

# Title I, Part A, Section 1003 School Improvement Grant | 2021-22



## 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: \$2,064,546.00

<b>School:</b>	Barnum School	<b>School Allocation:</b>	\$350,000
<b>TALENT</b>			
<p>Instructional Practice: The school's Special Education staff will have access to the support of a part-time Special Education Clerk. This role will be held by a certified special education teacher who will complete tasks such as compiling and maintaining required paperwork, PPT scheduling, and managing a compliance calendar. This support will assist SPED teachers through the maintenance of SPED compliance for the school as all self-contained special education teachers will be able to participate in grade level and department common planning time to focus on IEP implementation and grade-level standards.</p>			
<p>Professional Learning: Instructional Leadership will focus on providing ongoing PD around Tier 1 instruction including challenging tasks, in an effort to increase cognitive engagement and formative assessments. The administration will work with teacher leaders to plan ongoing professional development to lead staff to provide high-quality instruction. Teachers will be given paid prep time for presentations. Staff will receive copies of professional books: 50 Strategies to Boost Cognitive Engagement and The Common Core Companion (grade band sets in ELA &amp; Math).</p>			
<b>ACADEMICS</b>			
<p>Assessment Systems and Data Culture: 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 30 min. for students who score more than one grade level below on the fall diagnostic screener. The school will employ two math interventionists for grades K-6 and a special education interventionist for grades PK-8 to provide continuity of IEP.</p>			
<p>Assessment Systems and Data Culture: 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 30 minutes for students who score in the intensive range on the fall DIBELS screener. The school will employ two literacy interventionists for grades K-6, an ESL tutor part-time, as well as a special education interventionist for grades PK-8 to provide continuity of IEP.</p>			
<p>Student Engagement: The school's needs assessment reveals that there is a need for improvement in the area of student engagement. Teachers will be provided training by lead teachers, school administration, and district leaders around cognitively engaging students. Bi-weekly substitutes will provide teachers with time for training and collaboration.</p>			
<p>Support for Special Populations: The school's needs assessment continues to reveal that there is a need for improvement in MTSS/SRBI processes and systems. The MTSS team led by the administration will become high functioning. Training for teachers on data collection, data analysis, and data-driven decision-making will happen through bi-weekly training sessions. Bi-weekly substitutes will allow teams of teachers to participate in MTSS protocols and receive training from Lead teachers, school administration, and district leaders.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>Student Attendance: School-based attendance team will meet on a set schedule. The importance of school attendance and its impact on learning will be communicated to families regularly. Interventions and district protocols around attendance will be implemented to support good student attendance. Good and improved student attendance will be celebrated monthly and quarterly school-wide. A part-time attendance monitor will be hired as an attendance team member.</p>			
<p>Student Behavior: Student behavior can be challenging at times and cause a disruption. There is a need to increase the reinforcement of desired behaviors. This will decrease student time out of class</p>			

and disruption of instruction. In coordination with RYASAP, a Restorative Practice Facilitator and Student Success Advocate (Social Worker) would support whole school behavioral expectations full time.
<b>OPERATIONS</b>
n/a

<b>School:</b>	Bassick High School	<b>School Allocation:</b>	\$400,000.00
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<b>TALENT</b>
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Instructional Practice: Because the needs assessment identified an ongoing issue with vertical and horizontal planning teacher teams and departments have been provided teams that will be facilitated by teachers and administrators to support planning. In addition, the use of Edgenuity to support credit recovery, differentiation, and My Path as an intervention to help plug gaps in education and keep students on track to graduation.

Professional Learning: Because the needs assessment revealed inconsistencies in teacher understanding of what to teach and how to teach it, administrators will conduct instructional rounds focusing on high-quality instruction as designed by the instructional leadership team. Based on findings from instructional rounds, professional learning in identified areas will continue building teacher capacity. Additionally, teachers and staff will participate in PD sessions and coaching (from various consulting agencies, that will lead to high-quality instructional practices across classrooms and help increase the capacity of school administrators and teacher leaders to actively lead improvement in delivering high-quality instruction. Bassick staff will also receive restorative practice and counseling supports to complement the work being done by guidance and administration in the areas of climate and discipline.

Recruitment and Retention Strategies: Because the needs assessment revealed a need to retain and support new teachers school administration, TFA coaches and district liaisons will provide a new teacher round table, mentoring program, and individual support.

<b>ACADEMICS</b>
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n/a
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<b>CULTURE &amp; CLIMATE</b>
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School Environment: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating a positive school climate and restorative practices by members of the school climate team.

Student Attendance: Because the needs assessment identified chronic absenteeism as an issue with regards to academic achievement the school will assemble small PLCs that will provide team efforts in attendance interventions. This will be inclusive of afterschool clubs and programs to help with the continuous engagement of students.

<b>OPERATIONS</b>
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Use of Staff Time: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will implement common planning time in teacher teams for 9th and 10th-grade classes.

<b>School:</b>	Bridgeport Military Academy	<b>School Allocation:</b>	\$164,546.00
<b>TALENT</b>			
<p>Raise Students' Academic Achievement through Remedial and Enrichment Activities and Learning Programs. The eMINTS Comprehensive Professional Development program is designed to help teachers create technology-rich learning environments where students tackle authentic, real-world problems and collaborate with others. Students in the eMINTS classroom are active learners and critical creative thinkers who achieve at high levels. The eMINTS instructional model supports high-quality lesson design, promotes authentic learning, empowers technology-rich learning environments, and builds community among students and teachers. eMINTS teachers design standards-based lessons that engage students in inquiry and collaborative problem-solving. With training, teachers will be able to create technology-rich learning environments where students tackle real-world problems through the creation of project base learning assignments</p>			
<p>SAT Prep and Preparedness for College and Post High School Care: SAT Prep workshops will be held from 2:30 pm - 4:00 pm, Tuesday and Thursday, in partnership with Linear Learning, a five-week session will be provided in Spring 2022 for juniors in preparation for the Spring SAT Exam. All participants will be given practice tests to determine their math strengths and weaknesses in order for the instructor to give specialized learning methods for both one-on-one and group work. According to Linear Learning all students increased their second SAT scores between 10-100 points in all subject areas after taking this course. SAT fee waivers are also given to all participants of this course. The Linear Learning instructor will coach all participants and provide SAT scores to the School Counselor to assess each student's progress. Approximately 15-20 students will be served each session, totaling 15-20 students for the year, with a ratio of 1:15 adult to students each session.</p>			
<b>ACADEMICS</b>			
<p>Math and ELA teachers will provide intensive, systematic instruction twice/ a week during the duty period. Cadets will be identified and assigned to teachers</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>An SEL setting sensory room or multi-sensory environment. Everything in the space is carefully chosen and placed so that individuals can chill in a calming manner, reflect, identify, regulate and return to classroom settings in a better place. With the rise of technology and social media, SEL/Sensory rooms are more important than ever for the well-being of students and staff.</p> <p>The reasons why an individual might benefit from a sensory room is ultimately reliant upon the individual sensory needs of the user. Sensory seekers can engage with tactile feedback that can stimulate their senses, as well as provide proprioceptive input by helping calm the senses, multi-sensory environments can help focus an individual who is otherwise often distracted. Visually and physically engaging an easily distracted individual with their environment has proven to increase their attention span over time.</p> <p>Sensory rooms provide a much-needed break from the hustle and bustle of real-life and engage a child in their most important work/regulation of emotions.</p>			
<b>OPERATIONS</b>			
n/a			

<b>School:</b>	Luis Munoz Marin School	<b>School Allocation:</b>	\$350,000.00
<b>TALENT</b>			
<p>Instructional Leadership and 1.4. Professional Learning: Because the needs assessment revealed a need to improve professional development, leadership effectiveness, and the use of staff time; the</p>			

school will strengthen its administrative and teaching team through continuous improvement of its instructional leadership. These teams will benefit from enhanced embedded professional development and coaching which will be supported by intensive SIOP professional development and coaching, as well as, an intensive summer institute that will be provided to teachers on teaching EL learners. Teachers who are trained will receive a stipend, training, and materials. Additional materials to support EL learners in both the bilingual and monolingual classes will be purchased, stored in the existing leveled book room. Training will be provided by the SIOP trainer. Training will be given to teachers and interventionists. Additionally, the Administrative Team (consisting of the principal and two assistant principals) will conduct a minimum of one walk-through per grade level per month in order to develop actionable feedback to teachers.

**ACADEMICS**

Academic Rigor and 3.2. Student Attendance: After-school clubs will assist with higher-order thinking strategies. This will increase students' connectedness to school with participation in school-sponsored clubs. This will also assist with the development of positive interpersonal skills with peers. Students will engage in problem-solving strategies, culturally responsive activities that support developing a belonging to the school community, and an overall improvement of academic skills. The continuation of Musical Theater which meets outside of the school day for practices and rehearsals, the replenishment of customs, materials for sets, microphones, improvements to the sound system, and soundproofing will improve student participation, quality of performances, students' feelings of success and connectedness to the school community.

Curriculum and Instruction Aligned to Connecticut Core Standards: 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. Math interventionists will also provide T2 and T3 support. Embedded math coaching and professional development will be provided to teachers in grades k - 8 in the areas of content knowledge, instructional strategies, differentiation of instruction with the use of manipulatives.

Curriculum and Instruction Aligned to Connecticut Core Standards: 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. Additional materials to support EL learners in both the bilingual and monolingual classes will be purchased, stored in the existing leveled book room. Training will be provided by the SIOP trainer. Training will be provided to teachers and interventionists.

**CULTURE & CLIMATE**

Student Behavior: 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. Supplies and incentives will be used for positive reinforcement of behavior and attendance. Supplies will be purchased to replenish materials in the mindfulness room, such as items used for self-regulation, reflection, and self-soothing. The continuation of Musical Theater which meets outside of the school day for practices and rehearsals, the replenishment of costumes, materials for sets, microphones, improvements to the sound system, and soundproofing will improve student participation, quality of performances, students' feelings of success and connectedness to the school community. This will also improve parent involvement in school events. Parent engagement and parent workshops will

support culturally responsive strategies and ways to help improve students' attendance that will encourage and reinforce parent partnership with the school.
<b>OPERATIONS</b>
n/a

<b>School:</b>	Paul Laurence Dunbar School	<b>School Allocation:</b>	\$200,000.00
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<b>TALENT</b>
Data Teams: Because the needs assessment revealed the school lacks effective differentiation, as well as its need for higher levels of instructional practice. The school is working to increase its teacher effectiveness, which it sees variances from classroom to classroom and instructional quality is moderate, the school will partner with eMints. The eMints coaches will provide individualized professional development in the areas of task analysis, feedback, lesson planning, and data analysis. Additionally, the school's established 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.

