

# Title I, Part A, Section 1003 School Improvement Grant | 2019-20



## Specific Interventions to Address Identified School Reform Priorities

*Directions: Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals. Selected interventions must also be evidence-based according to the Elementary and Secondary School Acts, as amended by Every Student Succeeds Act. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities and to the overarching school improvement goals.*

[Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement](#)

## Contents

<b>Bridgeport</b>	<a href="#"><u>p. 4</u></a>
Blackham School	<a href="#"><u>p. 4</u></a>
Bryant School	<a href="#"><u>p. 5</u></a>
Cesar Batalla School	<a href="#"><u>p. 7</u></a>
Jettie S. Tisdale School	<a href="#"><u>p. 8</u></a>
Luiz Munoz Marin School	<a href="#"><u>p. 9</u></a>
Paul Laurence Dunbar School	<a href="#"><u>p. 10</u></a>
Thomas Hooker School	<a href="#"><u>p. 11</u></a>
Wilbur Cross School	<a href="#"><u>p. 11</u></a>
<b>Derby</b>	<a href="#"><u>p. 13</u></a>
Derby High School	<a href="#"><u>p. 13</u></a>
<b>East Hartford</b>	<a href="#"><u>p. 15</u></a>
Silver Lane School	<a href="#"><u>p. 15</u></a>
<b>Hartford</b>	<a href="#"><u>p. 16</u></a>
Belizzi School	<a href="#"><u>p. 16</u></a>
Bulkeley High School	<a href="#"><u>p. 18</u></a>
Burr School	<a href="#"><u>p. 19</u></a>
Hartford Public High School	<a href="#"><u>p. 21</u></a>
Parkville Community School	<a href="#"><u>p. 23</u></a>
<b>New Britain</b>	<a href="#"><u>p. 26</u></a>
DiLoreto Elementary & Middle School	<a href="#"><u>p. 26</u></a>
Northend Elementary School	<a href="#"><u>p. 27</u></a>
Pulaski Middle School	<a href="#"><u>p. 27</u></a>
Slade Middle School	<a href="#"><u>p. 28</u></a>
Smalley Elementary School	<a href="#"><u>p. 29</u></a>
Smith Elementary School	<a href="#"><u>p. 30</u></a>
<b>New Haven</b>	<a href="#"><u>p. 31</u></a>
Brennan Rogers School	<a href="#"><u>p. 31</u></a>
Celentano BioTech, Health and Medical Magnet School	<a href="#"><u>p. 31</u></a>
Fair Haven School	<a href="#"><u>p. 32</u></a>
Lincoln-Bassett School	<a href="#"><u>p. 33</u></a>
Strong 21 <sup>st</sup> Century Communications Magnet and SCSU Lab School	<a href="#"><u>p. 33</u></a>
West Rock Authors Academy	<a href="#"><u>p. 34</u></a>
Wexler/Grant Community School	<a href="#"><u>p. 35</u></a>
<b>New London</b>	<a href="#"><u>p. 37</u></a>

<b>C.B. Jennings Dual Language &amp; International Elementary School</b>	<a href="#"><u>p. 37</u></a>
<b>North Branford</b>	<a href="#"><u>p. 40</u></a>
<b>North Branford Intermediate School</b>	<a href="#"><u>p. 40</u></a>
<b>Norwich</b>	<a href="#"><u>p. 42</u></a>
<b>Veterans' Memorial School</b>	<a href="#"><u>p. 42</u></a>
<b>Stamford Academy</b>	<a href="#"><u>p. 43</u></a>
<b>Stamford Academy</b>	<a href="#"><u>p. 43</u></a>
<b>Waterbury</b>	<a href="#"><u>p. 44</u></a>
<b>Bucks Hill School</b>	<a href="#"><u>p. 44</u></a>
<b>Driggs School</b>	<a href="#"><u>p. 45</u></a>
<b>Gilmartin School</b>	<a href="#"><u>p. 45</u></a>
<b>Hopeville School</b>	<a href="#"><u>p. 46</u></a>
<b>Michael F. Wallace Middle School</b>	<a href="#"><u>p. 47</u></a>
<b>North End Middle School</b>	<a href="#"><u>p. 49</u></a>
<b>Sprague School</b>	<a href="#"><u>p. 50</u></a>
<b>Walsh School</b>	<a href="#"><u>p. 51</u></a>
<b>Washington School</b>	<a href="#"><u>p. 52</u></a>
<b>West Side Middle School</b>	<a href="#"><u>p. 52</u></a>
<b>Woodrow Wilson School</b>	<a href="#"><u>p. 54</u></a>

LEA: Bridgeport

LEA Allocation: \$1,204,675.00

<b>School:</b>	Blackham School	<b>School Allocation:</b>	\$89,760
<b>TALENT</b>			
<p>Math and Targeted ELA Intervention: Because the needs analysis revealed an additional need for special populations, as well as increased differentiation of instruction for struggling students, the school will implement small group interventions. The school will identify students in need of additional support, based on i-Ready benchmark tests. Interventionists will work on target numeracy skills with students either one-on-one or in small groups. Identified students will work with interventions at least once a week and utilize manipulatives and other math resources.</p>			
<p>Student-Centered Learning (Indicators 2.3 and 2.4): Needs analysis revealed the need for that improved differentiation of instruction is needed and increased project-based lessons implemented with improved use of instructional time should occur. Teachers will be provided stipends to participate on the school leadership team. Teacher-leaders will meet monthly to research, discuss, and plan learnings on instructional strategies that are student-centered and incorporate writing strategies related to the district's curriculum and instructional strategies aligned to Common Core Standards. Teacher-leaders will present to the staff bi-weekly, and will support the implementation of strategies between sessions.</p>			
<b>ACADEMICS</b>			
<p>Differentiation (Indicator 2.3): Needs analysis reveals that improved differentiation of instruction is needed, and increased project-based lessons implemented with improved use of instructional time should occur. Targeted science materials and lesson supports will be purchased in order to support differentiation in instruction, and transition to new Next Generation Science Standards (NGSS). Additionally, because the needs analysis revealed a lack of student achievement in writing in non-ELA content areas, particularly mathematics, additional targeted writing, and domain-specific vocabulary materials and programming will be purchased.</p>			
<p>Student-Centered Learning (Indicators 2.3 and 2.4): Needs analysis revealed the need for that improved differentiation of instruction is needed and increased project-based lessons implemented with improved use of instructional time should occur. Teachers will be provided stipends to participate on the school leadership team. Teacher-leaders will meet monthly to research, discuss, and plan learnings on instructional strategies that are student-centered and incorporate writing strategies related to the district's curriculum and instructional strategies aligned to Common Core Standards. Teacher-leaders will present to the staff bi-weekly, and will support the implementation of strategies between sessions.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>Data Team: Because the needs analysis revealed a need to improve instructional practice consistency across classrooms. Further, the needs analysis reveals that only some staff can articulate a common understanding of what effective instruction looks like, suggesting a need for increased coherency of instructional practice across the school. To address this, Blackham school will provide stipends for a teacher in each grade or content area to participate on the school data team after school on a monthly basis. The team will use meeting times to discuss school-wide data, share strategies to address student learning needs, and increase common understanding of effective instruction. These team members will then share this with their grade-level teams during common planning times. Thus, capacity in instructional leadership will be developed throughout the year to drive improved teaching and learning for the next several years.</p>			
<p>Parent Engagement Committee: Because needs analysis revealed a partnership with parents as a current strength of the school, work to build teacher capacity and build stakeholder relationships</p>			

around school initiatives must continue. To address this, Blackham school will provide stipends to the teacher to meet monthly and plan collaborative parent nights building partnerships with parents around student learning in order to increase achievement. Teachers will share classroom strategies that can be adapted to the home in order to support continued common student-centered learning strategies across environments.

**OPERATIONS**

n/a

<b>School:</b>	Bryant School	<b>School Allocation:</b>	\$137,049.00
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**TALENT**

Reading Interventions: Based on the percent of students performing in tiers 2 (48.0%) & 3 (36.0%) on the district diagnostic reading assessment administered in September 2019, small group reading intervention will be implemented with 30-40 minutes of focused instruction 3 times per week. Evidence based interventions will be purchased with a focus on foundational reading skills, comprehension, and vocabulary development which have been identified as school-wide focus areas on the district diagnostic assessment. Due to the number of students who need intervention, four certified teachers will be hired as per diem interventionists to provide small group instruction aligned with students' needs, conduct bi-weekly progress monitoring assessment and collaborate with classroom teachers and the school SRBI Team. In addition, iReady Instruction will be used in conjunction with the district iReady diagnostic to provide systematic instruction, intervention and enrichment, monitor student growth, and identify specific focus areas for small group and individual instruction by classroom teachers using the iReady Toolbox resources. HP laptop classroom carts will be purchased to increase the ratio of computers to students to ensure student access to iReady intervention and the myON digital library.

Professional Development (Indicator 1.6): Professional development opportunities are provided by the district and school. Frequent and extended professional development time is needed to develop teacher knowledge and skill to impact instruction. The school will work with the district Directors for Reading, Bi-lingual Education, and Special Education and their staff to develop comprehensive professional development opportunities aligned with diagnostic data and students' needs. Resources will be allocated to provide additional professional learning opportunities through webinars, and book/article studies. Teacher professional development resources (books, video) aligned with effective instruction and intervention will be purchased and used with teachers during common planning time, study groups, and workshops.

Instructional Leadership (Indicator 1.6): The needs assessment revealed variation in a common understanding of what effective instruction and pedagogy looks like. Going forward, teachers will participate in classroom walkthroughs and discuss effective evidenced-based best practices. All teachers will receive the book "Collective Efficacy: How Educators Beliefs Impact Student Learning" and used as the framework to develop a school-wide common understanding of effective instruction and empower teachers to improve practice, thus improving student learning. Using substitutes, Grade Level Teams will participate in classroom walkthroughs and collaborative conversations. In addition, monthly faculty meetings will be utilized for structured and sustained discussions about effective teaching and learning based on cohort observations, and a common school plan with effective instructional strategies will be developed to ensure high impact instruction across all classrooms. In addition, five teachers will serve on the school leadership team and meet monthly for 60 minutes to analyze data, set goals, identify effective instructional practices, plan implementation for school-wide literacy plan, and serve as coordinators for grade-level data teams.

**ACADEMICS**

Evidenced-Based Supplemental Instructional Resources Aligned with the Connecticut Core Standards and Student Needs (Indicator 2.4): iReady diagnostic data from September 2019 identified phonics, vocabulary, and comprehension for ELA and Numbers and Operations and Algebra/Algebraic Thinking for Math as school-wide focus areas based on low student performance. Evidenced-based programs and materials focused on these domains will be purchased to enhance tier 1 instruction to more effectively align instruction with student needs. Phonics resources include the continued implementation of Wilson Foundations for kindergarten through grade three to support foundational skill instruction which has led to consistent increases in student performance over the past three years. The implementation of the phonics/word study program in grades 4-6 will provide explicit and systematic phonics instruction in prefixes, suffixes, and Greek/Latin roots and multi-syllable words to increase reading fluency and vocabulary. To support vocabulary and comprehension development, Scholastic News will be purchased for students in PreK-grade 6. This will also increase access to informational text, help build background knowledge, and increase close reading and written response activities. Books to update classroom libraries in all grade levels will be purchased to include popular and classic literature and informational text to support the content areas to increase student access to books and motivation to read. Math manipulatives will be purchased to enhance classroom intervention instruction to increase students' conceptual understandings of concepts to increase math performance.

Student Engagement: The needs assessment has identified variation in student engagement across grade levels and classrooms. Lessons are often teacher-led with passive student participation. When presented with hands-on learning tasks, student engagement and higher-level thinking increase as evidenced by student presentations of projects throughout the year. Bryant School's acceptance into the TurnAround Arts program will provide a school-wide focus on arts integration into core academic subjects including literacy. The School Turnaround Arts team will participate in training this summer and turnkey to all teachers throughout the 2019-2020 school year. Funds will be allocated to provide classroom teachers with children's books and other resources to integrate the arts into literacy instruction to promote active student engagement and develop students' creativity, critical thinking, and confidence to improve their overall reading achievement. Teachers will also use common planning time to develop engaging lessons integrating the arts with literacy.

Support for Special Populations: For SY 2019-2020, 21.5% are students with disabilities (21.5%) and 25.45% are English Learners. Based on EdSight, SY 2018-2019 Smarter Balanced Data indicates the Growth Rate in ELA for students with disabilities decreased to 16.7% compared to 31.3% for SY 2017-2018. English Learners demonstrated an increased Smarter Balanced ELA Growth rate in SY 2018-2019 with 37.0% compared to 26.9% in SY 2017-2018. This has resulted in marginal progress over time and additional instructional support and interventions are needed to accelerate student performance. The school-wide focus on phonics, vocabulary, and comprehension and the purchase of additional instructional resources aligned with these areas will also be used with English Learners and students with disabilities. Interventionists will provide small-group instructional intervention to English Learners struggling in literacy and English language development with an emphasis on academic vocabulary and an integration of oral and written English.

**CULTURE & CLIMATE**

Family Engagement: Continue to provide parent workshops and monthly family activities to support literacy at home. Purchase children's books and literacy resources for home use and provide training for parents in skills outlined in the IES Report: Evidence on Tips for Supporting Reading Skills at Home. Utilize classroom teachers, district literacy coaches, district Director of Reading, public library and other community providers as workshop presenters.

Reducing Chronic Absenteeism (Indicator 3.2): Based on current school attendance data and the number of students who are identified as chronically absent exceeding 10%, chronic absenteeism continues to be a major factor that negatively impacts student achievement. To better address chronic absenteeism, the school attendance team will develop a comprehensive, multi-tier system of supports that includes prevention and early intervention. The district has partnered with Attendance Works to provide professional development for school administrators. The school attendance team will utilize Attendance Works resources to develop tiered interventions based on the level of student needs. A part-time attendance interventionist will be hired to monitor student attendance for chronic absenteeism and intervene early, contact parents, schedule attendance meetings, implement and log attendance protocols, coordinate attendance data to report to school leadership team, and provide intervention (check-in/check-out) to students at risk for chronic absenteeism and provide workshops for parents. The attendance interventionist will also work with the school attendance team to standardized attendance interventions across staff and identify community support.

**OPERATIONS**

After School Tutoring: Due to the number of students who need tier 2 intervention as identified by the iReady Reading and Math diagnostic assessment, after school tutoring is needed to increase instructional time in foundational skills, comprehension, and vocabulary for ELA and numbers and operations in math. Five teachers will be hired to provide an additional 6 hours of small group intervention after school in six-week intervention cycles.

<b>School:</b>	Cesar Batalla School	<b>School Allocation:</b>	\$88,106.00
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**TALENT**

Reading Interventionists (Indicator 2.1): Because the needs assessment revealed the need to improve student performance in reading, the school will retain two K-8 literacy interventionists. These interventionists who will use, among other strategies, will utilize the sheltered English (provides ELLs with a comprehensive curriculum in all content areas as we develop student's English language skills) process. Using this strategy will allow the school to deliver intensive, systematic instruction at least three times weekly for approximately 20-40 minutes on up to three foundational reading skills in small groups of students who score below the benchmark on school screening.

Professional Development (Indicators 2.1 and 2.3): Because the needs analysis revealed a need to improve rigor, engagement, and differentiation, the school will work with several individuals and organizations to provide ongoing professional development to small cohorts of teachers based on grade level and/or need. This PD will help address the school's teachers' deficiency in articulating effective instruction. If we improve instruction through training, coaching, and providing resources, student performance will improve. Additionally, three texts were purchased around data, growth mindset, and the impact of poverty on student performance. Teachers will participate in professional book clubs to read books and implement strategies to improve student outcomes and strengthen the school community. We will provide substitute coverage to foster learning communities and increase professional development opportunities.

