

BRIDGEPORT PUBLIC SCHOOLS

STRATEGIC PLAN

**Implementation of Action Items
2007-10**

Public Report for Year 2 (2008-09)

Update 7/9/2009

Prepared for Superintendent John Ramos by:




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QUICK REFERENCE ON THE STATUS OF IMPLEMENTATION
ACTION PLANS SCHEDULED FOR FOLLOW UP 2008-2010

1.1	Establish Gold Core Instructional Strategies – COMPLETED 2007-08
1.2	Provide ongoing professional development on instructional strategies
1.3	Ensure ongoing implementation of Gold Core instructional strategies
1.4	Use assessment data to determine effectiveness of Gold Core instructional strategies as evidenced through student performance
1.5	Utilize technologies and other tools across the curriculum
2.2	Ensure all students create and annually review a personalized life-plan
3.1	Align SEP template with Strategic Plan – COMPLETED 2007-08
3.2	Develop a process for monitoring, adjusting and updated the SEPs
3.3	Design and provide professional development experiences to engage school and district personnel in a continuous cycle of planning and improvement
3.4	Establish a system to communicate the SEP to all stakeholders
4.1	Develop an Integrated Accountability Plan for the district that aligns with the Strategic Plan
4.2	Develop an Integrated Accountability Plan for the Board of Education
4.3	Develop an Integrated Accountability Plan for Community Partners
5.4	Develop the capacity of the Superintendent's cabinet to think strategically
6.1	Provide a genuine parent friendly climate at all schools facilitated by the school administrator
6.2	Enhance and develop SLTs at each Bridgeport Public School
6.7	Modify existing schools to develop community schools
7.1	Establish a formal relationship between the BPS and the NNPS
7.2	Establish a BPS Strategic Action Liaison Committee to support the BOE and administrators during implementation
8.1	Provide interventions to decrease the number of unwanted teen pregnancies and STDs
8.3	Establish a youth governed teen learning/recreation center – COMPLETED 2007-08
8.9	Provide ½ day PD on the SEM – COMPLETED 2007-08
9.5	Establish an internal marketing and PR office
9.7	Develop and deliver an organized campaign for the State General Assembly
10.1	Budget and its' management will be separated from the City of Bridgeport's budget and it's management
10.2	Prepare and disseminate monthly budget documents to create transparency
10.3	Analyze the development of school system resources and operational systems
10.4	Acquire and implement new financial software

-  **Implementation stalled**
-  **Implementation proceeding, but a caution**
-  **Implementation completed or ongoing**

Strategy #1 Action Plans

Strategy #1

We will design and implement assessment and differentiated instructional strategies that enable all students to achieve mastery in literacy, math, science, social studies and higher order thinking competency.

Result Statement #1.2 ◆ **Implementation completed or ongoing**

Provide ongoing professional development on instructional strategies to include but not be limited to: differentiated instruction, “Gold Core” instructional strategies, and use of varied technologies.

Action Steps

- 1.2.1 Design Professional development opportunities.
- 1.2.1 Schedule ongoing professional development on "Gold Core" instructional strategies.
- 1.2.2 Identify needed resources (personnel and materials) to support the implementation of “Gold Core” instructional strategies.

School visits conducted in the spring of 2009 provided ample evidence of comprehensive professional development and resource allocation in GCIS, though differences remain in understanding what the term ‘GCIS’ actually means and there is no real standardized approach to instruction across the district. Identified schools receive more resources from the district in terms of PD. The quality of school-based coaches working with NUA appears uneven and their level of effectiveness varies widely.

Recommendation: A list or description of approved or suggested GCIS be compiled to provide guidance for the all schools in the district. This should include a detailed description of ‘NUA Strategies’ as they vary from school to school. Related to this issue is the continuing difficulty of procuring substitute coverage in some schools (ie, on the Eastside). Sub-finder presents potential substitutes with a list of schools and some find themselves consistently left out.

Strategy #1

We will design and implement assessment and differentiated instructional strategies that enable all students to achieve mastery in literacy, math, science, social studies and higher order thinking competency.

Result Statement #1.3



Implementation completed or ongoing

Ensure ongoing implementation of “Gold Core” instructional strategies.

Action Steps

1.3.1 Provide support (including but not limited to: coaches, consultants, opportunities to attend conferences) to instructional staff to enable the effective implementation of strategies.

1.3.2 Provide opportunities for instructional staff to communicate the effectiveness of instructional strategies (including but not limited to the opportunity to use protocols [looking at student work, looking at student data, the final word]).