<b>ACADEMICS</b>
Professional Learning: Because the needs assessment revealed that professional learning is a critical area for improvement we will engage in a professional learning plan in conjunction with events to provide individualized coaching to 15-17 teachers. The focus areas of the PD will support teachers in creating lesson plans with evidence-based strategies, assessment, and task analysis, providing feedback to students, and using data to inform instruction.

Reading Interventions: 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 Lexia(k-8) and MyON licenses (Pk-3) for students in K-8. The school will also purchase Lexia Core 5 Reading Program to provide phonics instruction for special needs students who are in a class that no longer teaches phonics. The school will have an after-school component for elementary and middle school students to provide additional interventions.
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<b>CULTURE &amp; CLIMATE</b>
Student Attendance: Because the needs assessment revealed at least 30.3% of students were chronically absent, the Attendance Monitors will work with the 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 four days a week at four hours a day to help monitor student attendance, contact parents and plan attendance initiatives with the school attendance team. This year there will be a focus on students engaged in the learning process through distance learning. To better support the culture and climate of our school, we will employ full-time SEL support for students and staff. This individual will work directly with students to provide de-escalation strategies and coping mechanisms for students in crisis. They will be housed in a separate location, where students can engage in self-reflection, calming techniques, and 1-to-1 guided interventions.

<b>OPERATIONS</b>
n/a



<b>School:</b>	Warren Harding High School	<b>School Allocation:</b>	\$400,000.00
<b>TALENT</b>			
<p>Recruitment and Retention Strategies: Due to the large population of chronically absent students over the past two school years, the school would like to create teacher leaders who will look closer at student attendance and data. Four teacher leaders will coordinate on behalf of the school, interventions that support the goal of improved attendance. Additionally, the team will work on the implementation of a district-approved school-wide grading policy. As the grade reports are examined from quarter to quarter, trends of inconsistent practices have been identified. By developing a consistent grading policy for all staff to follow and students to receive, understanding of what is needed to pass each class will be better understood.</p>			
<b>ACADEMICS</b>			
<p>Curriculum and Instruction Aligned to Connecticut Core Standards: Because the needs assessment revealed a need to improve student performance in reading. The school will provide small group instruction up to five times a week for approximately 45 minutes for students who score below the 25th percentile on the IAB screening. This will be done through STEM lab class instruction. The school will continue to utilize reading level assessment data and plan lessons to meet the specific reading deficiencies. The school will purchase Reading Plus licenses to support the literacy needs of the students. The school will also provide after-school enrichment. The school will have a summer literacy component for middle school students who are identified through 8th-grade literacy scores before the transition to 9th grade.</p>			
<p>Curriculum and Instruction Aligned to Connecticut Core Standards: Because the needs assessment revealed a need to improve student performance in math. The school will provide small group instruction up to five times a week for approximately 45 minutes for students who score below the 25th percentile on assessment screenings. This will be done through STEM lab class instruction. The school will purchase Reading Plus licenses to support the literacy needs of the students. The school will also provide after-school enrichment. The school will have a summer literacy component for middle school students who are identified through 8th grade IAB scores before the transition to 9th grade.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>School Environment: Because the needs assessment revealed high suspensions and chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating a positive school climate and restorative practices to start the school year. At the conclusion of each month, data will be examined in PowerSchool to identify the staff's effectiveness in reaching chronically absent students. A Dean of Students will be hired to relieve the Assistant Principals of student behavior intervention and classroom management and focus their efforts on increasing a positive school climate and environment and providing additional student support and intervention.</p>			
<b>OPERATIONS</b>			
n/a			

<b>School:</b>	Wilbur Cross School	<b>School Allocation:</b>	\$200,000.00
<b>TALENT</b>			
<p>Professional Learning: The needs assessment identified support for teachers to reduce turn-over as an area of growth. To address this need, strategies such as providing access to purchased PD from providers such as Todd White, providing access to PD around accelerated learning, unpacking standards, backward planning, best practices, and coaching was necessary. The needs assessment</p>			

<p>identified resources such as classroom support and additional instructional resources that were required. The school will purchase student consumable and teacher-requested materials, such as math manipulatives and other supplies, to access supplies and resources needed to align professional development to more effective teaching practices.</p>
<p>Recruitment and Retention Strategies: The needs assessment identified quality teacher feedback and intensive assistance in improving staff practices as a focus area. To address this need, the school will designate, and stipend five (5) teacher leaders training around coaching and mentoring.</p>
<p>Leadership Effectiveness: The needs assessment identified quality teacher feedback and intensive assistance in improving staff practices as a focus area. To address this, the school will stipend teachers who will undergo intensive training around data analysis in order to provide small group training to grade-level clusters. The additional work after school hours will be around book study used to design and implement effective data review systems. The team will read the book and prepare and deliver PD in small grade-level clusters in order to implement a schoolwide data system.</p>
<p><b>ACADEMICS</b></p>
<p>Curriculum and Instruction Aligned to Connecticut Core Standards: Because the needs assessment revealed improvement of student performance in reading as a focus, the school will provide small group instruction using a combination of online software and in-person literacy academic interventions during the daily SRBI block.</p>
<p>Curriculum and Instruction Aligned to Connecticut Core Standards: Because the needs assessment revealed a need to improve student performance in math, will provide small group instruction to students using a combination of online software and in-person math academic interventions during the daily SRBI block.</p>
<p><b>CULTURE &amp; CLIMATE</b></p>
<p>School Environment: 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. These after-school clubs and daytime programs will be fully cleaned and secured using district staff as well as provide incentives. The aim of these additional supports is to increase student and family engagement which will be used to educate all about attendance and motivate students to regularly attend school.</p>
<p>Student Attendance: The needs assessment identified a high number of chronic absenteeism. The school will Provide individualized attention to students with school staff and monitor school performance, mentoring, and case management by connecting middle school students to mentors.</p>
<p><b>OPERATIONS</b></p>
<p>n/a</p>

LEA: Bristol

LEA Allocation: \$328,479.00

<b>School:</b>	Edgewood School	<b>School Allocation:</b>	\$328,479.00
<b>TALENT</b>			
<p>Edgewood's needs assessment reveals a need to improve teacher practice in developing rigorous tasks (2.1) aligned to the curriculum and pacing guide expectations, sharing performance expectations with students through success criteria, exemplars, or rubrics, and providing clear and specific feedback to move students towards mastery of learning targets. Improving teacher practice in the area of academic rigor, clarity of expectations, and feedback will ensure improved student performance. Edgewood will hire an experienced, full-time math coach to provide professional learning and support to teachers in effectively learning and implementing the new problem-based math curriculum.</p>			
<p>Edgewood's needs assessment reveals Family and Community Engagement is in the Developing stage. We believe employing a bilingual Family Outreach Coordinator to facilitate math-focused family events will allow us to offer periodic, meaningful opportunities for all families to engage in their child's education. Every family will receive take-home math kits 3 times per year. The kits will include culturally diverse, developmentally appropriate literature books, math manipulatives, math games /activities, and curricular information, all of which will help students begin to see themselves as mathematicians.</p>			
<p>Because our needs assessment revealed a deficit in Tier 1 academic rigor as well as a lack of comprehensive support for our special populations, we believe hiring a math teacher assistant to provide in-class support for students in grades K-2 will improve student outcomes.</p>			
<p>Edgewood School's needs assessment revealed a deficit in Tier 1 academic rigor as well as a lack of comprehensive support for our special populations. Hiring a math interventionist to provide additional small group instruction to students in grades 3 through 5 who will be an integral member of our multi-tiered system of supports team (SRBI) will significantly improve student outcomes.</p>			
<b>ACADEMICS</b>			
<p>Edgewood's needs assessment reveals a need to improve teacher practice in providing all students with appropriate access points to rigorous tasks (2.1) that are aligned to the curriculum and pacing guide expectations, sharing performance expectations with students through success criteria, exemplars, or rubrics, and providing clear and specific feedback to move students towards mastery of learning targets. Improving teacher practice in the area of academic rigor, clarity of expectations, and feedback will ensure improved student performance.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>Edgewood's needs assessment reveals Student Attendance t is in the Developing stage with 15.8% (40 out of 253) students enrolled at Edgewood identified as chronically absent for the 20-21 school year. Of those 40 students, 38, or 95%, are in the high needs subgroup.</p>			
<b>OPERATIONS</b>			
n/a			

LEA: Derby

LEA Allocation: \$271,428.00

<b>School:</b>	Derby Middle School	<b>School Allocation:</b>	\$271,428.00
<b>TALENT</b>			
<p>1.1. Instructional Leadership: As the needs assessment tool revealed a "Developing" performance level for Instructional Leadership the School will create a plan that contains a system of utilizing instructional leaders to improve instructional practice school-wide. Instructional leaders will go through a cohort learning series in partnership with Harvard Instructional Leadership Certification as well as partner with the CT Center for School Change (Ct Partners for Educational Leadership) to expand coaching through a teacher leadership model. DMS will also partner with Learning with Purpose to develop Social studies units focused on rigorous literacy learning and W2 to develop Math SRBI protocols to enhance teacher and leader capacity.</p>			
<b>ACADEMICS</b>			
<p>2.1 Curriculum and Instruction: As the needs assessment tool revealed a "Developing" performance level for Curriculum and instruction aligned to the Common Core the school will use a review process to analyze student performance and growth against the standards in alignment with the current ELA and Social Studies curriculum. Social Studies units will be developed to increase students' time engaged in rigorous literacy instruction. ELA tiered intervention materials (High Noon/Mega Words) will be purchased to support accelerated learning for all. Additionally, the purchase of Smartboards and Ipad will allow greater fidelity for students to access the curriculum in whole and small groups, as well as monitor student progress academically.</p>			
<p>2.2 Curriculum and Instruction: As the needs assessment tool revealed a "Developing" performance level for Curriculum and instruction aligned to the Common Core the school will use a review process to analyze student performance and growth against the standards in alignment with the current Math curriculum. Math tiered intervention materials (Bridges) will be purchased to support accelerated learning for all. Additionally, the purchase of Smartboards and Ipad will allow greater fidelity for students to access the curriculum in whole and small groups, as well as monitor student progress academically.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>3.1 Student Attendance: As 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 an effective attendance awareness campaign. The school will implement strategies and practices to connect all students to school life by creating opportunities to be involved.</p>			
<b>OPERATIONS</b>			
n/a			

