**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log**

| Attention Needed | Date | User | Status (S)/Comment (C) | S/C |
|---|---|---|---|---|
| | 8/3/2021 2:05:18 PM | Jeff Lindgren | Status changed to 'CSDE Fiscal Approved'. | S |
| | 8/3/2021 1:53:51 PM | Melissa Hickey | Status changed to 'CSDE Management Approved'. | S |
| | 8/3/2021 1:34:37 PM | Marlene Padernacht | Status changed to 'CSDE Grant Contact Approved'. | S |
| | 8/3/2021 1:30:08 PM | Timothy Dutton | Status changed to 'Application Edits Completed'. | S |
| | 8/2/2021 10:25:03 AM | Marlene Padernacht | Status changed to 'CSDE Grant Contact Returned - Edits Needed'. | S |
| | 7/26/2021 8:25:08 AM | Tyrone Elliott | Status changed to 'LEA Superintendent Approved'. | S |
| | 7/26/2021 8:24:49 AM | Tyrone Elliott | Status changed to 'Application Completed'. | S |

| Attention Needed | Date | User | Status (S)/Comment (C) | S/C |
|---|---|---|---|---|
| | 6/22/2021 11:29:32 AM | Timothy Dutton | Status changed to 'Application Started'. | S |
| | 5/18/2021 9:17:47 AM | eGMS Administrator | Status changed to 'Not Started'. | S |

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations**

| | (1) ARP ESSER Funds | (2) ARP ESSER SSA | (3) ARP ESSER - HCY II | Total |
|---|---|---|---|---|
| **LEA** | $1,112,453.00 | $0.00 | $0.00 | $1,112,453.00 |
| **Total** | $1,112,453.00 | $0.00 | $0.00 | $1,112,453.00 |

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - Contacts**

| Required Contacts | |
|---|---|
| **Type** | **Contact(s)** |
| ARP ESSER Funds Contact [Select at least 1 contact(s)] | Timothy Dutton |

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

## Program Information

Our Connecticut school communities-with students at the center-continue to be bold and innovative as they respond to the COVID-19 pandemic. The United States Department of Education (USED) has recognized the importance of supporting these efforts, particularly with the infusion of resources to support education in Connecticut. The American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER) has granted the State of Connecticut an additional $1,105,919,874, providing the opportunity to develop bold, high-impact plans to address the substantial disruptions to student learning, interpersonal interactions, and social-emotional well-being. ESSER I created the opportunity to **survive**, ESSER II created the opportunity to **thrive**, and ARP ESSER is Connecticut's opportunity to **transform** our schools.

In this application, we urge LEAs to reflect on the needs assessment conducted for the ESSER II application and to consider how ARP ESSER funds might help expand the depth and breadth of existing initiatives to reach our goal of reimagining schools to transform students' lives.

## Timelines:

| | |
|---|---|
| June 23, 2021 | LEA "Safe Return to In-Person Instruction and Continuity of Services Plan" must be made publicly available online. |
| August 16, 2021 | LEA ARP ESSER Plan (application) is due. |
| September 30, 2024 | ARP ESSER Funds must be obligated. |

Stakeholder Engagement

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

LEAs must engage in meaningful consultation with stakeholders when creating their LEA ARP ESSER Plan. Stakeholders with whom the LEA should consult include, but are not limited to the following.
Check all that apply:

- [x] students
- [x] families/legal guardians
- [x] school and district administrators (including special education administrators)
- [x] teachers, principals, school leaders, other educators, school staff, and their unions
- [ ] Tribes (if applicable) - To the extent present in or served by the LEA
- [ ] civil rights organizations (including disability rights organizations) - To the extent present in or served by the LEA
- [ ] stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students - To the extent present in or served by the LEA
- [x] Boards of Education
- [ ] Other (Please list)

* Provide a description of how the LEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the LEA took such input into account.

The Bridge Academy developed the school enrollment plan with the input of both our Board of Directors and School Governing Council. These two groups consist of parents, students, teachers, and community members. The plan was developed through conversations that balanced the need to provide in-person learning for our students with

relevant health and safety concerns. As a result of the planning the school has developed improved procedures for safety, sanitation and ventilation throughout the school building which will allow for all 280 of our students to return for full in-person learning.

| Documents | | |
|---|---|---|
| **Type** | **Document Template** | **Document/Link** |
| ARP Letters of Support | N/A | |

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

**Safe Return to In-Person Instruction and Continuity of Services Plan**

LEAs are required to publish a plan for the safe return to in-person instruction and continuity of services that includes the extent to which the LEA has adopted policies and a description of any such policies on each of the following (section 2001(i)(1) of ARP):

**Health and safety strategies:**

- universal and correct wearing of masks;
- physical distancing (e.g., use of cohorts/podding, handwashing and respiratory etiquette);
- cleaning and maintaining healthy facilities, including improving ventilation;
- contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, and/or Tribal health departments;
- diagnostic and screening testing;
- efforts to provide vaccinations to educators, other staff, and students, if eligible;
- appropriate accommodations for children with disabilities with respect to health and safety policies, as well as coordination with state and local health officials