1.3.3 Make necessary changes to instructional practice in identified areas of concern.

School visits conducted in the spring of 2009 provided ample evidence of implementation of GCIS (notably NUA and Data Walls), though differences remain in understanding what the term ‘GCIS’ actually means and there is no real standardized approach to instruction across the district.

Recommendation: A list or description of approved or suggested GCIS be compiled to provide guidance for the all schools in the district. This should include a detailed description of ‘NUA Strategies’ as they vary from school to school. With NUA in particular the district should systematically begin to build expertise in school-based literacy and numeracy coaches and rely less on the on-going presence of outside consultants for this work.

Strategy #1

We will design and implement assessment and differentiated instructional strategies that enable all students to achieve mastery in literacy, math, science, social studies and higher order thinking competency.

Result Statement #1.4



Implementation proceeding, but a caution

Use assessment data to determine effectiveness of “Gold Core” instructional strategies as evidenced through student performance.

Action Steps

1.4.1 Analyze student performance data on CMT and CAPT tests and make adjustments in the implementation of instructional strategies.

1.4.2 Analyze district assessment data (i.e., DRA, COP, Quarterly Assessments, Embedded Tasks, and Portfolios) and other classroom assessments to make connections between the curricula and instructional strategies implemented.

1.4.3 Provide consistent opportunities for instructional staff to communicate the results of assessments (i.e. Data Driven Decision Making, Looking At Student Work Protocols, and Looking at Student Data Protocols, etc.) and make necessary changes to instructional practice.

1.4.4 Make adjustments to district developed and classroom developed assessments, as needed, based on analysis of data.

Schools are in the early stages of implementing and using common formative assessments across the curriculum. The assessments themselves may still need ‘tweaking’ and teachers need time to learn how to use the results to drive changes in instruction. The use of common assessments will allow for district wide aggregation of benchmark results; but these results cannot be tied or linked to instructional practices because there is a lack of common understanding or definition of terminology.

Recommendation: Continue the development of the assessment system. If common instructional definitions can be created or adopted it could be extremely powerful to link the two together.

Strategy #1

We will design and implement assessment and differentiated instructional strategies that enable all students to achieve mastery in literacy, math, science, social studies and higher order thinking competency.

Result Statement #1.5



Implementation proceeding, but a caution

Utilize technologies and other tools across the curriculum.

Action Steps

1.5.1 Inventory existing technologies within the district.

1.5.2 Integrate existing technologies within daily instructional practices.

1.5.3 Acquire additional technologies needed to instruct and meet the diverse needs of learners.

1.5.4 Provide training to staff and teachers on utilizing appropriate technology to support learning and teaching.

The district has pulled together many resources in terms of providing technology for all schools, though keeping up with the demands is always a challenge. The use of technology for assessment is outpacing its' use in instruction.

Recommendation: Continue to explore better ways of integrating technology into instruction on a daily basis, including providing training and support for teachers.

Strategy # 2

We will create, enhance and maintain a variety of supports to prepare all students to succeed in further education and training.

Result Statement #2.2



Implementation proceeding, but a caution

Ensure all students create and annually review a personalized life-plan, i.e. dreams, hopes, and plans for a quality life.

Action Steps

2.2.1 Convene a task force to research, discuss and propose an implementation model that includes definitions, timeframes, and expected outcomes, for student *life-plans* that begin in the early grades and become increasingly more focused each succeeding year.

2.2.2 Develop a two year pilot program for implementation in grades 2, 7 and 11.

2.2.3 Design an evaluation of the pilot that includes measures of expected outcomes together with student, faculty and parent feedback.

2.2.4 Implement the pilot program; gathering information for use in the evaluation.

2.2.5 Review and modify the design of the program based upon the result obtained during the first year of the pilot.

2.2.6 Move to full implementation in year four.

2.2.7 Establish and promote a system that recognizes, rewards, and celebrates student's progress on bringing their life-plans to fruition.

2.2.8 Develop a school/community culture that fosters shared beliefs and a sense of community and cooperation.

2.2.9 Ensure that faculty and staff are aware of, and infuse into school culture the most current theories and best practices to support of life plans.

The district has made a number of starts down the road of designing and rolling out a comprehensive approach to life planning for all students. A curriculum plan is being developed.

Recommendation: Continue to follow and support the curriculum development, roll out and implementation.

Strategy #3

We will build and sustain the capacity of each school to implement focused school education plans.

Result Statement # 3.2



Implementation completed or ongoing

Develop a process for monitoring, adjusting and updating the School Education Plans.