LEA: Hartford

LEA Allocation: \$3,035,624.00

<b>School:</b>	Burns Latino Studies Academy	<b>School Allocation:</b>	\$405,300.00
<b>TALENT</b>			
<p>alent 1.1- Increase student achievement and make progress toward closing the achievement gap by supporting teachers and increasing their capacity: Because the needs assessment revealed high number of non tenured teachers, the school will provide the following supports to build teacher capacity:</p> <ol style="list-style-type: none"> <li>1. Engage in one coaching cycle with all teachers K-5</li> <li>2. Engage in weekly instructional walkthroughs that inform Grade Level Meetings on Mondays</li> <li>3. Assign a TEAM Mentor as needed</li> <li>4. Hire a full time psychologist who will support with tiered interventions, PPT recommendations and sharing ongoing academic/social emotional strategies to support staff, students and families</li> <li>5. Hire part time teachers to provide tutoring to address the learning loss during Covid</li> <li>6. Provide professional development opportunities around culturally relevant practices. Bring in guest speaker Dr. Lamar Shields for an in person 3 day series with staff to conduct a needs assessment on our current practices and create a plan of action to make sustainable changes in identified practices</li> <li>7. Provide teacher computers and interactive boards to support academics through various online platforms such as Iready, Zearn, Lexia, Google Classroom</li> <li>8. Provide staff recognition to motivate and incentivize to include staff of the month plaques, classroom supplies, school gear. Provide tickets to identified field trips to provide students hands on experiences such as the Science Center, Boston Museum</li> </ol>			
<b>ACADEMICS</b>			
<p>Academic 2.1-Student Engagement: Because the needs assessment revealed a need to improve student engagement, the school will:</p> <ol style="list-style-type: none"> <li>1. Utilize strategies that increase student to student discourse such as turn and talk protocol</li> <li>2. Increase use of visuals to provide entry points for all learners</li> <li>3. Increase opportunities for student choice</li> <li>4. Hire a full time psychologist who will assist with student observations, attend MTSS meetings and provide strategies that promote higher levels of engagement</li> <li>5. Dr. Lamar Shields guest speaker will provide staff with a 3 day professional development series around culturally relevant and responsive practices. During the professional development, staff will be provided opportunities to review and audit the current curriculum Using the EQUIP Rubric Tool, read articles such as Climbing Out the Gap around culturally responsive teaching, learn about the Rigor Framework for culturally responsive teaching and understand the importance of productive struggle for students.</li> <li>6. Dr. Lamar Shields will provide a parent workshop around student engagement and will share strategies with families to increase academic stamina and academic performance</li> <li>7. Hire part time teacher to tutor identified students in Tier 2/Tier 3 through the Iready Diagnostic assessment and other formative assessments</li> <li>8. Purchase Eureka Math Kits and high interest readers to support Tier 1 instruction.</li> <li>9. Remove SmartBoards and replace with Interactive Boards. These boards provide more hands on engagement for staff and students.</li> </ol>			
<b>CULTURE &amp; CLIMATE</b>			

Climate 3.1- Increasing student attendance is a priority at Burns. Strategies we will implement to reduce chronic absenteeism include:

1. Weekly Attendance, Culture and Engagement Meetings
2. Implement morning circles daily
3. Implement Second Step Curriculum during SQUAD block
4. Implement perfect attendance/most improved attendance assemblies. During assemblies both students and their parents will be recognized with certificates, school gear, plaques, and pins for parents. We will purchase tents to ensure that these events can happen outdoors and socially distanced.
5. We will offer student incentives to increase daily attendance. Incentives will include prizes such as tickets to the movies, tickets to the trampoline park in Hartford, class field trip to High Meadows, bikes, scooters, sneakers, etc
6. Implement Tier 1 school wide incentives to include monthly student attendance
7. School psychologist will work with the staff and families through professional development opportunities and parent workshops around increasing student engagement, strategies to increase daily attendance, how trauma impacts the brain and ways to support children
8. PBIS Incentives will be used to promote proactive behaviors as a Tier 1 approach. As a school, we promote the 3R's Respect Self, Others and the Environment. Students earn Dojo points when they demonstrate one or more of the R's. The Dojo points earned can be used to purchase items in the Eagles Nest(school store). Funds will be utilized to purchase items to stock the school store. Items will include technology such as tablets, earbuds, bikes, helmets, scooters, tickets to local baseball games
9. Grade Level Assemblies with Dr. Lamar Shields

**OPERATIONS**

Operations 4.1-Technological Needs: As a school, much of our technology is outdated and needs repairs to bring us to the 21st century. As a direct result of COVID 19 and virtual learning, staff, students and families need to have reliable access to technology. The following strategies will be implemented to support staff, student and family needs with technology:

1. All staff will be provided with computers and flash drives. This will allow staff to support students' learning online. Access and engagement with smartboards, online academic platforms and google classroom are critical components of the daily learning instruction.
2. Technology supplies are needed to support the needs of the student population. We have close to 300 students and more than 50 staff members that includes teachers and support staff. Technology supplies needed to support students' academic needs including headphones, ear buds, iPads for special education testing, and replacing Smart Boards with more efficient Newline Interactive Boards.

<b>School:</b>	M.L. King, Jr. Middle School	<b>School Allocation:</b>	\$425,000.00
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**TALENT**

Based on the needs assessments and most recent local and state assessment data, it has been determined that tier 2 and 3 intervention support is needed in order to meet the needs of students who are struggling. In addition to a robust intervention period in which teachers use student performance data to determine areas of need and to plan tier 2/3 intervention opportunities. The school will hire an ELA resource teacher to provide tier 2/3 intervention to identified students during grade level intervention periods. In addition, to an ELA resource teacher, the Lexia reading program will be utilized during intervention to provide tier 3 support to students who are reading 5 or more grades below grade level. Non-certified tutors will also be recruited to support students multilingual students in small groups. In addition, we will hire building subs to support our initiative to allow

teachers an extra prep time a week. The building subs would cover classes while the teachers met as a grade level or content area. Teachers will use this time to address academic and SEL needs and plan accordingly.

Based on recent learning walk data as aligned to the HPS instructional vision, focus areas for improvement in all MLK classrooms is centered on promoting higher order thinking through the implementation of rigorous curriculum, providing appropriate scaffolds for all students to have access to grade level content and implementing high leverage strategies to meet the needs of our growing English Language Learner population. In order to support the professional learning needs of teachers, a series of professional learning series will be rolled out in the 2021-2022 school year as well as in the summer of 2022. Staff will receive Pre-Intervention Manuals to provide more strategies and resources. The school will work with the Educator Collaborative consultant, Chris Lehmann to provide monthly workshops on implementation of high leverage literacy strategies across content areas and implementation of close reading. Teachers will have the opportunity to engage in a week long intensive professional development workshop with the Educator Collaborative consultant focusing on the following two topics: Use Digital Tools to Extend and Deepen Your Reading and Writing Practices and Support Students Learning English in Every Classroom. Teachers that participate in these voluntary summer sessions will be expected to co-facilitate PLC's around the topics explored during summer institute with the schoolwide instructional community. Lastly, we will deliver CREC and SERC Professional Learning sessions to help support our needs around ELL students and differentiation. By doing so, MLK will build capacity within the teaching staff to be instructional leaders and will align to the tenets of effective teacher professional development.

#### **ACADEMICS**

Implementation of research based reading strategies: Because students must actively engage in reading and re-reading text in order to meet the cognitive demands of the fiction and non-fiction literacy standards, it is critical that they engage in our district focus of close reading. In addition, teachers must strengthen their toolbox of strategies aligned to literacy instruction to incorporate reading in all content areas. In addition, understanding what is required of standards will help teachers to ensure that they are choosing the appropriate instructional path, choose effective scaffolds and utilize ongoing formative assessments to inform instruction. MLK will partner with The Educator Collaborative to provide workshops throughout the year focused on building teacher muscle in implementing reading in the content area, with strong literacy strategies. In addition to the Educator Collaborative, we will have Professional Learning programming from CREC and SERC to help support our ELL students and our efforts around differentiation. The addition of the ELA resource teacher and part time tutors will help staff to address specific needs of students in regard to reading strategies. The teachers who participate in the optional Summer Cohort will help to lead PLCs next school year. This will provide continuity from one school year to the next. Lastly, classroom supplies, Special Education manipulatives, and laptops will be purchased for our school. This will allow staff to meet the needs of some of our lowest students. These supplies include (but are not limited to): Hi Lo readers, small group instruction reading materials, Special Education & Math manipulatives, Chromebooks, and other instructional supplies (including atlases, globes, dictionaries, calculators, etc). These supplies will give teachers and students the necessary materials they need to be successful in school.

Based on data from or most recent benchmark assessment administered via Reading Plus, 55% of student at MLK are reading 5 or more years below grade level. Along with strong tier 1 instruction to accelerate learning, it is critical that teachers have resources to meet the needs of students who require tier 2 and 3 support. The school will have several Pre-Interventional Manuals to use as resources for research based strategies. The Lexia Power Up reading program will be utilized during intervention to provide tier 3 support to students who are reading 5 or more grades below grade

level. We will also incorporate Flo-cabulary in order for students to build academic and content vocabulary as part of tier 2/3 instruction. Both of these platforms require access to technology so the purchase of Chromebooks will help to support this strategy. Hi Lo readers and small group leveled reading materials will also provide yet another reading resource to help support our learners at MLK.

