

# Title I, Part A, Section 1003 School Improvement Grant | 2020-21



## 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](#)

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LEA: Bridgeport

LEA Allocation: \$1,382,885.00

<b>School:</b>	Blackham School	<b>School Allocation:</b>	\$145,721.00
<b>TALENT</b>			
<p>Math and Targeted ELA Intervention: Because the needs analysis revealed 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 as well as other math and technology resources.</p>			
<p>Academic Rigor (Indicator 2.1) / Differentiation (Indicator 2.3): Because the needs analysis revealed that teachers need time to learn, develop, and plan effective lessons to increase academic rigor. This will allow for increased collaboration and support for teachers struggling to improve rigor.</p>			
<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 in 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>			
<b>ACADEMICS</b>			
<p>Differentiation (Indicator 2.3): The 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, domain-specific vocabulary materials, programming, and SMART boards (for students to access content) will be purchased.</p>			
<p>Student-Centered Learning (Indicators 2.3 and 2.4): The needs analysis revealed that improved differentiation of instruction is needed as well as increased project-based lessons implemented with improved use of instructional time should occur. Teachers will be provided stipends to participate on the school's 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>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 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</p>			

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>	\$145,722.00
<b>TALENT</b>			
<p>Reading Interventions: Based on the percent of students performing in tiers 2 (41.0%) &amp; 3 (25.0%) on the district diagnostic reading assessment administered in January 2020, 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, two 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 intervention will be used to provide systematic intervention and enrichment, to monitor student growth, and to identify specific focus areas for small group and individual instruction by classroom teachers. myON digital library subscription will provide students with access to books for independent reading to increase vocabulary and background knowledge to improve overall reading comprehension. Computer tablets will be purchased to increase the ratio of computers to students to ensure student access to iReady intervention and the myON digital library.</p>			
<p>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.</p>			
<p>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.</p>			
<b>ACADEMICS</b>			
<p>Evidenced-Based Supplemental Instructional Resources Aligned with the Connecticut Core Standards and Student Needs (Indicator 2.4): iReady diagnostic data from January 2020 identified phonics,</p>			

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 continued enrollment in the TurnAround Arts program provides a school-wide focus on arts integration into core academic subjects including literacy. 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 2020-2021, 19.6% are students with disabilities and 22.5% are English Learners. EdSight data from 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 school attendance team will utilize attendance 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 support school-wide standardized attendance interventions and identify community support for families.

**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. Six teachers will be hired to provide an additional 6 hours of small group instruction in reading and math after school in six week intervention cycles.

<b>School:</b>	Cesar Batalla School	<b>School Allocation:</b>	\$145,721.00
<b>TALENT</b>			
Reading Interventionists (Indicator 2.1): Because the needs assessment revealed the need to improve student performance in reading, the school will retain three 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 five 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.			
Math Interventionists (Indicator 2.1): Because the needs assessment revealed the need to improve student performance in math, the school will retain two math 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 math skills. Using this strategy will allow the school to deliver intensive, systematic instruction five times weekly for approximately 20-40 minutes on basic math skills in small groups of students who score below the benchmark on school screening.			
<b>ACADEMICS</b>			
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, and Waggle Program for math and reading which focuses on meeting the personalized learning needs of the learner. In the program, students are coached on choosing appropriately leveled books and made accountable through quizzes.			
<b>CULTURE &amp; CLIMATE</b>			
Attendance Monitor: Because the needs analysis revealed a need to improve student attendance, the school will hire an attendance monitor. The role of the monitor is to make daily contact with the home in evening hours. The monitor will complete a daily log of contacts and family responses as a means to collect data and monitor student progress.			
<b>OPERATIONS</b>			
n/a			

<b>School:</b>	Jettie S. Tisdale School	<b>School Allocation:</b>	\$200,000.00
<b>TALENT</b>			
<p>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.</p>			
<p>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.</p>			
<b>ACADEMICS</b>			
<p>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. During their sessions, the interventionist(s) utilize Smartboards to access and teach iReady instructional lessons. The school will have a summer literacy component for middle school students.</p>			
<p>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. During their sessions, the interventionist(s) utilize Smartboards to access and teach iReady instructional lessons. The school will have a summer math component for middle school students.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>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, creating a positive school climate and restorative practices. Two attendance monitors will also 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.</p>			
<b>OPERATIONS</b>			
n/a			



<b>School:</b>	Luis Munoz Marin School	<b>School Allocation:</b>	\$200,000.00
<b>TALENT</b>			
<p>Math Interventions (Indicator 2.4): The needs assessment revealed deficiencies in math. Math tutors will provide intensive, systematic instruction twice a week for approximately 1.5 hours on foundational math skills to students who score below the benchmark on school assessments. Students will receive services in small groups. Embedded math coaching will be provided to teachers in grades k - 8 in the areas of content knowledge, instructional strategies, and differentiation of instruction.</p>			
<p>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 will be supported at times by provided substitute staffing and collaborating with each other outside of the school day.</p>			
<b>ACADEMICS</b>			
<p>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 continue to improve Tier 2 and Tier 3 literacy instruction, which would include smart boards, Elmos, Surface Book carts, book room with leveled books in both English and Spanish, Lexia, and instructional supplies. This aligns to the root causes in the curriculum and instruction growth area.</p>			
<p>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. Lexia will be implemented and used for all learners to support Tier 2 instruction in the classroom and targeted professional development will support growth.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>School Climate (Indicator 3.3): a School Climate Team, the PBIS attendance monitor, school climate specialist, and SEL guide will work to provide all staff with training, coaching on building and clarifying school-wide expectations, and will directly work with students on SEL practices and coaching. The Team will develop and monitor the Mindfulness Room, which will include a book vending machine as well as supplies and incentives that will be used for positive reinforcement of behavior and attendance, plan, roll out, message, and provide support on strategies to create a positive school climate using established SEL practices for students.</p>			
<b>OPERATIONS</b>			
n/a			

<b>School:</b>	Paul Laurence Dunbar School	<b>School Allocation:</b>	\$200,000.00
<b>TALENT</b>			
<p>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 SBAC assessments. One interventionist will provide small group instruction 3x/week for periods of 30 minutes to students during the course of the school day. An afternoon intervention program will service scholars in grades</p>			

K-8 through small group instruction. % interventionists and two paraprofessional will work 3x/week for 1.5 hours a day.

**ACADEMICS**

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. These efforts will be supported by targeted professional development in the areas of Numeracy and Literacy. In addition to support our early learners we will host a bridge to kindergarten program during summer on 2021 with two teachers and 2 paraprofessional. They will provide 14 days of instruction to scholars to strengthen skills needed for entering kindergarten.

**CULTURE & CLIMATE**

Chronic Absenteeism: Because the needs assessment revealed at least 30.3% of students were chronically absent, the Attendance Monitors will work with School 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 monitors 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. This year there will a focus on students who are engaged in the learning process through distance learning.

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.

**OPERATIONS**

n/a

<b>School:</b>	Thomas Hooker School	<b>School Allocation:</b>	\$145,721.00
<b>TALENT</b>			
<p>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.</p>			
<p>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.</p>			
<b>ACADEMICS</b>			
<p>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.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>Student Attendance (Indicator 3.2): The needs assessment identified a need to improve the school's climate. A bilingual attendance monitor will be at the school four days a week, for four hours a day to document and analyze student attendance, create and implement programming using attendance supplies and provide incentives for those students who continually attend school. The monitor will also focus on reducing chronically absent students through district approved outreach measures.</p>			
<b>OPERATIONS</b>			
<p>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.</p>			

<b>School:</b>	Wilbur Cross School	<b>School Allocation:</b>	\$200,000.00
<b>TALENT</b>			
<p>Improving Instructional Practice (Indicator 1.1): The needs assessment identified a need to support teachers to reduce teacher turn-over. To address this need, strategies also include providing PD around math instruction, reading instruction, and coaching around the CCT rubric.</p>			
<p>Improving Instructional Practice (Indicator 1.1): The needs assessment identified a need for quality teacher feedback and intensive assistance in improving staff practices. To address this need, the school will designate 8 teacher leaders who will undergo intensive training around SRBI instruction, vocabulary instruction, math instruction, coaching and mentoring and data analysis in order to provide small group training to grade level clusters</p>			
<p>Improving Instructional Practice (Indicator 1.1): The needs assessment identified a need for resources such as class room support and instructional resources. The school will purchase school will purchase STEM materials, teacher requested materials and laptops for teachers to enhance their ability to access resources and materials and teach more effectively.</p>			

<b>ACADEMICS</b>
Reading Interventions (Indicator 2.3): Because the needs assessment revealed a need to improve student performance in reading, the school will provide small group instruction using interventionists.
Math Interventions (Indicator 2.3): Because the needs assessment revealed a need to improve student performance in math, the school will provide small group instruction using interventionists.
<b>CULTURE &amp; CLIMATE</b>
Improving Student Attendance (Indicator 3.2): The needs assessment identified a high number of chronic absenteeism related to a poorly defined and implemented school-wide behavior management plan and SEL approach. To address this need, the school will hire an attendance monitor to follow up on chronically absent students and also educate parents on the importance of consistent school attendance, parent liaison to improve school to home relationships. A behavior interventionist will provide a holistic approach around behavioral issues to students, parents, and staff through the development and implementation of after school clubs to increase student engagement, family engagement programming to educate parents about attendance and school day programming, and incentives to motivate students to regularly attend school.
<b>OPERATIONS</b>
n/a