Action Steps

- 3.2.1** Establish a *standing* committee to include a cross-section of district personnel
- The committee will assist schools in the planning/writing of SEP reflecting Tier I [*is made up of system-wide indicators*], Tier II [*consists of school-based indicators*], and Tier III [*is a narrative description of the schools' successes and challenges*] indicators per district and state guidelines
 - The committee will monitor and support schools in the implementation of SEP reflecting Tier I, Tier II, and Tier III indicators per district and state guidelines
- 3.2.2** Schools will monitor, adjust and update SEP quarterly
- Provide professional development to schools to address use of CPA rubric, as well as federal and state guidelines

The five schools visited in the spring of 2009 all have comprehensive SEP binders available, and they use them to drive conversations about instruction to various degrees.

Strategy #3

We will build and sustain the capacity of each school to implement focused school education plans.

Result Statement # 3.3



Implementation completed or ongoing

Design and provide professional development experiences to engage school and district personnel in a continuous cycle of strategic planning and improvement.

Action Steps

3.3.1 The *standing* committee will develop and implement an annual calendar of professional development sessions to include:

- need assessments
- data analysis
- priority setting and goals
- developing action strategies
- milestones, benchmarks and evaluations
- CPA rubric

3.3.2 The *standing* committee will use professional development evaluations to improve participants' understanding.

The five schools visited in the spring of 2009 all have comprehensive SEP binders available, and they use them to drive conversations about instruction to various degrees.

Strategy #3

We will build and sustain the capacity of each school to implement focused school education plans.

Result Statement # 3.4



Implementation proceeding, but a caution

Establish a system to communicate the School Education Plan to all stakeholders.

Action Steps

3.4.1 Identify communication strategies, both interpersonal and written; to broaden the understanding of School Education Plans within the district, schools, and community

3.4.2 Strategies to be considered, but not limited to:

- SEP posting on individual school website
- Superintendent's Bulletin
- District/School Parent Advisory Council
- Meetings
- Newsletter
- Community Conversations
- Board Meetings
- District/School calendars/newsletters
- Local media

The five schools visited in the spring of 2009 all have comprehensive SEP binders available, and they use them to drive conversations about instruction to various degrees. Two schools have shared the binders (or a summary) with their SLTs or other community groups, but there have not been any organized efforts to share the major features of the SEP with school stakeholders.

Recommendation: Continue to think about and work towards making SEPs available in a usable format on school websites. This should include a discussion of the salient points of an SEP for public use, as well as models of communication.

Strategy #4

We will develop and implement a variety of accountability models that address performance at all levels of the school district and among community partners.

Result Statement # 4.1



Implementation proceeding, but a caution

Develop over the first year an Integrated Accountability Plan for the District that aligns with the Strategic School Plan. (The Integrated Accountability Plan will: define accountability; identify key measures and standards of accountability across existing models; and identify staff responsible for the various parts of the Integrated Accountability Plan.)

Action Steps

- 4.1.1 Organize an Accountability Task Force comprised of community partners and District staff from all levels of the School District and Board members;
- 4.1.2 Provide education and training to Accountability Task Force regarding its charge; and develop consensus on the definition of accountability;
- 4.1.3 Develop inventory of accountability models by identifying current models operating in the School District; who is responsible; gaps and overlap among current accountability models; frequency and adequacy of assessment; and degree to which they drive decisions;
- 4.1.4 Assess alignment and integration of accountability models with the Strategic School Plan and other school plans;
- 4.1.5 Identify practices and changes to make overall accountability system and various accountability models more effective;
- 4.1.6 Draft Integrated Accountability Plan that includes definition of accountability, accountability measures, and periodic public reports;
- 4.1.7 Present draft Integrated Accountability Plan for comment at a public Education Accountability Forum;
- 4.1.8 Finalize Integrated Accountability Plan based on feedback from Education Accountability Forum.

The intention of this step has been met, in part, through the SEP and DEP processes. The district continues to struggle and seek ways to define and fulfill the larger intent of this step.

Strategy #4

We will develop and implement a variety of accountability models that address performance at all levels of the school district and among community partners.

Result Statement # 4.2



Implementation completed or ongoing

Develop over the first year an Integrated Accountability Plan for the elected Board of Education, by elected Board of Education members working jointly with staff from the school district. (The Integrated Accountability Plan will identify responsibilities for the elected Board of Education, the Superintendent of Schools and joint responsibilities for both to enhance collaboration to ensure educational excellence for Bridgeport public school children.)