**Continuity of services (including but not limited to):**

- Addressing student academic needs, as well as student and staff social, emotional, mental, and other health needs, which may include student health and food services

☑ *** Public comment was taken into account**

*** Please share the URL to the website where you publicly posted your plan.**

https://bridgeacademy.org/reopening-plan-2021/

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

**Instructions:**

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act and for the specific areas described below. Helpful information may be found in ESSER Uses of Funds FAQ

LEAs will indicate Uses of Funds in the ARP ESSER Budget by selecting a budget tag for each budget detail from the Uses of Funds tag group drop down. The drop down list will have a shortened version of each use. Please refer to the descriptions below for the tag for each use of funds.

| Uses of ARP ESSER Funds | Budget Detail Tag |
|---|---|
| Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by: (A)Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; (B) Implementing evidence-based activities to meet the comprehensive needs of students; (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; (D) Tracking student attendance and improving student engagement in distance education; (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss. | Addressing learning loss |

| | |
|---|---|
| Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus. | Coordination of preparedness and response |
| Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. | Providing principals/leaders with resources |
| Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. | Addressing unique needs of special populations |
| Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies. | Improving preparedness and response |
| Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. | Training to minimize disease spread |
| Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency, and to purchase PPE. | Supplies to sanitize and clean and PPE |
| Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. | Long-term closure activities |
| Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. | Education technology |

| | |
|---|---|
| Providing mental health services and supports, including through the implementation of evidence-based full-service community schools. | Mental health services |
| Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. | Summer learning |
| School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. | Facility repairs/improvement to minimize disease spread |
| Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purification and other air cleaning; fans, control systems, and window and door repair and replacement. | Improve air quality |
| Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. | Health and safety of students, staff and educators |
| Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency. | Other ARP ESSER eligible activities |
| Administrative Costs - necessary and reasonable | Administrative |
| Indirect cost as indicated by use of budget details for Object Code 917 - Indirect Cost. | Indirect Cost |

Priority Goals

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

ARP Letter to Superintendents 05-09-21

Benchmark Assessment Guidance to LEAs

ARP ESSER Guidance

**PRIORITY 1: Learning Acceleration, Academic Renewal, and Student Enrichment (Required)**

Advancing equity and access in education for students in Connecticut remain top priorities. Resources must focus on academic supports and recovery to accelerate learning for our students, particularly those disproportionately affected by the pandemic.

*** My district is using ARP ESSER funds for Priority 1 purposes.**

Minimum 20% required set aside for Priority 1 (select Priority 1 budget tag in Budget Details): $222,491.00

**SMART Goal**
In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 1 and is tied to applicable district ESSA Milestone metrics.
EXAMPLE: *By hiring additional staff to support summer learning, extended day, credit recovery and the targeted needs of special populations, the district will increase its District Performance Index in ELA from 67.5 in 2018-19 to 70.2 and in Math from 65.1 in 2018-19 to 68.7 by 2024.*

Click to view ESSA Milestones for your district: ESSA Milestone

* (Use ESSA Milestone Target) By 2024,

By implementing a World Topics reading and Math Games programs for students, along with robust intervention and resource room programs, as well as partnering with the Discovery Center in order to enrich our STEM

instruction, average SBAC proficiency scores in the spring of 2024 will meet the target goals of 75.3% proficient in ELA and 83% proficient in math. The NGSS scores will also improve.

**Needs Assessment**

- [x] My district is continuing to use the Needs Assessment from ESSER II.
- [ ] My district is updating the Needs Assessment documented in the ESSER II application.

**Strategies**

| What/How | Innovative Strategy? | When | Who | Outcome |
|---|---|---|---|---|
| What is the strategy? How do you envision its implementation? | Is this an innovative strategy that can be shared? | When will this strategy be implemented? | Who is the person(s) coordinating implementation and monitoring? | Identify the indicators/evidence of progress. How will you know this strategy is impactful? |
| | ☑ | | | * Classroom assessments and grades,Achieve3000 level sets, IXL and LLI assessments, MAP and SBAC tests in reading. . |

| | | | | |
|---|---|---|---|---|
| * Hire paraprofessionals to run a World Topics Reading Program that will have students reading differentiated informational texts every day for one hour. Frequent assessments will be given to monitor growth in Lexile levels. | | * The hiring process began in the spring of 2021 and was completed by the time summer school began. A pilot with five students was completed before school ended; another pilot is being run in summer school. Full roll-out will begin in the fall of the 2021-2022 school year. | * Tyrone Elliott, High School Principal, Rachel Allison, middle school principal, and Tim Dutton, Director of Operations, will recruit and hire the staff necessary to run the program. Michelle Armellino, guided reading teacher, will lead the groups and conduct the trainings. | |
| | ☑ | | | * Classroom assessments and grades, IXL and LLI assessments, MAP and SBAC tests in math. |