#### **CULTURE & CLIMATE**

Attendance Matters: In order to decrease chronic absenteeism, it is imperative that the school implements a structures approach to address barriers and take proactive measures to ensure that students come to school every day. Based on the needs assessment, we are developing in the area of reducing chronic absenteeism, and our ACE team will continue to meet once a week to identify tier 2/3 who are or are in danger of being chronic as well as school wide tier 1 strategies to motivate students to come to school. In order to remove uniforms as a barrier for attendance and reduce disciplinary actions based on uniforms, we will create a "Uniform Closet" in the main office. Similarly, in order to create a more welcoming school environment that takes proactive approaches to addressing student behavior, we will implement a robust PBIS system with incentives in which teachers are fully trained and provide input and feedback in order to sustain buy in and ownership. PL offered by Joe Brummer will support restorative practices already introduced at MLK. By adopting restorative practices this year, through an HPS district initiative, staff are being equipped with training around mindset, dispositions and strategies that must be present for MLK to be a restorative school. In order to support restorative practices at MLK, we will re-imagine the inside suspension program and replace it with a Restorative Mindfulness Room. In this room, students will engage in various exercises and activities to self-regulate, reflect, repair harm and plan for success upon re-entering the classroom. In order to fully support the restorative room MLK will hire an additional behavior technician with a strong background in restorative practices. Alongside the culture and climate team, the behavior technicians will roll out a clear structure for the restorative room. Lastly, Parent University will offer support.

Transitioning back to full in-person learning in the midst of a pandemic has undoubtedly had an impact on the social emotional health of students at MLK. This is evident in the increased number of behavioral referrals, inside and outside suspensions and referrals for mental health services in the first three months of the 2021-2022 school year. Although average daily attendance has increased this year, it is imperative that a positive school climate is maintained with adequate supports for students social emotional well being. In alignment with Positive Interventions and behavioral supports, MLK will develop a school store where students can utilize our token economy system "DREAM Dollars" to buy items from the school store. A fully stocked school store will include items to promote a sense of belonging and school pride with various items with the MLK logo including water bottles, bracelets, T-Shirts, Notebooks, fanny packs, pencils, stress balls, and other high interest age and school appropriate items. In addition, we will have the Behavior Technician to help support the work in this strategy. This can be done by using these supports to manage behaviors or by incorporating PBIS strategies and incentives. \*\*\*The Enrichment curriculum will support this work as well. Students will be surveyed to determine interests and this will inform enrichment offerings once a week on Wednesdays, which is usually a dip day for attendance. Teachers will be provided enrichment materials. These materials include Unified Arts supplies, die cut machines, and others.

In order to create a college going culture, as aligned to the district priority of college and career readiness, it is critical that students at MLK have access learning about college and universities. In order to see themselves as college students, they must visit college campuses and learn about programming. In the 2021- 2022 school year, we will begin an initiative at MLK in which students from each grade level will visit at least one college campus per year. Visits will occur in the following sequence: Grade 6: State college visit (UCONN or CCSU), Grade 7: Private college visit (University of Harford or Trinity College) Grade 8: Ivy League University (Yale, New Haven). College visits will align



to Naviance Tasks in which students plan and goal set and explore interests for the future. By the time MLK students reach the 8th grade, based on this initiative, they will have visited three different types of colleges and learned about programming. By promoting a college going culture, it is the goal to provide students with increased opportunities to demonstrate a growth mindset and better focus on their academic and behavior expectations. As a result, a positive academic culture will lead to a more positive school climate thus increasing student attendance.

**OPERATIONS**

Collaborative Planning Time: Based on the current strategies in place to support job embedded professional learning and collaboration, it is proposed that content area teachers have one additional planning period per week to work together to review student data and lesson plan with research based strategies in mind. In addition, math and literacy teachers have an instructional coach assigned to them to strengthen instructional practices. In order to support this structure, a schedule will be created in which additional planning time is allocated to each teacher in order to collaboratively plan or work with instructional coaches. We will have a scheduling consultant help support these efforts. A building based substitute will also be hired to support this initiative so that teachers have adequate coverage for their classes. The building sub will continue classroom activities and manage behavior while the teachers collaborate. This is important as the amount of time that colleagues can work together is becoming harder to find. This will ensure that educators are meeting to use data to effectively plan their lessons and engage more students.

<b>School:</b>	Milner Middle School	<b>School Allocation:</b>	\$425,324.00
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**TALENT**

Instructional Practice: To improve reading intervention at Milner Middle school, several data points such as SBAC, interim assessments from the 2020/2021 school year and most recent readiness assessment, shows that students are performing below grade level in both literacy and math. To help strengthen our intervention block, we will provide small group instruction to students who are at a Tier 2/3 level.

Effective Tier 2/3 interventions to address gaps in student learning will allow for effective accommodations and smaller groups to implement a true intervention model with evidence based practices. Milner will hire a Comprehensive Intervention Specialist and non-certified tutors to help support these efforts.

We will continue to implement and strengthen the MTSS model. The learning of MTSS and structuring of resources, roles within the building, using data to plan for and support tiered interventions was an area of growth for the 20-21 school year and will be continued this year to fidelity. With ongoing professional development through structured MTSS and Data Wise meetings, staff and teachers will collaborate to analyze student data targeted to our Tier 2/3 students.

For the 2021/2022 school year, our area of growth will be to focus on building skill and expertise around tiered interventions and progress monitoring student achievement for success in our intervention block.

With a disproportionate amount of students who are in need of interventions, this proves to be a burden, especially for our SWD's and ELL's who are lagging behind academically, based on our assessment data over the past year. By effectively using our allotted time blocks for MTSS and Data Wise meetings to continue to grow our expertise in this area of strength, teachers will gain a deeper

<p>understanding of tiered interventions and professional development around progress monitoring in grades 6-8</p>
<p>Hiring an ELA teacher to focus on our low academic students utilizing Reading Plus will be beneficial to our entire instructional team. To accelerate our students learning we have a structure that will allow each grade level to have an additional intervention block that focuses on ELA skills through Reading Plus our online Reading Intervention program. Our ELA teacher will work to increase specific foundational literacy skills. It will also create less students in class.</p>
<p><b>ACADEMICS</b></p>
<p>Academic Rigor. Ongoing Professional Learning: SBAC data for the 2018-2019 school year indicates that proficiency levels in reading at 7.4 % and 1.7% in mathematics. This indicates that Tier 1 instruction needs to be strengthened to meet the cognitive demands of the CCSS. Classroom observations this year reflect that teachers struggle with engaging students in higher order thinking. This results in questioning and responses that are surface level. Additionally, there is a struggle with differentiating instruction to meet the needs of a diverse group of learners. Because there are a significant number of students who are performing below grade level in math and literacy, teachers struggle to teach grade level standards while providing scaffolds and incorporating deliberate planning to make these standards accessible to all students, including ELL and SWD. As a result, we are investing in a professional learning institute that will increase the capacity of our teachers which leads to improved student achievement. In addition, hiring and training tutors for ELA and Math interventions is another essential component of our strategy. Our goal is to focus on strengthening teacher skills through ongoing professional learning. Milner will have a "Summer Institute" to continue professional learning. District ELA and math coaches will deliver the content and work with teachers to strengthen these skills and strategies in the classroom.</p> <p>Similarly, Milner purchased the Read 180 program to help support our most struggling readers. Two Interactive Boards were purchased to support small group instruction and make learning more engaging.</p>
<p>Extended Day</p> <p>We also know with additional time, student growth can be accelerated. As such, we are planning to extend learning beyond the regular school day with a small cohort of students in our after-school program.</p>
<p><b>CULTURE &amp; CLIMATE</b></p>
<p>Attendance Matters: In order to decrease chronic absenteeism, it is imperative that the school implements a structures approach to address barriers and take proactive measures to ensure that students come to school every day. Based on the needs assessment, we are developing in the area of reducing chronic absenteeism, therefore the attendance team will meet once a week to identify tier 2/3 who are or are in danger of being chronic as well as school wide tier 1 strategies to motivate students to come to school.</p>
<p>Student Behavior.</p> <p>Restorative Practices and PBIS:</p> <p>While we have a school-wide system for proactively addressing behavior (PBIS) and building a positive school culture (Restorative Approaches and Practices), there is inconsistent implementation and lack of staff buy-in to these approaches. This is evidenced by increased office disciplinary referrals and inside suspensions this year. As a result, it is critical that we ramp up our efforts to build staff capacity in the implementation of these systems to address mindset and skillset barriers. We will move to monthly targeted professional development on Restorative Practices and approaches and include a teacher from each grade level on our PBIS team to meet bi-weekly. Our series of</p>

professional development on Restorative practices will focus on de-escalation techniques, trauma informed practices, empathic listening and building culture through restorative circles. Because we have an advisory period at the beginning of each day, some of the community building work will occur during this time with teachers implementing lessons on common topics. A teacher leader from each team will work alongside the PBIS team to utilize a PBIS implementation rubric to assess our current areas and strength and growth and plan for improvement.

**OPERATIONS**

Financial Management.4.1  
 With an improvement in district financial management we will have better access to student & teacher technology, stronger internet connection for student technology work as well as analyzing deeper demographic studies and feeder school demographics. This includes buying more staff technology to support ongoing efforts to engage students in learning. The school has also purchased 2 Interactive Boards to promote engagement as well.

Investing in systems to track our specialized population for progress monitoring which will lead to higher achievement and continued professional growth for teachers (internal & school-based)

Supporting our M/L learners through Interactive IPAD Technology. Students who are M/L face additional barriers as it relates to increased student achievement. Often times we are not equipped with the right resource to accelerate and advance students learning. Use of of iPad specifically programmed for M/L learners creates an opportunity for increased engagement which leads to improve academics. It adds ownership of one's learning for the student. It also assists teacher with monitoring student individual progress. Similarly, the purchase of 2 additional Interactive Boards will allow staff to engage students in their learning.

<b>School:</b>	SAND School	<b>School Allocation:</b>	\$390,000.00
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**TALENT**

Because the needs assessment revealed the need to improve ELA, which is influenced by attendance, our school will utilize certified and non certified staff for the following:

\*We will need to hire more staff to roll out our plan. We will need a new full time SES, extra clerical support staff, and extra pay for our current FCSSP, BTs, and the new SES so we can continue to reengage families and students with specific motivational moments and events to and increase our ADA. These staff members will support the following programs at SAND:

- 10 @ 10
- PM Home Connections
- Soaring Eagles Program (Twilight Team)

\*Dine & Discuss- Staff will engage in these sessions to discuss current practices that will build capacity and a professional tool box geared to the art of teaching Reading and Social Emotional needs. This will allow us to develop our new educator's capacity around Restorative behavior.