Action Steps

- 4.2.1 Establish a committee of the elected Board of Education to work with the Superintendent of Schools or his designee to develop an accountability plan for the elected Board of Education;
- 4.2.2 Retain independent entity to provide examples of model operating procedures, policies, and responsibilities and to provide guidance, such as Connecticut Association of Boards of Education (CABE);
- 4.2.3 Identify responsibilities and accountability measures for elected Board of Education, Superintendent of Schools, and joint responsibilities;
- 4.2.4 Draft plan for inclusion in Integrated Accountability Plan that identifies responsibilities, accountability measures; and periodic public reports;
- 4.2.5 Present draft plan at a public Education Accountability Forum (same Forum as for Result 1) to explain draft plan and seek feedback;
- 4.2.6 Finalize Integrated Accountability Plan.

Since the advent of the 2008-2009 school year the Policy Committee has met regularly from September through December 2008. The overall status of the development of the policy manual was brought current and then we began to schedule sessions to address each individual series in greater depth. We began with the 5000 Series - Students and the 7000 Series - New Construction. The 7000 Series went before the Board and was approved during the regular Board Meeting on November 10, 2008. Due to the large volume of information contained in the 5000 Series and the extreme importance of the population which it affects and governs - students, the Board continues to review this information at the committee level.

In addition to continued focus on the 5000 Series, the 4000 Policy Series - Personnel-- Certified/Non-Certified was brought to committee on November 4, 2008. This series was reviewed, amended via Board recommendation and approved by the Board during the regular Board Meeting on December 15, 2008. The 1000 Series – Community Relations and the 3000 Series - Business and Non-Instructional Information were approved by the committee during the month of December; and the 0000 series was approved in June 2009. Series 2000 remains under consideration and will be addressed again at the end of June 2009.

Strategy #4

We will develop and implement a variety of accountability models that address performance at all levels of the school district and among community partners.

Result Statement # 4.3



Implementation proceeding, but a caution

Develop over the first year an Integrated Accountability Plan for Community Partners, by community partners of the Board of Education, including parents, businesses, nonprofit organizations, higher education institutions, and the City of Bridgeport and its elected officials. (The Integrated Accountability Plan for Community Partners will define accountability and identify accountability measures and responsibilities for all community partners.)

Action Steps

4.3.1 Establish task force comprised of community partners, including elected officials of the City of Bridgeport and all levels of the school district and Board of Education;

4.3.2 Identify community groups/partners;

4.3.3 Retain independent entity to manage process, such as private consultant, United Way, or national organization;

4.3.4 Educate task force regarding meaning of accountability and develop definition of accountability;

4.3.5 Identify accountability measures and responsibilities for community partners that have been accepted by community partners;

4.3.6 Draft plan for inclusion in Integrated Accountability Plan that assigns specific responsibilities to each community partner; identifies accountability measures for each community partner; and periodic public reports;

4.4.7 Present draft plan at a public Education Accountability Forum (same Forum as for Results 1 and 2) to explain draft plan and seek feedback;

4.4.8 Finalize Integrated Accountability Plan.

Progress has been slow on this step, with discussion continuing over the purpose and structure of community MOUs. During the spring of 2009 consultants Gounaris and Rainone facilitated a follow-up meeting of the Strategic Action Liaison Committee (SALC) to discuss and plan for MOUs (or MOAs).

Recommendation: Continue to work towards securing public, specific agreements with partners.

Strategy #5

We will develop and sustain results oriented leadership among administrators, principals, teachers, parents, students, and community program staff.

Result Statement # 5.4



Implementation completed or ongoing

The Superintendent's cabinet will develop a greater capacity to lead the district's mission and strategic plan through gaining experience, knowledge, and skills on how to think strategically.

Action Plans

5.4.1 Provide assistance from an outside expert(s) to facilitate all strategic thinking training sessions and work with the coordinator identified in 5.1.1. Expert(s) should have extensive experience in development of leadership and strategic thinking for cabinet level administrators preferably within public, unionized institutions. Expert(s) preferably have no current relationship with Bridgeport Public School District.

5.4.2 Develop the scope and sequence of the training activities through a collaborative dialogue between the facilitator(s) and the cabinet.

5.4.3 Establish a calendar for the purpose of conducting strategic thinking training sessions.

5.4.4 Acquire the locations for all training sessions.

5.4.5 Deliver the training to the cabinet.

5.4.6 Demonstrate strategic thinking.

5.4.7 Design measures and mechanisms for measuring application of the cabinet's knowledge, skills, and attitudes gained through the training sessions.

5.4.8 Conduct an annual assessment of the progress made in the use of strategic thinking for the purpose of implementing the strategic plan and other district operation objectives.

5.4.9 Redesign the training sessions for the following year based on the results from 5.4.7 and 5.4.8.

Meetings are now happening routinely, with patterns of practice beginning to become established.