**ACADEMICS**

Differentiation (Indicator 2.3): Because the needs analysis revealed a need to improve performance in reading, the school will purchase a subscription to Reading A-Z, which focuses on independent reading. In the program, students are coached on choosing appropriately leveled books and made accountable through quizzes. Classroom libraries were already purchased to provide book choice, supporting the implementation of the program with fidelity. Additionally, the school purchased vocab.com which supports students in grades 3-8 with vocabulary development. Social studies weekly were purchased to provide support with non-fiction reading skills.

<b>CULTURE &amp; CLIMATE</b>
School Climate Monitor (Indicator 3.3): Because the needs analysis revealed a need to improve student behavior, the school will hire a school climate monitor. The role of the monitor will be to provide "Check in/check out" daily for students who are not responding to our school wide tier 1 approach to behavior but do not qualify for tier 3 intervention, track data on students who receive CI/CO in order to monitor progress and make adjustments, and report back to the administrators, members of the PBIS team, and faculty. By providing a daily CI/CO person, the goal is to build students' connection with the school and therefore their attendance and positive behaviors. At-risk students should not only be involved in activities that connect them to school but these connections need to be monitored directly. Additionally, the monitor will monitor data around usage of our academic and behavior interventions, such as PBIS and RULER and follow up with incentive programs for students and teachers and additional training for teachers around tier 1 interventions for behavior including more PBIS, RULER, and training around restorative practices. If we support students' social-emotional development by implementing programs that take a positive and proactive approach to respond to student behaviors with more fidelity, student behavior and attendance will improve.
<b>OPERATIONS</b>
n/a

<b>School:</b>	Jettie S. Tisdale School	<b>School Allocation:</b>	\$200,000
<b>TALENT</b>			
Data Teams: Because the needs assessment revealed the school lacks effective differentiation, as well as its need for higher levels of instructional practice. The school is working to increase its teacher effectiveness, which it sees varies from classroom to classroom and instructional quality is moderate, the school will hire two teachers, one math and one reading, who have high expectations for students as teacher leaders for a two-week summer component to review testing data, analyze it and develop an instructional framework for the data team. Additionally, the school's established ta team, which consists of one member from each grade level, will continue to update the school-wide improvement plan, based on the district's overarching plan. The data team members are all a part of a grade level PLC.			
Professional Learning: Because the needs assessment revealed that professional learning is provided, but not aligned with student and adult learning needs, this school - which is a Turnaround Arts School - will have the National Turnaround Arts team provide Visual Thinking Strategies training for all teachers.			
<b>ACADEMICS</b>			
Reading Interventions (Indicators 1.1 and 2.3): Because the needs assessment revealed a need to improve student performance in reading, the school will provide small group instruction up to four times a week for approximately 45 minutes for students who score below the 25th percentile on the benchmark screening. The school will purchase iReady reading consumables for students in K-8, iReady writing lessons, and the teacher toolbox for assessments and lessons. The school will also purchase Lexia Core 5 Reading Program to provide phonics instruction for special needs students who are in a class that no longer teaches phonics. The school will have a summer literacy component for middle school students.			
Math Interventions (Indicators 1.1 and 2.3): Because the needs assessment revealed a need to improve student performance in math, the school will provide small group instruction up to four times a week for approximately 45 min. for students who score below the 25th percentile on the benchmark screening. The school will purchase iReady math consumables for students in K-8 and the			



teacher toolbox for assessments and lessons. The school will have a summer math component for middle school students.
<b>CULTURE &amp; CLIMATE</b>
School Climate and Restorative Practices Training for all Staff (Indicator 3.3): Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating a positive school climate and restorative practices. Also, two attendance monitors will send letters and make phone calls for students who have 4, 8, 10, 12, 15 and 20 absences and log it into the special attendance registry in PowerSchool.
<b>OPERATIONS</b>
n/a

<b>School:</b>	Luis Munoz Marin School	<b>School Allocation:</b>	\$200,000
<b>TALENT</b>			
Math Interventionists: The needs assessment revealed deficiencies in math. A math interventionist will provide intensive, systematic instruction three times a week for approximately 45 minutes on foundational math skills to students who score below the benchmark on school assessments. Students will receive services individually and in small groups. Embedded math coaching will be provided to teachers in grades 4 - 8 in the areas of content knowledge, instructional strategies and differentiation of instruction.			
Instructional Leadership (Indicator 4.3): Because the needs assessment revealed a need to improve professional development, leadership effectiveness, and the use of staff time; the school will strengthen its administrative and teaching team through continuous improvement of its instructional leadership. These teams will benefit from enhanced external and embedded professional development, which be supported by provided substitute staffing PD supplies.			
<b>ACADEMICS</b>			
Literacy Instruction (Indicator 2.4): Because the needs assessment revealed a need to improve curriculum and instruction aligned to CCCS and student engagement the school will begin improving Tier 3 literacy instruction, which would include smart boards, Surface Book carts, book room with leveled books in both English and Spanish, and instructional supplies. This aligns to the root causes in the curriculum and instruction growth area.			
Reading Interventions (Indicator 2.4): Because the needs assessment revealed a need to improve student performance in reading and math. The school will provide small group instruction up to four times a week for approximately 45 min. Additionally, teachers will attend literacy PD's to expand their knowledge base of how to differentiate as necessary for students.			
<b>CULTURE &amp; CLIMATE</b>			
School Climate (Indicator 3.3): a School Climate Team plus the PBIS attendance monitor and school climate specialist will work to provide all staff with training and coaching on building and clarifying school-wide expectations. The Team will plan, roll out, message and provide support on strategies to create a positive school climate using restorative practices, Ruler and PBIS.			
<b>OPERATIONS</b>			
n/a			

<b>School:</b>	Paul Laurence Dunbar School	<b>School Allocation:</b>	\$200,000.00
<b>TALENT</b>			
Interventionists (Indicator 2.4): Because the needs assessment revealed a need to improve student performance in Literacy and Math, the school will provide intensive small group instruction to students who scored below the 10th percentile as measured by the district benchmark assessment, iReady. Two literacy and two math interventionists will provide small group instruction 3x/week for periods of 30 minutes.			
<b>ACADEMICS</b>			
Data-Informed Decision Making- Teacher Leaders (Indicator 2.6): Because the needs assessment revealed a need to improve the data culture at the school, the leadership team will choose teacher leaders from each grade level, including support staff, special education, and special areas to lead a biweekly, 60 -minute after school data team reviewing both academic, and discipline data. The school will improve its assessment systems and data culture through the improvement of teachers' ability to understand, utilize data gathered during the 4- week review cycles. The team's goals will be set using the most currently available data. Teacher leaders will meet with other team members during common planning and grade level teams to determine strategies, review student work and monitor student growth. Teacher leaders will meet 1x/month after school for 60 minutes to examine school-wide student achievement goals with the school's vertical team.			
Rigor (Indicator 2.1): Ongoing embedded coaching will be reflected in classrooms as evidenced by small group instruction, targeted objectives as per student need, and the use of varied assessment tools as determined by student need. Student outcomes will be reflected by student's ability to use complex text, an increase in the use of academic vocabulary in both oral and written assessments and the ability to write comprehensively using a variety of sources to support claims. Teachers will have participated in professional discussions on proper utilization and implementation of the district's curriculum, classroom rigor, and differentiation as evidenced by monthly staff meetings, newsletters, and weekly grade level meetings.			
<b>CULTURE &amp; CLIMATE</b>			
SOAR Support: Parent and staff have shared concerns about the level of support that is needed to meet the needs of our Self- Contained special education population. By hiring additional support to service scholars in his classroom 5 days per week for 4 hours per day.			
School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices. Sub will come in to relieve the teachers so they may attend SEL trainings			
Chronic Absenteeism: Because the needs assessment revealed at least 30.3% of students were chronically absent, the new Attendance Monitor will work with Guidance Counselor to decrease the number of students that are chronically absent by working to keep parents informed, creating opportunities to recognize students who improve their attendance over time and those who maintain good attendance throughout the school year. Attendance monitor will work 4 days a week at 4 hours a day to help monitor student attendance, contact parents and plan attendance initiatives with the school attendance team.			
Student Behavior: Because the needs assessment revealed high numbers of suspensions relating to students' difficulty self-regulating during times of conflict, the PBIS and Hall monitor will work together with staff and students to provide additional supports as needed. Additionally, all staff will receive training in Restorative Practices and RULER.			

Family Engagement: Because the needs assessment revealed a need for increased participation families, the leadership team and teaching staff will create monthly opportunities for parental and community engagement such as Math and Literacy nights, student academic improvement luncheons, and monthly student attendance pizza parties.
<b>OPERATIONS</b>
n/a

<b>School:</b>	Thomas Hooker School	<b>School Allocation:</b>	\$89,760.00
<b>TALENT</b>			
Literacy Instruction (Indicators 2.1 and 2.4): During the 18/19 school year, our test scores showed improvement. Based on 2019 SBAC data, 34.1% of our students scored proficient or higher in ELA. These scores represent 39% growth in ELA since the beginning of this grant. While still not where we would like to be, our scores have been heading in the right direction due to the addition of two interventionists.			
Math Instruction (Indicators 2.1 and 2.4): During the 18/19 school year, our test scores showed improvement. Based on 2019 SBAC data, 19.6% scored proficient or higher in mathematics. These scores represent 77% growth in math since the beginning of this grant. While still not where we would like to be, our scores have been heading in the right direction due to the addition of two interventionists.			
<b>ACADEMICS</b>			
Interventions: By August of 2019, four interventionists were hired. The interventionists will work with small groups starting in September to provide intervention for students in literacy and numeracy Tier 2 and 3. Administrators and classroom teachers will design intervention groups based on data. Students will be monitored based on an eight-week cycle.			
<b>CULTURE &amp; CLIMATE</b>			
Student Attendance (Indicator 3.2): Improving school climate which would include the bilingual attendance monitor. In addition, the monitor will focus on reducing the chronic absenteeism of students. If attendance improves, that will only help to improve school climate. Additionally, the instructional strategies implemented and interventions will improve the school climate.			
<b>OPERATIONS</b>			
Data Teams: Because the needs assessment identified a need for increased rigor and implementation of curriculum, the will continue its school-wide data team. The team will meet once per month to review and discuss testing results, attendance, school-wide goals, and improvements. This team will then meet with teachers once a month to offer and show teachers at least one instructional strategy related to the use and implementation of the district curriculum and instruction aligned to Connecticut Core Standards, which teachers can utilize in the classroom. The school's team of ten teachers will meet on a monthly basis for one hour after school.			

<b>School:</b>	Wilbur Cross School	<b>School Allocation:</b>	\$200,000.00
<b>TALENT</b>			
Improving Instructional Practice: The needs assessment identified a need to support teachers to reduce teacher turn-over. To address this need, strategies also include implementing a Data Analysis Team and providing substitute teachers so teachers can attend grade level meetings and peer observations with debriefings.			
<b>ACADEMICS</b>			

<p>Reading Interventions (Indicator 2.4): Because the needs assessment revealed a need to improve student performance in reading, the school will provide small group instruction using interventionists. The school will purchase Flyleaf and Scholastics reading consumables for students as well as engage students in summer programming at the Sheehan Center.</p>
<p>Math Interventions (Indicator 2.4): Because the needs assessment revealed a need to improve student performance in math, the school will provide small group instruction using interventionists. The school will purchase iReady math consumables for students as well as engage students in summer programming at the Sheehan Center.</p>
<p>Improving Student Engagement (Indicator 2.2): The needs assessment indicated that there is a very low student engagement. To address this need, the school will purchase Naviance to help students develop academic goals. Additionally, the school will seek to purchase enough technology to make the school one-to-one for each student to be properly engaged and motivated to do better academically.</p>
<p><b>CULTURE &amp; CLIMATE</b></p>
<p>Improving Student Behavior (Indicator 3.3): The needs assessment identified a high number of suspensions related to a poorly defined school-wide behavior management plan. To address this need, the school will implement a school climate team (Climate Specialist and Hall Monitors) to provide holistic services to students, parents, and staff to help reduce behavioral issues. Additionally, students will utilize skills learned during the Summer Blast program, parents will also be engaged via parent workshops.</p>
<p>Improving Student Attendance: The needs assessment identified a high number of chronic absenteeism related to a poorly defined school-wide behavior management plan. To address this need, the school will utilize an attendance monitor to follow up on absenteeism students and also educate parents on the importance of consistent school attendance.</p>
<p><b>OPERATIONS</b></p>
<p>n/a</p>

LEA: Derby

LEA Allocation: \$240,935.00

<b>School:</b>	Derby High School	<b>School Allocation:</b>	\$240,935.00
<b>TALENT</b>			
<p>Because the Needs Assessment tool revealed "Below Level" performance for Instructional Practice, the school will provide professional development for teachers to build capacity and create structures for a consistent approach to instructional design. The district will provide professional learning that is intensive, ongoing and connected to practice.</p> <p>1) Teachers/Interventionists will participate in regular, job-embedded coaching with Derby's Director of Teaching and Learning and an ACES educational consultant focusing on high-quality instructional protocols, specifically related to mathematics. The school will transition from the CT Model Math Curriculum to Illustrative Math curriculum to increase student engagement and mathematics rigor. This will require funds for salaries (Director of Teaching and Learning), a contract with a lead professional development partner, and instructional materials for Illustrative Math.</p>			
<b>ACADEMICS</b>			
<p>Because the Needs Assessment tool revealed "Developing" performance for Curriculum and Instruction the school will develop a standards-based math curriculum that is aligned to the Connecticut Core Standards, and support teachers with implementation with job embedded coaching and common team planning time.</p> <p>1) Struggling students will receive explicit instruction by a highly trained math and science interventionist in small class settings to ensure mastery of foundational skills and conceptual knowledge to access grade-level content. This will require funds for math teacher salaries and a stipend for science teacher.</p> <p>2) PSAT will be given twice p/year for students in Grades 9-11. Results will be shared with students and families. For the SY2019-20, students enrolled in Algebra I, Algebra II and Geometry will complete an i-Ready math diagnostic assessment three times p/year and access personalized online lessons to address gaps in learning. This will require funds for i-Ready licensing, Chromebooks, and supplies for a PSAT Family Night.</p> <p>3) The school will contract for services to revamp the master school schedule in PowerSchool to ensure small class sizes that support positive student-teacher relationships, access to additional help, and for support for at-risk students by matching student needs with staffing placements. This will require funds for technical assistance for PowerSchool scheduling.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>Because the Needs Assessment tool revealed a "Developing" level for student attendance, the school will develop a tiered approach for improving student attendance.</p> <p>1) Using the Attendance Works resources, the Attendance Coordinator will develop a strong attendance awareness campaign monitored through regular attendance team meetings focused on decreasing chronic absenteeism by identifying students exhibiting early warning indicators, providing personalized outreach, removing barriers to regular attendance, and recognizing good and improved attendance. This will require funds for salaries (Attendance Coordinator), programming and motivational speakers, and incentives/rewards.</p>			

<b>OPERATIONS</b>
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n/a
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LEA: East Hartford

LEA Allocation: \$200,000.00

<b>School:</b>	Silver Lane School	<b>School Allocation:</b>	\$200,000.00
<b>TALENT</b>			
To support with Needs Assessment Indicator 1.1 Instructional Practice, Silver Lane will focus on embedded Instructional Coaching in an effort to grow teacher capacity to improve student performance in reading and math. Specifically, the school will plan to engage in professional development in the areas of reading and math standards, differentiation, and rigor. The professional development will then be followed up with coaching cycles, PLC meetings and both grade level and vertical calibration. Through job-embedded coaching, biweekly professional development, model lessons, and co-taught lessons as well as lesson plan and unit plan creation, Silver Lane's instruction will grow resulting in greater student achievement.			
<b>ACADEMICS</b>			
To support with Needs Assessment Indicator 2.2 Rigor and Student Engagement, Silver Lane will pursue the beta pilot for Illustrative Math. This includes purchasing new curricular materials and engaging in math professional development. New curriculum materials should add additional rigor to student assignments and in class experiences. Additionally, professional development will be provided so that teacher better understand the standards. As a result of more rigorous curriculum materials and a better understanding of the standards, students will achieve a greater level of success.			
<b>CULTURE &amp; CLIMATE</b>			
To support with Needs Assessment Indicator 3.5 Family and Community Engagement, Silver Lane will look to build the capacity of staff and families to implement a dual capacity framework through systemic, integrated and sustained family-school partnership initiatives. The family liaison will coordinate family engagement activities.			
<b>OPERATIONS</b>			
n/a			

