategies, please be sure to address your reason for identification.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1		Goal #1 Goal #4	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	HMH: COACHING (5 days x $3,500 Per Day) CES SIOP PROFESSIONAL LEARNING SESSIONS (14 2 HR SESSIONS X $700/SESSION) INSTRUCTIONAL SUPPLIES: SCHOOL-WIDE PD: "Rigor is NOT a Four-Letter Word" by Barbara R. Blackburn	$ 28,452.00

	1.1. Professional Learning Plan. To strengthen academic rigor and support the diverse learning needs of all students, BMA will implement comprehensive professional development training provided by HMH. This professional learning will focus on deepening teachers' instructional practices in mathematics, with an emphasis on aligning instruction to state standards and embedding higher-order based strategies for differentiation. Teachers will engage in ongoing coaching cycles, modeling, and collaborative planning sessions to ensure that professional development translates into daily classroom practice. To further build staff capacity, Cooperative Educational Services (CES) will facilitate 14 introductory professional learning sessions for BMA teachers focused on the Sheltered Instruction Observation Protocol (SIOP) Model. These sessions will address the first four SIOP components - lesson preparation, building background, comprehensible input, and instructional strategies - and will support educators in designing cohesive, language-rich instruction that increases access to grade-level curriculum and promotes equitable outcomes for multilingual learners. BMA will also invest in 40 copies of Rigor is NOT a Four-Letter Word by Barbara R. Blackburn to equip teachers with practical strategies for increasing instructional rigor to help students achieve higher levels of learning.				

1.2	1.2. Leadership. BMA will provide stipends to seven teacher Department Heads who will play a critical role in strengthening instructional leadership and improving teaching and learning across the school. Department Heads will support instructional quality by mentoring and coaching teachers, coordinating and aligning curriculum, analyzing student performance data to identify instructional needs, facilitating job-embedded professional development, and supporting the implementation of school-wide instructional priorities. They will also serve as a critical link between administration and faculty, ensuring that staff voice and feedback inform decision-making while promoting consistent communication, collaboration, and accountability within and across departments.	Goal #2 Goal #5	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	AFTER SCHOOL STIPENDS X 7 PEOPLE	$ 7,102.00
1.3		Select... Select...	Evidence Base: Select...		$ 0.00
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.

Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Differentiation and Support for Diverse Learners. BMA will expand opportunities for extended learning through structured after-school tutoring in ELA, math, and science. These sessions will be designed to provide targeted support to students who are struggling to meet grade-level expectations while also offering enrichment opportunities for students seeking to advance. Tutoring will be staffed by four BMA teachers and will incorporate small-group and individualized instruction tailored to student needs as identified through assessment data. Sessions will also integrate hands-on activities, project-based learning, and technology-based supports to increase engagement and deepen understanding. A stipend will also be provided for one teacher to facilitate an after school SAT Prep Club. In addition, BMA will purchase and implement EdAdvance capstone management software to support students in developing and completing their capstone projects. The platform will provide structured planning tools, milestone tracking, and scaffolded templates that help students break complex projects into manageable steps. Its customizable features will allow teachers to differentiate	Goal #1	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #4, Goal #5	4 AFTERSCHOOL TUTORS 1 SAT PREP CLUB STIPEND CAPSTONE: EDADVANCE	$ 22,686.50

	expectations, pacing, and levels of support based on individual readiness and learning needs. Students requiring additional scaffolding will benefit from guided prompts and progress monitoring, while advanced learners will be able to pursue deeper inquiry and independent extensions. Teachers will have real-time access to student progress, enabling targeted feedback and timely intervention, ensuring equitable access and meaningful support for diverse learners, including students with IEPs and English learners.	Goal #4	Evidence Base: Strong		
2.2	2.2. Curriculum and Academic Programming. BMA will invest in additional instructional supplies, including supplies for the science fair. Science fair supplies support hands-on learning experiences that encourage student inquiry, critical thinking, and problem-solving skills. Supplies for the science fair may include display boards and laboratory consumables. BMA will also invest in additional books and thematic materials. These materials will support curriculum-based instruction by providing students and educators with high-quality resources aligned to specific topics, units, and learning objectives. Additionally, BMA will purchase cell phone locker boxes. These devices will improve students' focus and engagement with high-quality curriculum by minimizing distractions and increasing active participation in class.	Goal #2	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #4, Goal #5	INSTRUCTIONAL SUPPLIES: SCIENCE FAIR INSTRUCTIONAL SUPPLIES: SUPPLEMENTAL BOOKS AND THEMATIC MATERIALS FOR CURRICULUM-BASED INSTRUCTION PHONE LOCKERS FOR INSTRUCTIONAL IMPROVEMENT	$ 5,561.00
		Goal #5	Evidence Base: Strong		
2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		

	Specific Culture & Climate Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority **Please Note:** this cost is automatically populated based on information provided on the Budget page.
	Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.	*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1	3.1 Student Attendance and School Climate To address chronic absenteeism and improve overall school climate, BMA will hire an Attendance Monitor to provide targeted support for students experiencing attendance challenges. The Attendance Monitor will be responsible for contacting parents and guardians, conducting follow-up through phone calls, emails, and mailed correspondence, scheduling parent meetings, maintaining required documentation, and monitoring attendance data. In addition, the Attendance Monitor will work directly with students and families to identify and address barriers to regular attendance, including	Goal #3 Goal #6	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #3, Goal #6 Evidence Base: Strong		$ 24,832.00