LEA: Derby

LEA Allocation: \$276,577.00

<b>School:</b>	Derby High School	<b>School Allocation:</b>	\$276,577.00
<b>TALENT</b>			
1.4 Professional Learning: Because the Needs Assessment tool revealed a "Developing" performance level for Professional Learning, the school will provide professional development for teachers/interventionists to build capacity and create structures for a consistent approach to a student-centered instructional design. This will require funds for salaries (Director of Teaching and Learning) and a contract with a lead professional development partner to deliver job embedded PD that is intensive, ongoing and connected to practice and student outcomes.			
<b>ACADEMICS</b>			
2.4 Curriculum and Instruction: Because the Needs Assessment tool revealed a "Developing" performance level for Curriculum and Instruction aligned to the Common Core, the school will develop a standards-based Math and ELA curriculum and utilize rigorous, instructional resources that are aligned to the standards. This will require funds for consumable instructional materials for Illustrative Math and Engage NY ELA, a contract for professional development to support teaching and learning, TI-nspire calculators for math, and materials needed to create high quality displays of student work to celebrate learning.			
2.6 Assessment System & Data Culture: Because the Needs Assessment tool revealed a "Below Standard" performance level for Assessment System & Data Culture, the school will complete a math and reading diagnostic assessment three times per year and access personalized online lessons through Khan Academy to address gaps in learning. This will require funds for a contract for an after school PSAT/SAT prep course, and materials for school-wide data displays, and materials needed to create high quality displays of student work to celebrate learning.			
2.6 SRBI Intervention Program: Because the Needs Assessment tool revealed a "Below Standard" performance level for Assessment System & Data Culture, struggling students will receive explicit instruction by a highly trained math interventionist in small class settings to ensure mastery of foundational skills and conceptual knowledge to access grade-level content. This will require funds for two math teachers' salaries, intervention materials/resources, SMART boards			
2.1 Academic Rigor: Because the Needs Assessment tool revealed a "Developing" performance level for Academic Rigor, the school will offer curricula and programs that connect schoolwork with college and career success, including strengthening and expanding AP/dual credit course offerings. This includes directly connecting schoolwork to students' options after high school. This will require funds for a PD contract with the College Board for (10) AP teachers, AP consumable materials and instructional resources and AP Exams.			
<b>CULTURE &amp; CLIMATE</b>			
3.2 Student Attendance: Because the Needs Assessment tool revealed a "Developing" level for student attendance, the school will develop a tiered approach for improving student attendance. 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), contracts for presenters/speakers, incentives/rewards for improved attendance, contract for climate surveys and equity/diversity feedback tools.			

<p>3.2 Student Attendance (Trained Advocate and Support Mentor): Because the Needs Assessment tool revealed a "Developing" level for student attendance, the school will assign a single, trained adult advocate, who supports at-risk students remain on track for attendance, behavior, and/or academics. This includes developing a menu of support options that advocates can use to support students and supporting advocates with ongoing professional learning opportunities and tools for tracking their work. This requires funds for salaries for (2) Student Mentor/Advocates, contract for professional learning on equity and inclusion for school staff.</p>
<p>3.2 Student Attendance (School Programs for Student Connections): Because the Needs Assessment tool revealed a "Developing" level for student attendance and a need to strengthen , the school will implement strategies and practices to connect all students to school life by creating opportunities to become involved in peer-led orientation/mentoring programs to create strong transitions for 9th graders and transfer students (OnBoard! program), academic-based or service-based extracurricular clubs (National Honors Society), peer buddy/friendship programs (Best Buddies). This will require stipends for club advisors, materials for student organizations, technical assistance contract for student/advisor training for OnBoard and Best Buddies.</p>
<p>3.5 Family &amp; Community Engagement: Because the Needs Assessment tool revealed a "Below Standard" level for Family &amp; Community Engagement, the school will develop and maintain communication with families about school activities, school work, and post-secondary planning to bolster academic achievement and increase parent expectations for their child's education. This requires funds for monthly parent workshop series, Chromebooks for parents to access workshops virtually due to COVID.</p>
<p><b>OPERATIONS</b></p>
<p>n/a</p>

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: \$2,350,904.00

<b>School:</b>	Belizzi School	<b>School Allocation:</b>	\$500,000.00
<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 indicates that close to 40% of our students are ELL students. Every classroom will have at least one student who is an English Language Learner. We are currently developing a dual language program which we will use as an opportunity to support students via teacher professional development. Although many of our EL and non-EL students will be instructed outside of this program, our aim is to be an environment that is sensitive to and skilled in second language acquisition. In order to build capacity within our school to support the Dual Language program and EL support in all classrooms, we will use teachers with prior training and professional partners to deliver professional learning in Sheltered Immersion Observation Protocol (SIOP) as well as cultural competence. In math performance our data also indicates that student growth in math is incremental for students that are achieving at the lower ends of the performance scales. However we are noting that students close to and at proficiency are stagnant or in some cases regressing. We are going to continue our work with Great Minds to help staff use the Eureka curriculum to engage students at a high level and differentiate for the various student needs.</p>			
<b>ACADEMICS</b>			
<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 Great Minds and district math leadership, and contracted presenters to build staff capacity in math instruction. We will be partnering with LEARN Regional Education Service to provide professional development and coaching on sheltered immersion 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.</p>			
<p>2.3 Differentiating and Checking for Understanding: In addition to providing teachers with PL opportunities that will focus on engaging and differentiating for students which include SIOP training, sessions with Great Minds around using the Eureka curriculum to better meet the needs of our students and training around culturally responsive teaching, we will use SIG funds to provide intervention and supports that include language based support and learning exceptionalities.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>3.4 Interpersonal Interactions - Mentoring and Leadership: In response to the data that shows 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.</p>			



3.3 Student Behavior - Tier 1 Classroom Management Approach: In the 2018-2019 school year we introduce 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 look at referral and suspension data to drive decision making and problem solving. Moving forward we will continue to partner with RCD to continue 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: Over the course of the 2017-2020 school years we started a few initiatives to increase parent engagement and impact student attendance. First we developed programming that was appealing to both students and their families and was interactive. Second we found ways of increasing the points of contact by utilizing our community partners and assigning specific staff including behavior techs, school engagement specialists, family outreach staff (FCSSP), social workers and other certified staff (when needed) to families to conduct phone calls, conferences and home visits as needed. In order to continue and expand this work, we had a committee of teachers (family engagement committee) develop a program for the year of events that parents and students will attend together and leave with resources to support learning at home. In the event that more virtual events are required, we will send materials home to families. The Student Engagement Specialist position is also being added this year to support grade level teams to connect to families and improve attendance.

**OPERATIONS**

4.3 Use of Staff Time: Distributive Leadership: The process started by the restructuring of the Dwight-Bellizzi Instructional Leadership Team towards a distributive leadership model which resulted in a representative cross section of building teachers having a role in the decision-making process within the school. From the Fall of 2018 to the Spring of 2020 was to use teachers to lead professional learning and create a culture of collaboration. In the Spring of 2019 we saw an opportunity to increase the number of leadership teams in the building which would include culture and climate, Professional development, Dual Language Planning, and Media and other resources. Much of the preparation for the 2020-2021 school year as well as the professional development workshops were created as a result of that. This year we will be using the DataWise process to tie everything together and create a through-line rooted in data.

<b>School:</b>	Bulkeley High School	<b>School Allocation:</b>	\$500,000.00
<b>TALENT</b>			
1.6 Instructional Leadership - Assistant Principals: 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 has continued to play an integral role facilitating Grade 9 data teams and serves as an instructional coach for Grade 9 teachers to optimize rigor and engagement. These structures have carried over into the upper grades as well. 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. A new Assistant Principal for the Personalized Pathway will play a similar role to the Grade 9 administrator. The Personalized Pathway is grounded in a project-based model.			
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. We will also provide project-based learning training for all teachers so that students can continue to cultivate skills that will prepare them for college. Additional PD days will be allocated for teacher leaders to receive training.

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 third year, an administrative team consisting of two Assistant Principals that are completing their first year at the school, an Assistant Principal in the process of retiring at the end of this school year, and a new Assistant Principal for the Personalized Pathway. Due to all the changes this is a crucial time to provide professional development to the leadership team on leadership effectiveness. 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. Teacher leaders will also have an opportunity to participate, gain experience and build internal capacity.

**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 continue partnerships 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. The new NAF academy work will support these ongoing efforts. The small learning communities that will enhance the post-secondary success culture that has been developed at the school.

2.2 Student Engagement - On-Track Conferences: During the 2020-2021 school year, teachers and administrators will work to ensure that all students know and understand what it takes to be on-track to graduate. Students in grade 9 will have 4 days a week of seminar and students grades 10-12 will have 2 days a week. During this time they will engage in one-to-one conferences with a caring adult

2.2 Student Engagement - The NAF educational design offers a flexible structure that combines career-focused content in the classroom with real world application and exposure to the working world. Through NAF, Bulkeley will participate in a one year planning experience to prepare for implementation of its Computer Science pathway in 2021-22. NAF will provide technical assistance in the development and structure of the pathway, as well as a career-focused curriculum designed around experiences that resemble the workplace. Additionally, NAF will assist in the establishment of an industry advisory board and work-based learning experiences that connect what students are learning in the classroom to the world of work

**CULTURE & CLIMATE**

3.2 Student Attendance - In 2020-21, Bulkeley had 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. Students will receive incentives and recognition for all their efforts.
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. 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.
<b>OPERATIONS</b>
n/a