Recommendations: Reflect on the utility of these meetings, and seek ways to make them even more effective and useful for participants. Work towards solidifying a template or process so that they will be sustainable.

Strategy #6

We will create and sustain multiple ways for families to be involved in education of their children in the home and at school.

Result Statement #6.1



Implementation proceeding, but a caution

Provide a genuine parent friendly climate at all schools facilitated by the school administrator

Action Steps

- 6.1.1 Use SERC to train all School Leadership Team members in the National Network of Partnership, Schools Welcoming Model * other suitable family involvement model.
- 6.1.2 Train principals to engage and greet students/parents.
- 6.1.3 Train teachers to engage parents on keeping open communications regarding their child's positive and negative behavior (there should be no surprises for parents). Parents should also be trained in keeping teachers informed of their child's behavior.
- 6.1.4 Post clear directions to reach key locations inside the school.
- 6.1.5 Ensure all parent information reflects languages spoken within the school
- 6.1.6 Establish a system of accountability to monitor the implementation of the Welcoming Families Model.
- 6.1.7 Monitor teacher and administration implementation of the model through report cards.

Training and rollout of the NNPS model is underway at selected sites, with additional schools on board for 2009-2010. Of five NNPS schools visited in the spring of 2009, only one school presented a truly welcoming and orderly entrance for us as visitors. Integrating and coordinating the NNPS model features with existing structures (PTO, SLTs) is at the early stages of being addressed. Administrators did not have any clear idea of what the NNPS partnership added to their school, other than an awareness of some training.

Recommendation. Continue the roll-out, coupled with accountability for implementation and additional work with administrators as partners in this process. Specific indicators of success in each building should be provided. High schools must be brought into this conversation.

Strategy #6

We will create and sustain multiple ways for families to be involved in education of their children in the home and at school.

Result Statement #6.2



Implementation proceeding, but a caution

Enhance and/or develop School Leadership Teams (SLT) at each Bridgeport Public School with equal representation of (administrators, teachers, parents, and community) to help promote partnerships with parents and community.

Action Steps

- 6.2.1 Provide a directive from the Superintendent to revive/develop an SLT at each Bridgeport School.
- 6.2.2 Provide an orientation for principals to facilitate implementation at the school level
- 6.2.3 Train each SLT by SERC in the Welcoming Families Model.
- 6.2.4 Ensure that SLT's meet at least monthly
- 6.2.5 Monitor parent involvement by the SLT
- 6.2.6 Submit semi-annual SLT Report to District SLT Coordinator
- 6.2.7 Identify or hire full time district-wide SLT Coordinator who is also responsible for coordinating the work of the SLT's and the implementation of the Welcoming Families Model.
- 6.2.8 Design an annual evaluation of the effectiveness of each SLT and the degree of parent involvement at their school.
- 6.2.9 Implement the evaluation and report results to the superintendent.

SLTs were present in five schools visited this spring, though the function and membership varies across each site.

Recommendation: Oversight and guidance from the district on the function of SLTs would be very helpful. Some training or guidebook might need to be provided. High schools must be brought into this conversation.

Strategy #6

We will create and sustain multiple ways for families to be involved in education of their children in the home and at school.

Result Statement #6.7



Implementation stalled

Modify existing schools to develop community schools* to empower parents, teachers and residents to volunteer, learn and develop programming while supporting their children's academic endeavors. (see addendum)

Action Steps

6.7.1 Use existing schools where parents and neighborhood residents learn skills (ESL, GED, Computer, Literacy, Arts and Crafts, Parenting, Positive Discipline, etc.) and where parents teach, parents volunteer and teachers and community residents volunteer and teach to develop student enrichment programs and programs for parents to assist them in becoming more involved in their children's education and more productive members of their community.

6.7.2 Identify teachers, parent and community members who can volunteer their services at each school.

6.7.3 Identify the assets/gifts/skills of parents, teachers and neighborhood residents that they would be willing to share at their community school with parents and residents. RYASAP will design and implement an asset mapping process to determine parents, teachers and residents skills that they would be willing to teach other parents, students and community residents.

6.7.4 Identify classes and/or skills to be taught and assess the cost of materials for the classes.

6.7.5 Identify all K-8 schools that are already open in the evening and/or weekends and initiate the programs at these schools.

6.7.6 Assess costs of keeping schools open evenings and weekends for the program.

This work has yet to get off the ground, though most people now agree 'community schools' represents a philosophical approach and not the adoption of a specific model.

Recommendation: This work should be re-examined for intent and possibly recast as part of steps 6.1 and 6.2, folding it into the SLT and NNPS projects.