407	transportation difficulties, family concerns, and other factors that impact school participation. To further promote student engagement and strengthen connections to school, funds will be allocated to support transportation for students participating in educational field trips, college visits, career fairs, and other experiential learning opportunities. These activities increase student motivation, expose students to postsecondary pathways, and foster a stronger sense of belonging within the school community. BMA will also purchase new First Responder pathway shirts and patches to replace uniforms that are more than ten years old and have become worn and threadbare. Providing updated pathway apparel for approximately 60 juniors and seniors enrolled in the First Responder pathway will promote school pride, reinforce students' connection to their academic program, and contribute to a positive and professional school environment. Additionally, funds will support quarterly awards ceremonies to recognize student achievement, attendance, leadership, citizenship, and academic success. Recognizing student accomplishments strengthens school culture, increases motivation, and encourages positive behaviors that contribute to improved attendance and engagement. To further enhance student connectedness and school climate, BMA will provide stipends for seven teachers to facilitate after-school clubs and activities. These enrichment opportunities will increase student engagement, foster positive relationships with peers and staff,			1 ATTENDANCE MONITOR TRANSPORTATION AND ENTRY FOR EDUCATIONAL FIELD TRIPS, COLLEGE VISITS, CAREER FAIRS, EXPERIENTIAL LEARNING OPPORTUNIITES FIRST RESPONDER PATHWAY UNIFORMS (SHIRTS & PATCHES) AWARDS AND TOKENS OF ACHIEVEMENT FOR QUARTERLY AWARDS CEREMONIES	

	expand leadership opportunities, and create a stronger sense of belonging. Research consistently shows that students who feel connected to their school community are more likely to attend school regularly and achieve academic success. Together, these initiatives will create a more supportive, engaging, and positive school environment while contributing to reductions in chronic absenteeism.				

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Object		Total
100 - Personal Services > Salaries		$45,180.00
200 - Personal Services > Employee Benefits		$1,380.50
300 - Purchased Professional and Technical Services		$27,300.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$1,543.00
600 - Supplies		$13,230.00
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$88,633.50
	Allocation	$88,633.50
	Remaining	$0.00

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100 - Personal Services > Salaries - $45,180.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Afterschool Tutors: 2 Tutors x 55 days x 2hrs x $42/hr
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$18,480.00	
Line Item Total:	$18,480.00	
Object:	100 - Personal Services > Salaries	Attendance Monitor: 1 Monitor x 117 days x 4hrs x $25/hr
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$11,700.00	
Line Item Total:	$11,700.00	
Object:	100 - Personal Services > Salaries	Teacher Department Head Stipends: 7 Stipends x $ 1,000/person
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$7,000.00	
Line Item Total:	$7,000.00	
Object:	100 - Personal Services > Salaries	Afterschool Club - Stipends: 7 Stipends x $ 1,000/person

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Purpose:	01 - Public School Activities
Focus Area:	Climate Goal 3.1
LEA / School:	Bridgeport Military Academy (015-1611)
Quantity:	1.00
Cost:	$7,000.00
Line Item Total:	$7,000.00

Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
Focus Area:	Academics Goal 2.1
LEA / School:	Bridgeport Military Academy (015-1611)
Quantity:	1.00
Cost:	$1,000.00
Line Item Total:	$1,000.00

SAT Prep Club Stipends: 1 Stipend x $ 1,000/person

Total for 100 - Personal Services > Salaries:	$45,180.00
Total for all other Objects:	$43,453.50
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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200 - Personal Services > Employee Benefits - $1,380.50

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Attendance Monitor Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$895.00	
Line Item Total:	$895.00	
Object:	200 - Personal Services > Employee Benefits	Afterschool Tutors Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$266.50	
Line Item Total:	$266.50	
Object:	200 - Personal Services > Employee Benefits	Teacher Department Head Stipends Fringe
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$102.00	

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Line Item Total:	$102.00

Object:	200 - Personal Services > Employee Benefits
Purpose:	01 - Public School Activities
Focus Area:	Climate Goal 3.1
LEA / School:	Bridgeport Military Academy (015-1611)
Quantity:	1.00
Cost:	$102.00
Line Item Total:	$102.00

After School Club Stipends Fringe

Object:	200 - Personal Services > Employee Benefits
Purpose:	01 - Public School Activities
Focus Area:	Academics Goal 2.1
LEA / School:	Bridgeport Military Academy (015-1611)
Quantity:	1.00
Cost:	$15.00
Line Item Total:	$15.00

SAT Prep Club Stipend Fringe

Total for 200 - Personal Services > Employee Benefits:	$1,380.50
Total for all other Objects:	$87,253.00
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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300 - Purchased Professional and Technical Services - $27,300.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	HMH: COACHING (5 days x $3,500 Per Day)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$17,500.00	
Line Item Total:	$17,500.00	
Object:	300 - Purchased Professional and Technical Services	CES SIOP PROFESSIONAL LEARNING SESSIONS (14 2 HR SESSIONS X $700/SESSION)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$9,800.00	
Line Item Total:	$9,800.00	

Total for 300 - Purchased Professional and Technical Services:	$27,300.00
Total for all other Objects:	$61,333.50
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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500 - Other Purchased Services - $1,543.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	TRANSPORTATION AND ENTRY FOR EDUCATIONAL FIELD TRIPS, COLLEGE VISITS, CAREER FAIRS, EXPERIENTIAL LEARNING OPPORTUNIITES
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$1,543.00	
Line Item Total:	$1,543.00	

Total for 500 - Other Purchased Services:	$1,543.00
Total for all other Objects:	$87,090.50
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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Budget Detail

