

BOARD OF EDUCATION

City Hall - 45 Lyon Terrace
Bridgeport, Connecticut 06604

MEMBERS OF THE BOARD cont.

SYBIL ALLEN

ALBERT BENEJAN

SOSIMO J. FABIAN

JESSICA MARTINEZ

JOSEPH SOKOLOVIC

CHRIS TAYLOR

MEMBERS OF THE BOARD

JOHN R. WELDON
Chairman

BOBBI BROWN
Vice-Chairman

JOSEPH J. LOMBARD
Secretary



"Changing Futures and Achieving Excellence Together"

Bridgeport, Connecticut

April 7, 2021

Board Members:

A meeting of the Teaching & Learning Committee of the Board of Education will be held on Tuesday, April 27, 2021, at 6:00 PM via Video Conference Call. Link to view meeting will be made available to the public through <https://www.bridgeportedu.net/stream>.

Agenda

1. Approval of Minutes – March 16, 2021
2. Special Education Update, Including Up to Date Dashboard
3. Cultural Relevancy Check and Science Curriculum
4. Update on Plane Being Built at Bassick High School
5. Social Studies Curriculum Renewal Update
6. Adjourn

Joseph J. Lombard
Secretary
Board of Education

BBOE Teaching & Learning Committee Members:

Joseph Sokolovic (Chair)

Sybil Allen

Joseph J. Lombard

Michael J. Testani (Staff)

Tuesday, March 16, 2021

MINUTES OF THE TEACHING & LEARNING COMMITTEE OF THE BRIDGEPORT BOARD OF EDUCATION, held March 16, 2021, by video conference call, Bridgeport, Connecticut.

The meeting was called to order at 5:32 p.m. Present were members Chair Joe Sokolovic and Sybil Allen. Board member Albert Benejan was present. Committee member Joseph Lombard joined the meeting subsequently as noted.

Superintendent Michael J. Testani was present.

Ms. Allen moved to approve the committee's minutes of February 16, 2021. The motion was seconded by Mr. Sokolovic and unanimously approved.

The next agenda item was on audit procedures of special education and IEP formulation and implementation.

Supt. Testani said three special education supervisors would present on this matter: Lauren Lukasz, Lynda Linley, and Kenneth Gradowski.

Mr. Gradowski said SEDAC(special education data application) is submitted to the state on October 1st every year. This year there are 4242 special education students; 317 are placed out of district as of February 10th. Charter schools currently have 3620 students and 429 students are special education with an active IEP.

Mr. Gradowski described case management levels and compliance responsibilities. He said IEPs are reviewed for

dates of compliance, including an annual review, reevaluations, and scheduling of PPT meetings and accurate documentation.

Mr. Lombard joined the meeting.

Lynda Linley described the responsibilities of building-level administration and district-level responsibilities. Ms. Linley said high school administrators work with special ed coordinators to review all IEPs and special education caseloads. They also collaborate with district staff on situations where parents employ lawyers. Supervisors also discuss students if they need more specialized placements.

Ms. Linley said the district special education supervisors have responsibilities to confirm special education caseloads and audits of IEPs. They also participate in PPTs requiring district representation and collaborate with building-level administration regarding IEPs, placements, and appropriateness of placements.

In response to a question, Ms. Linley said if there is an out-of-compliance IEP we meet with the teacher to make sure it becomes compliant.

Ms. Lukasz described additional compliance measures at the department. She said there is a new special education support partner that monitors IEP Direct and state reporting. She said on-boarding procedures for new special education teachers are being strengthened, as well as collaboration between building-level administration and district supervisions to provide support. She described procedures utilized with schools that are struggling.

Ms. Lukasz said there is ongoing professional development for special education teachers and administration regarding the PPT process. The last one occurred on February 10th.

In response to a response, Ms. Lukasz said parents are part of the PPT meetings unless they give written or verbal consent that they do not want to be present.

Supt. Testani said was a three-day training prior to the last school year for all administrators. More training is planned as the district is coming out of the pandemic. The training will include the board's attorney in this area, Marsha Moses. He said the oversight process at the building level was what enabled us to take an action against an employee. He said he believed it was almost impossible to falsify information due to the layers of personnel involved.

In response to a question, Ms. Lukasz said trainings are done monthly with special education staff.

In response to a question, Supt. Testani said special education students have been offered four days a week, in-person instruction. Some parents choose to keep students in remote learning and that makes it more difficult to service them. He said speech and language, social workers, paras and teachers remain diligent in outreach to support the students at home. He said the special education department is preparing for an extended school year program to be held at three sites, not one. Compensatory hours will be offered to students who have lost time.

In response to a question, Supt. Testani said the termination age for a student is normally 21 years old, but has been extended to 22 in Covid. Ms. Lukasz said there is a PPT meeting before the students age out of the district. If the

students have not met their goals, the department recommends a transition program.

Mr. Sokolovic said the great majority of our staff are exemplary employees and do what needs to be done. He said the audit procedures are needed for the small amount of employees who will take shortcuts. He noted there were 539 past-due IEPs.

Ms. Lukasz said the number would include initial evaluations, annual reviews, and triennial reviews. She said a lot are behind because of the closure and the times we were not able to meet. She said the numbers are going down as meetings are being held. She said she did not know how this number compared to pre-Covid years.