LEA: Hartford

LEA Allocation: \$2,047,947.00

<b>School:</b>	Belizzi School	<b>School Allocation:</b>	\$370,000.00
<b>TALENT</b>			
<p>1.4 Professional Learning - Training around bilingual education and second language acquisition moving towards a dual language immersion model: Although our students have made growth over the last few years, our needs assessment revealed that less than 20% of our population is reading at grade level based on district and state assessments. Our data also indicate that close to 40% of our students are ELL students. Every classroom will have at least one student who is an English Language Learner. As we work toward building the dual language model to address this need, it will be necessary that all teachers are skilled at embedding CELP and second language acquisition strategies in tier 1 instruction. Also, in order to build capacity within our school to support Dual Language programming, we will designate teachers who have already been trained, in collaboration with contracted presenters and district leaders, to support professional learning.</p>			
<b>ACADEMICS</b>			
<p>2.6 Assessment Systems and Data Culture - Benchmark and progress assessment: In order to ensure that we address the literacy achievement goals stated in this plan, an area of growth for our teachers is to strategically use data points to determine specific student needs and progress. It's essential that we have benchmark assessments and progress monitoring tools to drive instruction and make strategic decisions about differentiation. Therefore, the implementation of the Fountas and Pinnell Benchmark Assessment System to identify student independent and instructional reading levels will be critical to this process. The continuous administration and progress monitoring of the F&amp;P BAS will ensure students are placed into the appropriate reading groups and that their progress is monitored regularly as they move along the reading continuum. To that end, all teachers will be provided professional learning around the administration of the assessment, using data to develop guided reading groups, and the ongoing monitoring of student reading behaviors (i.e. running records, anecdotal notes, etc.). While all staff have received some big picture training on DataWise, we will focus on practices and strategies specific to individual data with a focus on tier 2 supports. District leaders will collaborate with coaches and faculty to provide on-going professional learning and coaching as well as identify resources that will help differentiate instruction and promote student growth and engagement.</p>			
<p>2.1 Academic Rigor - Strong Math Instruction: In order to identify and support school-wide instructional practices that provide strong, standards-based instruction using the Eureka program. With the high level of students who are achieving below proficiency, we need to be responsive to the data and needs of students by differentiating instruction, providing intervention, and support high student engagement. To that end we will be looking to partner with district math leadership, and contracted presenters to build staff capacity in math instruction. Through school-based professional development sessions and follow-up learning walks and coaching sessions, we are looking to maximize contracted PL to increase and sustain staff capacity. In addition, we will identify a cohort of building-based instructional leaders who will be trained via math conferences and turn-key that information to all staff. In addition we will provide an after-school program for students which provide additional opportunities for targeted differentiation.</p>			
<p>2.1 Academic Rigor - Literacy instruction, resources and materials: If teachers are expected to deliver instruction that is based on the triangulation of student data, they will need the appropriate materials</p>			



and classroom supports to build their capacity in using the provided instructional tools effectively. Therefore, teachers will engage in professional learning around data informed practices during collaborative grade level meetings. During this time they will work with leaders and coaches to develop meaningful lessons and align instructional resources that are appropriate to meet all learners. The need for teachers to understand how to deliver small group instruction to meet the instructional needs of students, as indicated by data, will be conveyed. Furthermore, we have seen that in order to meet the needs of our middle school and ELL students, our teachers will need additional training as well as resources in order to differentiate instruction. In collaboration with district leadership we will continue to acquire materials which support English language and literacy instruction. We will also partner with contracted presenters to provide workshops and coaching.

**CULTURE & CLIMATE**

3.3 Student Behavior - Restorative approach: Based on both discipline data and student feedback there is a need to build the capacity of teachers to meet the social and emotional needs of students. Therefore, it is necessary for staff to engage in professional learning around Restorative Approaches and Practices with a focus on trauma informed practice, meditation, and non-violent communication. With this training teachers will be better equipped to connect with students and in turn provide the supports needed to ensure students feel socially and emotional secure within the classroom. In the 17-18 school year we partnered with Responsibility Centered Discipline and My People Clinical Services to introduce models that support restorative and trauma informed practice. All classrooms have some implementation of these strategies. Moving forward, we will be working with our partners to improve implementation, train a leadership team, and develop a long-term plan. Mental health and clinical services community partners will continue to provide professional learning around addressing social-emotional learning and trauma informed behaviors.

3.4 Interpersonal Interactions - Mentoring and Leadership: In response to the data that indicate a lack of connection to school, we developed an advisory block in conjunction with the college board and Latinos In Action (LIA) program to develop a system of mentoring and leadership with an integrated curriculum to develop college and career readiness. The response in data was an overall increase in our climate survey data, especially in the 8th grade students who indicated they had a connection to a caring adult. This year we look to continue those programs and increase opportunities for students to get involved.

3.3 Student Behavior - Tier 1 Classroom Management Approach: In the 2018-2019 school year we introduced Responsibility Centered Discipline (RCD) as a new practice for our building and worked to strengthen the implementation of restorative practice. We also used community partnerships to provide tier 2 (non-clinical) behavior supports for students in collaboration with grade level teams. In addition we continued to develop schedules and structures in order to help teachers review referral and suspension data to drive decision making and problem solving. Moving forward we will continue to partner with RCD to build capacity among our staff, helping students spend more time in class, reducing suspensions, and increasing attendance. My People Clinical will be shifting their focus by limiting their direct services to students and providing coaching and workshops to teachers around trauma informed behaviors.

3.5 Family and Community Engagement: We will continue with the initiatives developed to increase parent engagement and impact student attendance. First, programming that is appealing to both students and their families and is interactive. Second, increasing the points of contact by utilizing our community partners and assigning specific staff to families to conduct phone calls, conferences and home visits as needed. In order to expand this work, we will continue with the committee of teachers (family engagement committee) that develops programming for the year of events that parents and students will attend together and leave with resources to support learning at home. The Student

Engagement Specialist position is also being added this year to support grade level teams to connect to families and improve attendance. A partnership with Attendance Works will provide an additional layer of support for chronic absenteeism.

**OPERATIONS**

n/a

<b>School:</b>	Bulkeley High School	<b>School Allocation:</b>	\$410,000.00
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**TALENT**

1.6 Instructional Leadership - Freshman Academy Assistant Principal: The needs assessment revealed that far too many students are off-track in their course performance and attendance, particularly during the all-important freshman year. The SIG funding has allowed Bulkeley to have a Grade 9 Administrator that plays an integral role facilitating Grade 9 data teams and serves as an instructional coach for Grade 9 teachers to optimize rigor and engagement. The Grade 9 Administrator also plays a role in coordinating the attendance team, serves on the leadership team, and leads the freshman on-track efforts.

1.4 Professional Learning - Last year we were able to provide professional development for teachers that teach advance placement classes so that their certification would be current. This year we will have another set of teachers attend training to receive certification to build our capacity and the rigor of our instruction. They will also engage in the vertically aligned curriculum to help prepare students to be successful in advance placement classes. Teachers will be able to align their instruction with the goals of the AP course, identify the skills and knowledge that the exam will assess, and identify the tasks and materials for which students might need more preparation. Teachers will be able to draft a syllabus that meets the curricular requirements for the course, and, most importantly, make equitable access a guiding principle in designing instruction.

1.5 Leadership Effectiveness - In the last 5 years, Bulkeley High School has experienced a great deal of transition. It transitioned from two schools, lower and upper, into one school and in the process it has had 4 Principals in the last 5 years. Currently, the school has a Principal starting her second year, a new administrative team consisting of two new Assistant Principals to the school, and an Assistant Principal in the process of retiring at the end of this school year. Due to all the changes this is a crucial time to provide professional development to the leadership team on leadership effectiveness. Leadership Greater Hartford will support with these efforts. This is an opportunity to build a strong team to develop effective structures that will create opportunities for our students to graduate and be ready for college and career.

**ACADEMICS**

2.1 Academic Rigor - Dual Enrollment and Advance Placement Opportunities for Juniors and Seniors: Since the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will strengthen our partnership with the College Board to provide teacher training to best prepare our students to be successful in Advance Placement classes. In addition, we will create a partnership with Goodwin College, Capital Community College, Central Connecticut State University, and the University of Connecticut, to provide Dual Enrollment Courses for Juniors and Seniors. This will require payment for professional development by the college board, and provide course materials for enrolled students.

2.2 Student Engagement - On-Track Conferences: Teachers and administrators will work to ensure that all students know and understand what it takes to be on-track to graduate. Every Monday, students will engage in one-on-one conferences with a caring adult to discuss their grades and other academic data. Students will discuss with a staff member their grades, credits, attendance, behavior, and P/SAT scores. This will help students own their data and establish goals to push for on-track

achievement and college and career readiness. These conferences will also support stronger student-adult connections at the school in advisory. In addition, students will engage in student-led conferences 3 times a year in which they will present their academic information and goals to their advisor and a caring adult. The School Counselors are a major part of this effort. This year we are also engaging students in grade level classes that are following the Latinos in Action curriculum to increase their leadership skills, community service involvement and tutoring younger students in literacy while increasing their own literacy skills.

**CULTURE & CLIMATE**

3.2 Student Attendance - In 2019-20, Bulkeley will have a new structure for the attendance team due to a new administrative team and the addition of Student Engagement Specialists. As such, the team will work with the district and Attendance Works to improve our structures and data analysis. We will also create opportunities to build our culture and climate for our school. The team will meet once a week with the Principal, Assistant Principal, and be Co-facilitated by the Student Engagement Specialists. The team will meet to collaboratively review student data and prioritize students and activities for the week. In addition, the team will meet to discuss their weekly progress and action steps in their outreach to students and families. The team will review chronic absenteeism lists to create a shared understanding of the students with attendance concerns. We will also shift our focus to build average Daily Attendance. This team will also support family engagement efforts around attendance.

3.3 Student Behavior - New Behavior Protocols and Routines: In 2019-20, Bulkeley will roll out a series of new behavior systems to create clearer expectations and more consistent routines for students and staff. This will include a tiered response system indicating which infractions warrant classroom management, referrals, suspensions, or expulsions. The school will streamline the referral process and create more consistent documentation methods. The school will also create a new a more standardized de-escalation process for students to minimize out-of-school suspensions and will create a new reentry protocol for students returning from suspensions, including behavior contracts to prevent similar behaviors in the future. Lastly, Bulkeley will participate in Restorative Approaches and Practices training and mindfulness practices to promote de-escalation and stress for both teachers and students as well as providing students and teachers with strategies and skills to make better decisions that do not lead to the same behaviors.

3.4 Interpersonal Interactions - Advisory Program: All students will have an advisor and meet in advisory groups every day of the week. The school will use advisory time as a vehicle to build stronger connections between students and caring adults. Bulkeley will pursue the Governor's Prevention Partnership, Naviance, and Safety School curriculum and training to support social/emotional skill development during this time as well as create a culture of college and career. The School Social Workers and School Counselors will play a major role in this work. The school will also use advisory time to engage students in interventions for courses where they are experiencing off-track challenges. Students will also use Friday advisory time to engage in a club or activity of their choosing. This will again promote engagement and connections on the school campus.

**OPERATIONS**

n/a

<b>School:</b>	Burr School	<b>School Allocation:</b>	\$390,000.00
<b>TALENT</b>			
1.6 Instructional Leadership - Development of the Instructional Leadership Team: Because the needs assessment revealed a need to further develop the instructional focus of the school wide leadership team the school will establish an Instructional Building Based Leadership Team that consists of a			

variety of stakeholders (administrators, coaches, and team leaders). The school will recruit a team of teacher leaders that will act as grade level leads and mentors to their colleagues. The teachers will be paid a leadership stipend. This team will need to develop a common vision around instructional leadership inclusive of goal setting and strategic actions to strengthen Tier 1 instruction and data driven practice (Data Wise). These members will also attend the Summer 2020 Standards Institute Conference with UnboundEd to build capacity of team members.

1.2 Evaluation and Professional Culture - A Culture of Feedback: Based on the qualitative and quantitative data collected in 17-18 school year, feedback on instruction was either inconsistent or nonexistent. A high percentage of teachers reported that they would go weeks without seeing an administrator or coach in their classrooms. Also, they did not feel the quality of the feedback provided was enough to help them improve their instruction for students. Our administrative team has worked diligently to ensure our team is present in classrooms and implementing the evaluative process with fidelity. In the 2019-20 school year, our school has 20 non-tenured teachers. The entire leadership team will engage in book studies of the texts - Art of Coaching, Listening Leader, No Nonsense Nurturing to analyze their leadership moves to prioritize observation and feedback on instructional practices.

1.4 Professional Learning - District Coach: Current teachers have conveyed a need to feel that their voice and professional growth are a priority at Burr. They have expressed that there are few opportunities for professional development, teacher leadership, and or to provide feedback about the learning experiences they will engage in as professionals. With the support of a District Coach, a yearlong professional learning plan will be developed through the ILT inclusive of collaborative planning, inter-visitations, coaching, and individualized goal setting for all teachers. The professional learning will focus on high quality instructional practices and responsive classroom management using the No Nonsense Nurturer strategies.

## **ACADEMICS**

2.5 Support for Special Populations - Development of school based SRBI Leadership Team: Our main focus will be to develop a school-wide referral process for students with Tier 2 and Tier 3 academic and social emotional needs. Our team will develop a cohesive tiered model of supports, manage the implementation of those supports, and create clear guidelines for data collection at each step. The team will coordinate teacher consultancies, SATs, and collaborate with the SPED team for PPTs, including assessment and program reviews. The team will be made up of the Principal, Assistant Principal, Social Worker, Behavior Tech, Student Engagement Specialist, SPED Compliance Manager, Intervention Specialist, and The Village Director.

2. 6 Assessment Systems and Data Culture - School wide Common Assessment System: Due to the low achievement of students in all academic areas as well as data collected on teacher administration of assessments, there is a need for Burr school to develop an effective system of data collection, calendaring, and develop staff understanding around assessment literacy. Therefore, the ILT will lead staff training in the Data Wise process as well as monitor implementation of the assessments during the window.

2.3 Differentiation and Checking for Understanding - Differentiation and Reading Workshop: Although there is a need for teachers to differentiate instruction for students based on data and student needs across content areas, literacy is a great area of focus for next year as one of the school and district priorities is guided reading. Our middle school classrooms need access to an online learning platform during intervention. Blended learning workshop model helps to increase engagement, support data drive differentiation of learning, and provides real time feedback for students. Our plan is to use the Power Up program through Lexia Learning which will support the range of needs for our students during the intervention block. Our SRBI team will monitor individual

student growth and ILT will be monitoring implementation to support fidelity. Instructional leadership team will work with middle school teachers on creating a culture of academics in the middle school and celebrate student achievement results.

**CULTURE & CLIMATE**

3.2 Student Attendance - The Attendance Team will receive technical assistance from Attendance Works and will continue to work toward decreasing the chronic absenteeism rate. In 18-19 the CA rate decreased by 6.5%. Incentives will continue to be provided. The attendance field trips proved to be very successful. In addition, Burr will have a Student Engagement Specialist that will work to Improve the educational experience of students who are disengaged and disconnected through data driven decision making. The SES will have a leadership role on the Attendance Team and will ensure that the Attendance Policy and Procedures are consistently followed. Adult absenteeism is also a major concern at Burr. In January 2018, Burr's average absence was 15.63 days. In January 2019, Burr's average absence decreased to 9.66 days. A building sub will ensure student learning continues, even in a teacher's absence. Additionally, on days the building sub does not need to cover a class, they will push into classrooms with high needs students to support engagement and academic success. The building sub will be given a "case-load" of students that they will be primarily focused on.