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600 - Supplies - $13,230.00

Budget Detail		Narrative Description
Object:	600 - Supplies	PHONE LOCKERS FOR INSTRUCTIONAL IMPROVEMENT
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$3,000.00	
Line Item Total:	$3,000.00	
Object:	600 - Supplies	CAPSTONE: EDADVANCE
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$2,925.00	
Line Item Total:	$2,925.00	
Object:	600 - Supplies	FIRST RESPONDER PATHWAY UNIFORMS (SHIRTS & PATCHES)
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bridgeport Military Academy (015-1611)	
Quantity:	1.00	
Cost:	$2,592.00	
Line Item Total:	$2,592.00	
Object:	600 - Supplies	INSTRUCTIONAL SUPPLIES: SUPPLEMENTAL BOOKS AND THEMATIC

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Purpose: 01 - Public School Activities **Focus Area:** Academics Goal 2.2 **LEA / School:** Bridgeport Military Academy (015-1611) **Quantity:** 1.00 **Cost:** $1,561.00 **Line Item Total:** $1,561.00	MATERIALS FOR CURRICULUM-BASED INSTRUCTION
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Talent - Goal 1.1 **LEA / School:** Bridgeport Military Academy (015-1611) **Quantity:** 1.00 **Cost:** $1,152.00 **Line Item Total:** $1,152.00	INSTRUCTIONAL SUPPLIES: SCHOOL-WIDE PD: "Rigor is NOT a Four-Letter Word" by Barbara R. Blackburn
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Academics Goal 2.2 **LEA / School:** Bridgeport Military Academy (015-1611) **Quantity:** 1.00 **Cost:** $1,000.00 **Line Item Total:** $1,000.00	INSTRUCTIONAL SUPPLIES: SCIENCE FAIR
Object: 600 - Supplies **Purpose:** 01 - Public School Activities **Focus Area:** Climate Goal 3.1 **LEA / School:** Bridgeport Military Academy (015-1611) **Quantity:** 1.00 **Cost:**	AWARDS AND TOKENS OF ACHIEVEMENT FOR QUARTERLY AWARDS CEREMONIES

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	$1,000.00	
Line Item Total:	$1,000.00	

Total for 600 - Supplies:	$13,230.00
Total for all other Objects:	$75,403.50
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Filter by Location: All - $88,633.50

Purpose	01 - Public School Activities	Total
Object		
100 - Personal Services > Salaries	45,180.00	45,180.00
200 - Personal Services > Employee Benefits	1,380.50	1,380.50
300 - Purchased Professional and Technical Services	27,300.00	27,300.00
500 - Other Purchased Services	1,543.00	1,543.00
600 - Supplies	13,230.00	13,230.00
Total	88,633.50	88,633.50
	Allocation	88,633.50
	Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Bridgeport Military Academy	$88,633.50	$0.00	$88,633.50	$88,633.50

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Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Required Documents

This page is currently not accepting Related Documents.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Bridgeport Military Academy (015-1611) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.

School Data

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Principal's Name:	*	Vernon Thompson
Principal's Email:	*	vthompson@bridgeportedu.net
District SIG Support Person:	*	Ms. Margaret Hughes
District SIG Support Person Email:	*	mhughes@bridgeportedu.net
District Finance Contact Person:	*	Dr. Hannah Whitley
District Finance Contact Person Email:	*	hwhitley@bridgeportedu.net

School Data - Data for this section will come from the end of the 2025/26 school year. Please refer to the Connecticut Report Card for your school.

	Data (from 2025/26 SY)
Grades Served	9-12
Student Enrollment	1,371.00
Percentage Eligible for Free/Reduced Price Meals	90.8 %
Percentage of Students with Disabilities	22.2 %
Percentage of English Language/Multilingual (EL/ML) Learners	32.9 %
Percentage of Students Chronically Absent	46.1 %
Suspension/Expulsion Rate	8.80
Classroom Teacher Attendance (Average FTE Days Absent)	14.30
High School Only: College-and-Career-Readiness Course-Taking	75.50
Middle School & High School Only: On-Track to High School Graduation	59.10
High School Only: Demonstrating Postsecondary Readiness	29.40

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ESSA Milestones Target Data - Data for this section will come directly from the ESSA Milestones document for your school for the 2026/27 school

year.

	Target from ESSA Milestones
School Performance Index (SPI) for ELA	66.30
Smarter Balanced Growth ELA	
School Performance Index (SPI) for Math	65.30
Smarter Balanced Growth - Math	
High School Only: Four Year Cohort Graduation Rate	88.30
Next Generation Accountability Index	76.40
LAS Links Growth - Literacy	85.20
LAS Links Growth - Oral	90.50
Chronic Absenteeism	15.00
High School Only: Six Year Adjusted Cohort Graduation Rate	94.00

Category (based on 2024/25 Next Generation Accountability Results)
Targeted Support & Improvement/ Focus
* Reason for TSI/Focus Identification: High Needs Math, ELA, & Science Performance Index

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Step 2: Needs Assessment:

To ensure equity and excellence in education for all students, the needs assessment is a process to determine strengths, needs, and set criteria for understanding how to best allocate available resources, such as money, people, and facilities; so that the structure, operations and processes can be improved to be impactful. Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. **The needs assessment must be completed and school plans developed in partnership with stakeholders.**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the School Improvement Plan and the budget process. The stakeholder engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the School Improvement Plan.

How, when, and with whom did the school consult as a part of the planning process for this School Improvement Plan?