<b>School:</b>	Burr School	<b>School Allocation:</b>	\$500,000.00
<b>TALENT</b>			
1.4 Professional Development: Burr Middle School will create and communicate a year-long professional development calendar with opportunities including self-study, seminars, conferences, and workshop models. Burr Middle School will provide a continuum of support for all staff members with clear expectations and supports (team leaders --> coaches --> administrators). There will be 6 additional days allocated for PD on the following topics: dual language/EL instruction, cultural competence, restorative practices, supporting diverse learners. In addition, a Math Coach will provide direct support to teachers to build their capacity with math content and instruction. A professional learning library will be curated to include resourceful titles for teachers and staff.			
1.6 Instructional Leadership: Burr Middle School will establish a model for teacher leadership. There will be one teacher leader per grade level, 6th-8th, and they will each receive a stipend. The teacher leaders will also be part of the Instructional Leadership Team. The goal is to build internal capacity via monthly learning communities and to develop a tiered system of support for teachers and staff which will ultimately impact student achievement. Administrators will also have an opportunity to attend a principals conference and turn-key the information to the ILT.			
<b>ACADEMICS</b>			
2.4 Curriculum and Instruction Aligned to CCS: Burr Middle School is in need of diversifying the Unified Arts offerings. Currently, students have access to Spanish, Physical Education, Health, and Music. Art is currently not offered. SIG funding would allow for art or another unified arts course aligned to 21st century learning skills to be offered during the 2020-2021 school year. The Principal and the Executive Director will develop a plan for sustainability. Instructional supplies and materials will be purchased. Burr Middle School has transitioned to a full middle school model for students in grades 6-8. Successful middle schools provide students with course offerings in addition to required course which provides the students with an opportunity of choice and voice in their educational path.			
2.5 Support for Special Populations: Burr Middle School will provide targeted training for teachers and staff to support the EL student population. ARCTELL and SIOP training will be scheduled and on-going support will be provided by the district EL Coach. Intervention materials will be purchased for intervention blocks on ELA, Math, and SEL. There will be additional instructional supplies purchased, i.e. visual timers, dry erase paper, culturally responsive texts, as well as online interventions, such as			

iReady and Lexia. Teachers will receive a copy of the Pre-Referral Intervention Manual to support with planning for Tier 2 interventions. Technology that supports instruction and interventions will be replaced as needed, i.e. Smartboards, doc cameras, etc.

**CULTURE & CLIMATE**

3.2 Student Attendance: Attendance Tiered System of Support & Interventions: Because the needs assessment revealed a need to improve student attendance, the school will provide a tiered response system throughout the school year. The school has formed an Attendance Committee that consists of school and community partners that meet weekly to review student's attendance data, create individualized attendance plans, and support the tiered system of attendance. A tiered system of support has been developed with proactive and responsive strategies to address the attendance concerns. Burr Middle School will continue to partner with Attendance Works. The Student Engagement Specialist (SES) will play an integral role in this work, participating on the committee and working directly with students and families. Incentives will be purchased for students meeting attendance targets.

3.3 Student Behavior: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions directly related to students not feeling connected to the school, all staff will receive training from the IIRP and coaching on creating positive school climate and restorative practices. Second Step licenses for the online program will also be purchased. The Behavior Tech (BT) will play an integral role in this work, supporting teachers and staff with implementation of restorative practices and also working directly with students and families. Teacher leaders will receive stipends to lead the PBIS, School Safety, and Culture and Climate committees. Mindfulness centers will be created in the BT offices and in classrooms. Incentives will be purchased for students meeting PBIS expectations.

3.5 Family and Community Engagement - Burr Middle School will revamp the current family and community engagement strategies. One strategy will focus on expanding communication efforts. A school website will be developed to share information with students, families and the community at large. This is especially important as a re-branding effort now that Burr is a 6th-8th middle school. A teacher will receive a stipend to create, add content, and monitor the website and other social media platforms. The teacher will also participate in the newly formed Communications/Social media Committee. Another strategy will focus on the development of a Family and Community Committee. Two teacher leaders will receive a stipend to plan, coordinate and execute literacy, math, and technology, internet safety, etc. "family nights" learning sessions for families.

**OPERATIONS**

4.3 Use of Staff of Time: Because the needs assessment revealed a need to improve daily teacher attendance, which directly impacts the quality of instruction students are receiving, Burr Middle School will develop a master schedule with built in planning and collaboration time for a minimum of 50 minutes daily for all teachers. The goal is for teachers to feel supported in their work. Additional support will be provided by technology professional learning teacher leaders. These teachers will be available to assist with resources that can increase differentiation and student engagement as well as assist with technology-related needs due to remote learning. Portable workstations will help with maintaining the schedule as teachers move from room to room to provide instruction. Two-way radios will help with the flow of communication and hopefully reduce class interruptions.

<b>School:</b>	HPHS	<b>School Allocation:</b>	\$350,904.00
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**TALENT**

1.4 Professional development: The priority is to provide PD during collaborative grade level and/or content meetings that focuses on developing a school climate that is organized and structured to

promote positive social emotional learning and college and career readiness. Supports provided will be data-driven and include appropriate positive behavior support strategies, coaching for teachers, parent engagement and effective student-centered pedagogy and interventions.

#### **ACADEMICS**

2.1 Academic Rigor: In order to comprehensively prepare every student for college, beyond college, and career success, HPHS will center on a rigorous, standards-based Tier I instructional model. A curriculum needs assessment/audit will further inform necessary curriculum alignment and development to provide standards-based, rigorous instruction in every classroom. Subsequently, a tailored instructional plan will be developed to remove barriers to student success. Core teacher actions and practice will be identified for ongoing professional development, inclusive of coaching. A plan will be developed for building leadership capacity to perform recurring checks with high quality constructive feedback to ensure successful implementation of the standards-based curriculum.

2.2 Student Engagement: During the 2020-21 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 (4x a year), at the least, students will engage in one-on-one conferences with a caring adult to discuss their data. Students will talk with a staff member about 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. HPHS will continue efforts to build a college-going culture and support all student in developing college and career plans through advisory, coordinated college visits, application writing campaigns, and FAFSA completion workshops. HPHS will hire a full-time CCR specialist that works in collaboration with school counselors and family and community student support 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 and 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.

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.

#### **CULTURE & CLIMATE**

3.2 Student Attendance: HPHS will continue to implement school attendance team and grade level attendance team meetings. The grade level teams will meet weekly and be facilitated by the grade level administrator and the school attendance team will be facilitated by the principal. The team will implement a meeting protocol focused on grade level or school-wide tiered 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, caseload 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.

3.3 Student Behavior: In 2019-20, 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.

**OPERATIONS**

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.

4.4 Routines and Transitions: HPHS will create an action plan for intervening with students that exhibit behaviors that put them at risk for becoming truant/chronically absent. 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.

4.4 Routines and Transitions: HPHS has been reconstituted and 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 during the Summer before the new school year. This summer enrichment program will support team-building, school orientation activities, on-track conferences as well as academic and soft skills training for academic success.

<b>School:</b>	Parkville Community School	<b>School Allocation:</b>	\$500,000.00
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**TALENT**

1.6 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 third year. This team will lead the instructional focus of the school. The Instructional Leadership Team will 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 continue to recruit a team of leaders that will act as grade level leads and mentors to their colleagues. Staff members will apply for the position and will 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. This year we have an experienced team of 5 returning members from 1st, 2nd, and 5th grade as well as a TESOL teacher and Behavior Technician. We recruited a CDA from Pre-K and are looking for two more members desirably from the Special Education and Support Service Department.

1.4 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 continue with 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 and virtual workshops, professional learning communities and instructional coaching. Time will be provided for collaborative planning which will elicit rich discussion about content, resources, and instruction. Teachers will implement the district based literacy curriculum, Benchmark Literacy, Foundations in grades K-3, and i-Ready with fidelity.

Eureka Math and Zearn will be implemented in grades K-5 with fidelity. Professional learning will focus on implementation of tier 1, an introduction of the workshop model in math, Foundations, and continued support around Guided Reading Instruction. In addition to providing professional learning, the part time Resource Teachers will continue to provide small group instruction as a tier 2 intervention. LEARN professional development will also support teachers with instruction strategies for students that are culturally relevant and proficient.

**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 continue to have 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 instruction 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 Kindergarteners is an area of growth. Therefore, Parkville Community School will continue with 4 Para Educators to meet the individual needs of our students in order for them to attend school and have academic success. The Para Educators will increase the ratio of student to adult support in order to improve the relationships between the school, students, and their families.

**CULTURE & CLIMATE**

n/a

**OPERATIONS**

4.3 Use of Staff Time - Curriculum Collaboration and Teacher Leadership Strategies: As identified in the root cause analysis teacher understanding around standards, curriculum, and instruction is an area of growth. In order to build teacher capacity, district instructional coaches will continue to work with teacher leaders to ensure their understanding of the above through a professional learning community and opportunities for collaboration. In turn, the coaches and teacher leaders will bring this knowledge and expertise to their grade level partners. Ultimately, improving all teachers' capacity and understanding around teaching and learning.