Strategy #7

We will create and sustain partnerships with individuals, businesses, post-secondary institutions, elected officials, community organizations and parents to enhance student success.

Result Statement #7.1



Implementation completed or ongoing

Establish a formal relationship between Bridgeport Public Schools and National Network of Partnership Schools.

Action Steps

7.1.1 Action Team #7 will continue to share information about the opportunities and tools available through NNPS with interested parties, including PACs, principals, teachers, etc., to advance strong partnerships between the broad Bridgeport community and the Bridgeport Public School System.

7.1.2 While sharing NNPS information with principals, and others throughout the District and community, make sure everyone has a clear understanding of the supporting work required of them to insure that Bridgeport will be an active and effective participant in NNPS.

7.1.3 Analyze the cost and benefits related to NNPS's ability to offer Bridgeport Schools a process, along with the resources and tools necessary to create and sustain active partnerships. Each school partnership must support the Board of Education's mission and focus on reinforcing the education work plans for the District and the schools.

7.1.4 Work with NNPS and the Connecticut Department of Education to ensure that services and training provided can be adapted to meet Bridgeport's needs and focuses on reinforcing education plans for schools and the district.

7.1.5 Seek Superintendent's approval on establishing a partnership with NNPS.

7.1.6 Formally establish membership with the National Network of Partnership Schools.

Completed.

Strategy #7

We will create and sustain partnerships with individuals, businesses, post-secondary institutions, elected officials, community organizations and parents to enhance student success.

Result Statement #7.2



Implementation completed or ongoing

Establish a Bridgeport Schools Strategic Action liaison committee, to support the Board of Education and school administrators as District strategic plans are implemented.

Action Steps

7.2.1 Form a collaborative committee that may include representatives from all Action Teams, community partners and elected officials.

7.2.2 Design the role of the Strategic Action liaison committee so that the committee serves as an advocate, supporting and facilitating the implementation of appropriate Action Plans by District Leadership.

7.2.3 Research/review Board of Education by-laws for special committee requirements and seek Superintendent's support.

7.2.4 Prepare a proposal for establishing the liaison committee, including a charge to be given to the committee.

7.2.5 Secure Board approval.

7.2.6 Establish committee structure, leadership, meeting schedule.

7.2.7 Report regularly to the Superintendent to identify advocacy initiatives that will help support the implementation of the District's strategic plans.

7.2 committee met again with community members, and they will invite BPS staff to attend future meetings and specifically develop ways that the community might support the accomplishment of strategic plan action steps. MOUs will be developed out of these discussions. Ramos is responsible for scheduling and making this happen. Board members Medina and Cunningham have been invited to a May 11 dinner/sit down with community members to discuss strategy 10 (finance) steps.

Strategy #8

We will refine and sustain a variety of approaches to ensure the safety and security of all schools and nurture the social and emotional health of the students, and families served by the school district.

Result Statement #8.1



Implementation completed or ongoing

Provide interventions to decrease the number of unwanted teen pregnancies and sexually transmitted infections and high risk sexual behaviors among students whose parents have enrolled them in Bridgeport School Based Health Centers (SBHCs).

Action Steps

- 8.1.1 Distribute consent forms for these interventions to all parents of students currently enrolled in the SBHCs with an option to decline.
- 8.1.2 Identify students who would benefit from expanded abstinence counseling and reproductive services.
- 8.1.3 Educate students on skills for refusing sexual advances and prevention of unwanted pregnancy and sexually transmitted infections.
- 8.1.4 Screen students, as medically indicated, who present to the SBHCs for high risk sexual behaviors maintaining students' confidentiality as governed by CT State statutes.
- 8.1.5 Complete an individualized intervention collaboratively between student and Nurse practitioner in accordance with appropriate medical standards.
- 8.1.6 Prescribe and/or dispense on site limited contraceptive choices to reduce the number of teen pregnancies and sexually transmitted infections.
- 8.1.7 Provide individualized follow-up and education for each student according to standards of care.
- 8.1.8 Maintain confidential medical records for each student per HIPAA guidelines.
- 8.1.9 Refer students to outside agencies and providers as needed.
- 8.1.10 Recruit nursing students from a local university to evaluate gathered data.
- 8.1.11 Evaluate differences in teen pregnancy and sexually transmitted infection rates before and after program implementation.
- 8.1.12 Present evaluation data will be presented to a joint committee of members from the Bridgeport Public Schools and Department of Public Health.

A new contractor has been selected by the state DPH. Optimus and Southwest Community Health Center are the newly selected providers for SBHCs. The schools and hours have remained the same at the school level. Reproductive health information and services continue to be provided under the new, private system.