Date of Meeting	Type of Meeting (Virtual, In Person, Conference, etc.)	People Involved	Outcome
Ex) April 15, 2026	***Virtual Parent Teacher Organization meeting***	***PTO President, 6 families, Principal, Family Liaison, Community Based Organization***	***The Needs Assessment rubric was provided to all stakeholders and each indicator was discussed. Stakeholders will return to the next meeting with scores for each indicator. We will review everyone's input and come up with a collective score.***
06/04/2026	In-Person	Principal, Assistant Principals	The administrative team met to determined priorities for school improvement.
06/24/2026	In-Person	Teacher Leadership team	The teacher leadership team reviewed the School Improvement Plan and reviewed Initiatives.
07/01/2026	In-Person	Principal, Assistant Principals	The administrative team reviewed the final School Improvement Plan

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

☑ *** The needs assessment was completed with stakeholder engagement.**

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Talent Indicators	Assessment Score	Evidence	Reasoning

EX) 1.1 Hiring, Recruitment, & Retention	***2. Developing***	• ***72% of new hires met district "effective" criteria during screening.*** • ***Teacher vacancies at the start of the school year have decreased by 10% year over year.*** • ***Teacher turnover for high-need content areas remains a challenge, with 40% turnover in middle school math and science.*** • ***Teacher assignment is primarily based on vacancies rather than strategic matching.*** • ***There is no formal system to ensure that students with the greatest needs are taught by the most effective teachers.***	***The school has a partially implemented recruitment and retention plan. Although the school works hard to retain staff in a variety of different ways, high turnover (especially of high-quality teachers) continues to cause challenges in implementing strategies.***
1.1 Hiring, Recruitment, & Retention	3. Proficient	During the 2025-2026 school year we were able to retain 14 out of 15 new hires, including one non-renewal.	Teacher retention has been strengthened through the implementation of consistent Professional Learning Communities (PLCs), which have fostered collaboration, shared responsibility, and ongoing professional growth among staff. Additionally, strong teacher leadership support structures have empowered educators by providing mentorship, guidance, and opportunities for leadership, contributing to increased job satisfaction and a more supportive school culture.
1.2 Evaluation & Coaching Systems	3. Proficient	The administrative team has developed and implemented systems to consistently monitor and evaluate staff performance over time, ensuring data-informed decision-making. Weekly Professional Learning Communities (PLCs), led by an administrator, provide structured opportunities to drive academic initiatives and strengthen instructional practices. The master schedule includes dedicated common planning time across all content areas, enabling collaboration, alignment, and shared instructional planning.	Feedback processes and role expectations are clearly defined and consistently implemented in Math and English. In Science, Social Studies, and TESOL, teacher leadership roles have been established to facilitate PLCs and strengthen instructional alignment. Coaching cycles are aligned with schoolwide goals; however, greater consistency in implementation across all content areas will be essential to achieve full proficiency. Additional dedicated time has been strategically allocated to support 9th grade PLCs, allowing for more focused collaboration and instructional planning.

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1.3 Professional Learning Plan	2. Developing	Opportunities for high-quality, individualized professional learning after school have been limited; as a result, Professional Learning Communities (PLCs) have been the primary structure used to advance schoolwide initiatives. However, targeted professional learning through HMH was effectively implemented using a coaching model to support instructional growth. The beginning of the school year was intentionally used to introduce and establish the school's instructional framework, ensuring a common foundation for teaching and learning. Teachers have expressed a need for additional dedicated time for schoolwide professional learning, highlighting a desire for deeper engagement and collaboration around key instructional initiatives.	Limited availability of school-based after-school time has significantly impacted the overall effectiveness of the professional learning plan, as it has reduced opportunities for sustained, high-quality, individualized teacher development. As a result, professional learning has relied more heavily on PLC structures, which, while valuable, have limited the ability to provide deeper, differentiated support and extended learning experiences needed to fully implement and sustain instructional initiatives.
1.4 Leadership	3. Proficient		These leadership structures demonstrate a deliberate and coherent approach to improving instructional quality and student outcomes. By having administrators directly facilitate PLCs across core content areas and grade levels, the school ensures that instructional priorities are clearly communicated, consistently monitored, and aligned with school-wide goals. This level of leadership involvement promotes accountability and builds collective efficacy among staff.

		School leadership demonstrates a strong commitment to instructional coherence and continuous improvement through the intentional structuring of Professional Learning Communities (PLCs) and data-driven collaboration. Administrators actively lead PLCs across key content areas, including English Language Arts (ELA), Mathematics, Science, Special Education (SPED), and the 9th Grade Academy. These PLCs are designed to ensure alignment of curriculum, instructional practices, and assessment strategies, while fostering a culture of shared accountability for student outcomes. In addition, SPED-specific data teams operate as targeted support structures, allowing educators to closely monitor the progress of students with diverse learning needs. These teams analyze student performance data, identify trends, and collaboratively design interventions that are both responsive and individualized, ensuring equitable access to rigorous instruction. The school's Medical Magnet program further strengthens leadership structures by incorporating specialized instructional frameworks and career-focused pathways. These structures promote interdisciplinary collaboration and ensure that instructional practices are aligned with both academic standards and real-world applications in the medical field.	
Academic Indicators	**Assessment Score**	**Evidence**	**Reasoning**

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EX) 2.1 Curriculum & Academic Programming	***3. Proficient***	• ***All core content areas (ELA, Math, Science, Social Studies) and grades K-12 have adopted vertically-aligned, standards-based curricula vetted by the district's academic team.*** • ***100% of teachers have access to curriculum maps, unit plans, and pacing guides aligned to state standards.*** • ***District walkthrough data (e.g., 3x/year) indicate that 90%+ of classrooms are following the intended scope and sequence with instructional pacing aligned to curriculum timelines.*** • ***School-level instructional coaches report that in 85% of classrooms, core instruction follows the daily objectives and lesson structure outlined in the curriculum.***	***There is a standards-based and rigorous curriculum at all grade levels (Illustrative Math for math and HMH Into Reading for ELA). There is strong evidence of consistency across the classrooms in terms of implementation, as evidenced on school walkthroughs.***
2.1 Curriculum & Academic Programming	2. Developing		The curriculum is still developing due to inconsistent implementation across content areas and ongoing transitions to new or pilot programs. While Math shows strong fidelity, variability in Science, ELA, and Social Studies, along with pending new curricula for TESOL and World Languages, has limited full alignment and consistency school-wide.