3.3 Student Behavior - At Burr, we have several youth who are trauma impacted. This means that they are often dis-regulated and need space and time to get regulated before they can access their learning. Having an additional Behavior Tech will give us the capacity to respond to these students needs, as well as, promote a positive culture and climate across the rest of the school. As we are in our second year of implementing restorative practices, not all of our students are in a place where they can resolve their own conflicts. They often need a third party mediator. Our behavior techs serve in this role, modeling restorative circles and helping to resolve conflicts before they turn into fights. So far this year we have had more than 200 ODRs and most are for fighting or skipping class (fight or flight). We will also create a tiered response system indicating which infractions warrant classroom management, referrals, suspensions, or expulsions. The culture and climate and SRBI leadership teams will hold this work. An additional layer of support will be provided by The Village to create a trauma-sensitive academic environment. In conjunction with school leadership, the Village will integrate trauma-informed principles to increase student sense of safety, physically, emotionally and psychologically. In addition, a trauma-sensitive educational environment not only benefits all students but educational staff as well.

3.4 Interpersonal Interactions - No Non-Sense Nurturer PLC: approximately 10 - 20 teachers will take a 12 module online PD course (NNN licenses) to learn about different classroom management techniques. Additionally, they will convene monthly after school to share how they are implementing these strategies in their classrooms. Each teacher will be paid for time spent completing the modules and for attending the PLC. There will be a NNN leadership coach stipend provided to a teacher who will facilitate the PLC and observe practice in classrooms providing feedback on implementation of strategies.

**OPERATIONS**

n/a

<b>School:</b>	HPHS	<b>School Allocation:</b>	\$497,947.00
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**TALENT**

1.1 Instructional Practice: In an effort to universalize a common instructional model, HPHS will focus on mastery-based learning. A professional development plan will be established and a research-based and effective training facilitator will be identified for ongoing and consistent professional learning. Practices and strategies will also be universalized for all staff to improve the quality of instruction and

<p>address the lack of rigor in the classroom and ultimately improve results on our main standardized assessment, the SAT.</p>
<p>1.4 Professional Learning: In order to make academic gains at HPHS the school climate must be improved. Data-informed, sustainable professional development is key. The priority is to provide PD during collaborative grade level meetings that focuses on developing a school climate that is organized and structured to promote positive SEL. A positive environment includes appropriate discipline strategies, mentoring and coaching for teachers, involving parents, and effective student-centered pedagogy. The professional learning will be provided by external partner such as School Connect.</p>
<p><b>ACADEMICS</b></p>
<p>2.2 Student Engagement: During the 2019-20 school year, teachers and administrators will work to ensure that all students know and understand what it takes to be on-track to graduate. Prior to the end of each marking period students will engage in one-on-one student-led conferences with a caring adult to discuss their data. Students will discuss their grades, credits, attendance, behavior, and P/SAT scores. This will help students own their data and establish goals to push for on-track achievement and college and career readiness. These conferences will also support stronger student-adult connections at the school.</p>
<p>2.2 Student Engagement: HPHS will continue efforts to build a college-going culture and support all students in developing college and career plans through advisory, coordinated college visits, application writing campaigns, and FAFSA completion workshops. HPHS has a full-time CCR specialist that works in collaboration with school counselors and family and community support service providers with a specific focus on high school seniors and working to ensure all students graduate from HPHS with a personalized plan to pursue their post-secondary aspirations. Establishing a college and career center will ensure that all students and families have access to the resources to plan for a successful post-secondary future. It will also provide access to materials for applying for financial aid and scholarships, completing college applications, preparing for college life and understanding the dynamics of work-force opportunities, like internships and vocational programs. The CCR team and center complement programs already in place at HPHS and will strengthen our college-bound and work-force readiness-culture.</p>
<p>2.1 Academic Rigor: The needs assessment revealed highly variable classroom instruction at HPHS. In an effort to raise the quality of instruction across the board, HPHS will establish a series of non-negotiables for all teachers and all classrooms. When an individual visits another teacher's classroom, these non-negotiables must be visible and/or demonstrated by the teacher and his/her class. At the beginning of the school year, the leadership team will state 3-4 look fors. Throughout the year and during faculty meetings/PD, the administrative team will work to build capacity and provide exemplars and tools in these areas.</p>
<p><b>CULTURE &amp; CLIMATE</b></p>
<p>3.2 Student Attendance: HPHS has an attendance team that oversees school-wide efforts to improve attendance and engagement. This team is facilitated by the principal. The school currently has 3 Student Engagement Specialists and an Attendance Case Manager to explicitly address attendance. These staff support targeted caseloads of students identified as being chronically absent/truant in attendance. Members of the attendance team will conduct home visits, analyze data, communicate with faculty, organize personalized interventions, and liaise with families. These staff also manage the student incentive program in collaboration with the other support staff (e.g. on-track coordinator, family and community support service provider, teachers). Engaging parents will also be a key strategy, from workshops on how to increase student attendance to recognition events for their efforts in supporting good attendance. Working collaboratively with the office of student engagement</p>

<p>and behavior support and Attendance Works, we will create a plan to strategically and systemically increase ADA rates and decrease chronic absenteeism. There are also grade level team meetings held weekly that are facilitated by the grade level administrator that follow a meeting protocol focused on grade level attendance data. Grade level team data will inform the school-wide team's strategic planning and intervention efforts. Teams will be responsible for progress monitoring of engagement efforts, case load management of tier 2 and tier 3 students, and connecting with students and their families. Attendance data reports will come from CT RISE dashboards and Power School.</p>
<p>3.3 Student Behavior: HPHS will utilize a behavior matrix that sets expectations for being responsible, respectful and risk free in the school. Staff will continue to utilize progressive discipline and a tiered response system indicating which infractions warrant classroom management, referrals, suspensions, or expulsions. All office disciplinary referrals will be completed electronically in Power School. HPHS will continue to implement the reentry protocol for students returning from suspensions, including behavior contracts to prevent similar behaviors in the future. HPHS students experience high rates of disengagement and are off-track as a result. HPHS has high rates of mobility, and transient students have lower rates of on-track achievement, meaning that HPHS must do more to support this vulnerable student population.</p>
<p>3.4 Interpersonal Interactions: All students have two advisors and meet in advisory groups daily. The school will use advisory time as a vehicle to build stronger connections between students and adults. HPHS will continue to use the School Connect curriculum and training to support social/emotional skill development during this time. The school will also use advisory time to engage students in interventions for courses where they are experiences off-track challenges. Students will engage in a club or activity of their choosing on days that they are not assigned to engage in Naviance. This practice promotes engagement and connections on the campus.</p>
<p><b>OPERATIONS</b></p>
<p>4.3 Use of Staff Time: HPHS will establish and provide a clear structure and purpose for Professional Learning Community meetings. The common planning time will be used to analyze content area data, address the most pressing instructional challenges, provide ongoing PD support, and build teacher capacity and collective efficacy.</p>
<p>4.4 Routines and Transitions: With the reconstitution of HPHS, it is essential to student success to provide supports around new expectations, positive relationships, and building routines. HPHS staff will facilitate grade level orientation in summer before the new school year to support team-building, school orientation activities, on-track conferences as well as academic and soft skills training for academic success.</p>

<b>School:</b>	Parkville Community School	<b>School Allocation:</b>	\$380,000.00
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**TALENT**

1.6 Instructional Leadership - Instructional Leadership Team: During Parkville's analysis of the needs assessment it was revealed that Parkville Community School would continue benefiting from having an Instructional Leadership Team in its second year. This team will lead the instructional focus of the school. The school will first develop an Instructional Building Based Leadership Team that consists of a variety of stakeholders. This team will develop a common vision around instructional leadership inclusive of goal setting and strategic actions. Parkville will recruit a team of leaders that will act as grade level leads and mentors to their colleagues. Teachers will apply and be paid a stipend of \$1,000 per year. This team will also meet during the summer to reflect on the data from the previous year and create a yearlong professional learning plan to drive high quality instructional practices.

1.4 Professional Development - Professional Learning and Coaching for Teachers in both Literacy and Math: Because the needs assessment revealed a need to improve teachers' understanding around standards based curriculum, curriculum implementation, and how to tailor instruction for students in their classroom by integrating tiered supports, Parkville Community School will hire a full time literacy and math coach. In order to develop a clear and consistent understanding of the Common Core Standards in ELA and Mathematics at the classroom level, the literacy and math coach will provide teachers with ongoing professional support through face-to-face workshops, professional learning communities and instructional coaching. Time will be provided for collaborative planning which will elicit rich discussion about content, resources, and instruction. All teachers will implement Guided Reading and Eureka Math in grades K-5 with fidelity. Professional learning will focus on implementation of tier 1 with an introduction of the workshop model and continued support around Guided Reading Instruction. In addition to providing professional learning, part time Resource Teachers will also provide small group instruction as a tier 2 & 3 intervention. Parkville will hire one substitute teacher to provide coverage for classroom teachers that will be used specifically for teacher learning and collaboration opportunities--not for supplanting other substitute expenses.

**ACADEMICS**

2.5 Support for Special Populations - Resource Teachers: Improving student performance in reading and math are areas of growth based on our needs assessment. Therefore, Parkville Community School will hire 2 part time Resource Teachers to provide specific reading and math instruction based on individual student need, as well as strategic interventions. In line with the District Model for Excellence, the Resource Teachers will provide additional small group lessons to students in need of such support.

2.5 Support for Special Populations - Kindergarten Paraeducators: Based on Parkville's needs assessment, improving the attendance and academic performance of our Kindergarten students is an area of growth. We will hire 4 Paraprofessional Educators to meet the individual needs of our students in order for them to attend school and have academic success. The Paraprofessional Educators will increase the ratio of student to adult support in order to improve the relationships between the school, students, and their families. This additional support will positively impact average daily attendance and chronic absenteeism rates.

2.4 Curriculum and Instruction Aligned to Connecticut Core Standards: As identified in the root cause analysis teacher understanding around standards, curriculum, and instruction is an area for growth. In order to build teacher capacity district instructional coaches will work with teacher leaders to ensure their understanding of the above through a professional learning community and opportunities for collaboration. In turn, the teacher leaders will bring this knowledge and expertise to their grade level partners. Ultimately, improving all teacher's capacity and understanding around teaching and learning.

**CULTURE & CLIMATE**

3.2 Student Attendance: Average daily attendance for the 2018-19 school year was at 93.3% and chronic absenteeism was at 18.2%. Based on the root analysis conducted by the school the top three reasons for chronic absenteeism were: student illness, mental health, and transportation. While having a Family and Community Support Service Provider (FCSSP) and following the attendance manual protocol has helped with decreasing chronic absenteeism, this is still an area of growth specifically in Kindergarten. In the 2018-19 school year we had 66 Kindergarten students identified as tier 2 or 3 categories for chronic absenteeism. A partnership with Attendance Works will provide technical assistance to the existing attendance team and staff on how to decrease the chronic absenteeism rates for all students but with an added emphasis on Kindergarten.



<b>OPERATIONS</b>
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n/a
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LEA: New Britain

LEA Allocation: \$843,272.00

<b>School:</b>	DiLoreto Elementary & Middle School	<b>School Allocation:</b>	\$73,272.00
<b>TALENT</b>			
<p>DiLoreto's needs assessment reveals a need to improve teacher practice in (2.1) academic rigor and the use of (2.3) differentiation and checking for student understanding. Students lack rigorous, individualized instruction necessary to move the needle on closing the achievement gap. Improving teacher practice in the areas of employing academic rigor, differentiation, and checking for understanding strategies will ensure improved student outcomes. CSDNB will contract with EdAdvance and CREC to provide professional development for teachers and administration to create student-centered teaching and learning environments to include differentiation and the practice of checking for understanding.</p>			
<p>Diloreto's needs assessment continues to reveal a need to improve (1.6) instructional leadership to improve teacher instructional practices through actionable feedback. DiLoreto will contract with EdAdvance and CREC to provide customized coaching to Diloreto's administrators to improve the quality of feedback administration provides to the teacher on teacher's implementation of (2.1) academic rigor and the use of (2.3) differentiation and checking for understanding.</p>			
<b>ACADEMICS</b>			
<p>Diloreto's needs assessment indicated the need for an (2.4) intellectually demanding and engaging, standards-based curriculum aligned to the CT Common Core Standards. Moreover, formative and summative data points indicated there are significant achievement gaps of DiLoreto's high students' need. EdAdvance and CREC will provide embedded PD opportunities for teachers to gain a deep understanding of the required components of a student-centered classroom, (2.1) academic rigor, (2.3) differentiation and checking for understanding, and curriculum units aligned to the CT Common Core Standards. Teachers and administrators will engage in professional learning cycles throughout the school year.</p>			
<p>Diloreto's needs assessment indicated the need for an (2.4) intellectually demanding and engaging, standards-based curriculum aligned to the CT Common Core Standards. Moreover, formative and summative data points indicated there are significant achievement gaps of DiLoreto's high students' need. EdAdvance and CREC will provide embedded PD opportunities for teachers to gain a deep understanding of the required components of a student-centered classroom, (2.1) academic rigor , (2.3) differentiation and checking for understanding, and curriculum units aligned to the CT Common Core Standards. Teachers and administrators will engage in professional learning cycles throughout the school year.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>Even though Diloreto's (3.2) chronic absenteeism is just under 10%, Diloreto will participate in the District-wide campaign, conduct weekly attendance meetings and provide strategies to those students who are chronically absent.</p>			
<b>OPERATIONS</b>			
n/a			

<b>School:</b>	Northend Elementary School	<b>School Allocation:</b>	\$50,000.00
<b>TALENT</b>			
Northend's needs assessment reveals a need to improve (1.6) instructional leadership to improve instructional practices and ensure student growth and achievement. Northend will contract with CREC to provide customized coaching to Northend's administration. Build capacity of teachers' instructional practices that focus on student learning, and leadership feedback that improves teacher practices.			
<b>ACADEMICS</b>			
Northend's needs assessment indicated the need for an (2.4) intellectually demanding and engaging, standards-based curriculum aligned to the CT Common Core Standards. Moreover, formative and summative data points indicated there are significant achievement gaps of Northend's high students' need. EdAdvance and CREC will provide embedded PD opportunities for teachers to gain a deep understanding of the required components of a student-centered classroom, (2.1) academic rigor, (2.3) differentiation and checking for understanding, and curriculum units aligned to the CT Common Core Standards. Teachers and administrators will engage in professional learning cycles throughout the school year.			
<b>CULTURE &amp; CLIMATE</b>			
Northend's needs assessment indicated the need to focus their efforts on their (3.2) high chronic absenteeism percentage. Northend will engage in mandatory weekly attendance meetings to identify students at each level; mentor and monitoring programs; attendance recognition, continuation of site-based attendance campaign; personalized outreach action plans to address barriers; inter-agency response using Family Liaison and Social Worker for tier III students.			
<b>OPERATIONS</b>			
n/a			