Ms. Lukasz said the Wednesday half day for virtual instruction has resulted in a half day for special education teachers to do paperwork and holding PPT meetings.

In response to a question, Ms. Lukasz said a report goes out to building administrations biweekly that identifies IEPs that are out of compliance. She said she reviews random documents to ensure accuracy.

In response to a question, Ms. Lukasz said many schools have peer review systems in place for paperwork. The high schools have special education coordinators. She said the hours of service are agreed upon in a PPT meeting and can only be changed with the parent's agreement.

In response to a question, Ms. Linley said speech therapists keep a log of the hours they are providing services, which are also used for billable hours.

Ms. Linley said because some students have not attended in person this year means it the department has no access to conduct the evaluations, some of which require in-person administration.

Supt. Testani said meetings are held regularly at the building level to discuss students and prepare for PPT meetings, and once the IEP is finalized everyone involved receives a copy of the final IEP. He said the entire team would have to be on board to ignore the IEP, which is almost impossible because it is a working document.

Mr. Sokolovic said parents who consent to PPTs without their presence should have to do so in writing. Ms. Lukasz said the district reaches out to parents three times who do not respond to invitations to PPTs. Meetings can legally be held after three notices. Ms. Linley said they always get a copy of the IEP within five business days after the PPT meeting was held, typically by regular mail, but parents also can request e-mails.

In response to a question, Ms. Lukasz said two special education coaches case manage all of the charter schools and attend the PPTs held in charter schools. They also case manage out-of-district students.

Ms. Lukasz said charter schools are invited to attend trainings.

In response to a question, Ms. Lukasz said the majority of PPT meetings now are being held virtually, which requires the consent of the parents. She noted some assessments need to be held in person

In response to a question, Ms. Lukasz said charter schools do not have a more self-contained setting for special education students, so they sometimes make a recommend that the child return back to their neighborhood school.

Mr. Sokolovic requested trend data on special education numbers at charter schools.

The next agenda item was on textbooks for Grades 7 and 8.

Dr. Melissa Jenkins, executive director of early childhood and literacy, presented on the Middle School ELA/Literacy textbook adoption. She said digital licenses in Grades 7 and 8 expired in June 2019. She said students would benefit from a core program that will support reading, writing, grammar, speaking and listening skills.

Dr. Jenkins said three textbook options were considered: McGraw-Hill Study Sync, Pearson SAVAS My Perspective, and Actively Learn.

Dr. Jenkins said there were four considerations for the committee: Continuity of materials across schools, supports for English language learners, ample practice materials, and that materials that were aligned to reading research for adolescent literacy.

Dr. Jenkins said about 20 to 25 middle school teachers reviewed print and digital materials from the three providers. Costs and professional development offerings were reviewed by district administration, including the chief financial officer.

Dr. Jenkins presented the results of the textbook review committee scoring in different areas.

Dr. Jenkins said the request is to purchase two products. Study Sync would become the core program, with six-year access to renewal print resources, at the cost of \$657,418. This would provide access to all aspects of ELA content and includes professional development. Actively Learn would be purchased as a supplemental program, at the cost of \$128,000, for a two-year access, and will support additional access to culturally relevant texts, along with six professional development sessions. It contains a large database, including over 500 novels.

Dr. Jenkins said the Study Sync product includes a softcover textbook for every student, with excellent support for English language learners. She said Actively Learn is fully digital, and has diverse, contemporary texts.

Dr. Jenkins said in 2019 the six-year implementation was launched for Grades K to 3. A six-year plan for Grades 4 to 6 was launched this school year. With this approval, Grades 7 and 8 would have a six-year plan. Planning is underway to hopefully launch a high school initiative in 2022.

In response to a question, Dr. Jenkins said Actively Learn is all digital. She said teachers have not previously used a fully digital program before, so we wanted to give it a try. She said the high schools are currently looking at Actively Learn.

Ms. Allen left the meeting.

In response to a question, Dr. Jenkins said there is discussion underway to provide every student with a public library card, but if a class wanted to use a book in class there would not be enough copies for the entire class or grade. She said Actively Learn includes diverse short

articles and is not limited to what is printed in a book. She said after the program is implemented feedback will be gathered on how effective it is.

Dr. Jenkins said myON, a digital program, is used in Grades pre-K to 3, but there is nothing similar for Grades 7 and 8.

In response to a question, Supt. Testani said a way to fund the purchase would be found due to the needs of the middle school students and to get them ready for high school success. Dr. Jenkins said the configuration of Actively Learn is also pretty good on a cellphone, which will help encourage independent reading.

In response to a question, Dr. Jenkins said McGraw-Hill's text is diverse, but it is confined to an anthology, while Actively Learn will present extensive contemporary texts. She noted Actively Learn has no writing instruction or grammar; just texts.

Mr. Lombard moved *"to approve the purchase of Study Sync from McGraw-Hill for Grades 7 and 8 and the Actively Learn supplemental reading program."* The motion was seconded by Mr. Sokolovic and unanimously approved.

The next agenda item was on magnet operation plans for Fairchild Wheeler. Dr. Michael Watson said three operation plans were submitted to the committee. He said he would give a brief overview of the plans, which are about 50 pages each.

Dr. Watson said the three thematic high schools serve seven districts: Bridgeport, Easton/Redding, Fairfield, Milford, Monroe, Shelton, Stratford, and Trumbull. There are three

small learning communities of 500 students maximum, with the average class size of 25 students.