		In Mathematics, curricula are being implemented with a high degree of fidelity, demonstrating strong alignment to standards and consistent instructional practices. This consistency provides a stable foundation for student learning and reflects effective monitoring and support from school leadership. In Science, however, implementation has been less consistent, particularly in the use of Discover resources. Variability in how these materials are integrated into daily instruction has created inconsistencies in student learning experiences and highlights the need for continued professional development and monitoring to ensure alignment and effectiveness. English Language Arts is currently in the pilot year of a teacher-developed curriculum. While this initiative reflects innovation and teacher leadership, the first year of implementation has revealed gaps in consistency across classrooms. School administrators have actively responded by providing guidance, support, and corrective structures to improve coherence and ensure that all students receive rigorous and aligned instruction. Additionally, TESOL and World Language programs are in transition, with new curricula scheduled for implementation in the upcoming year. During the current year, these departments have faced challenges related to the absence of fully developed and aligned instructional frameworks, resulting in inconsistencies in delivery and student experience.	

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2.2 Instructional Framework	3. Proficient	Approximately 85% of classrooms have implemented the Harding Instructional Framework. This implementation has been supported by beginning-of-year professional development focused on the framework, as well as ongoing reinforcement through PLCs. Additionally, the framework and its aligned Theory of Action are visibly posted in every classroom, ensuring consistent awareness and reference across the school.	The high rate of implementation (85%) demonstrates strong school-wide adoption of the Harding Instructional Framework, supported by aligned professional development and ongoing PLC focus. The consistent visibility of the framework and Theory of Action in all classrooms reinforces expectations; however, full implementation has not yet been achieved across all classrooms, indicating continued growth is needed to reach exemplary levels.
2.3 Differentiation & Supports for Diverse Learners	2. Developing	WIN Block support for Math and ELA has been initiated, accompanied by the development of a structured template to guide differentiation during the 20-minute WIN Block. In Special Education, a push-in data tracking model is currently being implemented to more effectively monitor student progress and support instructional decisions. Additionally, the school is exploring the implementation of a push-in TESOL model, as LAS data indicates low student pass rates, highlighting the need for increased in-class language support.	These actions reflect a developing system of targeted instructional support grounded in data and differentiation. The introduction of WIN Block structures for Math and ELA, along with a defined differentiation template, demonstrates intentional planning to address diverse student needs. The implementation of a SPED push-in data tracking model strengthens real-time monitoring and instructional responsiveness for students with disabilities. Additionally, the consideration of a TESOL push-in model in response to low LAS performance shows a data-driven effort to improve language acquisition outcomes. Together, these efforts indicate progress toward more cohesive and inclusive support systems, though full implementation and impact are still emerging.
2.4 Assessment Practices & Data Use	3. Proficient	While departments have established consistent protocols for reviewing student work on a monthly basis, the impact on instructional decision-making is uneven. NWEA data in Math is being effectively utilized to inform instruction, demonstrating a strong data-driven practice in that area. However, other district assessments, such as Reading Plus, have not been consistently used to guide instructional adjustments. This inconsistency in data usage limits the overall effectiveness of student work analysis and highlights the need for stronger alignment between assessment practices and instructional planning across all content areas.	Although departments consistently review student work using established protocols, the use of assessment data to inform instruction is inconsistent. Math demonstrates strong practice through effective use of NWEA data, while other tools, such as Reading Plus, have not been meaningfully leveraged to adjust instruction. This imbalance limits the overall effectiveness of data-driven decision-making across content areas.

Climate and Culture Indicators	Assessment Score	Evidence	Reasoning
EX) 3.2 Attendance	***2. Developing***	• ***Average Daily Attendance (ADA) for the current school year is 91.2%, slightly below the state target.*** • ***Chronic absenteeism rate is 18.6%, with the highest rates in grades 6-8.*** • ***ADA has remained relatively stable over the past two years, with less than 1% improvement year-over-year.*** • ***The school's attendance team meets monthly and includes the school counselor, social worker, and attendance clerk. The team is not led by the school administrator or a designated instructional leader, and meetings focus primarily on high-need (Tier 3) students.*** • ***There is no formal process for reviewing trends in Tier 1 or Tier 2 attendance data during these meetings.***	***Our attendance team meets monthly with various members serving as lead. The school is beginning to create an MTSS plan for behavior.***
3.1 School Environment	3. Proficient	The building environment is well-lit and enhanced by student-created murals, which promote a sense of ownership and pride among students. A proactive, restorative culture is in place, supported by designated spaces for student assistance and reflection. Additionally, there has been an increase in student participation in extracurricular activities, reflecting greater engagement and connection to the school community.	The positive physical environment, including well-lit spaces and student-created murals, promotes a sense of safety, belonging, and ownership among students. The implementation of a proactive restorative culture, supported by designated student support areas, contributes to improved behavior and stronger relationships. Increased participation in extracurricular activities further reflects higher levels of student engagement and connection to the school community, all of which support a more positive and inclusive school climate.
3.2 Attendance	2. Developing	The school attendance team meets weekly. The chronic absenteeism rate of Warren Harding High is 46.1%.	High levels of over-age and under-credited students, recieved academic support, along with counseling support in our Harding Plus program, however we have faced difficulties removing students who no longer attend from our rosters. We hired an attendance monitor who has made significant progress in outreach, but many students who no longer attend remain on our attendance rosters.