ALL Aligned to the District's DME

**ACADEMICS**

Added academic support: Because students missed traditional schooling setting in the past 2 years, the need to double up in academic opportunities are essential. This will require all certified support staff to engage with students with additional time which will be an extra duty extra pay approach.

Teachers will also engage in Dine and Discuss Sessions engaging in current practices that will be capacity and professional tool box geared to the art of teaching Reading. This is essential as PD time has been diminished this year to district focus.

Full time SES can continue to reengage families and students with specific motivational moments and events to and increase our ADA.

Data Wise PD to reset our capacity and continue to work towards improvement of all academics major actions.

Smartboard software so we can lift additional interactive lessons and activities for classrooms.

Instructional Supplies- We will use a variety of additional resources including (but not limited to): iSpire online materials, additional Second Step materials, math supplies, classroom libraries for all ranges in each grade level, and headphones for our Tier 3 students.

ALL Aligned to the District's DME

### **CULTURE & CLIMATE**

Climate-Needs assessment revealed students behavior as developing. 22% of our teachers are brand new and need to adjust to a new mindset of restorative training for classroom management. Students have high social emotional needs so we need to make sure our staff is trained and has resources. Therefore, the school will activate the following;

\*SAND Incentive Give Away Days- The team will plan and implement this incentive approach for all students to motivate and recognize efforts, improvement, and sustain attendance. This approach will bring students to school (decrease CR) and allow for more instructional time. We will also have staff incentives to help motivate staff to decrease students' CA, improve reading or math growth, or various other motivators that will directly impact students.

\*10@10 program---daily calls to daily absent list which allow for connections and understanding each students' story so appropriate supports can be activated.

\*PM Home Connections---team will make connections with parents via phone and/or home visits to understand how to support each family.

\*Soaring Eagle (Twilight Team) Program: This team will be made up of the FCSSP, BT, and SES. After hours, this team will make home visits and work on strengthening the school's relationship with parents and other community members.

\*Digital Marquee- This will be used as a way to ensure we create a sense of community and belonging with our families. This can also be used for recognitions of our community members (Parent Hall of Fame, etc).

\*Murals- We are trying to engage our students in Social and Emotional learning. These murals will allow students and families to build a sense of community at SAND. SAND's head custodian will help support these efforts outside of school hours.

\*Before/After School Programs and Enrichment - these opportunities will allow students to receive extra help in struggling areas as well as support social and emotional learning. The SIG will help support this.

### **OPERATIONS**

n/a

<b>School:</b>	Sport and Medical Sciences Academy	<b>School Allocation:</b>	\$500,000.00
<b>TALENT</b>			
<p>Our needs assessment revealed a need to improve student achievement on SBAC (ELA &amp; Math) and with a focus on special populations. Teachers will build capacity on language acquisition instructional strategies, and differentiated instruction to meet students' unique needs. Through the support of professional partners, SMSA will engage in professional learning on cognitive engagement and building instructional capacity on differentiated instruction. In order to build capacity within our school to support special populations, we will also engage in professional learning on understanding sheltered instruction, and providing culturally-relevant pedagogy. Two staff members will attend the UnBound Ed Standards Institute. These staff members will then come back to SMSA and turnkey the important information to the rest of the staff. The focus of this institute is to correlate state standards to effective teacher and what it should look and sound like in the classroom. SMSA will develop and universally employ instructional strategies that increase students' cognitive engagement, student discourse (turn and talk protocol, accountable talk, socratic seminars methods), and employ a student-centered learning instructional strategies providing students with choice on how they will demonstrate understanding (visuals to provide entry points for all learners). In addition, we plan to structure a Tuesday &amp; Thursday Tiger Academy for students to provide targeted differentiation in ELA. We also plan to hold Family Literacy and Numeracy events to engage parents in understanding of our students' curriculum. We will also hire 2 Student Engagement Specialists and a Behavior Technician to support our behavioral and attendance initiatives as well as supporting the school's culture and climate.</p>			
<b>ACADEMICS</b>			
<p>Our needs assessment revealed a need to improve student achievement on SBAC (ELA &amp; Math), and with a focus on special populations. Teachers will build capacity on language acquisition instructional strategies, and differentiated instruction to meet students' unique needs. Through the support of professional partners, SMSA will engage in professional learning on cognitive engagement and building instructional capacity on differentiated instruction specifically dedicated to Math instruction. In order to build capacity within our school to support special populations, we will also engage in professional learning understanding sheltered instruction and providing culturally-relevant pedagogy. SMSA will develop and universally employ instructional strategies that increase students' cognitive engagement, student discourse (turn and talk protocol, accountable talk, Socratic seminars methods), and employ a student-centered learning instructional strategies providing students with choice on how they will demonstrate understanding (visuals, online platforms-NearPod) and online platforms (Lexia, MyON) to provide a variety of entry points for all learners. This includes utilizing KUTA software to differentiate math instruction. In addition, we plan to structure a Tuesday &amp; Thursday Tiger Academy for students to provide targeted differentiation in ELA. In order to improve students' learning outcomes, technology and various instructional supplies (including graphic novels) will be utilized to deliver differentiated and individualized instruction, increase cognitive engagement and allow for blended learning instruction. This includes laptops and other technology. In addition, new desks will allow students the ability to move desks easily into different cooperative groups. Lastly, various field trip opportunities will expose our students to real life learning opportunities (Freedom Trail, High Meadows)</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>The needs assessment revealed a need to reduce chronic absenteeism. SMSA's Attendance, Culture &amp; Engagement (ACE) attendance team will meet weekly to provide supports to students who are chronically absent , on the verge of becoming chronically absent or require intensive intervention.</p>			

Attendance incentives (school incentives, opportunity for gym use) for students and parents will be utilized to improve average daily attendance and chronic absenteeism. SMSA's Family Community Specialist and Behavior Technician are mentors for our Tier 3 identified students and support services staff members are Tier 1B & 2 identified students mentors. A Behavior Technician position and 2 Student Engagement Specialists (SES) are being added to support proactive attendance and behavior supports including communicating with families, home visits, and building a restorative environment. SMSA will create a mindfulness center available for our teachers to assist with managing students' behaviors and, thereby, supporting students to spend more time on task in the classrooms. SMSA is buying a divider to separate a space to be used for this Mindfulness Room. SMSA is also planning to open clubs, activities for our students including Chess Club, AV Club, and Art Club to incentivize students to come to school. Supplies to support these clubs will be purchased (printers, camcorder, Cricut, etc). Grade level Class Advisors will support grade-level student council empowering our students to be activists within their school community. Field trips were added as a way to extrinsically motivate students to come to school while also giving students opportunities in other environments that they may not have otherwise.

**OPERATIONS**

n/a

<b>School:</b>	Weaver High School	<b>School Allocation:</b>	\$500,000.00
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**TALENT**

Building Staff Capacity: Because the freshman on-track rate is currently 41%, the school has identified a need to building the staff capacity on grading practices and to provide support for families.

\*The school will hire a Family Community Support Service Provider to run evening workshops on various topics to meet the needs of our students' families.

\*We will also hire a Comprehensive Intervention Specialist to provide educational support and workshops for staff and students.

\*An Intervention Specialist will be hired to ensure that students are on track to graduation, which is one of our indicators.

\*A Behavior Technician will be hired to help support behavioral needs around the school pertaining to social emotional learning.

\*Weaver will also hire a contractor to help support the planning and implementation of field trips and other end of year activities. Because of staffing issues, the school is not able to complete all this on their own but still wants the students to have these experiences. That is why this person is being contracted for the remainder of this year.

These educational shifts should be able to reach our goal of 75% of our 9th grade students being on track for 10th grade success.

We will also achieve this by adding these additional supports:

\*Teacher Leaders- content-specific staff who will conduct data teams and grade level meetings to collaborate and monitor student progress.

\*Part Time Certified Teachers for After School Academic Program: These teachers will provide academic support for students to ensure they are on track to graduation and earn the appropriate credits in our after school Credit Recovery program.

**ACADEMICS**

Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will... \*Purchase College Spring, a program used to provide training to staff on new grading practices, \*We will also institute an after school learning program to provide tutoring for students via part time certified teachers. Students will be able to participate in Credit Recovery and

will have math and ELA instruction. We will also incorporate Edgenuity programming where possible. This program will run from 2:30 - 4:30 on Tuesdays and Thursdays.

\*The school will contract with an external partner who will assist staff in developing equitable grading practices and will support alignment of curriculum with assessment, grade-reporting and feedback.

\*Field Trips- These trips will allow students the opportunity to visit various colleges for post-secondary planning. Also, these trips will allow our students to have experiences outside of Hartford that they may not have otherwise.

\*Academic Supplies- Instructional supplies such as calculators for SATs and music and art supplies such as stands, sticks, art mediums, printers, etc are needed to ensure our students have the appropriate access to the curriculum.

\*Teacher Leaders- Content-specific staff who will conduct data teams and grade level meetings to collaborate and monitor student progress.

\*Teacher Laptops- To continue to support our learners, these updated laptops will allow staff to create more meaningful & differentiated lessons that will allow students to meet their academic goals. The laptops will help to create more engaging lessons for students as well.

### **CULTURE & CLIMATE**

Because the chronic absenteeism rate in 2020-21 was 79.7%, the school has identified a need to get students to want to come to school and to expose students to opportunities for which they would not traditionally be afforded.

\*Common Ground will provide programming designed to reduce racial isolation between students in suburban and urban areas; contract with Leadership Greater Hartford student program

\*Family and Community Support Service Provider will be responsible for engaging students and families in order to improve attendance and increase academic achievement.

\*The Teacher Leaders will be responsible for assisting in recruitment and shadowing opportunities and providing information about the school to incoming students and families.

\*Student and Staff incentives will be used to create a sense of community, promote school identity, and increase school pride.

\*School Connect will provide staff training on modules relating to college and career readiness and social and emotional learning. This program will also support personal awareness regarding self-identity and relationship to others.

\*Parent University- Parent University will provide workshops to parent to promote family involvement and build capacity in our families.