Dr. Watson said the next section covers student enrollment and composition. The report includes student enrollment by town and grade for the last three school years.

Dr. Watson said the next section covers marketing and recruitment plans and the following section covers the mission process and criteria, including the lottery, application process, and sibling policy.

Dr. Watson said the plan contains the process to help incoming students adapt, including a STEM camp. Academic programs and accreditation with NEASC are also covered.

Dr. Watson said the next section covers student activities and course offerings. He said for the Class of 2023 the state graduation requirements change to a minimum of 25 credits, up from 22.5.

Dr. Watson said the next section covers student supports, including for special education and ELL. He said the goal is to make students career and college ready, and is based on students' following their path towards future learning.

Dr. Watson described opportunities to earn college credit.

Dr. Watson said Section 7 covers school climate and culture, including community partnerships and the school governance council. Disciplinary, safety and attendance policies are also included.

Dr. Watson said the next section described management and hiring processes.

Dr. Watson said the building was opened in 2013, so the section on facilities focuses on financing of support such as state grants and other budgetary issues. The plan also describes the technology infrastructure and the improvements in that area.

Dr. Watson said Section 10 covers how program effectiveness is measured. Section 11 will cover details of this meeting and the board's meeting, including letters of support received over the years, along with awards received. He requested current board members write letters of support.

Dr. Watson said Section 12 summarizes the project and the goals in 2025.

Mr. Sokolovic said page 7 seems to take a backhand slap at Bridgeport for not taking advantage of interdistrict magnet schools. Supt. Testani said there is currently a moratorium on new magnet schools and if that was lifted Bridgeport is interested in converting schools into interdistrict magnets.

In response to a question, Dr. Watson said virtual recruitment has been going well, despite negative impacts from Covid which resulted in a lot of students deciding to stay in local areas. He said the Fairfield numbers are a bit low, but there has been an increase.

Mr. Sokolovic suggested "diverse" be added to the recruitment plan on page 10. Mr. Lombard said he had no objection. Dr. Watson said he would make the addition.

Mr. Lombard moved “*to approve, with the change noted, the magnet operations plans for Fairchild Wheeler Interdistrict Magnet Campus.*” The motion was seconded by Mr. Sokolovic and unanimously approved.

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

The meeting was adjourned at 7:09 p.m.

Respectfully submitted,

John McLeod

DRAFT

Connecticut State Department of Education
 Special Education Data Application and Collection
 (SEDAC)

Summary Statistics

Date: 04-22-2021 District:
 015 - Bridgeport

| Students by Age | |
|-----------------------|------|
| Total/ 3-21 Students: | 4242 |
| 3-5 Students: | 467 |
| 6-21 Students: | 3775 |

| Students by Grade | by Grade |
|-------------------|----------|
| | 222 |
| K-12: | 4020 |

| Students by Race | |
|---|------|
| Amer. Indian /Alaskan Native: | 14 |
| Asian: | 46 |
| Black/African American: | 1584 |
| White (non-Hispanic): | 359 |
| Hispanic/Latino of any race: | 2194 |
| Native Hawaiian/Other Pacific Islander: | 2 |
| Two or more races: | 43 |

| Students by Type | |
|------------------|------|
| | 4242 |
| Service Plan: | |

| Students by Gender | |
|--------------------|------|
| Male: | 2832 |
| Female: | 1410 |
| Non-Binary: | |

| Students by Disability | | | |
|----------------------------|-----|-------------------------------|------|
| Inte//ectua//y Disabled: | 216 | **Learning Disabilities (LD): | 1803 |
| Hearing Impairment: | 26 | Deaf-B/indness: | |
| Speech / Lang. Impairment: | 246 | Mu/tip/e Disabi/ities: | 122 |
| Visua/ Impairment: | 3 | Autism: | 464 |
| Emotiona/ Disturbance: | 249 | Traumatic Brain Injury (TBI): | 3 |
| Orthopedic Impairment: | 2 | Developmenta/ Delay: | 370 |
| * Other Health Impairment: | 738 | ADD/ADHD *Included in | 543 |
| | | Dyslexia **Inc/uded in LD: | 64 |

| TWNDP Groups (K-12) | |
|---------------------|------|
| 79.1-100%: | 2214 |
| 40.1-79%: | 874 |
| 0-40%: | 932 |

Source: SEDAC October 1, 2020

Printed: 4/22/2021 PM

Specialized Instruction - Update 02/16/2021

| IEP | Students |
|---|------------------------------|
| SEDAC Date - # Special Education Students | Students |
| | # Special Education Students |
| 10/1/2020 | 4242 |
| 10/1/2019 | 4385 |
| 10/1/2018 | 4175 |
| 10/1/2017 | 4028 |
| 10/1/2016 | 3843 |
| 10/1/2015 | 3602 |
| 10/1/2014 | 3437 |
| 10/1/2013 | 3047 |
| 10/1/2012 | 3010 |
| 10/1/2011 | 2960 |

| EVT - # - | | Initial Evaluations Qualified |
|--------------|-----------------------|-------------------------------|
| | 07/01/2020-06/30/2021 | 115 |
| | 07/01/2019-06/30/2020 | 543 |
| | 07/01/2018-06/30/2019 | 787 |
| | 07/01/2017-06/30/2018 | 751 |
| | 07/01/2016-06/30/2017 | 782 |
| | 07/01/2015-06-30-2016 | 780 |
| | 07/01/2014-06/30/2015 | 756 |
| | 07/01/2013-06/30/2014 | 430 |
| | 07/01/2012-06/30/2013 | 188 |
| | 07/01/2011-06/30/2012 | 378 |