3.3 Behavioral Management	3. Proficient	Suspensions decreased from 134 (10.6%) in 2021-22, to 112 (8.9%) in 2022-23, to 109 (7.9%) in 2023-24, to 129 (8.8%) in 2024-25.	The implementation of restorative supports has contributed to a measurable reduction in suspensions, indicating progress toward a more supportive and relationship-centered school culture. However, consistent and sustained implementation will be essential to ensure long-term impact. The addition of an evening program designed for over-aged, undercredited, and disengaged students further strengthens the school's commitment to equity and student re-engagement by providing a smaller, more supportive learning environment paired with counseling services. Together, these efforts reflect a proactive approach to improving student outcomes and school climate, though continued refinement and consistency are needed to maximize effectiveness.
3.4 Equitable Partnerships with Stakeholders	3. Proficient	The school has strengthened equitable partnerships with key stakeholders to support student access and opportunity. Collaborations with LifeBridge provide both in-school and afterschool counseling services, addressing students' social-emotional needs. Expanded alumni celebrations have deepened school community connections and reinforced student pride. Partnerships with The Workplace offer summer employment opportunities, while collaboration with Lord Chamberlain Rehabilitation provides students with access to clinical nursing hours, supporting career pathway development.	These partnerships enhance equity by expanding access to academic, social-emotional, and career-oriented supports. They connect students to real-world opportunities, increase engagement, and help address both personal and postsecondary readiness needs, contributing to more holistic student success.

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Step 3: Significant Strengths, Growth Areas and Resource Inequities: When organizations determine strengths, needs, and identify root causes, they can begin looking at all possible solutions to complex problems. Identify the **three most significant strengths** and **three most significant growth areas** identified in the needs assessment from Step 2, **citing the root cause** for each selected growth area and specific data and evidence sources. For the purpose of this grant, the root cause is the most basic cause that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. For more information on root cause analysis, please visit: CSDE Needs Assessment Toolkit including Root Cause Analysis

Identify specific resource inequities discovered during the needs assessment. Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of teaching staff, technology, interventions for students with disabilities and multilingual learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc. For more information, visit: Alliance for Resource Equity Toolkit

Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Rationale	Data to Substantiate
* Scheduling Structures	Harding has implemented a semester-based block schedule with common planning periods, providing structured time for collaboration, student work review, and analysis of performance data. Professional Learning Communities (PLCs) meet twice weekly-once facilitated by an administrator and once by a teacher leader-ensuring alignment with schoolwide academic priorities and instructional goals. Additionally, the school has implemented Success Academy, a daily program designed to support disengaged students, as well as Harding Plus, an evening program that provides targeted support for under-credited and disengaged students.	Master schedule includes 81 daily minutes of instructional time in ELA and Math. All content areas have common planning built into the schedule, with PLCs meeting twice weekly (41 minutes each session). 40 students earned 4 or more credits in Harding Plus and 71 students earned two or more credits.
Equitable Partnerships with Stakeholders	Harding has strategically leveraged community partnerships to expand student opportunities across career pathways, social-emotional learning, and wellness. These partnerships are intentionally designed to reduce barriers to access while equipping students with real-world skills, experiences, and industry-recognized credentials.	Justice for Education supported reintroduction of the culinary program, including ServSafe certification. LifeBridge partnership provides on-site clinical therapy, eliminating transportation barriers to mental health services. Lord Chamberlain Rehabilitation Center provides CNA clinical hours for Medical Magnet students. Hartford HealthCare partnership to implement EMT program into Medical Magnet offerings.

School Environment	The school has cultivated a welcoming, student-centered environment that promotes ownership, pride, and strong restorative supports. Student-created murals and positive messaging throughout the building reinforce identity, belonging, and school pride, while designated safe spaces provide structured social-emotional learning (SEL) supports for students.	There has been an increase in student organized events, and a decrease in suspensions. Restorative spaces and counseling spaces are in place for students in need of SEL supports.
Growth Areas	**Root Cause and Rationale**	**Resource Inequity (Select one from dropdown)**
* Attendance	While chronic absenteeism has improved, decreasing from 51.9% in 2024-25 to 46.1% in 2025-26, continued efforts are needed to strengthen attendance systems and supports. Improvements are required in record-keeping practices in collaboration with the attendance specialist, as well as in coordination with the enrollment center to ensure that students who are no longer attending are properly unenrolled. Chronic absenteeism remains closely tied to multiple systemic barriers, including limited transportation options for students living within 2.0 miles who may not feel safe walking, limited access to parent resources, and overall student disengagement. The root cause reflects inequitable access to safe and reliable transportation, combined with a need for stronger family engagement and support structures. School leadership is well-positioned to address these challenges by advocating for expanded transportation options, such as bus passes, and by increasing family outreach and education around the importance of attendance. These targeted actions have the potential to significantly reduce absenteeism and improve student engagement.	Student Supports & Intervention
Professional Learning Plan	The Math and ELA departments have demonstrated strong progress in implementing key components of the instructional framework-such as clear lesson objectives, Do Nows, and teacher modeling-supported by consistent administrative leadership. In contrast, Science, Social Studies, TESOL, and World Language have not yet reached the same level of depth or consistency in implementation. Current administrative leadership has been more concentrated in 9th grade initiatives and Special Education, contributing to uneven support across content areas. The creation of an Instructional Leadership Team will support the development of student-centered practices across all department through the lens of supporting special populations. The root cause of this discrepancy is inconsistent professional learning opportunities and insufficient training across all departments in effectively applying the instructional framework. School leadership can address this by strengthening collaboration with teacher leaders to build capacity within PLCs, ensuring more consistent training, support, and monitoring across all content areas.	Teaching Quality & Diversity
Curriculum & Academic Programming	Harding is currently prioritizing improved support for specialized populations through targeted, data-driven strategies. The school is working to implement push-in support models for Special Education students, using data to guide instruction and interventions within the classroom. In addition, TESOL strategy toolkits are being developed and introduced to strengthen support in ELA, with a focus on improving language acquisition and preparing students for the LAS assessment. The school is also responding to a growing population of students with Autism by increasing the use of visual supports to enhance access to instruction and engagement. The need for these supports stems from inconsistent implementation of specialized instructional strategies and a lack of unified, data-driven approaches across content areas. Additionally, limited professional development and resources focused on differentiated supports for diverse learners have contributed to gaps in meeting the needs of SPED, TESOL, and students with Autism.	Teaching Quality & Diversity