\*Uniform Closet- This uniform closet will be stocked with extra uniforms for students who need them. This will address attendance barriers.

\*Team Building PL with guest speaker - this will support our work on Climate and Culture in our building. This will consist of the DISC assessment and a guest speaker.

### **OPERATIONS**

To support the Operational Effectiveness priority of the School Improvement Plan, we will focus on providing...

\*Access to additional curricular supplies and/or resources

\*The school needs more technology. Therefore, the school will purchase laptops, HDMI cords, and other necessary technological items that will promote student learning and engagement.

\*Because of the school's struggle to provide at risk students with adequate interventions and supports, stipends will be provided for teacher leaders to facilitate data meetings, monitor student performance, plan interventions and provide professional learning to colleague within their department.

<b>School:</b>	Wish Museum School	<b>School Allocation:</b>	\$390,000.00
<b>TALENT</b>			
n/a			
<b>ACADEMICS</b>			
<p>The needs assessment revealed a need to increase student engagement. The school plans on incorporating lesson plans that require teachers write specific engagement strategies and appropriate scaffolds they will incorporate.</p> <p>One strategy is to implement Visual Thinking Strategies (VTS) to get students to closely examine text. This strategy will help us improve student to student discourse.</p> <p>The school will incorporate small group instruction for reading and math, utilizing both code emphasis lessons and meaning based lessons for ELA and math resources based on student data to accelerate student achievement. Resources such as phonics games/materials, leveled/decodable texts, white boards, markers, etc. for small group will be purchased. When students are not in a small group with the teacher, they will be on chrome books completing iReady, reading digital texts and completing Zearn. We want to purchase chrome books and carts to ensure that students have this technology. Similarly, we will purchase staff technology so staff can prepare for engaging and meaningful lessons for student learning.</p> <p>Smart TVs will be used to engage students in instruction tier 1 and small group instruction.</p> <p>Classrooms will receive multicultural books and decodable text to get them interested in reading.</p> <p>The MTSS model will be implemented. Part Time teachers will be used to support tier 2 and tier 3 instruction.</p> <p>We will provide after school tutoring for some tier 2 &amp; 3 students, 4 hours per week for 30 weeks. Tutoring will target student needs of students based on tier 1 assessments.</p> <p>Staff will receive books to help them support students academically. They will be given the option to participate in a book club to discuss books purchased.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p><b>Student Behavior</b></p> <p>The needs assessment revealed that student behavior needs improvement. The school will implement a consistent school-wide behavior management plan. The school will implement PBIS consistently. All staff will pass out paws, earning items from the school store.</p> <p>We will create a PBIS student center for students who have enough PAW tickets to rent it out. The room will have incentives that students are interested in. We will have our bear mascot encourage students at events. We want tents to have special PBIS events outside year round, regardless of weather.</p> <p>Team building will be implemented as a strategy to help students build trust and social skills. This will be for students in grades 3-5.</p>			



Tier 2 and tier 3 students will have individual plans to help them feel connected to a caring adult and be successful in school.

All staff will utilize restorative practices to address misbehavior. We intend to teach students mindfulness strategies to them self-regulate. The Calmer Choice Mindfulness Program will be implemented to teach students coping strategies and how to calm down.

Sensory Paths will be implemented to provide students with movement breaks.

A sensory room will be created for students who are not regulated or who need a space to calm down. This space would include calming music, a smart tv, body socks, pillows, special lights, sensory toys and seating, etc.

Lastly, because we are moving spaces, we are planning to by signs, banners, and posters with our PBIS expectations to proudly display in our new transitional building. This will ensure that students understand that the same rules apply and will have constant reminders like they do at the old school building.

#### Student Attendance

The needs assessment revealed a need to reduce chronic absenteeism. The school's attendance team will meet weekly to provide supports to students who are chronically absent or on the verge of becoming chronically absent. Tier 1 attendance incentives will be consistently put in place. Along with incentives for students, staff and parents that improve average daily attendance and chronic absenteeism will be eligible for an incentive. Incentives include but are not limited to school logo items such as T shirts, hoodies, hats, scarfs, gloves, jackets, bags, sweaters etc. that would be given for perfect attendance, improved attendance and as targeted intervention incentives. Incentives such as balls, toys, fidget spinners etc, would be raffled off.

Wish School will document daily calls and home visits in PowerSchool, assign attendance captains to each grade level that will visit classrooms daily, and assign mentors to tier 3 students.

In an effort to build team and family, and get students and staff excited about coming to school daily, we will incorporate school spirit days and provide students and staff school spirit incentives such as: T shirts, hoodies, hats, jackets etc.

Another strategy we intend to implement is student clubs to incentivize students to come to school on half day Wednesdays. These clubs may include art club, dance club, drum line, student council, etc. Resources for these clubs will be purchased.

Another strategy is to incorporate field trips for students who improve attendance or that have perfect attendance. These field trips may include the zoos, museums, aquariums, etc.

#### **OPERATIONS**

n/a

LEA: New Britain

LEA Allocation: \$1,120,885.00

<b>School:</b>	Chamberlain Elementary School	<b>School Allocation:</b>	\$200,000.00
<b>TALENT</b>			
<p>Because the needs assessment revealed that 2.2 student engagement is minimal, 2.3 differentiation is misunderstood by teacher resulting in limited checking for understanding, and 2.1 a lack of rigor in lessons and instruction. Chamberlain staff and leadership will begin to explore creating culturally responsive classrooms through our teaching. In partnership with Dr. Good we will conduct 7 professional development sessions for teachers. Those sessions are targeted towards understanding rigor from a cultural view point. As a result, teachers will improve their strategies to check for understanding, differentiation and the role culture plays in learning.</p>			
<p>Chamberlain lesson planning and professional development: Results of the needs assessment revealed a need to improve on 1.1 instructional practices, due to a lack of 2.1 academic rigor in lesson planning, as well as, 1.4 professional development that is grounded in best practices for planning and instructional practices. Students' academic gap continues to grow as a result of lessons that are not rigorous, centered on grade level common core standards and lack differentiation and checking for understanding strategies. As a result, Chamberlain will partner with EdAdvance and CREC to provide professional development for administration, instructional coach and teachers to develop lessons centered on grade level expectations with differentiations and multiple opportunities to check for understanding.</p>			
<b>ACADEMICS</b>			
<p>Chamberlain'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 Chamberlain'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 as it relates to math. Teachers, administrators and coaches will engage in professional learning cycles throughout the school year. CREC and EdAvance both will work with developing teacher practices that support a culturally responsive environment.</p>			
<p>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 Chamberlain 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. Chamberlain 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 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>Chamberlain's needs assessment revealed the need to improve on 2.1 academic rigor and the lack of 2.2 students' engagement that is grounded in best practices for planning with a cultural lens. Students' academic gap continues to grow as a result of lessons that are not rigorous, centered on</p>			

grade level common core standards and lack differentiation and checking for understanding strategies. As well as, the use of curriculum or instructional materials that do not represent students interest and cultural background. The result of formal and informal observations have shown that teachers lessons fall short of checking for understanding and minimal monitor of learning, resulting on little adjustment to instruction. Chamberlain will need to update guided reading and classroom library books to best support culturally relevant instruction. Students become engaged in the learning, when they are able to use their background knowledge and personally connect with the text they read.

**CULTURE & CLIMATE**

Chamberlain needs assessment 3.2 student attendance indicated that there has been a slight improvement in students' daily attendance prior to COVID-19 times. However, family and community engagement continues to be minimal. Our chronic absenteeism strategies have yielded some positive results, but not enough as compared to State ESSA targets. Strategies will include restructuring family engagement teams to include, deeper analysis of data, creating mentor groups for each grade providing, and monthly community meetings/townhalls. The existing FSL will work with the additional staff members to focus on family engagement using multi-tiered approach to home visits and also by supporting the implementation of Wolf's Den. New members of the team will be assigned a small group of students to engage with the family for a personalized outreach action plan to address barriers, so that their school engagement improves through a home-family connection.

Chamberlain's needs assessment continues to reveal a need to improve (1.6) instructional leadership and 1.5 leadership effectiveness to improve teacher instructional practices and peer feedback. Increase leadership capacity Dare to Lead, will help our leadership team become braver and more daring leaders. It will help all of us develop a culture embed in the value of courage. Dare To Lead will show us how to put the ideas of daring greatly, rising strong and braving the wilderness into practice, so we can step up and lead, based on new research conducted with leaders, change makers and culture shifters. There is value in being brave and moving into having courageous conversations around culture, academics, biases, microaggressions, and systemic racism. Those conversation will foster a more equitable and welcoming school culture. This is why we will also read Culturally Responsive Teaching & The Brain by Zaretia 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)

Chamberlain'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 closing the gap attributed COVID and hybrid learning, staff will offer parents the opportunity to participate in teacher directed Math workshops. The Wolf Den Team will offer support to families. An intervention/enrichment student and parent math workshops will be offered to support math instruction at home. They will be engaged in learning strategies to help their child at home. These workshops/sessions will provide parents the tools to be able to monitor their children's work and communicate with the teacher.