Evaluations:

| Evaluations | 10/16/2020 | 11/17/2020 | 12/17/2020 | 02/16/2021 |
|-------------------------|------------|------------|------------|------------|
| Reevaluations-MISSED | 581 | 272 | 299 | 111 |
| Initials-MISSED | 361 | 62 | | |
| Reevaluations-Current | 1507 | 1507 | 1401 | 943 |
| Pending Initial-Current | 750 | 750 | 271 (750) | 243 |
| Total Evaluations | 3199 | 2591 | 2450 | 1297 |

Specialized Instruction - Update 04/26/2021

Out of District Placements:

| Date | 2018-2019 | 2019-2020 | 2020-2021 |
|--------------|-----------|-----------|-----------|
| July | 1 | 6 | 0 |
| August | 18 | 9 | |
| September | 7 | 4 | 5 |
| October | 7 | 2 | 6 |
| November | 11 | 3 | 4 |
| December | 8 | 5 | 1 |
| January | 12 | 8 | 1 |
| February | 11 | 8 | 1 |
| March | 5 | 4 | 2 |
| April | 5 | | 2 |
| May | 7 | | |
| June | 2 | | |
| TOTAL | 94 | 49 | 11 |

| | 11/17/2020 | | | % |
|--|------------|------------|------------|--------|
| The University School | 24 (43) | 23 (43) | 24 (43) | 55.81% |
| Disability Resource Network | 39 | 39 | 39 | |
| State Approved Schools (i.e., CES, ACES, High Roads, etc.) | 256 | 252 | 254 | |
| Total Out of District | 319 | 316 | 317 | |

| Charter School | Total Students | SPED Students | % | Total Students | SPED Students | |
|--|----------------|---------------|---|----------------|---------------|--------|
| 2686113 - Common Ground High School | | | | 3 | 1 | 33.33% |
| 2696113 - The Bridge Academy | | | | 272 | 59 | 21.69% |
| 2700113 - Side By Side Charter School | | | | 26 | 2 | 7.6% |
| 2800113 - New Beginnings Inc. Family Academy | | | | 476 | 44 | 9.24% |
| 2835113 - Park City Prep Charter School | | | | 348 | 31 | 8.9% |
| 2850113 - Achievement First Bridgeport Academy | | | | 1128 | 104 | 9.2% |
| 2860113 - Highville Charter School | | | | 1 | | 0.0% |
| 2940113 - Great Oaks Charter School | | | | 657 | 119 | 18.11% |
| 2970113 - Capital Preparatory Harbor School | | | | 709 | 69 | 9.7% |
| Total | | | | 3620 | 429 | |

SUMMARY Out Of District

12/07/2020 02/10/2021

| | July | August | September | October | November | December | January | February |
|--------------------|------|--------|-----------|---------|----------|----------|---------|----------|
| Due Process | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Complaints | 0 | 0 | 0 | 0 | 1 | 0 | 3 | 2 |

| Total Evaluation Student Record for this Collection Year: 115 | | 2020-21 school year | |
|---|---------|----------------------|---------------------------|
| | Results | Public (In-District) | Private (Out of District) |
| On-Time Evaluations | 107 | 26 | 81 |
| Late Evaluation | 8 | 3 | 5 |
| Moved | 0 | 0 | 0 |
| Parental Consents | 115 | 29 | 86 |
| | | | |
| Percentage | 93.0% | 89.7% | 94.2% Accuracy Rate |
| | | | |

| Total Evaluation Student Record for this Collection Year: 543 | | 2019-20 school year | |
|---|---------|----------------------|---------------------------|
| | Results | Public (In-District) | Private (Out of District) |
| On-Time Evaluations | 478 | 251 | 227 |
| Late Evaluation | 52 | 17 | 35 |
| Moved | 13 | 12 | 1 |
| Parental Consents | 530 | 268 | 262 |
| | | | |
| Percentage | 90.2% | 93.7 % | 86.6% Accuracy Rate |
| | | | |

**Connecticut State Department of Education
Special Education Data Application and Collection (SEDAC)
Summary Statistics
Date: 04-22-2021 District: 015 - Bridgeport**

This information is unchanged as the state report is pulled yearly on 10/1.

| Students by Age | |
|----------------------|------|
| Tota/ 3-21 Students: | 4242 |
| 3-5 Students: | 467 |
| 6-21 Students: | 3775 |

| Students by Gender | |
|--------------------|------|
| Male: | 2832 |
| Female: | 1410 |
| Non-Binary: | |

| Students by Race | |
|--|------|
| Amer. Indian /Alaskan Native: | 14 |
| Asian: | 46 |
| Black/African American: | 1584 |
| White (non-Hispanic): | 359 |
| Hispanic/Latino of any race: | 2194 |
| Native Hawaiian/Other Pacific Islander: | 2 |
| Two or more races: | 43 |