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Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes.

Based on the 3 Areas of Growth and your reason for identification, you will need to write 2-3 SMART Goals based on "National/State Benchmark" measures (i.e. ESSA Milestones, NGAR data, etc) as well as 2-3 SMART Goals based on "Internal Benchmark" measures (i.e. iReady, IABs, NWEA, HMH assessments, STAR, etc). Examples for both types of goals are included below and differentiated by grade clusters:

Sample Elementary/Middle School "National/State Benchmarks" Goals:
- Sample School's SBAC ELA growth will increase from 65% in 2025-26 to 78% in 2026-27.
- Sample School's SBAC Math growth will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample School's Chronic Absenteeism rate will decrease from 30% in 2025-26 to 14.2% in 2026-27.
- Sample School's Accountability Index score will increase from 58.7 in 2025-26 to 69.7 in 2026-27.

Sample Elementary/Middle School "Internal Benchmark" Goals:
- Sample School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.

Sample High School "National/State Benchmarks" Goals:
- Sample High School's ELA SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's Math SPI will increase from XX in 2025-26 to XX in 2026-27.
- Sample High School's 4-year adjusted cohort graduation rate will increase from 82.1% in 2025-26 to 90.2% in 2026-27.
- Sample High School's Chronic Absenteeism rate will decrease from 36% in 2025-26 to 21.5% in 2026-27.
- Sample High School's Accountability Index score will increase from 52.3 in 2025-26 to 74.7 in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 68% in 2026-27 based on ESSA Milestones.

Sample High School "Internal Benchmark" Goals:
- Sample High School's ELA growth will increase from 35% in 2025-26 to 60% in 2026-27 as measured by (*insert local progress monitoring assessment for ELA*).
- Sample High School's Math growth on (*insert local progress monitoring assessment for math*) will increase from 76% in 2025-26 to 84.8% in 2026-27.
- Sample High School's "On Track" rate will increase from 34% in 2025-26 to 45% in 2026-27 based on local measures.

National/State Benchmark Goals

National/State Benchmark Goal #1	* By June 2027, Warren Harding High School's ELA SPI will increase from 36.8 in 2025-26 to 66.3 in 2026-27.
National/State Benchmark Goal #2	* By June 2027, Warren Harding High School's Math SPI will increase from 30.7 in 2025-26 to 65.3 in 2026-27.
National/State Benchmark Goal #3 (optional)	By June 2027, Warren Harding High School's chronic absenteeism rate will decrease from 46.1% in 2025-26 to 15.0% in 2026-27.

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Internal Benchmark Goals

Internal Benchmark Goal #4	* By June 2027, Harding High School's 9th Grade on track percentage will increase from 59.1% in 2025-26 to 85% in 2026-27.
Internal Benchmark Goal #5	* By June 2027, Harding High School will test 85% MLLs across all categories of the LAS Assessment.
Internal Benchmark Goal #6 (optional)	

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Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Directions: Based on Steps 1 -4, write a narrative for each strategy that you are looking to use to improve student achievement. Once you determine your narrative, please choose from the drop down lists two SMART Goals (1 "National/State Benchmark" AND an "Internal Benchmark") from Step 4 above. Next, find an evidence base (linked here) that supports your strategy. For the evidence base, you can use evidence that falls in the Strong, Moderate, or Promising Evidence level. Evidence designated "Demonstrates a Rationale" will not be accepted.

Please note: For TSI/Focus schools, we are limiting the number of Culture & Climate priorities to one and we will not allow for Operational goals, as these funds should prioritize your reason for identification. When thinking about strategies, please be sure to address your reason for identification.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goals	Evidence Base & Level	Budget Line Item	Total Cost for Priority
				Please Note: this cost is automatically populated based on information provided on the Budget page.

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Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide Orton-Gillingham training for 6 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. These staff members will then turn key the learning to the rest of the staff.		*Goal #1* *Goal #4*	*Sample:* *Citation: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.* *Evidence Base: Strong*	*Orton Gillingham training for 6 staff members*	*$30,000*
1.1	1.1. Professional Learning Plan: To strengthen academic rigor and support the diverse learning needs of its students, Harding will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH, focusing on deepening teachers' instructional practices in mathematics.	Goal #1 Goal #5	CSDE Evidence-based Practice Guide for Professional Learning identifies Tier 1, Strong. Source: Kraft, Matthew A., David Blazar, and Dylan Hogan. "The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence." Review of Educational Research 88, no. 4 (2018): 547-588. (Tier 1 - Strong) Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	HMH COACHING: 10 days x $3,500 per day	$ 35,000.00
1.2		Select... Select...	Evidence Base: Select...		$ 0.00
1.3		Select... Select...	Evidence Base: Select...		$ 0.00
Specific Academic Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority**