Strategy #9

We will communicate the importance of improving public education in Bridgeport to the Greater Bridgeport Community and design and implement a plan to obtain additional resources from the state, city, federal governments and other resource opportunities.

Result Statement #9.5



Implementation proceeding, but with a caution

Establish an internal marketing and public relations office that is truly dedicated to the Bridgeport Public School System.

Action Steps

9.5.1 Establish a steering committee comprised of stakeholders to develop an action plan for this newly created department.

9.5.2 Seek out corporations and/or foundations to assist in funding this new position/team.

9.5.3 Work with this team to assist in the promotion of the message contained within this strategy.

Douglas Givan continues to maintain a viable and proactive Communications Department through two-way communication and specialized outreach to media throughout the region, parents, community groups and non-profits in the greater Bridgeport area and beyond. A communications advisory committee has been formed - a new entity that will help improve the flow of communications and increase awareness of essential news between central office and the schools. The committee will include a staff representative and a PTSO representative from each school and will meet quarterly with the Director of Communications and External Affairs.

This team, or another stakeholder group that supports the development and planning for action has not been created, nor have steps been taken to secure outside funding for this position.

Strategy #9

We will communicate the importance of improving public education in Bridgeport to the Greater Bridgeport Community and design and implement a plan to obtain additional resources from the state, city, federal governments and other resource opportunities.

Result Statement #9.7



Implementation proceeding, but a caution

Develop and deliver an organized campaign for the State General Assembly.

Action Steps

9.7.1 Recruit a Steering Committee of residents and stakeholders to oversee the development of a campaign to increase support for the Bridgeport Public Schools.

9.7.2 Establish a formal relationship with the Bridgeport Child Advocacy Coalition and the United Way to promote equitable funding for education in the Bridgeport Public Schools.

9.7.3 Research aggregate cost that each of these towns (Fairfield, Westport, Greenwich, Stamford, Darien, and New Canaan) pay to support “safety net” and other reactive social programs in Bridgeport, such as TANF, Food Stamps, SAGA, Mental Health and Addictions Services, Pregnancy Prevention, Unemployment, Incarcerations, etc.

9.7.4 Use this research to create a white paper that describes the rationale for supporting the improvement of the Bridgeport Public Schools (the white paper is a succinct core message with research highlights).

9.7.5 Use the rationale and data to create news releases and Letters to the editor.

9.7.6 Use the rationale and data to create report for lawmakers.

9.7.7 Meet with the Bridgeport State Representatives, Senators and the Mayor to reach consensus on a campaign to advocate for more resources at the state level.

9.7.8 Identify and/or develop legislators and key lawmakers who can help garner additional resources to Bridgeport.

9.7.9 Try to recruit “white knight” lobbyist to work on issue.

9.7.10 Develop materials/fact sheets in support of position based upon white paper.

9.7.11 Recruit and train local representatives – students, residents, education officials – to deliver messages.

9.7.12 Implement campaign to State General Assembly.

A campaign has been introduced to increase support for the BPS. While initial steps have been taken to lay the groundwork, the mechanics of this action step have largely not been addressed.

Strategy # 10

We will create and sustain a financial operating system that will enable resources to be utilized efficiently and effectively and design and implement a plan to obtain additional resources from the State, City, and Federal governments and other resource opportunities.

Result Statement #10.1



Implementation completed or ongoing

Budget and its management will be separated from the City of Bridgeport's budget and its management by September 1, 2007.

Action Steps

10.1.1 RFP Committee interviews budget separation project consultants on January 30, 2007 and February 5, 2007.

10.1.2 February 10, 2007: RFP Committee selects consultant.

10.1.3 February 12, 2007: Board of Education approves selection.

10.1.4 February 14, 2007: BRBC signs Letter of Agreement with consultant.

10.1.5 February 15, 2007: Consultant begins work.

10.1.6 May 15, 2007: Consultant report submitted to BRBC, Mayor, and Board of Education.

10.1.7 May 30 2007: Secure commitments of funds to enable implementation of consultant's report.

10.1.8 June 1, 2007 – September 1, 2007: Implementation period.

The established committee for the development of criteria for the selection of consultants for Phase III of the Accountability, Transparency, Operations Improvement Project met on Thursday, June 11, 2009 and opted to recommend to put "on hold" that particular process while they await the much anticipated MUNIS implementation scheduled to go live on July 1, 2009. Among many reasons for this postponement is the fact that the same people needed to address the Phase III initiative are integrally involved with the MUNIS process; further, it is anticipated that some of the initial recommendations may be addressed simply by the MUNIS implementation.