Students by Disability

| | | | |
|-----------------------------------|-----|--------------------------------------|------|
| Intellectually Disabled: | 216 | Learning Disabilities (LD): | 1803 |
| Hearing Impairment: | 26 | Deaf-Blindness: | |
| Speech / Lang. Impairment: | 246 | Mu/tip/e Disabilities: | 122 |
| Visual/ Impairment: | 3 | Autism: | 464 |
| Emotional/ Disturbance: | 249 | Traumatic Brain Injury (TBI): | 3 |
| Orthopedic Impairment: | 2 | Developmental/ Delay: | 370 |
| Other Health Impairment: | 738 | ADD/ADHD *Included in | 543 |
| | | Dyslexia ** Included in LD: | 64 |

Out of District Placements

| Date | 2018-2019 | 2019-2020 | 2020-2021 |
|-------------------------------|-----------|-----------|-------------------|
| July Start of the school Year | 1 | 6 | 0 |
| August | 18 | 9 | 0 |
| September | 7 | 4 | 5 |
| October | 7 | 2 | 6 |
| November | 11 | 3 | 4 |
| December | 8 | 5 | 1 |
| January | 12 | 8 | 1 |
| February | 11 | 8 | 1 |
| March | 5 | 4 | 2 |
| April | 5 | 0 | 2 as of 4/26/2021 |
| May | 7 | 0 | |
| June | 2 | 0 | |
| Total | 94 | 49 | 11 |

Summary of Placements

| Summary of Out-of-District | 11/17/2020 | 12/07/2020 | 02/10/2021 | % |
|--|------------|------------|------------|--------|
| The University School | 24 (43) | 23 (43) | 24 (43) | 55.81% |
| Disability Resource Network | 39 | 39 | 39 | |
| State Approved Schools (i.e., CES, ACES, High Roads, etc,) | 256 | 252 | 254 | |
| Total Out of District | 319 | 316 | 317 | |

Special Education Charter

| Charter School | Total Students | SPED Students | % | Total Students | SPED Students | |
|--|-------------------|------------------|---|-------------------|------------------|--------|
| 2686113 - Common Ground High School | | | | 3 | 1 | 33.33% |
| 2696113 - The Bridge Academy | | | | 272 | 59 | 21.69% |
| 2700113 - Side By Side Charter School | | | | 26 | 2 | 7.6% |
| 2800113 - New Beginnings Inc. Family Academy | | | | 476 | 44 | 9.24% |
| 2835113 - Park City Prep Charter School | | | | 348 | 31 | 8.9% |
| 2850113 - Achievement First Bridgeport Academy | | | | 1128 | 104 | 9.2% |
| 2860113 - Highville Charter School | | | | 1 | | 0.0% |
| 2940113 - Great Oaks Charter School | | | | 657 | 119 | 18.11% |
| 2970113 - Capital Preparatory Harbor School | | | | 709 | 69 | 9.7% |
| Total | | | | 3620 | 429 | |

Specialized Instruction - Update

02/16/2021

| SEDAC Date - # Special Education Students | IEP Students |
|--|------------------------------|
| | # Special Education Students |
| 10/1/2020 | 4242 |
| 10/1/2019 | 4385 |
| 10/1/2018 | 4175 |
| 10/1/2017 | 4028 |
| 10/1/2016 | 3843 |
| 10/1/2015 | 3602 |
| 10/1/2014 | 3437 |
| 10/1/2013 | 3047 |
| 10/1/2012 | 3010 |
| 10/1/2011 | 2960 |

Evaluation time Line / Number Qualified

| | |
|-----------------------|------------|
| 07/01/2020-06/30/2021 | 115 |
| 07/01/2019-06/30/2020 | 543 |
| 07/01/2018-06/30/2019 | 787 |
| 07/01/2017-06/30/2018 | 751 |
| 07/01/2016-06/30/2017 | 782 |
| 07/01/2015-06-30-2016 | 780 |
| 07/01/2014-06/30/2015 | 756 |
| 07/01/2013-06/30/2014 | 430 |
| 07/01/2012-06/30/2013 | 188 |
| 07/01/2011-06/30/2012 | 378 |

Evaluations

| | 10/16/20 | 11/17/20 | 12/17/20 | 02/16/20 | 4/26/202 |
|-----------------------------|----------|----------|-----------|----------|------------|
| Evaluations | 20 | 20 | 20 | 21 | 1 |
| Reevaluations- MISSED | 581 | 272 | 299 | 111 | 126 |
| Initials-MISSED | 361 | 62 | 0 | 0 | 66 |
| Reevaluations- Current | 1507 | 1507 | 1401 | 943 | 125 |
| Pending Initial- Current | 750 | 750 | 271 (750) | 243 | 154 |
| Total Evaluations | 3199 | 2591 | 2450 | 1297 | 587 |



BASSICK HIGH SCHOOL

1181 Fairfield Ave. Bridgeport, Connecticut 06605

Telephone (203) 275-3081 • Fax (203) 337-0143 • Twitter @BassickLions

Joseph A. Raiola, Ph.D. *Principal*

Peter Ziegler, *Assistant Principal*

Beswick Channer, *Assistant Principal*

Christopher Johnson, *Assistant Principal*

Bassick High School - Tango Flight Airplane Project Update 4.27.21

Bassick High School is proud to provide the following update on the Tango Flight Airplane Partnership.