					Please Note: this cost is automatically populated based on information provided on the Budget page.
Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.		*Goal #2* *Goal #4*	*Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment.* *Evidence Base: Promising*	• *Naugatuck Valley Community College Contract* • *Staff stipends to run Dual Enrollment courses*	• *$22,000 (4 courses will be offered)* • *$14,000 (7 staff members will receive $2,000 each)*
2.1	2.1. Curriculum & Academic Programming. Harding will invest in updated instructional materials and resources to ensure students have access to a well-rounded educational experience. This includes supplies for the SPED Life School program, the annual Arts Day program, and science classrooms, as well as general instructional supplies to enhance teaching and learning across content areas and SEL equiptment for classroom use. These investments will provide students with enriched, hands-on learning opportunities and expand access to the tools necessary for long-term academic success.	Goal #2 Goal #4	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd Goal #1, Goal #2, Goal #4, Goal #5 Evidence Base: Strong	INSTRUCTIONAL MATERIALS AND RESOURCES: SPED LIFE SCHOOL PROGRAM, ARTS DAY, SCIENCE CLASSROOM KITS, SUPPLEMENTAL INSTRUCTIONAL SUPPLIES AND SEL EQUIPMENT	$ 3,633.50
2.2		Select... Select...	Evidence Base: Select...		$ 0.00

2.3		Select...			$ 0.00
		Select...	Evidence Base: Select...		
Specific Culture & Climate Priorities and Strategies		**S.M.A.R.T. Goals**	**Evidence Base & Level**	**Budget Line Item**	**Total Cost for Priority** **Please Note:** this cost is automatically populated based on information provided on the Budget page.
Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.		*Goal #3* Goal #6	*Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness.* *Evidence Base: Strong*	• *Training with IIRP (train the trainer model, 7 staff will be trained, 10 days of professional learning and 10 days of coaching)* • *Book Study materials (The Anxious Generation - 60 copies)*	• *$90,000* • *$1,800*
3.1		Goal #3	Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd.	RISE: 8TH TO 9TH GRADE TRANSITION PROGRAM	$ 50,000.00

	3.1. Student Attendance. Harding's SIG funds will be used to support a CT RISE 8th-to-9th-grade transition program, including the Grade 9 Focus Network, which provides ongoing coaching for the Grade 9 leadership team; an On-Track Mentor Program to support an identified caseload of approximately 50 Grade 9th students; and implementation of the RISE Data Hub, which integrates with the district's student information system to provide timely visibility into student progress and identify students who may be at risk of falling off track. These supports will enable the Grade 9 team to use data to identify needs early, coordinate targeted interventions, monitor student progress, and strengthen student engagement and on-track achievement during the critical transition to high school. The overall approach will build the school's capacity for continuous improvement while supporting students' successful progression toward on-time graduation and postsecondary opportunity.	Select...	Evidence Base: Strong		

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Object		Total
100 - Personal Services > Salaries		$0.00
200 - Personal Services > Employee Benefits		$0.00
300 - Purchased Professional and Technical Services		$35,000.00
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$50,000.00
600 - Supplies		$3,633.50
700 - Property		$0.00
800 - Debt Service and Miscellaneous		$0.00
	Total	$88,633.50
	Allocation	$88,633.50
	Remaining	$0.00

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

300 - Purchased Professional and Technical Services - $35,000.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	HMH COACHING: 10 days x $3,500 per day
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Warren Harding High School (015-6311)	
Quantity:	1.00	
Cost:	$35,000.00	
Line Item Total:	$35,000.00	

Total for 300 - Purchased Professional and Technical Services:	$35,000.00
Total for all other Objects:	$53,633.50
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

500 - Other Purchased Services - $50,000.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	RISE: 8TH TO 9TH GRADE TRANSITION PROGRAM
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Warren Harding High School (015-6311)	
Quantity:	1.00	
Cost:	$50,000.00	
Line Item Total:	$50,000.00	

Total for 500 - Other Purchased Services:	$50,000.00
Total for all other Objects:	$38,633.50
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

600 - Supplies - $3,633.50

Budget Detail		Narrative Description
Object:	600 - Supplies	INSTRUCTIONAL MATERIALS AND RESOURCES: SPED LIFE SCHOOL PROGRAM, ARTS DAY, SCIENCE CLASSROOM KITS, SUPPLEMENTAL INSTRUCTIONAL SUPPLIES AND SEL EQUIPMENT
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Warren Harding High School (015-6311)	
Quantity:	1.00	
Cost:	$3,633.50	
Line Item Total:	$3,633.50	

Total for 600 - Supplies:	$3,633.50
Total for all other Objects:	$85,000.00
Total for all Objects:	$88,633.50
Allocation:	$88,633.50
Remaining:	$0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Filter by Location: All - $88,633.50

Object	Purpose 01 - Public School Activities	Total
300 - Purchased Professional and Technical Services	35,000.00	35,000.00
500 - Other Purchased Services	50,000.00	50,000.00
600 - Supplies	3,633.50	3,633.50
Total	88,633.50	88,633.50
	Allocation	88,633.50
	Remaining	0.00

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Warren Harding High School	$88,633.50	$0.00	$88,633.50	$88,633.50

Related Documents

Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Required Documents

This page is currently not accepting Related Documents.

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Bridgeport School District (0000000015-00) Public School District - FY 2027 - Opportunity District ESSA SIG - TSI/Focus (20679) - Rev 0 - Opportunity District ESSA SIG - TSI/Focus (20679) - Warren Harding High School (015-6311) - Public School

Grant Award Letter Generation Status Messages

The grant award letter has not yet been generated.
The funding application has not had a status change that generates the grant award letter. Please see the 'Status Changes That Generate a Grant Award Letter' table for more details.