| | | | | |
|---|---|---|---|---|
| * Hire paraprofessionals to run a Math Games Program during which students learn through interactive activities that prioritize conceptual learning in order to improve number sense, numeracy and student confidence in their ability to understand and do math. This program will be held every day for one hour in our middle school. 2. Summer Learning Recovery Program 3. Enhanced assessment program in order to track student progress and determine next steps | | * All hiring was complete by the end of the 2020-2021 school year. Training and a pilot program has begun in summer school and the program will begin in the fall of the 2021-2022 school year. | * Tyrone Elliott, High School Principal, Rachel Allison, Middle School Principal, and Tim Dutton, Director of Operations, will recruit and hire staff. Tim Dutton and Bridget Krauss, both certified math teachers, will review the curriculum with and train the math games staff. | |

| | | | | |
|---|---|---|---|---|
| * Summer Learning Recovery Program: All students whose grades and assessments indicate skill deficiencies will come to summer school for extra support and tutoring. | ☑ | * Summer, 2021, from Monday, June 21, through Friday, July 23. | * Rachel Allison, Tyrone Elliott, Tim Dutton and Bridget Krauss will coordinate all summer programs. Certified staff and paraprofessionals will lead the classes and support time for students. | * By the end of summer school, all students will achieve a passing grade in all programs or classes they failed during the school year. Students in our World Topics and Math Game pilot programs will show improvements in their ability as measured by pre and post assessments. |
| * Enhanced assessment program in order to track student progress and use data to determine next steps; we will use Go Formative assessments to track progress on Common Core skills throughout the school year. | ☑ | | * Tim Dutton and Karl Krauss, instructional coach, will train staff in the use of Go Formative to assess learning and skills. Karl Krauss will meet regularly with teachers to analyze data and determine next steps. | * Use of the Go Formative assessment program; more nuanced conversations about student progress and corrective action at grade-level meetings; class grades and standardized assessments such as the SBAC and NWEA MAP will be used as evidence of progress. |

| | | | | |
|---|---|---|---|---|
| | | * Professional development will be held during the summer of 2021 and continue during the 2021-2022 school year. The process of giving regular classroom assessments using Go Formative, and meeting with the instructional coach to analyze results and determine next steps, will begin in the fall of 2021. | | |

| | | | | |
|---|---|---|---|---|
| * We will partner with the Discovery Center in Bridgeport to enrich our science and math classes with online curricula and resources, as well as regular field trips to the Center. | ☐ | * Beginning in the fall and throughout the year students in all grades will work with Discovery Center staff and curricula on NGSS aligned experiential and interactive science and math labs and activities. | * Rachel Allison, principal, in collaboration with Bridge science and math teachers as well as Sarah Troop-Pacelli, Director of Education and Strategy, from the Discovery Center. | * NGSS assessment scores will rise as a result of this program. |

**Priority 2: Family and Community Connections**

The complex issues brought about by the pandemic have made it clear that the success of schools, families, and communities are interdependent and all have a stake in students' well-being. Investing in mutually beneficial school-family-community partnerships will not only support students to achieve their full potential, but it will also strengthen families and stabilize communities.

☑ **My district is using ARP ESSER funds for Priority 2 purposes.**

**SMART Goal**

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 2 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: *The percentage of parents participating in High Impact Family Academic Engagement events will increase from less than 10% to at least 75% of parent/guardian population by creating and promoting Family Academic Event Nights in all content areas by 2024.*

Click to view ESSA Milestones for your district: ESSA Milestone

* (Use ESSA Milestone Target) By 2024,

With increased parent involvement through monthly activities and interactions, four year graduation rates will rise to 88.4% by the spring of 2024. 2. The rate of chronic absenteeism will fall from 17.5% in 2019-20 school year to 7.3% by spring of 2024.

**Needs Assessment**

- [x] My district is continuing to use of the Needs Assessment from ESSER II.
- [ ] My district is updating the Needs Assessment documented in the ESSER II application.

**Strategies**

| What/How | Innovative Strategy? | When | Who | Outcome |
|---|---|---|---|---|
| What is the strategy? How do you envision its implementation? | Is this an innovative strategy that can be shared? | When will this strategy be implemented? | Who is the person(s) coordinating implementation and monitoring? | Identify the indicators/evidence of progress? How will you know this strategy is impactful? |

| | | | | |
|---|---|---|---|---|
| * Expand network of community service providers. | ☑ | * We have already begun reaching out to local providers and have contracted with both Child Guidance and Full Circle Youth Empowerment | * Rachel Allison, principal, Soledad Meade, middle school social worker and Suzanne O'Brien, high school social worker, along with representatives from our community partners. | * Social workers will report that accessing outside services for students and families is easier and that as a result the majority of students that we feel need such support are getting it. As a result of getting services, identified students will improve their attendance and be better able to meet school academic expectations and targets for learning and behavior. Graduation, attendance and suspension rates will improve. |
| * Expand opportunities for families to engage with the school and learn about important social emotional topics. We will hold monthly meetings on topics of interest to families. | ☑ | * Fall 2021 through spring, 2024 | * Anika Knox, Social Emotional Learning Coordinator, Sidney Fernandes, Family Engagement Coordinator, in conjunction with the school leadership team. | * 80% or more of staff and |