<b>School:</b>	Pulaski Middle School	<b>School Allocation:</b>	\$200,000.00
<b>TALENT</b>			
Pulaski's needs assessment reveals a need to improve (1.1) instructional practices. There are significant concerns about (2.1) academic rigor and the (1.1) quality of instruction. Students lack rigorous, personalized instruction necessary to move the needle on closing the achievement gap. Improving teacher practice in the areas of employing academic rigor, differentiation, and checking for understanding strategies will ensure improved student outcomes. CSDNB will contract with EdAdvance to provide professional development for teachers and administration to create student-centered teaching and learning environments to include differentiation, the practice of checking for understanding.			
Pulaski's needs assessment continues to reveal a need to improve (1.6) instructional leadership to improve teacher instructional practices through actionable feedback. Pulaski will contract with EdAdvance to provide customized coaching to Pulaski's administrators to improve the quality of feedback administration provides to the teacher on teacher's implementation of (2.1) academic rigor and the use of (2.3) differentiation and checking for understanding.			
<b>ACADEMICS</b>			
Pulaski's needs assessment indicated the need for an (2.4) intellectually demanding and engaging, standards-based curriculum aligned to the CT Common Core Standards. Moreover, formative and summative data points indicated there are significant achievement gaps of Pulaski's high students' need. EdAdvance will provide embedded PD opportunities for teachers to gain a deep understanding			

<p>of the required components of a student-centered classroom, (2.1) academic rigor, (2.3) differentiation and checking for understanding, and curriculum units aligned to the CT Common Core Standards. Teachers and administrators will engage in professional learning cycles throughout the school year.</p>
<p><b>CULTURE &amp; CLIMATE</b></p>
<p>Pulaski's needs assessment reveals a need to improve student attendance. The percentage of students (3.2) chronically absent is trending upward, increasing from a low of 17.5% in 2016-17 to 27.9% in 2018-19. This is significantly above the state average of 10.7% and above the district rate of 22.2%. The addition of a Behavioral Support Assistant will improve student attendance and behavior.</p>
<p>Pulaski's needs assessment reveals a need to improve (3.3) student behavior. Student misbehavior is a significant challenge and creates regular distractions. Pulaski Middle School's suspension rate in 2017-18 was 23%, well above the state average of 6.8% and the district rate of 10.6%. Chronic absenteeism and attendance data is a direct directly correlation to student suspension. The addition of a Behavior Support Assistant will improve student behavior and reduce chronic absenteeism.</p>
<p><b>OPERATIONS</b></p>
<p>n/a</p>

<b>School:</b>	Slade Middle School	<b>School Allocation:</b>	\$200,000.00
<b>TALENT</b>			
<p>Slade's needs assessment reveals a need to improve (1.1) instructional practices. There are significant concerns about (2.1) academic rigor, the use of (2.3) differentiation and checking for student understanding and the overall quality of instruction. Students lack rigorous, personalized instruction necessary to move the needle on closing the achievement gap. Improving teacher practice in the areas of employing academic rigor, differentiation, and checking for understanding strategies will ensure improved student outcomes. Slade will contract with EdAdvance and CREC to provide professional development for teachers and administration to create student-centered teaching and learning environments to include differentiation and the practice of checking for understanding.</p>			
<p>Slade's needs assessment continues to reveal a need to improve (1.6) instructional leadership to improve teacher instructional practices through actionable feedback. Slade will contract with EdAdvance and CREC to provide customized coaching to Slade's administrators to improve the quality of feedback administration provides to the teacher on teacher's implementation of (2.1) academic rigor and the use of (2.3) differentiation and checking for understanding.</p>			
<b>ACADEMICS</b>			
<p>Slade's needs assessment indicated the need for an (2.4) intellectually demanding and engaging, standards-based curriculum aligned to the CT Common Core Standards. Moreover, formative and summative data points indicated there are significant achievement gaps of Slade's high students' need. EdAdvance will provide embedded PD opportunities for teachers to gain a deep understanding of the required components of a student-centered classroom, (2.1) academic rigor, (2.3) differentiation and checking for understanding, and curriculum units aligned to the CT Common Core Standards. Teachers and administrators will engage in professional learning cycles throughout the school year.</p>			
<b>CULTURE &amp; CLIMATE</b>			

Slade's (3.2) chronic absenteeism rate of 25.9% indicates Slade's strategies to confront chronic absenteeism have yielded few if any positive results. Weekly attendance meetings are held with the Principal Supervisor, site-based administration, attendance team member and the Family Liaison Specialist. The Family Liaison Specialist is responsible for monitoring and supporting those students who are identified as moderately chronically absent. The Family Liaison Specialist will conduct the following for students who are identified as moderately chronically absent: 1) personalized early outreach 2) develop an action plan that addresses barriers and increases engagement 3) assign the student to a caring mentor and monitor progress monitor 4) coordinate school and inter-agency interventions.

**OPERATIONS**

n/a

<b>School:</b>	Smalley Elementary School	<b>School Allocation:</b>	\$200,000.00
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**TALENT**

Smalley's needs assessment reveals a need to improve (1.1) instructional practices. There are significant concerns about (2.1) academic rigor, the use of (2.3) differentiation and checking for student understanding, and (1.1) the overall quality of instruction. Students lack rigorous, personalized instruction necessary to move the needle on closing the achievement gap. Improving teacher practice in the areas of employing academic rigor, differentiation, and checking for understanding strategies will ensure improved student outcomes. Smalley will contract with EdAdvance to provide professional development for teachers and administration to create student-centered teaching and learning environments to include differentiation, academic rigor, and the practice of checking for understanding.

Smalley's needs assessment continues to reveal a need to improve (1.6) instructional leadership to improve teacher instructional practices through actionable feedback. Smalley will contract with EdAdvance to provide customized coaching to Smalley's administrators to improve the quality of feedback administration provides to the teacher on teacher's implementation of (2.1) academic rigor and the use of (2.3) differentiation and checking for understanding.

**ACADEMICS**

Smalley's needs assessment indicated the need for an (2.4) intellectually demanding and engaging, standards-based curriculum aligned to the CT Common Core Standards. Moreover, formative and summative data points indicated there are significant achievement gaps of Smalley's high students' need. EdAdvance will provide embedded PD opportunities for teachers to gain a deep understanding of the required components of a student-centered classroom, (2.1) academic rigor, (2.3) differentiation and checking for understanding, and curriculum units aligned to the CT Common Core Standards. Teachers and administrators will engage in professional learning cycles throughout the school year.

**CULTURE & CLIMATE**

Smalley's (3.2) chronic absenteeism is over 10% above the state average. Smalley's need assessment indicates the school has strategies to confront chronic absenteeism, but these strategies have yielded few if any positive results. Weekly attendance meetings are held with Principal Supervisor, site-based administration, attendance team office Family Liaison Specialist is responsible for monitoring and supporting those students who are identified as moderately chronically absent. The Family Liaison Specialist will conduct the following for students who are identified as moderately chronically absent: 1) personalized early outreach 2) develop an action plan that addresses barriers and increases

engagement 3) assign the student to a caring mentor and monitor progress monitor 4) coordinate school and inter-agency interventions.
<b>OPERATIONS</b>
n/a

<b>School:</b>	Smith Elementary School	<b>School Allocation:</b>	\$120,000.00
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<b>TALENT</b>
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Smith's needs assessment reveals a need to improve (4.2) the use of instructional time. Students lack personalized instruction necessary to move the needle on closing the achievement gap EdAdvance will provide professional development to improve planning and instructional quality with attention to (2.5) special populations, (4.2) leverage existing time and resources to address challenges and focus on student learning growth, especially for special populations.

Smith's needs assessment continues to reveal a need to improve (1.6) instructional leadership to improve teacher instructional practices through actionable feedback. Smith will contract with EdAdvance to provide customized coaching to Smith's administrators to improve the quality of feedback administration provides to the teacher on teacher's implementation of (2.1) academic rigor, the use of (2.5) supports for special populations, and (4.2) use of instructional time.

<b>ACADEMICS</b>
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Smith's needs assessment indicated the need for an (2.4) intellectually demanding and engaging, standards-based curriculum aligned to the CT Common Core Standards. Moreover, formative and summative data points indicated there are significant achievement gaps of Smith's high students' need. EdAdvance will provide embedded PD opportunities for teachers to gain a deep understanding of the required components of a student-centered classroom, (2.1) academic rigor, (2.5) supports for special populations, (4.2) use of instructional time, and curriculum units aligned to the CT Common Core Standards. Teachers and administrators will engage in professional learning cycles throughout the school year.

STMath professional development addresses five aspects of school capacity: teachers' knowledge, skills, and dispositions; professional community; program coherence; technical resources; and principal leadership. Although there was initial professional development with the ST Math program, there was not a follow up professional development for the staff in terms of answering questions, problem-solving concerns or delving deeper into the program's progress monitoring options, deciphering and analyzing the reports.

<b>CULTURE &amp; CLIMATE</b>
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Smith's (3.2) chronic absenteeism indicates chronic absenteeism strategies have yielded few positive results. Smith will hold weekly attendance team meetings and implement the district-wide and school-wide strategies.

<b>OPERATIONS</b>
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n/a
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LEA: New Haven

LEA Allocation: \$1,204,675.00

<b>School:</b>	Brennan Rogers School	<b>School Allocation:</b>	\$165,935.00
<b>TALENT</b>			
2.1 Academic Rigor-Literacy - and 2.4 Curriculum Implementation: Based on academic assessments of students and instructional leadership observations/walkthroughs, students would benefit from more engaging, differentiated literacy instruction in Tier 1, 2, and 3. Brennan-Rogers will contract with external partners who will work with teachers on implementation of differentiated Tier 1, 2, and 3 instruction in the classroom. We will provide additional resources for teacher lesson planning, provide a platform for teachers to determine students' progress that will be adaptive to students' needs, and more engaging on-level texts for students. In addition, we will provide tutors to support Tier 3 literacy instruction and a before/after school program to support literacy/math.			
<b>ACADEMICS</b>			
2.1 Academic Rigor - Math - The needs assessment revealed a need to improve student performance in math and overall student achievement with root causes in teachers needing to know how use data to address specific needs, scaffold instruction with a gradual release of responsibility, and work with struggling students in math. To address this, we will give teachers PD on how do progress monitoring and match instruction to student needs, scaffold instruction, and work with struggling students, as well as PD for the leadership team to build capacity to drive this work. This will require part-time hours for classroom teachers to attend professional development trainings before or after school, and funding for professional development providers.			
<b>CULTURE &amp; CLIMATE</b>			
3.3 Improve student behavior. Students are experiencing more trauma and teachers are not equipped to counsel students in those moments or throughout the school day. To address this, we will provide teachers with training on trauma-informed practices such as fostering resiliency and responses to stress, fostering relationships, and integrating lessons that help students to regulate their emotions. The training will include embedded follow-up visits to assist teachers in implementation.			
<b>OPERATIONS</b>			
n/a			

<b>School:</b>	Celentano BioTech, Health and Medical Magnet School	<b>School Allocation:</b>	\$165,935.00
<b>TALENT</b>			
n/a			
<b>ACADEMICS</b>			
2.1 Academic Rigor - Literacy Instruction: The needs assessment indicated a need to focus on building foundation skills and increasing the opportunities for higher order thinking and academic rigor. The school will contract Dr. June Levy to support teachers in how to effectively implement instructional and classroom practices that have been proven to be effective in creating Project Based Learning activities with a focus on STEM. Tutors will be hired to support our fragile learners and offer intensive 1 to 1 instruction in the area of literacy and differentiated reading instruction.			
2.1 Academic Rigor- Math Instruction: The needs assessment showed that academic rigor fluctuates among classrooms and instructional time is not always maximized. In order for teachers to improve			

upon pacing and the methodical use of class time. Teachers will implement technology into their lessons to engage all students and plan differentiated instruction, measure student growth, and set a trajectory to proficiency, algebra and higher math. A math tutor will work with our struggling students to ensure they are receiving TIER III instruction in addition to the CORE.
2.5 Support for Special Populations: The needs assessment indicated that academic rigor is not consistent among classrooms and special populations would benefit from increased opportunities for Project Based Learning, which supports diverse learners. Project Based Learning allows Special Education, English Language Learners and Regular Education learners to work together in a hands-on environment to develop and utilize critical thinking skills. The school will contract professional development that will support teachers in creating lessons that are student-centered, challenging and engaging. The school will purchase PBL-related supplies such as laptops, Smartboards, engineering supplies, a Makerspace workshop set, and a Little Bits STEAM Education Class set, Legos, Bloxies and books to support the various languages.
<b>CULTURE &amp; CLIMATE</b>
n/a
<b>OPERATIONS</b>
n/a

<b>School:</b>	Fair Haven School	<b>School Allocation:</b>	\$175,000.00
<b>TALENT</b>			
n/a			
<b>ACADEMICS</b>			
2.3 Differentiation and Checking for Understanding - Teachers have an initial understanding of SIOP instruction but lack a capacity and resources to implement it fully. In order to address this, the school will provide PD and coaching on sheltered instruction (SI) to improve teaching strategies and effective classroom practice. We will support curriculum enhancement and revision for dual language thematic units of study by integrating key SI elements. Will partner with Benchmark education in the creation of these curricular units. In addition, we will do a deep dive as a staff by intentional and focused professional learning communities on sheltered instruction, literacy and math workshop model, and data driven instruction. This will require purchasing classroom libraries for grades K-8 that consist of leveled books in multiple languages that will support students' independent reading. Lastly, we are launching a first of its kind Language Development STEAM Lab to enrich our students development through unique hands-on learning. This requires the purchase of STEAM Lab materials and resources.			
2.5 Support for Special Populations -The needs assessment revealed a need to improve student performance in reading and math, especially for our high needs students. The school will utilize Imagine Learning Literacy and Math Suite to provide intensive systematic instruction through research-based support and interventions. The school will contract with experts to provide professional development to support full implementation of Imagine Learning, utilizing reports and data to plan and differentiate instruction. In order to maximize the use of these blended learning opportunities, old technology chromebook carts need to be replaced. Students also face many environmental challenges which require our school to incorporate social emotional supports to ensure their academic success.			
2.6 Assessment Systems and Data Culture - Based on observations/walk-throughs, there is limited use of differentiation and formative assessments (formal and informal) and data-driven decision making to increase student achievement. To address this, the school will purchase research based			



intervention program named Universal by HMH. Teachers will learn how to use data to provide intensive, systematic instruction to ELs and all students below benchmark.
<b>CULTURE &amp; CLIMATE</b>
n/a
<b>OPERATIONS</b>
n/a

<b>School:</b>	Lincoln-Bassett School	<b>School Allocation:</b>	\$165,935.00
<b>TALENT</b>			
1.4 Professional Development: Teacher implementation of professional learning is inconsistent. In order to address this, we will develop a formal process for tracking implementation of professional learning. By closely monitoring the effective implementation of professional development, both PLC based and traditional, administration and teacher-leaders will be able to use data to determine the impact on student achievement. When teachers and leaders share the implementation of shared goals the relationship between leadership and staff is further strengthened and therefore positively affects student achievement. We will purchase professional learning books for use in PLCs to promote teacher-led discussions of the learning for greater ownership and impact.			
<b>ACADEMICS</b>			
2.3 Differentiation and Checking for Understanding - In most observed lessons, student participation is more passive than active. There is limited teacher use of data for appropriate individualized instruction and differentiation. Root causes include a lack of a diagnostic tool to identify specific student needs and teachers have not had training on how to use technology for differentiation nor on how to differentiate for higher achieving/lower achieving students/special education students. We will purchase supplies and materials for differentiated libraries and tools to address diverse learning styles/needs.			
2.1 Academic Rigor Walkthrough Data and classroom observations demonstrate a need for consistency in effective instructional practice across classrooms with high levels of rigor. Most observed lessons are teacher-led with limited opportunities for students to engage in complex thinking for all students in all content areas. The use of CCSS is minimally found in whole group or small group lessons. We will use iReady in literacy and math to focus on tier I instruction grounded in CCSS. This will include small group focus with higher order thinking questioning.			
<b>CULTURE &amp; CLIMATE</b>			
n/a			
<b>OPERATIONS</b>			
n/a			

<b>School:</b>	Barack H Obama Magnet School	<b>School Allocation:</b>	\$165,935.00
<b>TALENT</b>			
n/a			
<b>ACADEMICS</b>			
2.3 Differentiation and Checking for Understanding: The needs assessment revealed a need to improve overall student achievement with root causes in teachers needing to know how to use data to plan for differentiation, how to scaffold instruction for students with diverse needs, and how to match instruction to those needs. We will provide teachers PD on how to provide more differentiation in math instruction, work with struggling students, do progress monitoring and match			

instruction to student needs. This will require part-time hours for eligible, approved classroom teachers to attend professional development trainings, funding for professional development providers, and the necessary manipulatives, materials, and interventions such as Dreambox Learning to enhance differentiation of math instruction. Teachers will also be provided with professional development from Geselle Institute on how to utilize wondering questions and guided play to scaffold instruction for students with diverse needs and how to match instruction to those needs. The PD and coaching in the pedagogy of play will support teachers to meet students where they are on their path of learning in order to advance cognitive and social skills. Teachers will receive professional development in Collaborative Classroom to support teachers in lesson planning and effective instruction in teaching reading, vocabulary, and writing.