LEA: New Britain

LEA Allocation: \$968,019.00

<b>School:</b>	DiLoreto Elementary & Middle School	<b>School Allocation:</b>	\$125,000.00
<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 partner with EdAdvance and DiLoreto will contract with Dr. Good and the ALIVE program to provide professional development for teachers 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 (1.1) Instructional Practice and (1.6) instructional leadership to improve teacher instructional practices through actionable feedback. DiLoreto will partner with EdAdvance and contract with Global Education &amp; Beyond to provide customized coaching to Diloreto's administrators to improve the quality of feedback administration provides to the teacher on teacher's implementation of instructional practice.</p>			
<p>In alignment with needs assessment for (2.2) Student Engagement and (3.2) Student Attendance. DiLoreto will hire a Family School Liaison (FSL). Based on the findings from our attendance team, and our partners, it is recommended that we get a full time Family School Liaison. Funding for a K-8th Grade Family School Liaison (FSL) is necessary to reduce chronic absenteeism and increase student engagement. There is a need for more support for our transitioning kindergarten and first grade students and families new to the school with virtual and face to face support, supporting all students with patterns in lack of student engagement in our virtual platforms, developing timely evidence based data of our students with patterns of chronic absenteeism and lack of engagement, and the conducting of phone calls and virtual home visits to our families and students of need. A closer look at our last year's data showed Kindergarten, and SPED students as being one of DiLoreto's highest chronic cohort or not engaged in our virtual platform. These cohorts and various students from all grade levels with patterns of chronic attendance had difficulty engaging with our virtual. The goal of the FSL is to keep track of data, plan, and strategize with the attendance team to decrease chronic absenteeism and increase virtual student engagement.</p>			
<b>ACADEMICS</b>			
<p>Diloreto's needs assessment indicated the need for an (2.1) academic rigor, 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. In partnership with EdAdvance during NBU, EdAdvance and internal coaches 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 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.</p>			
<p>DiLoreto is a feeder school to New Britain High School. 2-017 Next Generation Accountability Report data indicates New Britain students are 24.4% below the State average for On-Track Graduation Rates</p>			



(NB 63.3% State 87.8%). Diloreto's Needs Assessment indicates the need for an intellectually demanding and engaging, standards-based curriculum aligned to the CT Core Standards. External partners will assist New Britain leadership and teachers in creating standards-based, on grade level assignments and benchmark tests that are aligned to the CT Core Standards that engage students in complex text, pose higher level questioning and are cognitively demanding.
<b>CULTURE &amp; CLIMATE</b>
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. Many of our students including our EL and Special Education population have many challenges in a virtual environment with attendance and engagement.
Social Emotional Services with counselors for Stress Reduction Sessions for students identified by teachers and administrators. Utilizing Child Safety Education programming and parent engagement support conducted virtually. Crisis and de-escalation interventions will be implemented as needed by the counselors. Supervisors will be available for consultation and throughout the week to meet with relevant staff and observe the program as it is operating. Professional development sessions for teachers, staff, and administration will occur to virtually.
<b>OPERATIONS</b>
n/a

<b>School:</b>	Northend Elementary School	<b>School Allocation:</b>	\$120,000.00
<b>TALENT</b>			
Northend's needs assessment reveals the need to improve planning academic rigor (2.1), instructional practice (1.1) and the need to increase student engagement (2.2) Students lack the rigorous, personalized instruction necessary to move the needle on closing the achievement gap. Improving teacher practice in the areas of academic rigor, differentiation, and checking for understanding strategies will ensure improved student outcomes. Northend will contract CREC and partner with EdAdvance to provide professional develop for teacher and administrators to design lessons that are aligned to the CCSS. Internal PD providing opportunities for staff to learn and navigate software platforms and new technology's needed to increase online learning, ultimately increasing student engagement and skill attainment in ELA and Math.			
<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' needs. In partnership with EdAdvance and in contract with CREC, staff will attend 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.			
The Children's Museum will engage students in activities to build background knowledge and experiences that will translate to improved student engagement and increase in Northend needs assessment reveals the need to improve planning academic rigor (2.1) and the need to increase student engagement (2.2. Students lack highly engaging lessons needed to increase student achievement. Improving student engagement will produce student achievement and support closing the achievement gap. Northend will contract with the Children's Museum to engage students in virtual activities that will build background knowledge and experiences that will translate to high			

<p>engagement lessons for students. By dedicate time each day to teaching science, and integrate science instruction throughout the school day and beginning formal Science education in Kindergarten. Current science objectives should be coordinated with activities in the classroom and lessons in other subject areas so children can master skills and extend concepts.</p>
<p><b>CULTURE &amp; CLIMATE</b></p>
<p>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 School Liaison and Social Worker for tier III students.</p>
<p>Dealing with social issues is uncomfortable and often messy, but you can build habitats of trust where kids and adults can make their thinking visible and cultivate empathy; where expression, identity, and social literacy matter. There is no magic formula for making the world a better place. It happens in the moments we where we embrace discomfort and have candid conversations. We will use the text, Culturally Responsive Teaching &amp; The Brain by Zareta Hammond. This book will support our district goals for being culturally and linguistically responsible educators as well as supports the profile of the graduate.</p>
<p>Northend's needs assessment reveals a need to increase (3.5) family and community engagement by offering meaningful ways for families to engage and become partners in student's education. In order to support students and families with distance learning, staff will offer parents the opportunity to participate in teacher directed technology workshop. The Eagles Landing Team will offer home support to family members struggling to support their virtual and in person learners through google meets. A tech/homework student and parent helpline will be offered daily for families to get support using the online platforms in addition to support in math and reading. They will be engaged in learning the technology platforms their children will be using to engage in their learning. These workshops/sessions will provide parents the tools to be able to monitor their children's work and communicate with the teacher.</p>
<p><b>OPERATIONS</b></p>
<p>n/a</p>

<b>School:</b>	Pulaski Middle School	<b>School Allocation:</b>	\$200,000.00
<b>TALENT</b>			
<p>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. Two grade-level school based instructional coaches will provide on-going professional development for teachers and administration to create student-centered teaching and learning environments to include differentiation, the practice of checking for understanding and structured feedback. In alignment with 2.1: Academic Rigor, Pulaski will contract with EdAdvance to provide customized coaching to Pulaski's teachers. The intent is to improve the quality of feedback teachers provide to students on the readiness units and on the implementation of culturally responsive curricula. In addition, 2.3: Differentiation and Checking for Understanding will be embedded into this process.</p>			
<p>In alignment with 2.1: Academic Rigor, Pulaski will contract with EdAdvance to provide customized coaching to Pulaski's teachers. The intent is to improve the quality of feedback teachers provide to</p>			

<p>students on the readiness units and on the implementation of culturally responsive curricula. In addition, 2.3: Differentiation and Checking for Understanding will be embedded into this process.</p>
<p>In alignment with 3.2: Student Attendance and 3.3 Student Behaviors, Pulaski will hire a full time, Bilingual Family School Liaison (FSL). Based on findings from our attendance team and our partners, Pulaski will hire a full time Bilingual Family School Liaison in order to provided support in reducing chronic absenteeism and increase student engagement. There is a need for additional support for our transitioning middle school students and their families, and for new students entering into Pulaski. The FSL will be key in providing virtual and face to face support for all students exhibiting patterns of lack of engagement both physically in school and on our virtual platforms. In addition, the FSL will cultivate timely evidence based data of our students demonstrating patterns of chronic absenteeism and lack of engagement, while also conducting phone calls and both physical and virtual home visits to our families and students in need of most support. A closer look at last year's data identified English Language Learners and students receiving Special Education services as being one of Pulaski's highest chronic cohort of not engaging in our virtual platforms. These cohorts and various students from all grade levels with patterns of chronic absenteeism had difficulty engaging virtually. The goal of the FSL is to keep track of data, plan, strategize and implement with the attendance team to decrease chronic absenteeism and increase virtual and face to face student engagement.</p>
<p>In alignment with 1.1 Instructional Practices &amp; 2.1 Academic Rigor. Internal Technology Professional Development on virtual learning and online platforms are a necessity. Times have matured due to the pandemic. In order for professional development to be most effective it must be grounded in the context of a teacher's classroom. Teachers need to be supported at their level on the journey from novice to expert in online teaching and learning practices.</p>
<p><b>ACADEMICS</b></p>
<p>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. Coaches 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>Pulaski's needs assessment 3.4 Interpersonal Interactions is below standard. To address this concern, Pulaski will create and offer a free homework helpline for all of Pulaski's students and their families in order to provide additional support during the evening hours. One on one support on school assignments, homework, and technology will be offered by certified personnel in English, Spanish and Arabic. Due to our current state of affairs, and as we plan for the future in education, the need for additional training on virtual learning and various platforms has increased. In order for students to succeed, students and families must be supported at their current position and throughout their journey of online learning.</p>
<p><b>CULTURE &amp; CLIMATE</b></p>
<p>Because the needs assessment revealed Pulaski's need to improve student attendance, Pulaski will be hiring a Bilingual Family School Liaison (FSL) that will help improve student attendance and behavior. The percentage of students (3.2) chronically absent is trending upward, increasing from a low of 17.5% in 2018-19 to 27.9%. This is significantly above the state average and above the district rate of 24.1%. The FSL will keep track of student attendance data, plan, and implement strategies with the attendance team to decrease chronic absenteeism and increase virtual and face to face student engagement.</p>

Because the needs assessment revealed Pulaski's need to improve (3.3) student behavior, Pulaski will be hiring a Behavior Support Assistant who will help improve student behavior and reduce chronic absenteeism. 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%.

**OPERATIONS**

n/a

<b>School:</b>	Slade Middle School	<b>School Allocation:</b>	\$200,000.00
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**TALENT**

Slade's needs assessment reveals a need to improve (1.2 & 2.4) instructional practices and curriculum instruction. There are significant concerns about (2.1 and 2.2) academic rigor and student engagement, 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 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.

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 to provide customized coaching to Slade's administrators to improve the quality of feedback administration provides to the teacher on teacher's implementation of (2.2) student engagement and the use of (2.3) differentiation and checking for understanding.

Current needs assessment and the quick need to address gaps in online learning, Slade is in need of providing additional supports for bilingual families. A Native Language Support Assistant will work collaboratively with staff and families to overcome language boundaries. This position will support the establishment of a positive learning environment that promotes achievement for all students. The specialist will work hand in hand with teachers to improve and support effective communication between the classroom teacher and student families. Parents will be provided access to both written and oral information to improve the familial communication with the school.

**ACADEMICS**

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.