| | | | | |
|---|---|---|---|---|
| * Parent Computer Training Course. Parents will take this class in the evening once a week to learn how to use the full array of Google apps including Gmail, Calendar, Docs and Drive. | ☑ | * We began offering this class in the 2020-2021 school year. We will be able to expand the program upon receipt of funds. | * Rachel Allison, principal, is responsible for scheduling classes and recruiting participants. Sheridan McNamara, teacher, will run the classes. | * Due to participation in this class, parents will report being better able to support and understand the work students do online. We will also work raise the number of families who access computer training from current levels (about 7 parents per class). |
| * Parent Personal Finance Course. Parents will take this class in the evening once a week to learn how to, among other things, budget, save for college, and invest. | ☑ | * We will offer this course beginning in the fall of 2021. | * Rachel Allison, principal, is responsible for scheduling classes and recruiting participants. Sidney Fernandez, teacher, will lead the classes. | * Parents will report that they feel more comfortable and confident in their ability to be financially secure in a survey at the end of the course. |

| | | | | |
|---|---|---|---|---|
| * Hire Family Engagement Coordinators: This will be a part time position with a stipend. These individuals will be responsible for, among other things, planning family engagement activities throughout the year and supporting the school's new Parent Teacher Home Visit initiative. | ☑ | * We hired two family engagement coordinators at the end of the school year; they have begun planning for the 2021-2022 school year and meetig with the administrative team this summer. | * Anika Knox and Sidney Fernandes, Family Engagement Coordinators, in collaboration with the administrative team. | * 85% of families will agree or strongly agree with the statement "I feel supported by and connected to the school community" on the end of year school climate survey. |

**Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff:**

The school community experience during the pandemic has been one of collective challenge and trauma. We must be prepared to use strategic wraparound social, emotional, and mental health supports to restore and successfully re-engage our school communities.

☑ **My district is using ARP ESSER funds for Priority 3 purposes.**

**SMART Goal**
In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 3 and is tied to applicable district ESSA Milestone metrics

EXAMPLE:*By hiring additional School Social Workers and School Counselors, the district will decrease its Chronic Absenteeism from 7.5% in 2019-20 to 5.0% by 2024..*

Click to view ESSA Milestones for your district: ESSA Milestone

* (Use ESSA Milestone Target) By 2024,

By creating a Social Emotional Learning Coordinator position to oversee and support SEL initiatives, training staff and initiating the Parent Teacher Home Visit protocol, The Bridge Academy will lower the rate of chronic absenteeism from 17.5% in 2019-20 school year to 7.3% by the spring of 2024.

**Needs Assessment**

- [x] My district is continuing to use the Needs Assessment from ESSER II.
- [ ] My district is updating the Needs Assessment documented in the ESSER II application.

**Strategies**

| What/How | Innovative Strategy? | When | Who | Outcome |
|---|---|---|---|---|
| What is the strategy? How do you envision its implementation? | Is this an innovative strategy that can be shared? | When will this strategy be implemented? | Who is the person(s) coordinating implementation and monitoring? | Identify the indicators/evidence of progress? How will you know this strategy is impactful? |

| | | | | |
|---|---|---|---|---|
| * Create a Social Emotional Learning Coordinator position to oversee and support SEL initiatives. One of the coordinator's responsibilities will be to implement the CASEL model in our school and administer the DESSA once it is available. | ☑ | * We hired our Coordinator in the spring of 2021. She will receive and run professional development in the summer, and will begin full-time in the fall of 2021. | * Rachel Allison, Tyrone Elliott, Soledad Meade and Suzanne O'Brien oversaw the hiring of our Coordinator. Anika Knox, as the Coordinator, will be implementing the program. | * 1. Anecdotal evidence of improved student mood. 2. Observation of teachers and other staff using strategies such as mindfulness, trauma informed teaching and restorative practices in the classroom. 3. Rates of chronic absenteeism will fall. 4. Suspension rates will remain at or under state levels 5. Assessment scores will rise. |
| * Regular training of staff on such practices as mindfulness, restorative practices and anti-bias initiatives. | ☑ | * Professional development will be offered beginning in the summer of 2021 and continue indefinitely. | * Anika Knox, Social Emotional Learning Coordinator, in collaboration with our Climate Coordinators and administrative team. | * 1. . Anecdotal evidence of improved student mood. 2. Observation of teachers and other staff using strategies such as mindfulness, trauma informed teaching and restorative practices in the classroom. 3. Rates of chronic absenteeism will fall. 4. Suspension rates will remain at or under state levels 5. Assessment scores will rise. 6. 80% of staff will agree or strongly agree to the question "The professional development I received this year provided me with strategies to better meet the needs of my students." |

| | | | | |
|---|---|---|---|---|
| * We will initiate the Parent Teacher Home Visit protocol whereby staff visit students' homes to talk about the family's hopes and dreams for their child. | ☑ | * Training of home visitors has begun. We will begin doing the first round of home visits in August and continue until we have met with all 7th and 9th grade families. | * Rachel Allison, Anika Knox and Sidney Fernandes will coordinate the volunteers. | * 85% of families will agree or strongly agree with the statement "I feel supported by and connected to the school community" on the end of year school climate survey. |

**Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide**

Applying what we have learned during the pandemic requires careful consideration of the importance of student access to in-person learning and enrichment balanced with the strategic use of technology to engage and expand learning opportunities. Resources should be allocated to maintain or upgrade access to technology and connectivity for the long term and to ensure that technology training and support is provided to students, school staff, and families to maximize student outcomes.