Strategy # 10

We will create and sustain a financial and operational system that will enable resources to be utilized efficiently and effectively and design and implement a plan to obtain additional resources from the State, City, and Federal governments and other resource opportunities.

Result Statement # 10.2



Implementation completed or ongoing

Prepare and disseminate monthly, an easy to understand combined operating and grant fund budget document that will allow any reader to track the Board's revenue and expenses in order to create transparency for its finances.

Assumption: New financial software will be implemented in conjunction with these steps.

Action Steps

10.2.1 Analyze and document existing data needs and structures for the combined budget document.

10.2.2 Determine priority of data needs of the community and the Board of Education while checking availability of financial data.

10.2.3 Create a document that will show the reader the revenue and expenses While keeping formats standard, user friendly and consistent.

10.2.4 Prepare and distribute a sample document for review and feedback.

10.2.5 Formalize format and timing of document distribution.

10.2.6 Publish schedule for document dissemination

10.2.7 Determine audience list for distribution

- The City department/official designated by the Mayor
- The Committees of the City Council
- The Bridgeport Regional Business Council
- Members of the City's State Delegation
- Advertise the availability of the financial reports to through mailings, media, and/or public forums

10.2.8 Disseminate document.

Strategy # 10

We will create and sustain a financial and operational system that will enable resources to be utilized efficiently and effectively and design and implement a plan to obtain additional resources from the State, City, and Federal governments and other resource opportunities.

Result Statement #10.3



Implementation completed or ongoing

Fully analyze the deployment of school system resources and operational systems reviewed for efficiencies by April 30, 2008.

Action Steps

10.3.1 Secure Board of Education, City administration and City Council approval, contingent upon implementation of budget separation project (PHASE 2) and funding plan, of an operational review scan, and contingent upon the results of that, a full operational and management review process by May 30, 2007. (if the scan does not uncover measurable opportunities for efficiencies, the full review will not be sought).

10.3.2 Create a committee to draft an RFP for consultant services for an operational and management review scan (PHASE 3), as well as a complete operational and management review (PHASE 4) of the school system by April 15, 2007.

10.3.3 Secure business community funding for the operational scan by May 30, 2007.

10.3.4 Build a community coalition to support the operation and management review project by August 15, 2007.

10.3.5 Finalize a funding plan for the full Review project by July 30, 2007.

10.3.6 Appoint an RFP review committee by July 15, 2007.

10.3.7 Solicit consultant proposal for operational and management review scan and full review (two separate contracts) by August 15, 2007.

10.3.8 Select a consultant and secure approval of City and Board of Education of Consultant selection by September 30, 2007 (same date that is targeted for full implementation for budget separation project).

10.3.9 Sign contract with consultant by October 1, 2007.

10.3.10 October 1, 2007 to November 30, 2007: Consultant's Operation and Management review scan of the School System.

10.3.11 Presentation of scan results to the City and Board of Education by December 15,

2007 for determination to proceed with full review (PHASE 4).

10.3.12 December 15, 2007 to April 30, 2008. Consultant's work on full operational and management review of the School System (completion targeted in line with FY 2008 budget process)

Strategy # 10

We will create and sustain a financial and operational system that will enable resources to be utilized efficiently and effectively and design and implement a plan to obtain additional resources from the State, City, Federal governments and other resource opportunities.

Result Statement #10.4



Implementation completed or ongoing

Acquire and implement new financial software inclusive of integrated General Ledger, Accounts Payable, Payroll, and Personnel systems with web-based self service functions and train its staff in its use in order to develop reports that are transparent for management, control, and site based budgeting.

Action Steps

- 10.4.1 Clean up account code structure and align with Federal DOE Standards.
- 10.4.2 Identify and correct any other outstanding data issues.
- 10.4.3 Assess district technology Network capability.
- 10.4.4 Research servers and redundancy systems for capability and cost.
- 10.4.5 Identify a project manager.
- 10.4.6 Software upgrades must be part of the annual maintenance.
- 10.4.7 Determine successful financial software being used by other school Districts.
- 10.4.8 Develop a Project Cost Estimate.
- 10.4.9 Develop vendor selection criteria to be included in the RFP.
- 10.4.10 Software must include a report generator.
- 10.4.11 Develop RFT and disseminate.
- 10.4.12 Select vendor and begin implementation.
- 10.4.13 Train the IT department and others in the OS (operating system).
- 10.4.14 Run parallel training module and testing environment.
- 10.4.15 Create process documentation for ongoing reference (important for staff Turn over).

10.4.16 Formally cross over to new software.

Software has been acquired, and training is ongoing.