In alignment with 2.2 Student Engagement and based on the current online environment and the need to connect and address student needs immediately, technology for students and staff need to be updated. This will be provided staff the equipment needed to support the implementation of a fully interactive, virtual environment that will increase student engagement and attendance for onsite and remote learners. Laptops and necessary webcams and headsets will allow for effective, real time focused interaction between students and teachers without a lag due to low memory devices while

providing teachers the ability to move between multiple platforms increasing student interaction along a multiple platform thread.
<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 School Climate Coach. The School Climate Coach is responsible for monitoring and supporting those students who are identified as moderately chronically absent. The School Climate Coach 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. Slade's school-wide behavior management plan is in place and there are signs of positive implementation. Student misbehavior is can be a challenge and creates some disruptions. Slade has implemented a school-wide restorative approach and afterschool programs to continue reducing suspensions and chronic absenteeism.
In alignment with 2.2 Student Engagement and 3.2 Student Attendance.  Culturally Responsive training for staff. Staff will participate in 10 monthly sessions on Culturally Responsive topic's and the neuroscience behind the education our students. This will be a school wide focus to improve adult behaviors around Culturally Responsive Professional Development Teaching & Practices. These trainings are designed to ensure that staff understand student engagement with an emphasis on a teaching and learning environment that creates greater assurances for underrepresented students to engage in the learning. Teachers will participate in a book study,; Culturally Responsive Teaching and The Brain. "Promoting authentic engagement and rigor among culturally and linguistically diverse students." Zaretta Hammond
<b>OPERATIONS</b>
n/a

<b>School:</b>	Smalley Elementary School	<b>School Allocation:</b>	\$200,000.00
<b>TALENT</b>			
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 the rigorous, personalized instruction necessary to move the needle on closing the achievement gap. Improving teacher practice in the areas of 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.			
Smalley's need assessment 1.4 Professional Development is developing. Through executive coaching sessions with Dr. Rebecca Good, collaboration leadership sessions will occur to debrief and strategize			

<p>around engagement in the material for participating administrators and or their designees. Collaborative leadership sessions to debrief and strategize around engagement and culturally responsive teaching teacher.</p>
<p>Based on Smalley's needs assessment 1.1 Instructional Practice. Culturally Responsive Professional Development Teaching &amp; Practices Workshops: Leadership and Teacher trainings designed to ensure that staff understand (2.2) student engagement with an emphasis on a teaching and learning environment that creates greater assurances for underrepresented students to engage in the learning. Our Leadership Team and Teachers will be engaged in deep learning of the CCT Rubric, its alignment to creating a student-centered learning environment in both a live a virtual platform setting. Teachers and administrators will participate in analysis of feedback that moves the needle on improved instructional practices and student achievement.</p>
<p><b>ACADEMICS</b></p>
<p>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.</p>
<p>Smalley's needs assessment reveals a need to improve (2.5) Support of Special Populations. To provide equity among at-risk students (Sped, EL). To engage in and have support of the virtual learning, students will be provided additional support during the hybrid model. Rationale: If we dedicate a native support language assistant staff member to support ELL students during online courses, student skills will increase.</p>
<p><b>CULTURE &amp; CLIMATE</b></p>
<p>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 School Liaison is responsible for monitoring and supporting those students who are identified as moderately chronically absent. The Family School Liaison 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.</p>
<p>Smalley's needs assessment reveals a need to increase (3.5) family and community engagement by offering meaningful ways for families to engage and become partners in student's education. The Helping Hive Team will offer home support to family members struggling to support their virtual learnings through google meets, and a tech/homework helpline offering of tutorial sessions regarding technology to families and providing support to families after school hours, beyond the school day.</p>
<p><b>OPERATIONS</b></p>
<p>n/a</p>

<b>School:</b>	Smith Elementary School	<b>School Allocation:</b>	\$123,019.00
<b>TALENT</b>			
<p>Smith's (3.2) chronic absenteeism indicates chronic absenteeism strategies have yielded positive results. These results were based on the findings from the school wide discipline committee and our partners, it is recommended that a full time position be implemented as part of the new design to adhere to the school wide attendance and assist in the development of family engagement to support an increase in student attendance during both face to face and virtual model.</p>			
<p>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 programs progress monitoring options, deciphering and analyzing the reports. To address the needs of (2.5) special populations and improve the use of instructional time, (4.2) special education teachers and EL teachers track the progress of students using the ST Math data process. Special Education and EL teachers use this date to appropriately plan and instruct these identified students. All staff use ST Math data to drive instruction, professional development will directly link to planning (2.4) which aligns to the CCS.</p>			
<b>ACADEMICS</b>			
<p>Continue use of ST Math assessment and data to improve teaching and learning (4.2 and 2.5). ST Math provides teachers with differentiated strategies that cognitively engage students in constructing new and meaningful learning through evaluation data. This is instrumental in creating math centers and small group instruction. Both informal and formal evaluations will be instrumental in monitoring staff and student progress, performance and student impact.</p>			
<p>Smith's needs assessment indicates the need for support in (1.4, 2.1 and 2.4) Students lack personalized instruction necessary to move the needle on closing the achievement gap academically. CREC 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 all through efficient and effective planning that is in alignment of instructional and assessment resources. Work the Plan, Do Study, ACT model into effective planning weekly using the new curriculum.</p>			
<p>Smith's needs assessment continues to reveal a need to improve (1.6) instructional leadership to improve teacher instructional practices through actionable feedback and planning. Leadership team will meet bi-weekly before school to ensure that district level mission and vision and academic priorities are being fully implemented and the staff at Smith are effectively planning and staff is promoting authentic engagement and rigor among culturally and linguistically diverse students (2.5). The leadership team will plan discussion groups for book study, train to teach planning model from CREC Consultant and lead planning sessions with grade level teams from 3:10-4:10.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>Smith's needs assessment continues to reveal a need to improve (1.6) instructional leadership to improve teacher instructional practices through actionable feedback and planning. Being the Change is based on the idea that people can develop skills and habits to serve them in the comprehension of social issues. Sara K. Ahmed identifies and unpacks the skills of social comprehension, providing teachers with tools and activities that help students make sense of themselves and the world as they navigate relevant topics in today's society. (1.1, 2.1 and 2.4) Each chapter includes clear, transferrable lessons and practical strategies that help students learn about a targeted social comprehension concept. From exploring identity and diversity to understanding and addressing</p>			

biases and microaggressions, Sara demonstrates how to address real issues honestly in the classroom while honoring and empowering students. Dealing with social issues is uncomfortable and often messy, but you can build habitats of trust where kids and adults can make their thinking visible and cultivate empathy; where expression, identity, and social literacy matter. There is no magic formula for making the world a better place. It happens in the moments we embrace discomfort and have candid conversations. This is why we will also read *Culturally Responsive Teaching & The Brain* by Zaret Hammond. This book will support our district goals for being culturally and linguistically responsible educators as well as supports the profile of the graduate. (2.5 and 2.4)

**OPERATIONS**

Smith's needs assessment indicates our need to improve and maximize our use of instructional time. (4.2) Due to Covid, students will be utilizing technology more than in the past. In order to make sure that all students are equipped with the proper technology equipment, engaged in their learning and ready to learn each day, we will be ordering charging towers for each classroom, extra chargers for Chromebooks and IPEVO Cameras and multiple sets of headphones with microphones built in for ELL and Special Education students. (2.5)



LEA: New Haven

LEA Allocation: \$1,382,885.00

<b>School:</b>	Brennan Rogers School	<b>School Allocation:</b>	\$197,147.00
<b>TALENT</b>			
n/a			
<b>ACADEMICS</b>			
"2.1 Academic Rigor-Literacy: The needs assessment revealed a need to improve student performance in literacy. The primary root cause is lack of professional learning and development in literacy instruction and the expeditionary learning approach. Brennan-Rogers will contract with external partners who will train teachers in how to effectively implement instructional and classroom practices that have been proven to be effective in closing the reading achievement gap. Teachers will be trained in strategies such as direct, explicit phonics, vocabulary and fluency instruction, as well as explicit instruction in reading comprehension strategies.			
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 training 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>	\$197,147.00
<b>TALENT</b>			
n/a			
<b>ACADEMICS</b>			
2.1 Academic Rigor - Literacy Instruction: The needs assessment indicated a need to focus on building foundational skills and increasing the opportunities for higher order thinking and academic rigor. The school will contract a provider, Columbia Teacher's College, to train teachers on how to effectively implement instructional and classroom practices that have been proven to be effective in closing the reading achievement gap. Teachers will be trained in strategies for whole group, small group, one-to-one and differentiated reading instruction. We will also purchase reading units of study to enhance Readers Workshop. In addition, additional technology will be required in each classroom to engage students in tailored lessons and activities based on their diverse needs. The technology will allow			