☑ **My district is using ARP ESSER funds for Priority 4 purposes.**

**SMART Goal**
In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 4 and is tied to applicable district ESSA Milestone metrics.
EXAMPLE:*By providing targeted professional development on virtual learning platforms, the district will increase its District Performance Index in ELA from 67.5 in 2018-19 to 70.2 and in Math from 65.1 in 2018-19 to 68.7 by 2024.*

Click to view ESSA Milestones for your district: ESSA Milestone

* (Use ESSA Milestone Target) By 2024,

By ensuring that students have access to 21st Century Technology average SBAC proficiency scores in the spring of 2024 will meet the target goals of 75.3% proficient in ELA and 83% proficient in math.

**Needs Assessment**

- [x] My district is continuing to use the Needs Assessment from ESSER II.
- [ ] My district is updating the Needs Assessment documented in the ESSER II application.

**Strategies**

| What/How | Innovative Strategy? | When | Who | Outcome |
|---|---|---|---|---|
| What is the strategy? How do you envision its implementation? | Is this an innovative strategy that can be shared? | When will this strategy be implemented? | Who is the person(s) coordinating implementation and monitoring? | Identify the indicators/evidence of progress. How will you know this strategy is impactful? |

| | | | | |
|---|---|---|---|---|
| * Ensure all students have access to up to date Chromebooks for Classroom work. Purchase GoFormative and other software for electronic classroom management | ☑ | * The school will purchase approximately 50 chromebooks per year and modern classroom software to ensure students have access to up to date technology | * Tim Dutton, Director of Operations | * 1. SBA Interim Assessment Block data and the spring SBA scores. |

**Priority 5: Building Safe and Healthy Schools**

Ensuring our school buildings are safe and healthy environments that enable all of our students to excel remains an important aspect of recovering from COVID-19. Resources may be used consistent with federal relief funding allowable uses as a means to continue facility repairs and improvements, such as improving ventilation and providing more space for distancing. Resources should continue to be allocated to support the physical health and safety of our students and staff (e.g., to ensure adequate personal protective equipment).

☐ **My district is using ARP ESSER funds for Priority 5 purposes.**

Other Allowable Uses

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act. In addition, other specific allowable activities can be found on the "ARP ESSER Uses of Funds" page.

☐ My district is using ARP ESSER Funds for other allowable activities

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

| Object | Total |
|---|---|
| 100 - Personal Services > Salaries | $700,000.00 |
| 200 - Personal Services > Employee Benefits | $155,000.00 |
| 300 - Purchased Professional and Technical Services | $0.00 |
| 400 - Purchased Property Services | $0.00 |
| 500 - Other Purchased Services | $110,000.00 |
| 600 - Supplies | $27,453.00 |
| 700 - Property | $120,000.00 |
| 800 - Debt Service and Miscellaneous | $0.00 |
| 917 - Indirect Costs | $0.00 |
| **Total** | $1,112,453.00 |
| **Allocation** | $1,112,453.00 |
| **Remaining** | $0.00 |

Budget Detail

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

100 - Personal Services > Salaries - $700,000.00 ▼

| Budget Detail | | Narrative Description |
|---|---|---|
| **Object:** | 100 - Personal Services > Salaries | For each of the next three school years The Bridge Academy will hire four paraprofessionals to teach Math Games. The average salary for each teacher is 28,000 dollars per year resulting in the the following calculation:<br>4 teachers per year X 3 years X 28,000 = 336,000 |
| **Purpose:** | 01 - Public School Activities | |
| **ARP ESSER Priority:** | 1: Learning Acceleration, Academic ... | |
| **Uses of Funds:** | Addressing learning loss | |
| **LEA / School:** | The Bridge Academy District (269-000) | |
| **Quantity:** | 12.00 | |
| **Cost:** | $28,000.00 | |
| **Line Item Total:** | $336,000.00 | |
| **Object:** | 100 - Personal Services > Salaries | For the 2022 -2023 and the3 023-2024 school years The Bridge Academy will hire four paraprofessionals to teach World Topics. Esser 2 funds have paid for the 2021-2022 school years/ The average salary for each teacher is 28,000 dollars per year resulting in the the following calculation:<br>4 teachers per year X 2 years X 28,000 = 224,000 |
| **Purpose:** | 01 - Public School Activities | |
| **ARP ESSER Priority:** | 1: Learning Acceleration, Academic ... | |
| **Uses of Funds:** | Addressing learning loss | |