**OPERATIONS**

n/a

<b>School:</b>	Northend Elementary School	<b>School Allocation:</b>	\$230,000.00
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**TALENT**

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,

<p>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 with 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 for use in the classroom, ultimately increasing student engagement and skill attainment in ELA and Math.</p>
<p>Dr. Good: Culturally Responsive Professional Development Teaching &amp; Practices Workshops: Leadership and Teacher trainings 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. Our Leadership Team and Teachers will be engaged in deep learning of the CCT Rubric, its alignment to creating a student-centered learning environment . 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>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.</p>
<p>In partnership with the Mystic Aquarium, Hungerford Farms and the like of, activities will engage students to build background knowledge and experiences that will translate to improved student engagement and academic rigor as identified in the needs assessment. The 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 Mystic Aquarium, Hungerford Farms and the like of, to engage students in virtual activities that will build background knowledge and experiences that will translate to high engagement lessons for students. By dedicated 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>In alignment with Academic Priorities. Changing adult practice in the way teaching and learning occurs to maintain a digital footprint in instruction and delivery methods. The overarching goal is to continue technology capacity to integrate technology into the traditional pencil paper method of instruction. t is important for students to maintain their ability to navigate the digital world in order to be competitive in the global world. In alignment with Academic Priorities exposing students to rich literacy that reflects their lives will promote student engagement and build students capacity to develop appropriate SEL coping skills and develop themselves as critical thinkers, and nurture a love for reading.</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</p>

<p>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 habits 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 where we embrace discomfort and have candid conversations. We will use the text, Culturally Responsive Teaching &amp; 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.</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, staff will offer parents the opportunity to participate in teacher directed technology and academic workshops. The Eagles Landing Team will offer home support to family members struggling to support their learners through google meets. A tech/homework student and parent helpline will be offered daily to support in math and reading. They will be engaged in learning the new math/ela programs 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>Northend'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 biases and microaggressions, 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 habits 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 &amp; 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)</p>
<p><b>OPERATIONS</b></p>
<p>n/a</p>

<b>School:</b>	Pulaski Middle School	<b>School Allocation:</b>	\$230,885.00
<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</p>			

<p>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 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 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 technology platforms for 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 software 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 resources.</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.</p>

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 student engagement.
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%.
<b>OPERATIONS</b>
n/a

<b>School:</b>	Slade Middle School	<b>School Allocation:</b>	\$230,000.00
<b>TALENT</b>			
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.			
Hire a Behavior Support Assistant to support the implementation of Restorative Practices through personalization of relationships that promote student social emotional growth and equity.			
<b>ACADEMICS</b>			
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.			
<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			

<p>caring mentor and monitor progress monitor 4) coordinate school and inter-agency interventions. 5) provide resources and text in multiple languages to students and families to increase awareness and importance of attendance and identify set of intervention strategies to use at home 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.</p>
<p>In alignment with growth areas 3.2 and 2.2 student attendance and engagement, Slade will partner with WorkIT to provide students with interactive assessments to identify characteristics within, support them in identifying learning styles, and aide in communication and self awareness.</p>
<p><b>OPERATIONS</b></p>
<p>n/a</p>

<b>School:</b>	Smalley Elementary School	<b>School Allocation:</b>	\$230,000.00
<b>TALENT</b>			
<p>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.</p>			
<p>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.</p>			
<p>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 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 by Dr. Good. Teacher trainings are 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. Teachers and administrators will participate in analysis of feedback that moves the needle on improved instructional practices and student achievement.</p>			
<b>ACADEMICS</b>			
<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'</p>			



<p>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. 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 with the use of technology through google meets, a hotline and the offering of tutorial sessions to support students and families.</p>
<p>Smalley's (3.2) chronic absenteeism is over 10% above the state average. Because attendance rates are low, Smalley will implement after school activities and clubs that provide engaging learning experiences for students. Activities and clubs will be hands on and interactive. Implementing extended day extra curricular clubs and programs to address academic and SEL needs of students will promote student attendance and engagement. This will also address disparities by providing students with more opportunities to be a part of the larger school community and provide academic support where needed. This will, in turn, increase student/family school engagement and attendance.</p>
<p><b>OPERATIONS</b></p>
<p>n/a</p>

LEA: New Haven

LEA Allocation: \$1,398,288.00

<b>School:</b>	Augusta Lewis Troup School	<b>School Allocation:</b>	\$355,000.00
<b>TALENT</b>			
n/a			
<b>ACADEMICS</b>			
<p>1.4 Embedded Coaching for Grades K-3: Retain the K-2 Early Literacy Consultant and expand the work to include support of Grade 3. The K-3 Early Literacy Consultant will support literacy leadership work and the implementation of a comprehensive literacy plan with a focus on the coordination and implementation of interventions and job-embedded coaching for teachers. The primary responsibility of this position is to develop a job-embedded coaching model (i.e., supporting Professional Learning Communities, modeling and observing instruction, co-planning lessons with teachers, facilitating teacher self-reflection upon practice and providing actionable feedback). The Early Literacy Consultant will also be responsible for training literacy tutors in Grades K-3 to provide enrichment activities to students who do not require Tier 2 interventions to allow the teachers to support students who are eligible to receive Tier 2 services. SMART GOAL: Increase the average K-3 Benchmark Assessment System score from 39.4% in 2018-2019 to 49.4% in 2021-2022. (Note ESSA goal target is not appropriate for this grade level range)</p>			
<p>1.2 / 2.1 Strengthen Tier I Instruction: The needs assessment revealed a need to improve student performance by strengthening Tier I instruction. The Leadership team (admin and coaches) will conduct walkthroughs. Coaches will observe and debrief with teachers. Coaches will also choose teachers to part of a coaching cycle for additional support. Administrators will observe and provide teachers with written feedback. Grade-level meetings will occur, weekly, both math and ELA. Grade-level meetings will be used to review and discuss student data and instructional strategies. Finally, portfolio reviews will be held, quarterly, to review and discuss student work and provide strategies to strengthen instruction and student output. In addition, we are implementing a new math program, iReady. There is a textbook and the program has a computer based portion, which is adaptive and can be used as intervention.</p>			
<p>2.2 / 2.3 Differentiation and Checking for Understanding - In most observed lessons, student participation is more passive than active. There is limited teacher use of data for appropriate individualized instruction and differentiation. We will purchase supplies and materials for differentiated learning, libraries and tools to address diverse learning styles/needs. In addition, we will purchase math manipulatives to assist in differentiating learning strategies for students. Lastly, tutors will be hired to provide small group support and intervention.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>2.2 / 3.2 Attendance Committee: The needs assessment revealed we needed to improve our chronic absenteeism. The team noticed many of our attendance issues were due to lack of or changing of transportation, families moving to other parts of the city, ill family members, possible exposure to Covid-19, lack of technology, lack of knowledge of family members at home to assist students in the use of technology. The attendance team is broken into point people. These people reach out to students and parents when students are absent. The point people remind families of the importance of being present. We hold assemblies, monthly, to recognize students with good and improved attendance. Home visits are made, when needed. An attendance tracker has been established, that teachers complete, weekly, then those concerns are discussed at the meeting.</p>			

3.3 / 3.3 SEL Support: A new computer-based referral system will be utilized. Our PBIS system has been revamped, focusing on more positive rewards being offered. We have monthly ROCK shows, (ROCK is our PBIS acronym), which are student led and student focused. The students must earn their attendance at the ROCK shows. Parents are invited. Students are recognized for how they exhibit ROCK (Respect, Ownership, Citizenship, Knowledge). We also have a behavior specialist who is responsible for triaging prior to students being referred for consequences. The behavior specialist meets with students, meets with teachers and parents. Also, the 7-8 team meets, weekly, discuss behavior concerns and what strategies can be implemented to assist. They make changes to what they're doing, when needed.

**OPERATIONS**

n/a

<b>School:</b>	High School in the Community	<b>School Allocation:</b>	\$355,000.00
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**TALENT**

n/a

**ACADEMICS**

2.3 Differentiation and Checking for Understanding: The needs assessment indicates a need for greater differentiation and more strategic interventions to meet the needs of all students. We will hire an HSC teacher to monitor our Eagle Block (intervention block during the school day) and Eagle Time (after school intervention time) programs and monitor related student outcomes. We will also engage in a whole school read of Joyful Learning: Active and Collaborative Strategies for Inclusive Classrooms by Alice Udvari-Solner and Paula Kluth to further develop teachers' understanding and use of effective interventions.

2.4 Curriculum and Instruction Aligned to Connecticut Core Standards: The needs assessment indicates that HSC's standards-based curriculum is not meeting the needs of all students. In particular, math and science teachers have written PBL units but not had materials and resources to make them engaging and authentic. In response to this, we will purchase curricular materials aligned with CCSS (to be assessed by student mastery of NHPS Graduation Competencies) and related to our school theme. These materials will address the following areas of study: PBL materials and resources to support mathematical thinking across disciplines, resources for urban outdoor experiences, crime scene investigation field equipment, equipment and materials to explore and experiment with alternative energy sources and energy storage, climate study investigation materials, resources for studying genetics, and other high interest areas of study in math and science aligned with our school theme (Leadership, Social Justice, Public Policy and Service), as well as math games for all classrooms/across disciplines to build problem solving and number sense.

**CULTURE & CLIMATE**

3.2 Student Attendance: After experiencing steady decline, HSC's chronic absenteeism rate has recently increased. To support the work of our Community Liaison (ARP ESSER funded), HSC teachers will engage in professional learning experiences focused on differentiation and engagement through authentic project-based learning and strong instructional practice. We will also provide students and their families with "Beyond HSC" programming to support college and career exploration and planning. Finally, we will expand our partnership with ALIVE/Arts & Trauma Foundation to ensure students have the emotional support and SEL experiences necessary to empower them to strive for greatness.

**OPERATIONS**

n/a

<b>School:</b>	James Hillhouse High School	<b>School Allocation:</b>	\$333,288.00
<b>TALENT</b>			
n/a			
<b>ACADEMICS</b>			
2.5 - Support for Special Populations Focused Schools will support the leadership team to address the need of our low achieving students			
<b>CULTURE &amp; CLIMATE</b>			
2.2 Student Engagement: This area will be addressed by using both Focused Schools and ACES. Focused Schools will work with the leadership team to create a school-wide structure and protocol to address student's learning gaps. ACES will work with team of teachers on the data team protocols.			
<b>OPERATIONS</b>			
2.6 - Assessment Systems and Data Culture This area will be addressed by using both Focused Schools and ACES. Focused Schools will work with the leadership team to create a school-wide structure and protocol to address student's learning gaps. ACES will work with team of teachers on the data team protocols.			