students to engage in the individualized programs that will increase their ELA score on the SBA significantly.
2.1 Academic Rigor- Math Instruction: The needs assessment revealed 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, we are contracting Houghton Mifflin Harcourt to provide teachers with training to analyze data achieved through the use of the Math Inventory. Through this inventory, teachers are able to access the immediate data, scientifically designed reports, and professional learning resources they need to plan instruction, measure student growth, and set a trajectory to proficiency, algebra and higher math. The technology will allow students to engage in the individualized programs that will increase their Math score on the SBA significantly.
2.5 Support or Special Populations: The needs assessment revealed that academic rigor is not consistent among classrooms and special populations. There is a 15% achievement gap between EL students and non-EL students. Teachers lack the knowledge base to plan lessons for EL/Students with a disability. The school has implemented several computer programs to address the individual needs of the EL and SPED students. The school has implemented the Imagine Learning Program. Teachers will use the Imagine reports and data to plan and differentiate instruction. The need to individualize instruction for our special population will require purchasing additional computers to ensure all students have the opportunity to access the programs daily. In addition, additional tutors will be hired to deliver Tier 3 Intervention in literacy and math. One to one tutoring and small group instruction in addition to core instruction is an effective way to meet the needs of our fragile learners. Teachers will be provided with training and coaching on how to design lessons for explicit language development focusing on vocabulary development and comprehension based on PD training and Webinars.
<b>CULTURE &amp; CLIMATE</b>
4.2 Student Attendance: The needs assessment revealed that student attendance has shown a steady increase since 2018. Chronic Absenteeism has seen a steady decrease since 2018. In 2018, Celentano had a 22.5% rate of chronic absenteeism. In 2019, Celentano saw a steady decrease of chronic absenteeism. We reduced absenteeism by double digits to 12%. In 2020, We ended the year in March with a 16% chronic absenteeism rate. This year we have started the year 100% via remote. We are working to support and encourage our students to attend each day and be 100% engaged. Monthly attendance saw a significant increase: September 10.9%, October 10.9%, November 25.0%, December 21.0%, January 36.8%, February 20% YTD-16.9%. Projected Chronic Absenteeism-ESSA-10.3% for 2019. Tier 1 strategies-Referral to Attendance Clinic once a student has 2 unexcused absences in a month, Monthly recognition at the Community Meeting, Parents are contacted daily to build a relationship and look at trends and patterns, PowerSchool Letters, In school strategies- Attendance Breakfast, Attendance dog tags, shout outs Tier 2 Strategies- Teacher/Caseworker/Administrator document all discussions in PowerSchool and spreadsheet, Attendance Clinic with Judge Graves, Letters sent home for 5, 10 and 15 days, home visits from Truancy Officer Tier 3 strategies-Referral for Family Engagement support, Attendance Clinic, After-school program is offered to chronically absent students (Scholarships from Probate Court).
<b>OPERATIONS</b>
n/a

<b>School:</b>	Fair Haven School	<b>School Allocation:</b>	\$197,147.00
<b>TALENT</b>			
n/a			
<b>ACADEMICS</b>			

<p>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. 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 through two major platforms: ASCD and Lincspring. In our post COVID-19 world we must enhance our digital capacity for both educators and students. This will require high functioning teacher computers and student computers. Additionally, this will require purchasing classroom libraries for grades K-8 that consist of leveled books in multiple languages that will support students' independent reading.</p>
<p>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 HMM. Teachers will learn how to use data to provide intensive, systematic instruction to ELs and all students below benchmark.</p>
<p>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. Additionally, we will expand our offering of Read 180 literacy program as a systematic approach to remediating our middle school learners. I have added two addition teachers to target 6th grade students as well as expand the offering for more 7/8th grade students. This will additionally, require increased leveled libraries and higher capacity technology for students and teachers.</p>
<p><b>CULTURE &amp; CLIMATE</b></p>
<p>n/a</p>
<p><b>OPERATIONS</b></p>
<p>n/a</p>

<b>School:</b>	Lincoln-Bassett School	<b>School Allocation:</b>	\$197,150.00
<b>TALENT</b>			
n/a			
<b>ACADEMICS</b>			
<p>2.6 Assessment Systems and Data Culture- There are consistent assessments in the form of benchmarks which are given three times year (F, W, S). There is a need to better utilize the data to inform the instruction. The data analysis will elevate the rigor of instruction because it will be targeted to small group instruction and whole group advancement. Additionally, a consistent use of shorter targeted formative assessments will need to be utilized school-wide. Data teams will be used to target overarching learning concepts and skills and assigning teaching strategies to support the learning. SRBI needs to be used for a wider range of students. Therefore, it is necessary to quickly employ academic tutors that specialize in remedial reading and interventions. Teachers will maintain focus sheets of various data points for students across content areas.</p>			

2.1 Academic Rigor - Project-based learning integrates higher-order thinking, curriculum content, accountable discussions, and differentiation. Buck Institute will provide professional training to teachers on how to implement project-based learning and purchase tool/materials/furniture to create a project based learning lab.
2.3 Differentiation and Checking for Understanding - We will purchase supplies and materials for differentiated libraries and tools to address diverse learning styles/needs in literacy and math.
<b>CULTURE &amp; CLIMATE</b>
n/a
<b>OPERATIONS</b>
n/a

<b>School:</b>	Barack Obama University Magnet School	<b>School Allocation:</b>	\$197,147.00
<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 training, funding for professional development providers, and the necessary manipulative, 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 Chromebook 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.
<b>CULTURE &amp; CLIMATE</b>
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.
<b>OPERATIONS</b>
n/a

<b>School:</b>	West Rock Authors Academy	<b>School Allocation:</b>	\$197,147.00
<b>TALENT</b>			
n/a			
<b>ACADEMICS</b>			
2.3 Differentiation and Checks for Understanding: 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.			
2.5 Support for Special Populations The needs assessment revealed a need to better support special populations. Achievement gaps between special populations and the overall school population exceed 5% in both ELA and math. A need for further professional development aimed at supporting the diverse learning needs of these students is needed. Additionally, teachers would benefit from additional manipulatives as well as technology and tech tools to foster growth amongst our special populations."			
<b>CULTURE &amp; CLIMATE</b>			
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.			
<b>OPERATIONS</b>			
n/a			

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

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 Literacy. The primary root cause is a need to continue to build the capacity of teachers to understand Connecticut Core Standards through professional learning and job embedded coaching that unwraps standards, plans for tasks that meet the standards, and develops common formative assessments to show that students understand the standards. Continue to use the Common Core Companion to support this work as well as professional learning on differentiation. The school will partner with outside consultant through virtual and/or on-site training and embedded opportunities. We will focus on the implementation with fidelity and refinement of our Tier 1 Instructional model for all students. Our areas of focus during the 2020-2021 school year will be to enhance learning for all students through the development of lessons aligned to the CCSS with a focus on explicit and intentional vocabulary instruction and questioning that promotes discourse and a deeper understanding of all content areas.

**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 work with Hill for Literacy, 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 leaders, instructional coaches, and teacher teams to build internal capacity to support a scaled implementation. Through this approach, Wexler-Grant will establish a manageable model to increase fidelity and ensure long term success. Embedded PD, mentoring and coaching on literacy interventions will be provided to K-8th grade classroom teachers, coaches and ancillary personnel serving students' literacy acquisition (i.e., reading specialists, special educators, etc.). 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 Service-based learning theme will be integrated and include higher-order thinking, curriculum content, accountable discussions, and differentiation. Service Based Learning allows All students Special Education, English Language Learners and Regular Education learners to work together in a hands-on environment to develop and utilize critical thinking skills to see how they can better serve their school community and their outside community. The school will purchase necessary SBL supplies such as manipulatives and materials to enhance ELA instruction. 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: \$414,865.00

<b>School:</b>	C.B. Jennings Dual Language & International Elementary Magnet	<b>School Allocation:</b>	\$414,865.00
<b>TALENT</b>			
<p>Strategies to Support Talent Indicator 1.1:            Instructional K-5 Coach - The needs assessment demonstrated a need to improve effective instruction consistently in classrooms at the Tier 1 level. Targeted planning will include direct improvements to Jennings Tier 1 literacy instruction, by providing coaching opportunities to teachers. The goal of the coaching is to improve instruction, model lessons and plan effective tier 1 instruction using current curriculum and newly developed pacing guides. Teachers will also have opportunities to participate in guided learning walks to focus on effective teaching practices that our teachers are implementing across grade levels.</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 our dual language program. There is also an opportunity to grow in the support of new teachers through increased mentorship 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 outside the TEAM process to support learning about school culture and become active members of the learning community. This will create a greater sense of belonging and increase teacher retention.</p>			
<p>Strategies to Support Talent Indicator 1.4:            The needs assessment completed by members of the School Improvement leadership team yielded a conversation around leadership's need to focus on school mission and strategic direction with staff, students, and families. The school leadership team will revise and update the improvement plan for SY 20-21 to reflect a plan with a clear set of measurable goals that will drive the daily direction of Jennings' operations.</p>			
<p>Strategies to Support Talent Indicator 1.1:            Interventionists were hired to support students who are performing significantly below grade level, interventionist will use research-based instruction to provide tier 2 and tier 3 interventions. The addition of interventionists will allow for increased targeted, in-person interventions. This will decrease the use of web-based interventions. Students will benefit from high quality, direct instruction provided by an interventionist.</p>			
<b>ACADEMICS</b>			
<p>The needs assessment demonstrates an on-going need for building a mutual understanding of academic rigor, differentiation, and the most effective instructional strategies for all students, including special populations. This will require on-going professional learning, PD and coaching throughout the school year to increase cognitive rigor, differentiation, and the implementation of the instructional strategies for all students. This will be evident during walk-throughs. In addition, due to the school's high percentage of ELL population, there will be increased attention to building a mutual understanding of rigor with a culturally responsive lens and attention to second language acquisition.</p>			