| | | |
|---|---|---|
| **LEA / School:** | The Bridge Academy District (269-000) | |
| **Quantity:** | 8.00 | |
| **Cost:** | $28,000.00 | |
| **Line Item Total:** | $224,000.00 | |
| **Object:** | 100 - Personal Services > Salaries | Summer learning recovery school for the next three academic years.<br><br>3 years x 625 teaching hours x 40 dollars per hour = 75,000 |
| **Purpose:** | 01 - Public School Activities | |
| **ARP ESSER Priority:** | 1: Learning Acceleration, Academic ... | |
| **Uses of Funds:** | Addressing learning loss | |
| **LEA / School:** | The Bridge Academy District (269-000) | |
| **Quantity:** | 3.00 | |
| **Cost:** | $25,000.00 | |
| **Line Item Total:** | $75,000.00 | |
| **Object:** | 100 - Personal Services > Salaries | For the 2023-2024 school year, The Bridge Academy will hire an SEL coordinator to work with teachers, students, and parents in creating a positive social emotional climate. This position was funded by ESSER 2 for 2021 -2022 and 2022-2023 school years through ESSER 2. |
| **Purpose:** | 01 - Public School Activities | |
| **ARP ESSER Priority:** | 3: Social, Emotional, and Mental He... | |
| **Uses of** | | |

| | |
|---|---|
| **Funds:** | Mental health services |
| **LEA / School:** | The Bridge Academy District (269-000) |
| **Quantity:** | 1.00 |
| **Cost:** | $65,000.00 |
| **Line Item Total:** | $65,000.00 |

| | |
|---|---|
| **Total for 100 - Personal Services > Salaries:** | $700,000.00 |
| **Total for all other Objects:** | $412,453.00 |
| **Total for all Objects:** | $1,112,453.00 |
| **Allocation:** | $1,112,453.00 |
| **Remaining:** | $0.00 |

Budget Detail

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

200 - Personal Services > Employee Benefits - $155,000.00 ▼

| Budget Detail | | Narrative Description |
|---|---|---|
| **Object:** | 200 - Personal Services > Employee Benefits | For each of the next three school years The Bridge Academy will hire four paraprofessionals to teach Math Games. The average health care cost is 7,000 dollars per year resulting in the the following calculation:<br>4 teachers per year X 3 years X 7,000 = 84,000 |
| **Purpose:** | 01 - Public School Activities | |
| **ARP ESSER Priority:** | 1: Learning Acceleration, Academic ... | |
| **Uses of Funds:** | Addressing learning loss | |
| **LEA / School:** | The Bridge Academy District (269-000) | |
| **Quantity:** | 12.00 | |
| **Cost:** | $7,000.00 | |
| **Line Item Total:** | $84,000.00 | |
| **Object:** | 200 - Personal Services > Employee Benefits | For the 2022-2023 and the 2023-2024 school years, The Bridge Academy will hire four paraprofessionals to teach World Topics. The average benefit cost for each teacher is 7,000 dollars per year resulting in the the following calculation:<br>4 teachers per year X 2 years X 7,000 = 56,000 |
| **Purpose:** | 01 - Public School Activities | |
| **ARP ESSER Priority:** | 1: Learning Acceleration, Academic ... | |

| | | |
|---|---|---|
| **Uses of Funds:** | Addressing learning loss | |
| **LEA / School:** | The Bridge Academy District (269-000) | |
| **Quantity:** | 8.00 | |
| **Cost:** | $7,000.00 | |
| **Line Item Total:** | $56,000.00 | |
| **Object:** | 200 - Personal Services > Employee Benefits | Benefit cost for one Social Emotional Learning Coordinator for the 2023-2024 school year. |
| **Purpose:** | 01 - Public School Activities | |
| **ARP ESSER Priority:** | 3: Social, Emotional, and Mental He... | |
| **Uses of Funds:** | Mental health services | |
| **LEA / School:** | The Bridge Academy District (269-000) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $15,000.00 | |
| **Line Item Total:** | $15,000.00 | |

| | |
|---|---|
| **Total for 200 - Personal Services > Employee Benefits:** | $155,000.00 |
| **Total for all other Objects:** | $957,453.00 |

| | |
|---|---|
| **Total for all Objects:** | $1,112,453.00 |
| **Allocation:** | $1,112,453.00 |
| **Remaining:** | $0.00 |

Budget Detail

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

500 - Other Purchased Services - $110,000.00 ▼

| Budget Detail | | Narrative Description |
|---|---|---|
| **Object:** | 500 - Other Purchased Services | To purchase 3 years of software contracts for educational programs that help assess and instruct activities to address learning loss. Software includes Achieve 3000, Go Formative, Peardeck, Google Enterprise for students, Go Guardian, Turn it in, etc...<br><br>3 academic years X30,000 per year = 90,000 |
| **Purpose:** | 01 - Public School Activities | |
| **ARP ESSER Priority:** | 1: Learning Acceleration, Academic ... | |
| **Uses of Funds:** | Education technology | |
| **LEA / School:** | The Bridge Academy District (269-000) | |
| **Quantity:** | 3.00 | |
| **Cost:** | $30,000.00 | |
| **Line Item Total:** | $90,000.00 | |
| **Object:** | 500 - Other Purchased Services | To provide for field trips with team building themes to help students recover from being out of school. Field trips include escape rooms, rope course and other team building activitities. |
| **Purpose:** | 01 - Public School Activities | |
| **ARP ESSER Priority:** | 3: Social, Emotional, and Mental He... | |
| **Uses of Funds:** | Mental health services | |

| | |
|---|---|
| **LEA / School:** | The Bridge Academy District (269-000) |
| **Quantity:** | 1.00 |
| **Cost:** | $20,000.00 |
| **Line Item Total:** | $20,000.00 |

| | |
|---|---|
| **Total for 500 - Other Purchased Services:** | $110,000.00 |
| **Total for all other Objects:** | $1,002,453.00 |
| **Total for all Objects:** | $1,112,453.00 |
| **Allocation:** | $1,112,453.00 |
| **Remaining:** | $0.00 |