2.5 Support for Special Populations: The needs assessment revealed that the needs of special populations are not being met. There is a 21% achievement gap between EL students and non-EL students. This is especially concerning to us because 18% of our population are special education students and 36% are English Language Learners. Teachers lack knowledge of how to write lessons with both language and content objectives for English Learners. This will be addressed by providing staff with training and coaching on how to design lessons for explicit language development focusing on comprehension and vocabulary development with carefully structured language objectives for integrating subject matter content through the SIOP Protocol and Imagine Learning Licenses. This will require providing part-time hours for eligible, approved classroom teachers to attend professional development trainings, funding for professional development providers, classroom libraries with a focus on special populations, and chromebooks to access online resources and licenses. In addition, tutors will be utilized to provide intervention to support our special populations of students who are struggling with reading. We will also provide professional development on the implementation of a set of specific instructional and classroom practices that are effective in closing the reading achievement gap. Strategies include explicit instruction in reading comprehension strategies through the use of Making Meaning.

**CULTURE & CLIMATE**

3.6. Community Partners and Wraparound Strategy - The school offers a range of wraparound services to address students' nonacademic needs; however, we continue to have many students whose ability to engage in academic learning is significantly impacted by traumatic life events and overall academic achievement continues to be affected. Root causes include a need to continue to build and improve teacher capacity to handle students who have behavioral issues related to trauma. In addition, we have limited access to trauma therapists for all grade levels/students. To address this, the ALIVE Program will provide trauma-informed, prevention-based support. ALIVE offers stress reduction sessions for selected students, child safety education programs, the Miss Kendra program which allows students to express their worries and receive acknowledgement and support, parent engagement sessions, and professional development and support for teachers and administrators.

**OPERATIONS**

n/a

<b>School:</b>	West Rock Authors Academy	<b>School Allocation:</b>	\$165,935.00
<b>TALENT</b>			
n/a			
<b>ACADEMICS</b>			
2.3 Differentiation and Checks for Understanding & 2.5 Support for Special Populations: The needs assessment revealed a need to improve student performance in mathematics. The primary root			

cause is lack of professional learning and development in math workshop, differentiation, and checking for understanding. The school will contract with an external partner who will assist in the development of a math workshop and teacher training with targeted and individualized instruction that meets the diverse learning needs of all students through the use of visual representations, scaffolding, and self-reflection.

**CULTURE & CLIMATE**

3.2 Student Attendance: The needs assessment reveals a need to decrease chronic absenteeism. We believe root causes include the need to strengthen the relationships between staff and parents, increase the parents' awareness about the importance of daily attendance and the need to develop parent leadership capacity to organize and facilitate an efficiently functioning Parent Team. We will also provide opportunities for parents to educate parents on chronic absenteeism, provide resources, and develop strategies and plans to combat absenteeism.

**OPERATIONS**

n/a

<b>School:</b>	Wexler/Grant Community School	<b>School Allocation:</b>	\$200,000.00
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**TALENT**

1.1 Instructional Practice: The needs assessment revealed a need to improve instructional practice and teacher effectiveness, as well as academic rigor and student achievement. In most observed lessons, student participation is more passive than active. Based on observations, teacher effectiveness is inconsistent and highly variable between classrooms. The 2017-18 SBA had 21.8 percent of students meeting Level 3 or 4 in ELA, 4 percent of students meeting Level 3 or 4 in mathematics. Root cause: The staff lacks capacity, knowledge and skill set to address student engagement, relevant/rigorous instruction, & Differentiated instruction. For ELA, the primary root cause is a lack of professional learning and development in Reading/Writing workshop, differentiation, interventions, progress monitoring and checking for understanding. There is a lack of math and literacy resources to implement interventions effectively. We will purchase supplies and materials for differentiated libraries and tools to address diverse learning styles/needs. We will also purchase chromebooks (and its use of visual instructional tools) to anchor instruction, help make content comprehensible and to support with enhancing differentiation of academic instructions.

**ACADEMICS**

2.1 Academic Rigor: The needs assessment revealed a need to improve academic rigor and student performance in Literacy. To address this, we will continue our work with Literacy How, Inc. to assist with the development and implementation of a school-wide literacy model, as well as establishment of a partnership model in which highly-qualified consultants to work closely with Wexler-Grant School to build internal capacity to support a scaled implementation. We will continue giving teachers PD on how to provide more rigor in Literacy instruction, provide explicit instruction in reading comprehension and other key strategies, and work with struggling students. This will require training for classroom teachers as well as funding for professional development providers. The school will purchase necessary SBL supplies such as manipulative and materials to enhance ELA instruction. Printers and a Portable PA system will also be purchased to support Academic Instructions, students' presentations to large audiences and Service-based learning implementation. In addition, this will require purchasing classroom libraries for grades K-8 that consist of leveled books of high interest/quality/diversity, teachers will be able to plan lessons that are student centered and increase student engagement.

**CULTURE & CLIMATE**

3.2 Student Attendance: The needs assessment reveals a need to decrease chronic absenteeism. We believe root causes include the need to strengthen the relationships between staff and parents, increase the parents' awareness about the importance of daily attendance and the need to develop parent leadership capacity to organize and facilitate an efficiently functioning Parent Team. We will also provide opportunities for parents to educate parents on chronic absenteeism, provide resources, and develop strategies and plans to combat absenteeism. The school will enlist parents to drive change at the school as well as investigate programs i.e., "Deans List and In Class Today," which partners with schools to produce absence and behavior reports to parents/guardians at critical moments throughout the year.

**OPERATIONS**

n/a

LEA: New London

LEA Allocation: \$361,402.00

<b>School:</b>	C.B. Jennings Dual Language & International Elementary Magnet	<b>School Allocation:</b>	\$361,402.00
<b>TALENT</b>			
<p>Strategies to Support Talent Indicator 1.1:            Instructional K-5 Coach - Because the needs assessment demonstrated a need to improve rigor at the Tier 1 level, the school will include direct improvements to Jennings Tier 1 literacy instruction, by providing coaching opportunities to teachers to improve instruction, model lessons and plan effective tier 1 instruction using current curriculum and participate in guided learning walks to focus on effective teaching practices that are teachers are implementing across grade levels.</p>			
<p>Strategies to Support Talent Indicator 1.1:            Intervention Tutor - In order to support students who are lagging behind their peers, additional support will be provided by a tutor who can support tier 2 and tier 3 literacy interventions for 30 minutes 5x's per week. This block of time is currently supported by the school schedule. This will support a more effective plan of instruction for the intervention block and decrease the number of students in front of a screen. Students will benefit from high quality, direct instruction provided by a tutor.</p>			
<p>Strategies to Support Talent Indicator 1.2: In order to support teachers' instructional practice in the classroom, it is critical that school leaders are communicating expectations for performance and also provide consistent feedback on performance. School leaders need to be consistent with feedback to all staff members based on teacher practice and student results. Teachers will benefit from this information and will be able to use it for their own improvement of practice.</p>			
<p>Strategies to Support Talent Indicator 1.3:            The needs assessment demonstrated a need for the district and the school to have a system for strategic recruitment and retention methods. At the school level every effort is made to match the most effective teachers to the neediest kids. It has been challenging to recruit certified bilingual teachers to meet the needs of the ELL population. There is also an opportunity to grow in the support of new teachers through increased mentor ship and an "on-boarding" process. Teachers need to have a mentoring team that can support both academic and management needs. New teachers need a fully developed plan beyond TEAM in order to learn about school culture and become active members of the learning community. This will create a greater sense of belonging and increase teacher retention.</p>			
<b>ACADEMICS</b>			
<p>The needs assessment demonstrates a need for building a mutual understanding of academic rigor, student engagement and supports for special populations. What are the most effective instructional strategies for all students, including special populations? What does academic rigor look like and sound like in the classroom needs to be the focus of the work.</p>			
<p>Strategies to Support Academic Indicators 2.1, 2.2, 2.3, 2.4, 2.5:            This will require professional learning, PD and coaching to occur throughout the school year to increase cognitive rigor for all students and plan for it in lesson planning. Due to the schools high percentage of ELL population, there will be increased attention to building a mutual understanding of rigor with a culturally responsive lens.</p>			

<p>IB coach will be dedicated and facilitate the writing of curriculum units and the implementation of the PYP Programme of Inquiry in grades PreK - 5. Coach will support the Specialists and their work in the PYP in addition to supporting classroom teachers. The coach will work on the requirements of the PYP and will support and ensure a successful authorization visit in Fall of 2020</p>
<p>Spanish teacher will be dedicated to the implementation of foreign language for all students in an IB school. She will support the development of IB curriculum units that are inter-disciplinary and facilitate student action cycles.</p>
<p>Effective Instruction - funds will be dedicated to support and build student background knowledge. This will support trans disciplinary IB units teachers are implementing.</p>
<p>Funds will be used to support the curriculum writing that needs to occur in order to guide the continued roll out and implementation of a trans-disciplinary approach to literacy in two languages.</p>
<p><b>CULTURE &amp; CLIMATE</b></p>
<p>Needs assessment reveals that staff feels they need crisis intervention training in order to better understand how to manage and support the students in the building who are exhibiting disruptive classroom behaviors, and need support managing their social-emotional balance. This training will be supported by the Wellness manager who is on staff. This member of the school is under the direction of the Climate and Culture director, In addition, there is a need for student mentor programs within the school to support the SEL needs of many students and decrease the behavioral referrals. This support will be provided by the behavior wellness managers, the behavior interventionist and members of the mental health team.</p>
<p>Behavior Interventionist - The needs assessment reveals that teachers are feeling that student misbehavior is challenging and creates frequent disruptions in the classroom and can also appear disorderly in certain locations and at certain times of the day. Behavior interventionist will be dedicated to supporting improvements in this area by supporting teachers with level 2 and beyond conduct, supporting PBIS implementation strategies and mentoring students who are referred to SRBI for behavior.</p>
<p>Family and Community engagement has improved but based on needs assessment, teachers continue to report that we need to engage more parents in school events planned.</p> <p>Strategies to Support Climate and Culture Indicator 3.5: Professional learning around Parent Engagement strategies and opportunities need to be established. This can occur through forming stronger ties with FRC, other community partners and engaging parents in culturally responsive activities.</p>
<p>Strategies to Support Climate and Culture Indicator 3.6: Needs assessment revealed a need to strengthen the community and partner engagement. Some possible strategies include offering services to students that address non-academic needs and increasing the communication of how services are available and what is available as a wrap-around service. The school wellness coordinator and social worker will facilitate and support this work.</p>
<p><b>OPERATIONS</b></p>
<p>Strategies to Support Operations Indicator 4.2: Needs assessment revealed a need for staff and students to maximize their use of time. This work will be supported through the use of instructional coach, learning walks and effective lesson planning professional development. Student need to be able to transition quickly to academic work and teachers can facilitate this by implementing target strategies.</p>
<p>Strategies to Support Operations Indicator 4.4 The needs assessment revealed that while school environment is somewhat calm and orderly, there are locations where improvement is needed. Rules and procedures need to become clearer, consistent and evident in all areas or the school. Adults need to consistently reinforce the norms.</p>

School leadership will support PBIS implementation strategies and work with staff to improve management structures and improve school wide routines.

LEA: North Branford

LEA Allocation: \$500,000.00

<b>School:</b>	North Branford Intermediate School	<b>School Allocation:</b>	\$500,000.00
<b>TALENT</b>			
Provide professional Learning for educators on understanding the instruction framework, increasing self-awareness and effectiveness, quality instructional practice and student outcomes, approaches to peer observation and evidence collection. Implement a new common schedule for North Branford Intermediate Schools and North Branford High School (on the same campus) that will increase opportunities for inter- and intra-building collaboration between administrators, coaches, teachers, and other staff improve teachers' capacity to support all students in reaching their potential			
Provide professional learning and materials for leaders on instruction and assessment; using the teacher evaluation processes: approaches to observation and evidence collection, analysis of educator effectiveness, and providing effective feedback and calibration of practice; and leveraging professional learning systems.			
<b>ACADEMICS</b>			
Coaching services/professional learning for educators on the art of teaching, student learning theory, literacy/mathematics strategies and interventions, complex core academic content including conceptual understandings, differentiation, cognitive engagement, data analysis and pedagogy. Also includes training for new instructional coaches and expanding K-5 Instructional Coach roles to encompass NBIS responsibilities- K-5 coaches will take on an added responsibility of working with Grade 6 teachers and students as well as NBIS coaches to develop and implement a plan for a more effective transition from Totoket Elementary School to North Branford Intermediate School .			
Implement extended learning opportunities for struggling students and provide opportunities for personalized learning for all students. Identify/recruit students that would benefit from extended learning through benchmarking and SB data and teacher input. Based on enrollment and needs, plan after-school extended learning opportunities (staffing- may include additional Reading Specialist services, scheduling and resources-Fountas and Pinnell and Illustrative Mathematics), goals, continual progress monitoring and fluidity of enrollment. Implement a new common schedule for North Branford Intermediate Schools and North Branford High School (on the same campus) that will allow for personalized learning for students and further develop teachers' capacity to address all students' needs.			
Provide professional Learning for teachers on Danielson's Framework Domain 4 and CSDE Frameworks for Family Engagement impact of family/school partnerships, communication tools such as Google Classroom and PowerSchool, and appropriate meaningful engagement of families in their student's education. Develop and implement family engagement plan for improvement of partnerships with families and to evaluate plan/program.			
<b>CULTURE &amp; CLIMATE</b>			
n/a			
<b>OPERATIONS</b>			
Provide additional, meaningful common planning time for PLCs (vertical, horizontal, grade-level, content area) to participate in continuous cycles of improvement including training, leadership, schedule, plan, protocols, accountability. Implement a new common schedule for North Branford Intermediate Schools and North Branford High School (on the same campus) that will increase			



opportunities for inter- and intra-building collaboration between administrators, coaches, teachers, and other staff improve teachers' capacity to support all students in reaching their potential.