<p>The IB instructional coaches will facilitate the writing of curriculum units and the implementation of the PYP Programme of Inquiry in grades PreK - 5. The instructional coaches will support the work of teachers writing IB curriculum units that align to the PYP standards as well as developing school wide policies. In addition to supporting classroom teachers, the IB instructional coaches will support the specialists and their work in the PYP. The coaches will facilitate the requirements of the PYP to ensure a successful authorization application and visit.</p>
<p>A World Language Spanish teacher will be dedicated to the implementation of foreign language for all students in an IB school. This teacher will support the development of IB curriculum units that are inter-disciplinary and facilitate student action cycles.</p> <p>A Library Media Specialist will be dedicated to the implementation of media literacy for all student in the PYP program at Jennings. This will support the inter-disciplinary learning structures of the PYP programme for all students and facilitate differentiation.</p>
<p>The needs assessment demonstrated that students need more dedicated materials such as mentor texts and non-fiction books available to them in the classroom. There is a need for books and materials that support and strengthen student background knowledge in content areas that teachers are addressing. Instructional IB coaches will continue to support teachers as they write, teach, and reflect upon strong, inter- disciplinary PYP units. They will help identify necessary books and materials that teachers will need to support the PYP units being developed.</p>
<p>The needs assessment demonstrated that special populations need more dedicated funding to support the curriculum writing that need 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>The needs assessment reveals that staff need crisis intervention training to better understand how to manage and support the students in the building who are exhibiting disruptive classroom behaviors. Staff also needs support managing the social-emotional balance of the students. This crisis intervention training will be supported by the Wellness manager. Our Wellness manager is under the direction of the Climate and Culture director. In addition, there is a need for a student mentor program within the school to support the SEL needs of many students and decrease the behavioral referrals. The behavior wellness manager, the behavior interventionist, and members of the mental health team will provide this support for students through a mentor program.</p>
<p>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. Assistant Principal and 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 restoratives practices like circles 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 focus on engaging families in the education process of their children. On-going professional learning around Parent Engagement strategies and out-reach opportunities will be established. Staff will focus on creating stronger ties with families with the support of the FRC and other community stakeholders. Creating a variety of engaging opportunities for families and engaging parents in more frequent culturally responsive activities will create a stronger home-school connection for students.</p>
<p>The needs assessment and attendance data for SY 19-20 revealed an increase in chronic absenteeism. To support a decrease in chronic absences for the SY 20-21, the school attendance team will focus on increasing parental understanding of the impact of chronic absenteeism. There will be an increase in "live "communication between school and parents. Personnel will be trained and available for home connections and visits.</p>



**OPERATIONS**

The needs assessment revealed a need for staff and students to maximize their use of time. This work will be supported through instructional coaching, learning walks and effective lesson planning and professional development. Students need to be able to transition quickly to academic work and teachers can facilitate this by implementing target strategies.

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 of the school. Adults need to consistently reinforce the norms. School leadership will monitor and support PBIS implementation strategies and work with staff to improve management structures and improve school wide routines consistently.

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 funding for supplies to support student interest and personalized learning. In addition, 1 teacher will take on the 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: Waterbury

LEA Allocation: \$1,936,038.00

<b>School:</b>	Bucks Hill School	<b>School Allocation:</b>	\$95,000.00
<b>TALENT</b>			
<p><b>1.1 Instructional Practice:</b>            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.</p>			
<p><b>1.6 Instructional Leadership</b>            CTO in collaboration with school based instructional leader/s will create teams of educators for teachers in ESSA/ SIG who convene regularly to learn how to problem solve, analyze student work together and/or provide time during school day for educators to observe one another. CTO in collaboration with school based leader will allow teachers and school leaders to work together to identify and implement meaningful activities to support teaching and learning.            CTO will review SIP aligned with the ESSA/SIG in conjunction with assistant superintendent and school based instructional team and conduct weekly classroom walk thru using classroom look for developed by school based team to collect and analyze evidence of effectiveness of resources and materials allocated to the schools through ESSA SIG.</p>			
<b>ACADEMICS</b>			
<p><b>2.1 Curriculum and Instruction Aligned to Connecticut Core Standards (ELA)</b>            The needs assessment revealed a need to improve the rigor &amp; 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 &amp; 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 iPads to measure students' performance in a timely manner.</p>			
<p><b>2.1 Curriculum &amp; Instruction aligned to CT Core Standards (Math)</b>            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 individualize student goals and learning based on student and class profiles.</p>			
<p><b>2.1 Curriculum and Instruction aligned to the CT Core Standards</b>            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</p>			

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.
<p>2.1 Curriculum and Instruction aligned to the CT Core Standards</p> <p>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.</p>
<b>CULTURE &amp; CLIMATE</b>
<p>3.2 Student Attendance</p> <p>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.</p>
<b>OPERATIONS</b>
n/a

<b>School:</b>	Driggs School	<b>School Allocation:</b>	\$95,000.00
<b>TALENT</b>			
<p>1.4 Professional Development: Because the needs assessment revealed a need to improve instructional quality &amp; teacher effectiveness, the district will provide a comprehensive reading curriculum with weekly strategic content, instructional coaching, modeling &amp; feedback by content coaches &amp; facilitators. Weekly meetings will also serve to monitor the quality and the rigor of instruction.</p>			
<p>1.6 Instructional Leadership</p> <p>CTO in collaboration with school based instructional leader/s will create teams of educators for teachers in ESSA/ SIG who convene regularly to learn how to problem solve, analyze student work together and/or provide time during school day for educators to observe one another. CTO in collaboration with school based leader will allow teachers and school leaders to work together to identify and implement meaningful activities to support teaching and learning.</p> <p>CTO will review SIP aligned with the ESSA/SIG in conjunction with assistant superintendent and school based instructional team and conduct weekly classroom walk thru using classroom look for developed by school based team to collect and analyze evidence of effectiveness of resources and materials allocated to the schools through ESSA SIG.</p>			
<b>ACADEMICS</b>			
<p>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.</p>			
<p>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</p>			

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>	\$115,179.00
<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 through various technology platforms such as Google Classroom and inclusive of a hybrid teaching and learning approach. This will also support the efficacy of classroom systems alongside an expert in the field of literacy and mathematics. Furthermore, support that encompasses the use of relevant technology resources, including swivel and document cameras, will aide students in seeing text clearly and accurately, which will ultimately yield to increased comprehension and understanding.			
1.6 Instructional Leadership CTO in collaboration with school based instructional leader/s will create teams of educators for teachers in ESSA/ SIG who convene regularly to learn how to problem solve, analyze student work together and/or provide time during school day for educators to observes one another. CTO in collaboration with school based leader will allow teachers and school leaders to work together to identify and implement meaningful activities to support teaching and learning. CTO will review SIP aligned with the ESSA/SIG in conjunction with assistant superintendent and school based instructional team and conduct weekly classroom walk thru using classroom look for developed by school based team to collect and analyze evidence of effectiveness of resources and materials allocated to the schools through ESSA SIG.			
<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 CCSS & 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 m-Class, Foundations, Lexia and the reading program work in coherence to provide all foundational core components. This will require purposeful monitoring by administration. 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.			
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 CCSS & 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 chronic absenteeism and there is little evidence of students' active engagement and meaningfulness in the implementation of a school-wide climate plan, all staff will receive training and coaching on creating positive school climate, differentiation, social emotional learning & restorative practices. All staff will have PD to establish school wide consistent behavior expectations (PBIS) & how to positively & 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.

3.2 Student Attendance

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 & 2's, & 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.

**OPERATIONS**

n/a

<b>School:</b>	Hopeville School	<b>School Allocation:</b>	\$95,000.00
<b>TALENT</b>			
1.4 Professional Development: Because the needs assessment revealed a need to improve instructional quality & teacher effectiveness, the school will facilitate 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.			
1.6 Instructional Leadership CTO in collaboration with school based instructional leader/s will create teams of educators for teachers in ESSA/ SIG who convene regularly to learn how to problem solve, analyze student work together and/or provide time during school day for educators to observe one another. CTO in collaboration with school based leader will allow teachers and school leaders to work together to identify and implement meaningful activities to support teaching and learning. CTO will review SIP aligned with the ESSA/SIG in conjunction with assistant superintendent and school based instructional team and conduct weekly classroom walk thru using classroom look for developed by school based team to collect and analyze evidence of effectiveness of resources and materials allocated to the schools through ESSA SIG.			
<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. Additional Chromebooks will allow more students to access programs during instructional time.
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 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.
<b>OPERATIONS</b>
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>	\$412,164.00
<b>TALENT</b>			
1.4 Professional Development There is a need to provide coherent high-quality professional learning to all staff. In response to leadership and teacher focus groups all using the term "variable" to describe instruction at Wallace Middle School at the start of last school year, a new schools vision for intentional instruction planning was developed. This vision will serve as the framework for effective instruction and to identify instructional professional development needs. To meet the needs of individual staff, professional development opportunities will be allotted for teacher choice. Teachers will have the opportunity to select professional learning of their choice and aligned to individualized need areas to develop teacher capacity. All teachers will be afforded the opportunity to become Level 1 and 2 Google Certified Educators. Staff will be expected to turnkey their learning to their classrooms and to colleagues within the building. Administrators will work collaboratively to provide teachers intensive professional development aligned with the common vision for engaging and rigorous instruction and to implement the newly adopted digital curricula.			
1.6 Instructional Leadership			

CTO in collaboration with school based instructional leader/s will create teams of educators for teachers in ESSA/ SIG who convene regularly to learn how to problem solve, analyze student work together and/or provide time during school day for educators to observe one another. CTO in collaboration with school based leader will allow teachers and school leaders to work together to identify and implement meaningful activities to support teaching and learning. CTO will review SIP aligned with the ESSA/SIG in conjunction with assistant superintendent and school based instructional team and conduct weekly classroom walk thru using classroom look for developed by school based team to collect and analyze evidence of effectiveness of resources and materials allocated to the schools through ESSA SIG.

## **ACADEMICS**

### **2.2 Student Engagement**

To improve student engagement in ELA and mathematics, teachers will utilize document cameras, and interactive TV boards will allow student to engage students in dynamic lessons and fully implement the digital resources of StudySync and the newly adopted HMH Into Math curricula. Administrators and supervisors will engage in instructional rounds to ensure that teaching and instruction is consistent with the established intentional instruction planning guide 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 school will also implement a Math Boot Camp to engage students in need of or desiring additional support in preparation for the Smarter Balanced test.

Panoramic/Swivl cameras will also be installed in academic classrooms to further facilitate engaging instruction in the hybrid learning environment with both in-person and virtual student.

In order to promote family reinforcement of digital engagement, staff will also conduct monthly virtual parent workshops to increase parental awareness and capacity in using school technology, including Google G Suite.