Budget Detail

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

600 - Supplies - $27,453.00

| Budget Detail | | Narrative Description |
|---|---|---|
| **Object:** | 600 - Supplies | To purchase supplies for Math Games, World Topics, SEL and parent meetings for the next three years. |
| **Purpose:** | 01 - Public School Activities | |
| **ARP ESSER Priority:** | 1: Learning Acceleration, Academic ... | |
| **Uses of Funds:** | Addressing learning loss | |
| **LEA / School:** | The Bridge Academy District (269-000) | |
| **Quantity:** | 1.00 | |
| **Cost:** | $27,453.00 | |
| **Line Item Total:** | $27,453.00 | |

| | |
|---|---|
| **Total for 600 - Supplies:** | $27,453.00 |
| **Total for all other Objects:** | $1,085,000.00 |
| **Total for all Objects:** | $1,112,453.00 |
| **Allocation:** | $1,112,453.00 |
| **Remaining:** | $0.00 |

Budget Detail

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

700 - Property - $120,000.00

| Budget Detail | | Narrative Description |
|---|---|---|
| **Object:** | 700 - Property | Purchase 40,000 dollars worth of Chromebooks and related technology hardware to ensure school continues with 1 to 1 chromebook initiative for next three years.<br><br>3 academic years X 40,000 per year = 120,000 |
| **Purpose:** | 01 - Public School Activities | |
| **ARP ESSER Priority:** | 4: Strategic Use of Technology, Sta... | |
| **Uses of Funds:** | Education technology | |
| **LEA / School:** | The Bridge Academy District (269-000) | |
| **Quantity:** | 3.00 | |
| **Cost:** | $40,000.00 | |
| **Line Item Total:** | $120,000.00 | |

| | |
|---|---|
| **Total for 700 - Property:** | $120,000.00 |
| **Total for all other Objects:** | $992,453.00 |
| **Total for all Objects:** | $1,112,453.00 |
| **Allocation:** | $1,112,453.00 |
| **Remaining:** | $0.00 |

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

Filter by Location: All - $1,112,453.00

| Purpose / Object | 01 - Public School Activities | Total |
|---|---|---|
| **100 - Personal Services > Salaries** | 700,000.00 | 700,000.00 |
| **200 - Personal Services > Employee Benefits** | 155,000.00 | 155,000.00 |
| **500 - Other Purchased Services** | 110,000.00 | 110,000.00 |
| **600 - Supplies** | 27,453.00 | 27,453.00 |
| **700 - Property** | 120,000.00 | 120,000.00 |
| **Total** | 1,112,453.00 | 1,112,453.00 |
| | **Allocation** | 1,112,453.00 |
| | **Remaining** | 0.00 |

Related Documents

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

| Optional Documents | | |
|---|---|---|
| **Type** | **Document Template** | **Document/Link** |
| Other Documentation | N/A | |
| ARP Letters of Support | N/A | |

Assurances

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

- [x] * Certified ARP ESSER Assurances on file in LEA Document Library in eGMS."

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER HCY II Intent to Participate**

**Your HCYII allocation is:**

**Important Note for Districts with less than $5000 HCY II allocation.**
After you have completed this page, your allocation will be loaded if you are joining a consortium. If you are declining the funds, the allocation will be removed.

The US Department of Education has established a formula for awarding ARP Homeless II funds to eligible LEAs based upon each LEA's proportional share of:
• allocations under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) for the most recent fiscal year: and
• the number of homeless children and youth identified in an LEA relative to all LEAs in the State, using the greater of the number of homeless children and youth in either the 2018-19 or 2019-20 school year.

Under this formula, an LEA must have an allocation of at least $5,000 to be eligible to receive a ARP Homeless II allocation on its own. If an LEA's allocation is less than $5,000, the LEA must join a consortium of LEAs in which the sum of its members' allocations meets the $5,000 threshold. This $5,000 minimum is intended to enable and LEA to have sufficient ARP Homeless II funds to address the needs of homeless children and youth. For the purpose of ARP Homeless II funds, a consortium means a subgrantee that consists of more than one LEA. Only CT LEAs may serve as the fiscal agent for a consortium."

*** Consortia Intent to Participate ARP HCY II Budget Options (Select One.)**

○ 1. My district/school will NOT participate in a consortium and declines ARP-HCY II funds.

○ 2. My district/school will participate in a consortium (with a combined amount over $5000) and elects to act as the fiscal agent for ARP HCY II for the following LEA members: (Enter the organization numbers and names of all consortium members that you will act on behalf of as the fiscal agent.)

3. My district/school will participate as a member in a consortium (with a combined amount over $5000) with the following LEA serving as the fiscal agent for ARP HCY II funds: (Enter the organization number and name of the lead LEA that will act as the fiscal agent.)