LEA: Norwich

LEA Allocation: \$200,000

<b>School:</b>	Veterans' Memorial School	<b>School Allocation:</b>	\$200,000
<b>TALENT</b>			
n/a			
<b>ACADEMICS</b>			
Needs Assessment Indicator 2.1 Academic Rigor: Because the needs assessment revealed a need to increase academic rigor, the school will invest in a Reading Specialist to provide small group interventions. Additionally the school will ensure added support in tier I ELA coaching and data analysis. A math instructional specialist to provide tier I coaching and data analysis as well as provide small group instruction to identified students in need.			
Needs Assessment Indicator 2.2 Student Engagement-Because the needs assessment revealed a need to provide additional opportunities for students to engage in lessons involving hands-on exploration and discourse, and student choice, Veterans School will continue to offer STEAM Instruction and a personalized learning program. The SIG will provide 0.4 funding of Library Media/Technology Specialist (the General Fund supplies 0.6) to provide STEAM instruction to each student 1x per week and to support teachers with in-class use of technology. In addition, 1-2 teachers will take on role of Personalized Learning Lead Teacher for the building. Their responsibilities will include supporting organization of Personalized Learning Opportunities (PLOs) and integration of student choice within core content, and development of an online Personalized Learning Portfolio. As part of grade level expectations students in Grades 3-5 will these portfolios - a collection of student work which provides a narrative of learning, growth, and achievement over time. These portfolios can be kept and updated throughout students' tenure at Veterans Memorial Elementary School and will help students and staff track progress toward standards and empower students with a sense of ownership and pride in their individual work.			
<b>CULTURE &amp; CLIMATE</b>			
Needs Assessment Indicator 3.3 Student Behavior-Because the needs assessment revealed a need to support students who demonstrate behavioral difficulties, Veterans School will continue to employ a School Improvement Facilitator (SIF). The role of the SIF will be to support students in both Tier I and Tier II settings with check in-check out, and in an "as needed" capacity to re-engage students rather than remove them from the classroom. The SIF will support skills learned during Tier I instruction, and reteach as needed in a one on one or small group capacity. Additionally, the SIF will support the development of behavior plans and point sheets and will supervise scheduled breaks as indicated in behavior plans. The SIF will conference regularly with teachers and ensure behavior plans are communicated with the student, the teacher, and the parent. In addition, Veterans School will continue to implement and improve our Positive Behavioral Interventions and Supports (PBIS) Program. The program includes incentives such as PBIS rallies, Veterans VIP's, School Store, etc., to promote positive behaviors and ensure consistent approaches to managing inappropriate behaviors. Ultimately, the goal of this position is to increase student attendance by improving school climate. The SIF will play a major role in the implementation of the success mentor program, also aimed at improved school day attendance.			
<b>OPERATIONS</b>			
n/a			

LEA: Stamford Academy  
 LEA Allocation: \$174,815.00

<b>School:</b>	Stamford Academy	<b>School Allocation:</b>	\$174,815.00
<b>TALENT</b>			
<p>Math Interventionist: The needs assessment revealed a need to improve performance in math on the SAT. We will be able to provide one on one or small group foundational math skill building for our students with the largest gaps in math. The school will develop a schedule that will provide more one on one and small group intervention time for students most need of skill development. The interventionist will use data, interviews, and observations to create a comprehensive plan for skill development for each student on his/her caseload. The interventionist will keep record of time spent with student, skills focused on developing, and any special notes. The interventionist will then review this log with his/her supervisor on a bi-weekly basis. A math interventionist will help us improve in each of our growth areas of student engagement, student attendance, and differentiation and support for special populations by hitting the targets stated above.</p>			
<b>ACADEMICS</b>			
<p>Reading Interventionist: The needs assessment revealed a need to improve performance in ELA on the SAT. We will be able to provide one on one or small group foundational ELA skill building for our students with the largest gaps in math. The school will develop a schedule that will provide more one on one and small group intervention time for students most need of skill development. The interventionist will use data, interviews, and observations to create a comprehensive plan for skill development for each student on his/her caseload. The interventionist will keep record of time spent with student, skills focused on developing, and any special notes. The interventionist will then review this log with his/her supervisor on a bi-weekly basis. A reading interventionist will help us improve in each of our growth areas of student engagement, student attendance, and differentiation and support for special populations by hitting the targets stated above.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>Apex Learning Licenses: Purchasing Apex Learning Licenses will help us improve in each of our growth areas of student engagement, student attendance, and differentiation and support for special populations. The majority of students that come to Stamford Academy are over-aged and under credited. Providing students the opportunity to recover credits through an online accredited high school platform will help the students feel successful, build engagement, and increase school attendance.</p>			
<b>OPERATIONS</b>			
n/a			

LEA: Waterbury

LEA Allocation: \$1,686,545.00

<b>School:</b>	Bucks Hill School	<b>School Allocation:</b>	\$65,000.00
<b>TALENT</b>			
1.1 Instructional Practice: The needs assessment revealed a need to continue to improve instructional practice with the goal of improving teacher quality and effectiveness. The district will provide a comprehensive reading curriculum that will include weekly strategic meetings with facilitators, classroom walk-throughs, feedback sessions and monitoring.			
<b>ACADEMICS</b>			
2.1 Curriculum and Instructional Aligned to Connecticut Core Standards (ELA): Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCSS. The district has adopted a Common Core Standards aligned program for reading and additional texts need to be purchased. This will provide alignment, structure & strategic pacing so that our M-class, Foundations, Lexia and reading program work in coherence to provide all foundational core components. The use of technology makes ongoing data collection, data consumption, and data-based decision making a more plausible proposition, and can keep these important aspects of SRBI. Previous research found that the use of technology substantially facilitated collecting, managing and analyzing educational data. Technology plays a vital role in assessing students. School districts need to collect and analyze student data to ensure the explicit instruction is taking place. Educators need tools such as I-pads to measure students' performance in a timely manner.			
2.1 Curriculum & Instruction aligned to CT Core Standards (Math): Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCSS & the curriculum the i-Ready program will provide three benchmark assessments and individualize student goals and learning based on student and class profiles.			
2.1 Curriculum and Instruction aligned to the CT Core Standards: The district will purchase new iPADS that will allow teachers to administer the DIBELS 8 Assessment and provide pre/post tests and progress monitoring. This data will render pathways for student learning. The use of technology makes ongoing data collection, data consumption, and data-based decision making a more plausible proposition, and it can store these important aspects of SRBI. Previous research found that the use of technology substantially facilitated collecting, managing, and analyzing educational data. Technology plays a vital role in assessing students and analyzing trends. "Today's schools have the opportunity to integrate mobile devices like the iPad in the classroom to open up a whole new world of engagement, personalized learning, and collaboration in the classroom." (Ashley Wainwright March 2013). Research has proven that integrating the use of I-pads into classrooms has opened up endless opportunities for students. For these reasons it is vital that schools offer I-pad use to both students and teachers.			
2.1 Curriculum and Instruction aligned to the CT Core Standards: By providing all students access to technology students will be able to fulfill required usage indicated by i-Ready diagnostic. The data from i-Ready also provides individualized goals and classroom profiles to inform teachers of student performance in the four domains. The use of technology makes ongoing data collection, data consumption and data based decision making a more plausible proposition, and it can keep these important aspects of SRBI.			
<b>CULTURE &amp; CLIMATE</b>			
3.2 Student Attendance: The needs assessment revealed a need to address chronic absenteeism. Because the needs assessment indicates chronic absenteeism is at 18.5% this indicates students are			

not connected with staff. The staff will continue to actively participate in professional learning aligned with restorative practices with the goal that the school climate and culture will improve. Professional learning to include growth mind set, shift in classroom management techniques, and student surveys to reveal if students are more connected with staff upon receiving targeted professional learning.
<b>OPERATIONS</b>
n/a

<b>School:</b>	Driggs School	<b>School Allocation:</b>	\$65,000.00
<b>TALENT</b>			
1.4 Professional Development: Because the needs assessment revealed a need to improve instructional quality & teacher effectiveness, the district will provide a comprehensive reading curriculum with weekly strategic content, instructional coaching, modeling & feedback by content coaches & facilitators. Weekly meetings will also serve to monitor the quality and the rigor of instruction.			
<b>ACADEMICS</b>			
2.4 Curriculum and Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to align curriculum and instruction to CCSS, the i-Ready program will provide three benchmark assessments to allow teachers to regularly progress monitor student achievement and use the data to plan engaging and rigorous lessons. In addition, every student will have an individualized instructional path based on student's instructional level rather than grade level in addition this data will provide targeted instruction for small group.			
2.4 Curriculum and Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to align curriculum and instruction to CCSS, The district has adopted a Common Core Standards aligned program for reading and additional texts need to be purchased. This will provide alignment, structure & strategic pacing so that our M-class, Foundations, Lexia and reading program work in coherence to provide all foundational core components.			
<b>CULTURE &amp; CLIMATE</b>			
3.2 Student Attendance: Because the needs assessment revealed student attendance as "developing", the school will continue to measure the effectiveness of the tiered intervention system specifically for absenteeism. All staff will receive training in creating a positive learning environment that is responsive to and respectful of the learning needs of all students.			
<b>OPERATIONS</b>			
n/a			

<b>School:</b>	Gilmartin School	<b>School Allocation:</b>	\$95,179.00
<b>TALENT</b>			
1.4 Professional Development The Professional Development plan will be communicated in the school improvement plan including reflective practices in professional growth that include resources for high quality teaching and learning. Gilmartin will build in time for beginning or struggling teachers to observe master teachers to develop their capacity for effective management of small group tiered instruction & classroom systems alongside an expert in the field of literacy and mathematics.			
<b>ACADEMICS</b>			
2.4 Curriculum & Instruction Aligned to CT Core Standards			

<p>Because the needs assessment revealed a need to improve the rigor &amp; standards based curriculum alignment to CCSS &amp; the curriculum is not being implemented with fidelity resulting in inconsistent pacing, the district will adopt a Common Core Standards aligned program for reading to align with all systems. This will provide alignment, structure &amp; strategic pacing so that m-Class, Foundations, Lexia and the reading program work in coherence to provide all foundational core components. This will require purposeful monitoring by administration.</p> <p>Increase differentiated instruction at individual needs: Teachers will need resources that will include center activities, online resources to provide multiple levels of reading, and small group instruction resources centered around diverse learning styles. SMART TVs (with wall mounts and HDMI cables purchased) will assist teachers in accessing these resources in classrooms that do not currently have one.</p>
<p>2.4 Curriculum &amp; Instruction aligned to CT Core Standards</p> <p>Because the needs assessment revealed a need to improve the rigor &amp; standards based curriculum alignment to CCSS &amp; the curriculum, the i-Ready program will provide three benchmark assessments and allow all teachers to regularly progress monitor student achievement via the instructional data team. In addition, every student will have an individualized instructional path based on a student's instructional level rather than grade level.</p>
<p><b>CULTURE &amp; CLIMATE</b></p>
<p>3.2 Student Attendance</p> <p>Because the needs assessment revealed a high number of suspensions and there is little evidence of implementation of a school-wide climate plan, all staff will receive training and coaching on creating positive school climate, differentiation, social emotional learning &amp; restorative practices. All staff will have PD to establish school wide consistent behavior expectations &amp; how to positively &amp; consistently reinforce the desired behaviors. Administration will work with their Safe School Climate Committee to establish a goal with strategies in the School Improvement Plan.</p>
<p>3.2 Student Attendance</p> <p>Because the needs assessment revealed that a high chronic absenteeism problem exists, especially in the K grade level which results in significant gaps in learning, students struggle at Level 1's &amp; 2's, &amp; potential future retention. The Safe School Climate Committee will develop and assist all teachers in implementing a research based a.m. playgroups for K, and Restorative practices framework "circles" in the a.m. class opener for all 1st - 5th grades.</p>
<p><b>OPERATIONS</b></p>
<p>n/a</p>

<b>School:</b>	Hopeville School	<b>School Allocation:</b>	\$65,000.00
<b>TALENT</b>			
<p>1.4 Professional Development: Because the needs assessment revealed a need to improve instructional quality &amp; teacher effectiveness, the school will facilitate weekly strategic content instructional coaching, modeling &amp; feedback by content coaches &amp; facilitators to monitor quality &amp; rigor of instruction, on target pacing &amp; effectiveness of classroom systems. The school will build in time for Beginning or struggling teachers to observe master teachers to develop their capacity for effective management of small group tiered instruction &amp; classroom systems. Administrators will conduct monthly calibration for all research based instructional and assessment programs to monitor the effectiveness of implementation and adjust school improvement plans as needed.</p>			
<b>ACADEMICS</b>			
<p>2.4 Curriculum &amp; Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor &amp; standards based curriculum alignment to CCS &amp; the curriculum is not</p>			

being implemented with fidelity resulting in inconsistent pacing, the district will adopt a Common Core Standards aligned program for reading to align with all systems. This will provide alignment, structure & strategic pacing so that our M-class, Foundations, Lexia and reading program work in coherence to provide all foundational core components. This will require purposeful monitoring by administration and professional development from the Academic Office for all teachers. Additional Chromebooks will allow more students to access programs during instructional time.

Curriculum & Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCS & the curriculum the i-Ready program will provide three benchmark assessments and allow all teachers to regularly progress monitor student achievement via the instructional data team. In addition, every student will have an individualized instructional path based on a student's instructional level rather than grade level.

**CULTURE & CLIMATE**

3.2 Student Attendance: Because the needs assessment revealed a high number of suspensions and there is little evidence of implementation of a school-wide climate plan, all staff will receive training and coaching on creating positive school climate, social emotional learning & restorative practices. All staff will participate PD to establish school wide consistent behavior expectations & how to positively & consistently reinforce the desired behaviors to decrease chronic absenteeism. Administration will work with their Safe School Climate Committee to establish a goal with strategies in the School Improvement Plan.

3.2 Student Attendance: Because the needs assessment revealed student attendance is developing and the school data indicates the highest level of chronic absenteeism exists in grade k-2, teachers in grades k-2 will participate in professional development dedicated to creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

**OPERATIONS**

3.3 Student Behavior and Routines and Transitions: The Needs Assessment revealed a below standard mark for student behavior due to the lack of systems and coherence that exist within the school. Each school day will begin with planned restorative circles in each classroom to foster and build positive relationships between students and staff and students with students. Training will be provided for all staff will be utilized to model, monitor and support implementation.

<b>School:</b>	Michael F. Wallace Middle School	<b>School Allocation:</b>	\$392,664.00
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**TALENT**

1.1 Instructional Practice

There is a need to provide consistent high-quality instruction and equitable classroom resources in all ELA classrooms. During the CSDE School Audit in September, district leadership, school leadership and teacher focus groups all used the term "variable" to describe instruction at Wallace Middle School. To communicate consistent expectations for ELA staff, the school will implement a set of specific instructional practices to support reading and English language instruction. Administrators will engage in instructional rounds to ensure that teaching and instruction is consistent within all classrooms. ELA teachers will use end of unit assessments to identify students in need of tiered intervention and will use the Collaborative Planning Protocol at Instructional Data Team (IDT) meetings to ensure consistency and adjust instruction as necessary. During IDT meetings, teachers will discuss curricular alignment, structure, and strategic pacing.

An increase in the equity of resources is necessary to ensure that English learners receive consistent explicit, direct instruction, consistent high quality vocabulary instruction, consistent use of instructional time to address the meanings of common words, phrases, and expressions not yet

learned; and consistent teaching of essential content words. In order to increase the equity of resources, whiteboards will be made available to all classrooms and Interactive TV boards will be added to all ELA classrooms. Furthermore, the addition of laptop carts will allow ELA teachers to fully implement digital curricula through StudySync and will provide the school with the capacity to move to a 1:1 student: device ratio. A new Instructional Technology Facilitator will support teachers in using technology to improve instructional practice and implement digital curricula. A bilingual teacher will provide additional support for English as a Second Language learners, a high needs subgroup.

#### 1.1 Instructional Practice

Because the needs assessment revealed a need to greatly improve student growth in mathematics and student engagement, there is a need to provide consistent high-quality instruction and equitable classroom resources in all math classrooms.

In order to clarify and communicate consistent expectations for instructional practice, the school will implement a set of specific instructional and classroom practices to define effective mathematics instruction. Administrators, supervisors, and the math coach will collaboratively engage in instructional rounds to ensure that teaching and instruction is consistent within all mathematics classrooms. Individualized intervention will be provided to students in need of support through a Math Lab teacher and online learning software.