Teachers will also utilize iPads and Apple Pencils to provide individualized, descriptive feedback for students and to facilitate engaging learning activities. The iPads will allow teachers to manage the assignments, feedback, and learning applications while managing Google Meets and classroom discussion through their laptop. The iPads will also serve as the iOS device required for the SWIVL cameras.

## **CULTURE & CLIMATE**

### **3.3 Student Behavior**

Michael F. Wallace Middle School's suspension rate in 2017-18 was 23.1% and 18.8% in 2018-2019, well above the state averages. There is a need for consistent positive reinforcement, clear and consistent behavioral expectations and responses, a continuum of interventions, and family and community engagement/reinforcement.

The school will empower students and staff to work collaboratively implement a student-led Safe School Ambassadors Program and digital literacy learning will be provided to students and families.

The school will also contract a speaker to conduct an Anti-Bullying virtual program for all students and purchase copies of the speaker's book for students. Book reads with SEL Counselors will be encouraged as a restorative measure for students involved with bullying cases.

Student behavior will improve through positive reinforcements and school connectedness. The school will use PBIS Incentives including student planners, WMS notebooks, back packs, water bottles, certificates, and trophies to reinforce good behavior, and the addition of digital Bulletin board/TVs for the hallways and cafeteria will increase communication, highlight student success, and promote a positive school climate.

<b>OPERATIONS</b>
n/a

<b>School:</b>	North End Middle School	<b>School Allocation:</b>	\$352,657.00
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<b>TALENT</b>
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**1.4 Professional Development**  
 To provide intensive professional development to 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' need, increase rigor, student engagement and 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.

**1.6 Instructional Leadership**  
 CTO in collaboration with school based instructional leader/s will create teams of educators for teachers in ESSA/ SIG who convene regularly to learn how to problem solve, analyze student work together and/or provide time during school day for educators to observe one another. CTO in collaboration with school based leader will allow teachers and school leaders to work together to identify and implement meaningful activities to support teaching and learning.  
 CTO will review SIP aligned with the ESSA/SIG in conjunction with assistant superintendent and school based instructional team and conduct weekly classroom walk thru using classroom look for developed by school based team to collect and analyze evidence of effectiveness of resources and materials allocated to the schools through ESSA SIG.

<b>ACADEMICS</b>
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**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. Because of our extremely low math scores, we will implement an after school Math boot camp to address identified students. This boot camp will focus on and address specific areas of weakness for students.

**2.2 Student engagement**  
 Low levels of student engagement, as noted during the audit, suggest that teachers need more assistance engaging our students in high level, engaging and challenging activities. In order to improve adequate delivery of instruction and increase student engagement in the virtual setting, teachers will utilize document cameras and SWIVL's. Both pieces of technology will allow the teacher to improve the delivery of instruction as well as provide more opportunities for interaction with students.

<b>CULTURE &amp; CLIMATE</b>
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**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 as well, we will add a Social Emotional Learning specialist and an attendance counselor to address inappropriate behaviors, monitor behavior and attendance data, create action and behavior plans, and work with students in need.

<b>OPERATIONS</b>
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n/a
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<b>School:</b>	Sprague School	<b>School Allocation:</b>	\$85,000.00
<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.			
1.6 Instructional Leadership CTO in collaboration with school based instructional leader/s will create teams of educators for teachers in ESSA/ SIG who convene regularly to learn how to problem solve, analyze student work together and/or provide time during school day for educators to observe one another. CTO in collaboration with school based leader will allow teachers and school leaders to work together to identify and implement meaningful activities to support teaching and learning. CTO will review SIP aligned with the ESSA/SIG in conjunction with assistant superintendent and school based instructional team and conduct weekly classroom walk thru using classroom look for developed by school based team to collect and analyze evidence of effectiveness of resources and materials allocated to the schools through ESSA SIG.			
<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>	\$85,000.00
<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			

<p>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>
<p><b>1.4 Professional Development</b>  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.</p>
<p><b>1.6 Instructional Leadership</b>  CTO in collaboration with school based instructional leader/s will create teams of educators for teachers in ESSA/ SIG who convene regularly to learn how to problem solve, analyze student work together and/or provide time during school day for educators to observe one another. CTO in collaboration with school based leader will allow teachers and school leaders to work together to identify and implement meaningful activities to support teaching and learning.  CTO will review SIP aligned with the ESSA/SIG in conjunction with assistant superintendent and school based instructional team and conduct weekly classroom walk thru using classroom look for developed by school based team to collect and analyze evidence of effectiveness of resources and materials allocated to the schools through ESSA SIG.</p>
<p><b>ACADEMICS</b></p>
<p><b>2.1 Academic Rigor</b>  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 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 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.  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. Document cameras will assist teachers in utilizing these resources in classrooms that do not currently have one. Additionally, the use of document cameras support virtual learning.</p>
<p><b>2.1 Academic Rigor</b>  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 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><b>3.2 Student Attendance</b>  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.</p>
<p><b>OPERATIONS</b></p>
<p>n/a</p>

<b>School:</b>	Washington School	<b>School Allocation:</b>	\$131,019.00
<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.			
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/Math Solutions 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.			
1.6 Instructional Leadership CTO in collaboration with school based instructional leader/s will create teams of educators for teachers in ESSA/ SIG who convene regularly to learn how to problem solve, analyze student work together and/or provide time during school day for educators to observe one another. CTO in collaboration with school based leader will allow teachers and school leaders to work together to identify and implement meaningful activities to support teaching and learning. CTO will review SIP aligned with the ESSA/SIG in conjunction with assistant superintendent and school based instructional team and conduct weekly classroom walk thru using classroom look for developed by school based team to collect and analyze evidence of effectiveness of resources and materials allocated to the schools through ESSA SIG.			
<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. Increase need for differentiated Instruction: Use of technological resources such as a Doc Camera, a web cam, SMART TVs, (with wall mounts and HDMI cables) will enhance the curriculum by providing students with resources to provide multiple levels of reading and small group instruction.to accommodate different learning styles.			
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>			
3.2 Student Attendance The needs assessment revealed "below standard" in the area of student attendance. It indicates the need to address the students' chronic absenteeism which is 15.2% as of March 2020. This conveys that staff is not connected to students. The staff will participate in professional learning. 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>	\$340,000.00
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<b>TALENT</b>
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**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 instructional leadership strategies to significantly increase the consistency of developing and implementing high-quality instructional practices school-wide.

**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:

- Explicit Instruction
- Student engagement
- Formative Assessment and feedback
- Teaching cognitive & metacognitive strategies to students
- Systematically designing and scaffolding instruction
- Utilizing Instructional Technology

**1.6 Instructional Leadership**  
 CTO in collaboration with school based instructional leader/s will create teams of educators for teachers in ESSA/ SIG who convene regularly to learn how to problem solve, analyze student work together and/or provide time during school day for educators to observe one another. CTO in collaboration with school based leader will allow teachers and school leaders to work together to identify and implement meaningful activities to support teaching and learning. CTO will review SIP aligned with the ESSA/SIG in conjunction with assistant superintendent and school based instructional team and conduct weekly classroom walk thru using classroom look for developed by school based team to collect and analyze evidence of effectiveness of resources and materials allocated to the schools through ESSA SIG.

<b>ACADEMICS</b>
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**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.

<b>CULTURE &amp; CLIMATE</b>
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**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.

**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.

**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>	\$130,019.00
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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.

**1.6 Instructional Leadership**

CTO in collaboration with school based instructional leader/s will create teams of educators for teachers in ESSA/ SIG who convene regularly to learn how to problem solve, analyze student work together and/or provide time during school day for educators to observes one another. CTO in collaboration with school based leader will allow teachers and school leaders to work together to identify and implement meaningful activities to support teaching and learning. CTO will review SIP aligned with the ESSA/SIG in conjunction with assistant superintendent and school based instructional team and conduct weekly classroom walk thru using classroom look for developed by school based team to collect and analyze evidence of effectiveness of resources and materials allocated to the schools through ESSA SIG.

**ACADEMICS**

**2.1 Academic Rigor and 2.2 Student Engagement:** The district will provide teachers with touchscreen laptops that will allow teachers to administer the DIEBELS 8 Assessment and provide pre/post tests and progress monitoring with fidelity. The data will render pathways for student learning. The use of technology makes ongoing research based data collection available to make informed decisions for explicit intervention programs aligned to student's individual learning needs to close the gap. The district purchase of Chromebooks for every student will allow students the opportunity to engage in virtual distance learning through google classroom to learn through research based electronic programs uniquely tailored to the individual student's learning needs. One to One Chromebook device instructional program provides an opportunity for a continuous stream of instruction and



learning for all students. The added technology of SMART Document Cameras will support teachers with improving the level of rigor & engagement in their delivery of Virtual instruction.

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

Based on the needs assessment revealing the need to improve both ELA, Math & Science rigor & instructional practices aligned to the Connecticut Core standards, the district has provided the research based adaptive Math program i-Ready and ELA programs Amplify Reading and Wonders. Mclass/Amplify reading research based assessment program has been provided by the district to provide quarterly benchmark assessments and bi-weekly routine progress monitoring of student progress to provide data to drive rigorous and aligned instruction explicitly designed for the student's learning needs to plan effective intervention unique to every student to close the gap. Also, research based data is available for weekly instructional data team meetings with the STEM Coach and ELA facilitator to 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. Technology is necessary to collect data for explicit instructional decisions to be based on the analysis of research based electronic program assessments.

**CULTURE & CLIMATE**

**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, and the need to improve family and community engagement, 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. The staff will continue to actively participate in professional learning aligned with restorative practices with the goal of improving the school climate and culture. 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.

**OPERATIONS**

n/a