4. Not applicable. My district/school ARP HCY II allocation I is greater than $5,000 and will serve as its own fiscal agent for ARP HCY II funds without a consortium.

**If Option 2 selected, enter the organization (district) number(s) and name(s) of all consortium members that you agree to act on behalf of as the fiscal agent for these funds.**

| District Number | District Name | |
|---|---|---|
| | | |

**If Option 3 selected, enter the number and name of the organization (district) that you have selected to act as the fiscal agent for these funds.**

| Fiscal Agent District Number | Fiscal Agent District Name |
|---|---|
| | |

**The Bridge Academy District (269-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - CSDE Application Review Status Checklist**

This checklist is a means of communication between the CSDE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the CSDE will review the application and mark each section as 'OK' or 'Attention Needed'.
- If the application is marked as 'Attention Needed', it will be returned to the LEA with a status of 'Returned - Revisions Needed' and will require modifications. The LEA will review the checklist for specific written feedback, explanations, and comments that identify areas that need to be addressed in order to move the application to Approved status.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the CSDE determines that the item has been corrected, 'Attention Needed' will be changed to 'OK' by the CSDE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of 'Returned - Revisions Needed'.
- An application will move to Approved status once all comments and concerns in the application have been addressed.

**Checklist Description** (Collapse All Expand All)

| | | | |
|---|---|---|---|
| **1. Stakeholder Engagement:** | OK | Marlene Padernacht | 8/2/2021 10:09:32 AM |
| 1. Stakeholders with whom the LEA consulted are checked. | | | |
| 2. Description provided of how the LEA afforded the public an opportunity for input. | | | |
| 3. Summary of input provided. | | | |
| 4. How input was taken into account provided. | | | |
| **2. Safe Return to In-Person Instruction and Continuity of Services Plan:** | OK | Marlene Padernacht | 8/2/2021 10:09:32 AM |
| 1. Public comment was taken into account. | | | |
| 2. URL provided to website where plan is publicly posted. | | | |
| **3. Priority 1: Learning Acceleration, Academic Renewal, and Student Enrichment** | OK | Marlene Padernacht | 8/2/2021 10:09:32 AM |
| 1. SMART goal provided is aligned to Priority 1 and tied to applicable district ESSA Milestone targets. | | | |
| 2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment). | | | |
| 3. Strategies for Priority 1 address the identified needs through an equity-focused lens. | | | |
| **4. Priority 2: Family and Community Connections** | OK | Marlene Padernacht | 8/2/2021 10:09:32 AM |
| 1. SMART goal provided is aligned to Priority 2 and tied to applicable district ESSA Milestone targets. | | | |
| 2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment). | | | |
| 3. Strategies for Priority 3 address the identified needs through an equity-focused lens. | | | |
| **5. Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff** | OK | Marlene Padernacht | 8/3/2021 1:34:29 PM |
| 1. SMART goal provided is aligned to Priority 3 and tied to applicable district ESSA Milestone targets. | | | |
| 2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment). | | | |
| 3. Strategies for Priority 3 address the identified needs through an equity-focused lens. | | | |

| | | | | |
|---|---|---|---|---|
| | **6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide** | OK | Marlene Padernacht | 8/2/2021 10:24:39 AM |
| | 1. SMART goal provided is aligned to Priority 4 and tied to applicable district ESSA Milestone targets. | | | |
| | 2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment). | | | |
| | 3. Strategies for Priority 4 address the identified needs through an equity-focused lens. | | | |
| | **7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)** | Not Applicable | Marlene Padernacht | 8/2/2021 10:24:39 AM |
| | 1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment). | | | |
| | 2. Strategies address needs through an equity-focused lens. | | | |
| | **8. Other Allowable Activities** | Not Applicable | Marlene Padernacht | 8/2/2021 10:24:39 AM |
| | 1. Activities described are allowable. | | | |
| | 2. Description fully explains activity. | | | |
| | **9. ARP ESSER Funds Budget** | OK | Marlene Padernacht | 8/2/2021 10:24:39 AM |
| | 1. Selection of "Priority Goals'" budget tags align with strategies for "Priority Goals" and/or "Other Allowable Uses." | | | |
| | 2. "Uses of Funds"" budget tags are selected appropriately. | | | |
| | 3. Budget details align and support data for selected "Priority Goals" and/or "Other Allowable Uses." | | | |
| | 4. Budget detail costs are allowable and narratives adequately describe budgeted costs. | | | |
| | **10. Assurances** | OK | Marlene Padernacht | 8/2/2021 10:24:39 AM |
| | 1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS. | | | |
| | **11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)** | Not Applicable | Marlene Padernacht | 8/2/2021 10:24:39 AM |
| | 1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment). | | | |
| | 2. Strategies address needs through an equity-focused lens. | | | |
| | **12. HCY II** | Not Applicable | Marlene Padernacht | 8/2/2021 10:24:39 AM |
| | 1. Description fully explains how ARP HCY fund will be used and aligned with ARP ESSER Goals. | | | |
| | 2. Uses of Funds"" budget tags are selected appropriately | | | |
| | 3. Budget detail costs are allowable and include described budgeted costs. | | | |