In order to ensure that all students consistently receive instruction aligned to the Connecticut State Department of Education Evidence Based Practice Guide "strong" evidence-based practices, an increase in the equity of resources is necessary. During the CSDE School Audit in September, district leadership, school leadership and teacher focus groups all used the term "variable" to describe instruction at Wallace Middle School. Teachers described the quality of instruction as inconsistent, and the resources available in each classroom are inequitable. Whiteboards will be made available to all classrooms and Interactive TV boards will be added to all math classrooms. Furthermore, the addition of laptop carts will allow math teachers to fully implement a new digital curricula and will provide the school with the capacity to move to a 1:1 student: device ratio. A new Instructional Technology Facilitator will support teachers in using technology to improve instructional practice and implement digital curricula.

### **ACADEMICS**

#### 2.2 Student Engagement

To improve student engagement in ELA, the school will fully implement the newly adopted StudySync curriculum and define a set of specific instructional and classroom practices for engaging and rigorous ELA instruction. Teachers will utilize interactive TV boards and laptops to engage students in dynamic lessons and fully implement the digital resources of StudySync. The Instructional Technology Facilitator, teachers, and principals will work collaboratively to provide teachers intensive professional development aligned with the common vision for engaging and rigorous ELA instruction. Whiteboards (marker boards) will provide teachers and students a workspace beyond the interactive TV board to facilitate explicit, direct instruction of concepts and immediately respond to student misconceptions. In order to develop staff competencies to re-engage disengaged students, all staff will participate in classroom management professional learning through the Association for Middle Level Education.

#### 2.2 Student Engagement

To further improve student engagement in mathematics, the school will implement dynamic technology in math classrooms and define a set of specific instructional and classroom practices for effective mathematics instruction. Interactive TV boards and laptops will allow students to engage in dynamic lessons and fully access the digital resources of the new math curriculum. Whiteboards (marker boards) will provide teachers and students a work space beyond the interactive TV board to facilitate instruction and immediately respond to student misconceptions.



Administrators and supervisors will engage in instructional rounds to ensure that teaching and instruction is consistent and engaging within all classrooms. To promote engagement for students in need of additional support, individualized intervention will be facilitated by a Math Lab teacher through online learning software.

The Math Coach, new Instructional Technology Facilitator, and administrators will work collaboratively to provide teachers intensive professional development aligned with the common vision for engaging and rigorous math instruction and to implement the newly adopted digital curricula.

In order to develop staff competencies to re-engage disengaged students, all staff will participate in classroom management professional learning through the Association for Middle Level Education.

**CULTURE & CLIMATE**

**3.3 Student Behavior**

Michael F. Wallace Middle School's suspension rate in 2017-18 was 23.1%, well above the state average of 6.8%. A teacher survey was conducted and responses were divided in response to the statement that "the school implements an effective school wide behavior management system." While 37.5% responded favorably, 37.5% disagreed and 25% were neutral. Furthermore, only 40% of teachers surveyed responded positively to the statement "Interactions between students and staff are positive and respectful."

Because of a high number of suspensions and a lack of clarity regarding school-wide behavior expectations, strategies will be implemented to foster Positive Behavioral Interventions and Supports (PBIS), create supportive relationships, and connect all students to school life. The school administration will work closely with the PBIS team, Student Council, and the Parent-Teacher-Student Association (PTSA) to implement student-driven incentives to improve student behavior and school climate. Lion PRIDE (Positivity-Respect-Integrity-Determination-Excellence) t-shirts will be awarded to students to recognize positive behavior.

The school will make adjustments to the school wide behavior management system. Restorative interventions will be provided to students. An after-school restorative practices service program started during the 2019-2020 school year will be expanded.

To improve student-school connectedness, the Chronic Absenteeism Team will meet weekly to identify students who are at-risk of being chronically absent, conduct surveys with students as to the reasons why students are absent, and will work closely with the Student Council and PTSA to improve student attendance.

To continue to build positive connections with students and encourage students to attend school, high-quality classroom management professional development will be provided to all staff through the Association for Middle Level Education.

**OPERATIONS**

n/a

<b>School:</b>	North End Middle School	<b>School Allocation:</b>	\$332,664.00
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**TALENT**

**1.4 Professional Development**

To provide intensive professional development to ELA staff on curriculum components which encompass individual online learning. Grade level content instructional data teams will meet weekly and utilize the effective practices rubric to design lessons and activities to meet students' needs in each unit of study, and to create formative and summative assessments to gauge student progress over time. The professional development calendar will be directly aligned with the curriculum to

ensure staff can implement new methods with fidelity. The ELA Supervisor and principal will continue work in collaboration with the parent company of the program to develop the sequence of professional development for teachers.
<b>ACADEMICS</b>
2.1 Academic Rigor There is no evidence of rigor or differentiation in 21 of the 25 observed classrooms. NEMS will focus on strengthening our instructional practice to include more opportunities for student discourse, differentiation, high level depth of knowledge tasks, and effective small group instruction.
<b>CULTURE &amp; CLIMATE</b>
3.3 Student Behavior NEMS's out of school suspension rate is well above that state average at 23.9%. Because this impacts our chronic absenteeism rate, we will continue to provide PD in the area of Restorative Practices, and social emotional learning. NEMS will implement a new program after school to improve student/teacher relationships.
<b>OPERATIONS</b>
4.2 Use of Instructional time Restructuring parts of the school's master schedule to maximize instructional opportunities for students with a specific focus on extending mathematics instruction.

<b>School:</b>	Sprague School	<b>School Allocation:</b>	\$65,000.00
<b>TALENT</b>			
1.4 Professional Development: Because the needs assessment revealed that professional learning dedicated to classroom environment, student engagement, and commitment to learning, PBIS and restorative practices is a need for teachers and staff, all teachers and staff will receive professional development and technical support in reducing chronic absenteeism and establishing a positive school climate.			
<b>ACADEMICS</b>			
2.4 Curriculum & Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCS & the curriculum is not being implemented with fidelity resulting in inconsistent pacing, the district will adopt a Common Core Standards aligned program for reading to align with all systems. This will provide alignment, structure & strategic pacing so that our M-class, Foundations, Lexia and reading program work in coherence to provide all foundational core components. This will require purposeful monitoring by administration and professional development from the Academic Office for all teachers.			
2.4 Curriculum & Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCS & the curriculum the i-Ready program will provide three benchmark assessments and allow all teachers to regularly progress monitor student achievement via the instructional data team. In addition, every student will have an individualized instructional path based on a student's instructional level rather than grade level.			
<b>CULTURE &amp; CLIMATE</b>			
3.2 Student Attendance: Because the needs assessment revealed student attendance is developing , and the school data demonstrates student attendance in grades k-2 has the lowest satisfactory attendance rate, teachers, teaching grades k-2, will participate in professional development to create positive learning environments, promote developmentally appropriate standards of behavior to maximize instructional time.			
<b>OPERATIONS</b>			

n/a

<b>School:</b>	Walsh School	<b>School Allocation:</b>	\$65,000.00
<b>TALENT</b>			
1.1 Instructional Practice Because the needs assessment revealed a need to improve instructional quality & teacher effectiveness, the district will provide a comprehensive reading curriculum with weekly strategic content instructional coaching, modeling & feedback by content coaches & facilitators to monitor quality & rigor of instruction, on target pacing & effectiveness of classroom systems. The school will build in time for Beginning or struggling teachers to observe master teachers to develop their capacity for effective management of small group tiered instruction & classroom systems. Administrators will conduct monthly calibration for all research based instructional and assessment programs to monitor the effectiveness of implementation and adjust school improvement plans as needed.			
1.4 Professional Development The needs assessment revealed that there is a need to improve professional development specifically instructional practice in the content area of mathematics. Therefore, the school will utilize its leadership team as a conduit for ongoing TOT professional learning through intensive participation in professional development.			
<b>ACADEMICS</b>			
2.1 Academic Rigor Curriculum & Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCS & the curriculum is not being implemented with fidelity resulting in inconsistent pacing, the district will adopt a Common Core Standards aligned program for reading to align with all systems. This will provide alignment, structure & strategic pacing so that our M-class, Foundations, Lexia and reading program work in coherence to provide all foundational core components. This will require purposeful monitoring by administration and professional development from the Academic Office for all teachers.			
2.1 Academic Rigor Curriculum & Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCS & the curriculum the i-Ready program will provide three benchmark assessments and allow all teachers to regularly progress monitor student achievement via the instructional data team. In addition, every student will have an individualized instructional path based on a student's instructional level rather than grade level.			
<b>CULTURE &amp; CLIMATE</b>			
3.2 Student Attendance Because the needs assessment revealed that a high chronic absenteeism problem exists, school data confirms high chronic absenteeism in grades k-2. Teachers will participate in professional development dedicated to creating a positive learning environment responsive to and respectful of the learning needs of all students.			
<b>OPERATIONS</b>			
n/a			

<b>School:</b>	Washington School	<b>School Allocation:</b>	\$111,019.00
<b>TALENT</b>			
2.2 Student Engagement Because the needs assessment revealed a need to improve academic rigor when teachers implement instruction to engage students in rigorous and relevant learning, the school will conduct instructional rounds to collect evidence of grade-appropriate level tasks. Students with difficulty focusing, concentrating, and fidgety are able to utilize chair bands, the weighted lap pillow, stand-up desk, ball chair, and wobble cushions to reduce distractions which will allow them to be engaged in the lesson.			
1.4 Professional Development The needs assessment revealed that there is a need to improve professional development for teachers; therefore, an additional STEM coach with support from HMH/i-ready Math will be utilized at Washington School for coaching and adult modeling. Additionally, a smart TV will be utilized during coaching cycles and IDTs/CPTs to analyze and review data.			
<b>ACADEMICS</b>			
2.4 Curriculum & Instruction Aligned to CT Core Standards Because the needs assessment revealed a need to align curriculum and instruction to CCSS, the district has adopted a CCSS aligned program for Reading and additional texts need to be purchased. This will provide alignment, structure, and strategic pacing so that our mClass, Foundations, Lexia and reading program working coherence to provide all foundational core components.			
2.4 Curriculum & Instruction Aligned to CT Core Standards Because the needs assessment revealed a need to align curriculum and instruction to CCSS, the i-Ready program will provide three benchmark assessments and allow all teachers to regularly progress monitor student achievement by analyzing student data obtained from the i-Ready warehouse. Every student will have an individualized instructional path based on a student's instructional level rather than grade level and provide informed small group instruction.			
<b>CULTURE &amp; CLIMATE</b>			
1.4 Professional Development The needs assessment revealed "developing" in the area of professional development. All staff will receive professional development in creating a positive learning environment that is responsive to and respectful of the learning needs of all students. Teachers will learn how to create rapport, positive social interactions, respect for student diversity, support and intellectual risk-taking environment and maintain high expectations for student learning. Therefore, creating a positive culture and climate that will increase student attendance.			
<b>OPERATIONS</b>			
n/a			

<b>School:</b>	West Side Middle School	<b>School Allocation:</b>	\$320,000.00
<b>TALENT</b>			
1.5 Leadership Effectiveness Leadership areas are in need of improvement with regards to instructional leadership and effectiveness. Intense professional development will be implemented to address the effectiveness of the leadership as it relates to providing a strategic direction with staff, students and families around the mission and vision of the school. Professional development will include research-based			

<p>instructional leadership strategies to significantly increase the consistency of developing and implementing high-quality instructional practices school-wide.</p>
<p>1.1 Instructional Practice Create Content Area Department Leadership to provide job-embedded coaching for all departments</p>
<p>1.1 Instructional Practice The professional learning will provide teachers with the strategies they need to increase rigor and establish what high quality teaching and learning looks like at WSMS. Professional learning will specifically address ELA strategies and instructional practices:</p> <ul style="list-style-type: none"> <li>- Explicit Instruction</li> <li>- Student engagement</li> <li>- Formative Assessment and feedback</li> <li>- Teaching cognitive &amp; metacognitive strategies to students</li> <li>- Systematically designing and scaffolding instruction</li> <li>- Utilizing Instructional Technology</li> </ul>
<p><b>ACADEMICS</b></p>
<p>2.4 Curriculum and Instruction Aligned to CT Core Standards WSMS is in need of establishing a mathematics curriculum that is aligned to the Connecticut Core Standards. The curriculum will support the content area with the lowest scores, as measured by Smarter Balanced assessments.</p>
<p><b>CULTURE &amp; CLIMATE</b></p>
<p>3.2 Student Attendance The moderate and severe chronic absence rate impacts student performance in school. The chronic absence rate is adversely affected by the school suspension rate, which is 28% for the 2018-2019 school year. School staff need professional learning in restorative practices to change the discipline outcomes for students.</p>
<p>3.1 School Environment Because the needs assessment revealed a "below standard" rating in school environment, the school will partner with a regional agency to conduct Welcoming Walkthroughs to ensure WSMS is inviting to students and families. The goal of the initiative is to decrease the percentage of chronic absenteeism and in conjunction with working with colleagues, students and families develop and sustain a positive school climate that supports student learning.</p>
<p>3.1 School Environment The needs assessment revealed a "below standard" rating in school environment at WSMS. To address this area of concern, WSMS will look to increase active participation in CTE course strands, to give students access to courses that interest them, which in-turn will yield an increase in student engagement and student attendance. Allowing student choice in elective course selection gives all students the opportunity to take courses that interest them, which will drive-up engagement and attendance.</p>
<p>2.1 Academic Rigor The needs assessment revealed a "below standard" rating in academic rigor for WSMS. In order to address this deficiency, both literacy and math curricula will be aligned to the state standards and be culturally relevant for students. The high-quality curriculum, coupled with culturally sensitive and relevant materials will create a higher degree of rigor, which in-turn will a higher level of student engagement.</p>
<p>2.4 Curriculum and Instruction Aligned to CCS A new fine arts curriculum is in the process of being revised district-wide. In addition, WSMS has created new courses that will provide students with more choice in fine arts elective classes.</p>

Successful middle schools provide students with course offerings in addition to required courses which provide the students with an opportunity of choice and voice in their educational path. These measures will produce higher-levels of increase in student engagement and an increase in student attendance.

**OPERATIONS**

**4.1 Adequate Instructional Time**

After-school and summer programs will be established to add additional instruction for students in mathematics and ELA. The after-school program will run three eight-week session for 90 minutes a day, three days a week. The summer program will run for 20 days in the summer for 3.5 hours a day. The current Master schedule will provide students with a 90 min. ELA block and a 48 min. math class. Students will identified for a Numeracy course to support them with deeper understanding and skills in mathematics. Stipends for afterschool instruction is needed.

<b>School:</b>	Woodrow Wilson School	<b>School Allocation:</b>	\$110,019.00
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**TALENT**

**1.1 Instructional Practices:**

Based on the needs assessment revealing the need to improve ELA and Math instructional practices the district will provide an ELA facilitator and STEM Coach to meet weekly with administrators and teachers for instructional data team meetings, as well as ongoing classroom coaching and professional development that will be based on the effective instructional Core methods and practices. Professional development for effective practices for differentiation will also be provided. Walkthroughs, classroom observations and the data from Iready and Mclass will be used to determine if progress for instructional practices is being achieved.

**ACADEMICS**

**2.4 Curriculum and Instruction aligned to Connecticut Core Standards**

Based on the needs assessment revealing the need to improve both ELA & Math for rigor & standards based curriculum alignment to CCSS. The district provided Math program i-Ready and ELA programs Wonders and Mclass will provide quarterly benchmark assessments and allow all teachers to regularly progress monitor student data during weekly instructional data team meetings. A STEM Coach and ELA facilitator will provide professional development for teachers to improve instructional connections between the teacher, student, content standards alignment and task. The need for technology devices for staff and students is critical to effectively implement these strategies

**3.2 Student Attendance:**

Based on the needs assessment revealing the need for student attendance to improve according to the school based data indicating grades k-2 have the highest level of chronic absenteeism. Teachers will receive professional development dedicated to creating a positive learning environment that is responsive to and respectful of the learning needs of all students. A school based Chronic Absentee data team will meet bi-weekly to progress monitor improvement results and methods utilized, as well as coordinate with local community support agencies.

**CULTURE & CLIMATE**

n/a

**OPERATIONS**

n/a