Some current project highlights:

- Approximately 25 students have or are working within the project
- Approximately 15 mentors from various aviation related professions are serving our students
- Students are gaining exposure to a variety of career opportunities within the aviation industry
- Students earning Tango Flight certification recognizing learned skills that will transfer to potential jobs
- Estimated completion date of project 2022-2023 school year
- Building a VAN's RV-12; <https://www.vansaircraft.com/rv-12is/>
- Project is about 25% built

More information on the project / partnership

- Tango Flights <https://www.tangoflight.org/>
- Bassick High School webpage; <https://www.bridgeportedu.net/domain/4059>

Progress photos are included in the following pages



BASSICK HIGH SCHOOL

1181 Fairfield Ave. Bridgeport, Connecticut 06605

Telephone (203) 275-3081 • Fax (203) 337-0143 • Twitter @BassickLions

Joseph A. Raiola, Ph.D. *Principal*
Peter Ziegler, *Assistant Principal*

Beswick Channer, *Assistant Principal*
Christopher Johnson, *Assistant Principal*



Figure 1 - Students riveting wing



BASSICK HIGH SCHOOL

1181 Fairfield Ave. Bridgeport, Connecticut 06605

Telephone (203) 275-3081 • Fax (203) 337-0143 • Twitter @BassickLions

Joseph A. Raiola, Ph.D. *Principal*
Peter Ziegler, *Assistant Principal*

Beswick Channer, *Assistant Principal*
Christopher Johnson, *Assistant Principal*



Figure 2 - Students assembling wing frame



BASSICK HIGH SCHOOL

1181 Fairfield Ave. Bridgeport, Connecticut 06605

Telephone (203) 275-3081 • Fax (203) 337-0143 • Twitter @BassickLions

Joseph A. Raiola, Ph.D. *Principal*
Peter Ziegler, *Assistant Principal*

Beswick Channer, *Assistant Principal*
Christopher Johnson, *Assistant Principal*



Figure 3 - Wing frame complete



BASSICK HIGH SCHOOL

1181 Fairfield Ave. Bridgeport, Connecticut 06605

Telephone (203) 275-3081 • Fax (203) 337-0143 • Twitter @BassickLions

Joseph A. Raiola, Ph.D. *Principal*
Peter Ziegler, *Assistant Principal*

Beswick Channer, *Assistant Principal*
Christopher Johnson, *Assistant Principal*



Figure 4 - Wing frame with wiring



BASSICK HIGH SCHOOL

1181 Fairfield Ave. Bridgeport, Connecticut 06605

Telephone (203) 275-3081 • Fax (203) 337-0143 • Twitter @BassickLions

Joseph A. Raiola, Ph.D. *Principal*
Peter Ziegler, *Assistant Principal*

Beswick Channer, *Assistant Principal*
Christopher Johnson, *Assistant Principal*



Figure 5 - mentors and students checking plans and riveting wing shell



BASSICK HIGH SCHOOL

1181 Fairfield Ave. Bridgeport, Connecticut 06605

Telephone (203) 275-3081 • Fax (203) 337-0143 • Twitter @BassickLions

Joseph A. Raiola, Ph.D. *Principal*
Peter Ziegler, *Assistant Principal*

Beswick Channer, *Assistant Principal*
Christopher Johnson, *Assistant Principal*



Figure 6 - Students riveting



BASSICK HIGH SCHOOL

1181 Fairfield Ave. Bridgeport, Connecticut 06605

Telephone (203) 275-3081 • Fax (203) 337-0143 • Twitter @BassickLions

Joseph A. Raiola, Ph.D. *Principal*
Peter Ziegler, *Assistant Principal*

Beswick Channer, *Assistant Principal*
Christopher Johnson, *Assistant Principal*



Figure 7 - Students bending sheet metal for tail wing



BASSICK HIGH SCHOOL

1181 Fairfield Ave. Bridgeport, Connecticut 06605

Telephone (203) 275-3081 • Fax (203) 337-0143 • Twitter @BassickLions

Joseph A. Raiola, Ph.D. *Principal*
Peter Ziegler, *Assistant Principal*

Beswick Channer, *Assistant Principal*
Christopher Johnson, *Assistant Principal*

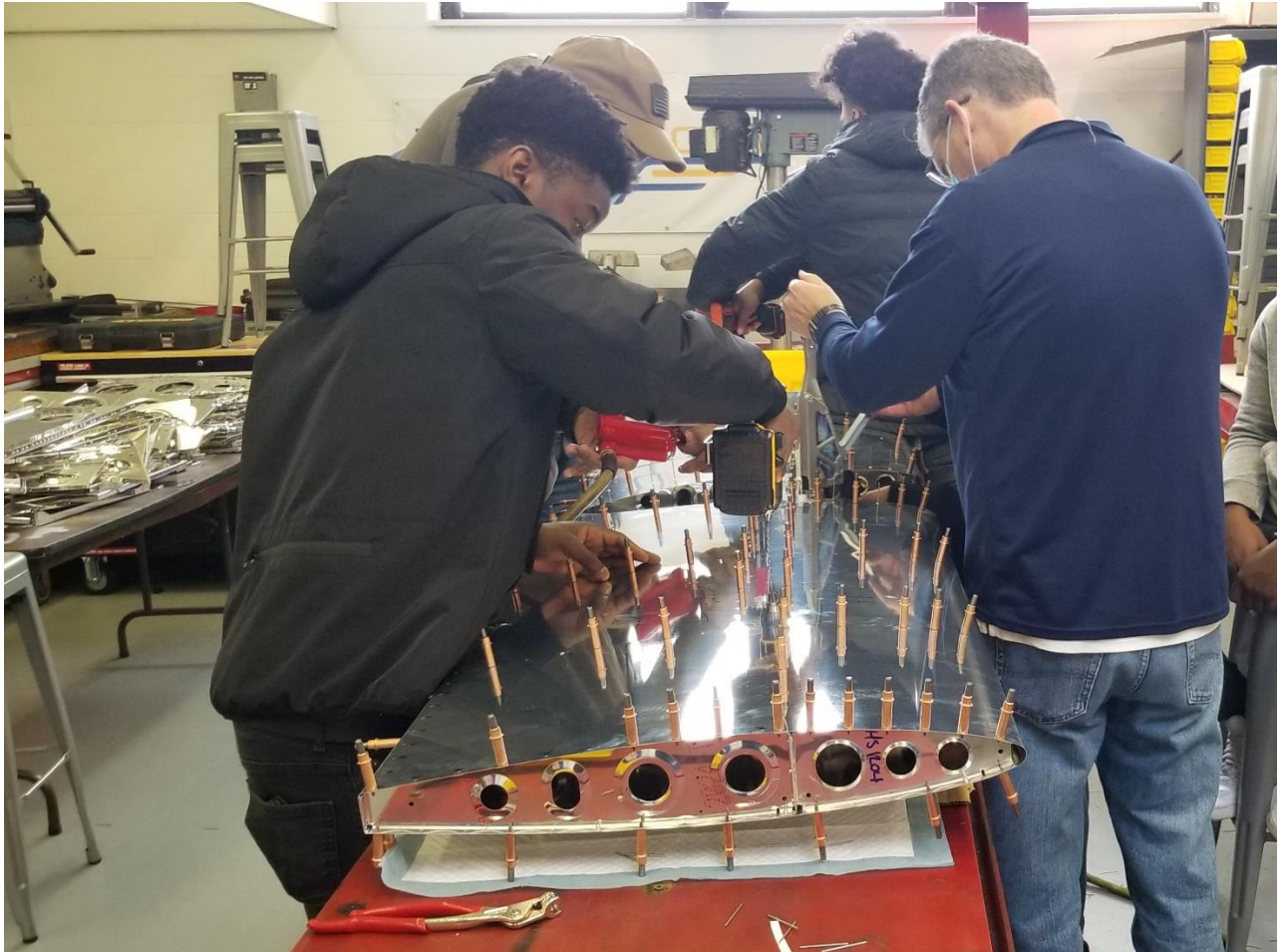


Figure 8 - Students and mentors riveting tail wing



BASSICK HIGH SCHOOL

1181 Fairfield Ave. Bridgeport, Connecticut 06605

Telephone (203) 275-3081 • Fax (203) 337-0143 • Twitter @BassickLions

Joseph A. Raiola, Ph.D. *Principal*
Peter Ziegler, *Assistant Principal*

Beswick Channer, *Assistant Principal*
Christopher Johnson, *Assistant Principal*



Figure 9 - Students assembling tail wing



BASSICK HIGH SCHOOL

1181 Fairfield Ave. Bridgeport, Connecticut 06605

Telephone (203) 275-3081 • Fax (203) 337-0143 • Twitter @BassickLions

Joseph A. Raiola, Ph.D. *Principal*
Peter Ziegler, *Assistant Principal*

Beswick Channer, *Assistant Principal*
Christopher Johnson, *Assistant Principal*



Figure 10 - Students and mentors assembling wing

Actively Learn™

from Achieve3000

Digital Social Studies Curriculum and Resources for In-Person, Hybrid or Remote Learning

GRADES 3 - 12

Your Solution for an Engaging, Equitable Social Studies Curriculum With Deeper Learning for Every Student

“ I love using Actively Learn to help students deconstruct complex texts like primary sources. Embedded scaffolds and coaching help students stop and think. I love that there are many formative checks for understanding throughout.”

LESLEY BURDINE,
U.S. History Teacher



Actively Learn video assignments bring social studies to life, and include embedded questions to monitor comprehension as students watch.

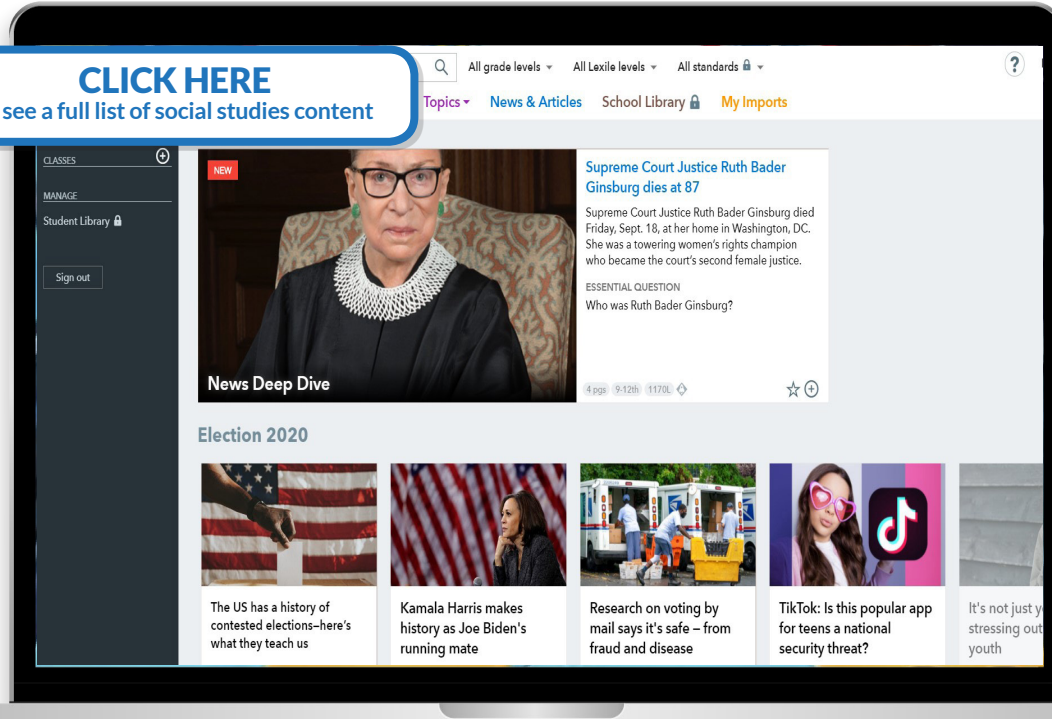
Achieve3000®



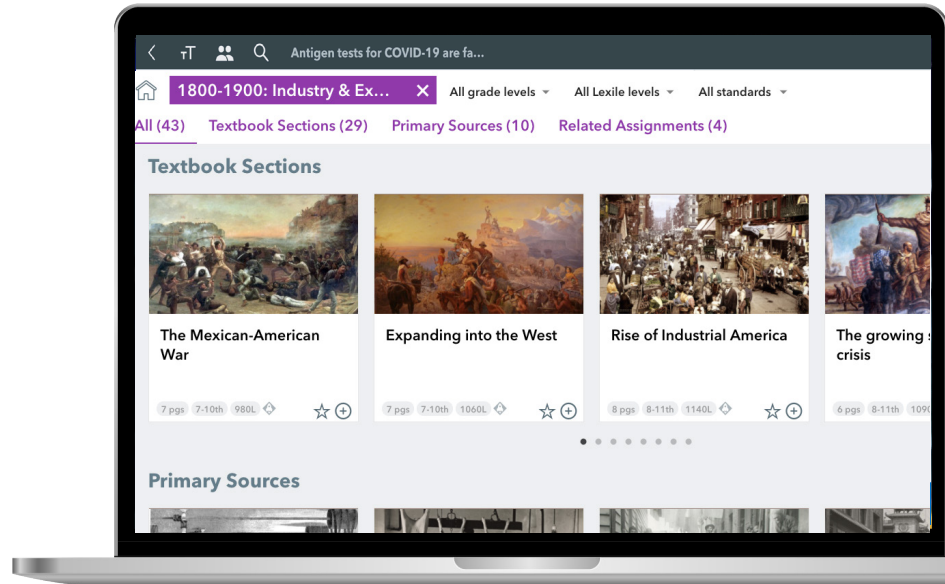
Actively Learn Social Studies brings interaction and deep engagement to students' understanding of history and civics. Hundreds of textbook sections and primary sources combine with interactive videos, news articles, and powerful imagery to bring history to life for your students.

- Sequenced curriculum units support a full year of assignments
- 120 primary source documents include embedded questions, notes, and media to guide student reading
- *We the People* civics textbook from the Center for Civic Education
- Subject areas include U.S. History, Ancient World History, and Modern World History

[CLICK HERE](#)
to see a full list of social studies content



Equitable access to research-based and standards-aligned instruction designed for deeper learning in the classroom and at home.



Comprehensive, Rigorous Resources

A great tool for remote instruction, Actively Learn is the most engaging and comprehensive reading platform available to social studies teachers. Designed to maximize student learning, it combines compelling content with easy-to-use interactive tools and resources.

Collaboration and Support

Learning scaffolds such as guiding questions, text-to-speech, translation into 100+ languages, shared annotations, in-line peer discussion, and real-time teacher feedback make Actively Learn your ideal platform for synchronous and asynchronous instruction.

Flexible, Engaging and Easy-to-Use

Teachers can upload texts and videos to create interactive assignments that align to their scope and sequence. They can also share digital resources and monitor student progress across standards and content areas with real-time performance data.

- Access on any device
- Seamless integration with Google Classroom, Canvas, Clever and Schoology
- Customize courses with your own content

SIGN UP FOR A DEMO TODAY!

Teachers improve instruction by understanding and easily implementing the best research-based practices to deepen learning.

In addition to Social Studies, Actively Learn also provides access to a vast collection of standards-aligned digital curriculum for ELA and Science instruction.



About Actively Learn, an Achieve3000 Learning Platform Solution

Actively Learn is an award-winning digital curriculum that drives student engagement and equity through deeper learning. Our flexible features and comprehensive, standards-aligned resources empower teachers to deepen students' comprehension in ELA, social studies, and science. Actively Learn is part of the Achieve3000 suite of digital education solutions.

Achieve3000®

To learn more about Actively Learn, please contact 1-800-838-8771 or visit achieve3000.com • activelylearn.com