<b>School:</b>	Wexler/Grant Community School	<b>School Allocation:</b>	\$355,000.00
<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 mathematics. The primary root cause is a lack of professional learning and development in math workshop, differentiation, interventions, and checking for understanding. The school contracted with an external partner which assisted with (1) development of a math workshop, (2) teacher training on how to progress monitor and differentiate to match lessons to each student's level, (3) and support and building capacity of teachers to dedicate time each day to teaching math, and integrate math instruction throughout the school day. We will continue our implementation of providing explicit and systematic intervention instruction to ensure that struggling students will receive explicit instruction to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade-level content. We will purchase math resources, manipulative and supplies.			
<b>ACADEMICS</b>			
2.1 Academic Rigor: The needs assessment revealed a need to improve academic rigor and student performance in Literacy. To address this, we will continue our work with 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, 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. We will purchase supplies and materials for differentiated libraries and tools to address diverse learning styles/needs. In addition, this will require purchasing classroom libraries for grades K-8 that consist of leveled books of high interest/quality/diver

**CULTURE & CLIMATE**

n/a

**OPERATIONS**

2.1 Academic Rigor: The needs assessment revealed a need to improve academic rigor and student performance in Literacy. To address this, we will continue our work with 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, 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. We will purchase supplies and materials for differentiated libraries and tools to address diverse learning styles/needs. In addition, this will require purchasing classroom libraries for grades K-8 that consist of leveled books of high interest/quality/diver

LEA: New London

LEA Allocation: \$504,214.00

<b>School:</b>	Bennie Dover Jackson Middle School	<b>School Allocation:</b>	\$297,730.00
<b>TALENT</b>			
<p>Instructional coaching in both the SRBI process and also academics will be present to build the capacity of teachers in Tiered practices to meet the needs of all students. A coach to focus on tier 1 implementation of instruction, as well as the implementation of curriculum will conduct coaching cycles with teachers. This coach will also receive additional training in programs and curriculum, as well as tier 1 strategies in order to support teachers.</p> <p>An SRBI coach will provide coaching on implementation of best practices when students enter tier 2 groups. This person will implement and maintain a cohesive system to track student progress towards their academic goals as staff collect progress monitoring data during SRBI cycles. The SRBI coach will also receive additional training in best practices for Tier 2 and 3 interventions and work closely with the Interventionists throughout the year.</p>			
<b>ACADEMICS</b>			
<p>The needs assessment, as well as our scores, show the need to improve student performance in both reading and math. We will provide small group instruction to students that are struggling in reading and math. Through the hiring of interventionists, we will be able to provide targeted small group instruction to multiple students.</p> <p>The interventionists will be trained in various research-based intervention programs such as LLI and Bridges Math and they will also be trained in how to track data and adjust their instruction as well as report this information to the classroom teacher.</p> <p>Consultants will provide professional development for staff in the areas of new curriculum. IM consultants will provide continued training to all math teachers and additional training to coaches and administrators so instruction can be supported through a continuous cycle of review throughout the year.</p>			
<b>CULTURE &amp; CLIMATE</b>			
n/a			
<b>OPERATIONS</b>			
<p>Implementation of a school wide behavior system that is supported by the implementation of PBIS rewards. Another part of this cohesive system will be the use of Tier 2 and 3 interventions through the SRBI process. These systems and procedures will be led by the SRBI coach. By having a person to lead and coach on this process and the use of the SRBI process with fidelity, we will be able to provide tiered supports to our student in not only academics, but also behaviors.</p>			

<b>School:</b>	New London High School	<b>School Allocation:</b>	\$206,484.00
<b>TALENT</b>			
<p>Instructional coaching in the SRBI process will be present to build the capacity of teachers in Tiered practices to meet the needs of all students. The SRBI coach will receive additional training in programs and curriculum, that will support teachers in the implementation of small group instruction. Small</p>			

group instruction at the secondary level is not a common practice, but is critical in offering tiered supports for students.

**ACADEMICS**

The needs assessment, as well as our scores, show the need to improve student performance in both reading and math. We will provide small group instruction to students that are struggling in reading and math. Through the hiring of an interventionist is a brand new initiative at the high school as funding and staff have been roadblocks.

The addition of this interventionists will allow us to provide small group instruction with a specific focus in conjunction with the classroom teacher. This person will be trained in various research-based intervention programs such as Rewards and Bridges Math and they will also be trained in how to track data and adjust their instruction as well as report this information to the classroom teacher.

Consultants will provide professional development for staff in the areas of new curriculum. IM consultants will provide continued training to all math teachers and additional training to coaches and administrators so instruction can be supported through a continuous cycle of review throughout the year. The high school staff will also receive coaching in ELA and math through the Hendricks and Hicks consulting company with a focus on differentiation and where it cohesively fits in tier 1 instruction.

**CULTURE & CLIMATE**

Implementation of a school wide behavior system that is supported by a cohesive SRBI process. The use of Tier 2 and 3 interventions through the SRBI process with specific focus on behavior will help both teachers and students build the capacity they need for student success. These systems and procedures will be led by the SRBI coach. By having a person to lead and coach on this process and the use of the SRBI process with fidelity, we will be able to provide tiered supports to our student in not only academics, but also behaviors.

**OPERATIONS**

n/a

LEA: Portland

LEA Allocation: \$350,000.00

<b>School:</b>	Gildersleeve School	<b>School Allocation:</b>	\$350,000.00
<b>TALENT</b>			
<p>Math and Reading Intervention Teacher: Because the needs assessment revealed a need to improve student performance in mathematics and reading, the school will hire a full time reading and math intervention teacher. This teacher will provide scientifically researched based interventions for students who have been identified as needing special education and/or Tiered Intervention services for 20-30 minutes a day 3-5 times per week.</p>			
<p>Literacy Consultant- Because the needs assessment revealed a need to increase the rigor of our reading instruction and assessment at Gildersleeve school, a literacy consultant will be hired to provide professional development. The professional development will focus on teaching the ELA standards to mastery in the Lucy Calkins Units of Study and providing small group instruction to differentiate for the needs of all students. The consultant will model lessons for teachers and facilitate discussions afterward. In addition, the consultant will review resources that show what students must know and be able to do on the ELA Smarter Balanced Assessments and ensure that teachers are scaffolding instruction so students are routinely answering questions at the same level of complexity as the questions they will encounter on the assessment.</p>			
<p>Mathematics Consultant- Because the needs assessment revealed a need to increase the rigor of our mathematics instruction and assessment at Gildersleeve school, a mathematics consultant will be hired to provide professional development. The professional development will focus on teaching the mathematics standards to mastery in the Bridges Units and providing small group instruction to differentiate for the needs of all students. The consultant will model lessons for teachers and facilitate discussions afterward. In addition, the consultant will review resources that show what students must know and be able to do on the Mathematics Smarter Balanced Assessments and ensure that teachers are scaffolding instruction so students are routinely answering questions at the same level of complexity as the questions they will encounter on the assessment.</p>			
<p>Special Education Teacher: Because the needs assessment revealed a need to improve student performance in mathematics and reading for high needs students, the school will hire a full time reading and math intervention teacher. This teacher will provide scientifically researched based interventions for students who have been identified as needing special education and/or Tiered Intervention services for 20-30 minutes a day 3-5 times per week.</p>			
<b>ACADEMICS</b>			
<p>Scientifically Researched Based Mathematics Intervention Program: Because the needs assessment revealed a large gap between the mathematics achievement of all students and the achievement of students who receive Special Education and/or tiered intervention, the school will purchase a scientifically researched based intervention program (Bridges Intervention Kit) for classroom teachers and our Reading and Math Intervention Teacher. Students will receive math intervention using resources from the program 20-30 minutes a day, 3-5 days a week.</p>			
<p>Scientifically Researched Based Reading Intervention Program: Because the needs assessment revealed a large gap between the ELA achievement of all students and the achievement of students who receive Special Education and/or tiered intervention, the school will purchase a scientifically researched based intervention program (Leveled Literacy Intervention Program) for classroom teachers and our Reading and Math Intervention Teacher. Students will receive reading intervention using resources from the program 20-30 minutes a day, 3-5 days a week.</p>			



<p>Writing Awesome Answers by Nancy Boyles: The needs assessment and my classroom observations revealed that the limited small group instruction and differentiation at Gildersleeve School is contributing to the achievement gap between all students and students receiving special education and/or tiered intervention. The first two sections of this book focus on small group instruction and differentiation and can be applied to reading and mathematics. The second section focuses specifically on effective small group reading instruction and constructing written answers to comprehension questions. I will facilitate conversations around the content of this book during Professional Learning Community and Staff meetings in order to raise the level of differentiation at our school.</p>
<p>Guided Reading Books- The needs assessment and my observations have revealed that the lack of differentiation in reading has resulted in a large gap between all students and students who receive special education and tiered intervention. The teachers at Gildersleeve do not have enough books at various levels to effectively implement Guided Reading and Small Group Reading Strategy Instruction. In order to address this need, our school will purchase a Literacy Footprints Kit for each teacher that includes books that match the levels of all the readers in their classrooms. This resource will allow teachers to implement the strategies they learn as they work with our literacy consultant to improve their differentiation skills in reading.</p>
<p>Heinemann Book Shelf Created by the Teachers College Reading and Writing Project: Below Grade Level Books for Second Grade through Fourth Grade Classroom Libraries: Gildersleeve School will purchase these classroom library collections of books for grades 2-4. These books will provide all teachers with the books that match all the below grade level readers in their classroom and ultimately allow them to effectively implement differentiated instruction during Reader's Workshop.</p>
<p>SMART Boards for the new Reading and Math Intervention Teacher, New Special Education Teacher, and Math Specialist. The Bridges Intervention Program and SMART Notebook Software include interactive tools that will allow teachers and students to engage with visuals which will aid in teaching math concepts.</p>
<p>In order to teach more rigorous lessons, purchase a copy of Lessons &amp; Units for Closer reading for each teacher in grades 2-4. I will also purchase the pictures book sets that are required to teach the lessons.</p>
<p>Scientifically Researched Based Reading Intervention Program: Because the needs assessment revealed a large gap between the ELA achievement of all students and the achievement of students who receive Special Education and/or tiered intervention, the school will purchase a scientifically researched based intervention program (Foundations) for our Reading Specialist and Intervention Specialist to deliver systematic phonics instruction. Students will receive reading intervention using resources from the program 20-30 minutes a day, 3-5 days a week.</p>
<p>Scientifically Researched Based Reading Intervention Program: Because the needs assessment revealed a large gap between the ELA achievement of all students and the achievement of students who receive Special Education and/or tiered intervention, the school will purchase a scientifically researched based intervention program (Edmark Reading Program) for our Special Education Teacher to deliver individualized instruction for certain special education students.</p>
<p><b>CULTURE &amp; CLIMATE</b></p>
<p>n/a</p>
<p><b>OPERATIONS</b></p>
<p>n/a</p>

LEA: Waterbury

LEA Allocation: \$1,160,776.00

<b>School:</b>	Crosby High School	<b>School Allocation:</b>	\$180,388.00
<b>TALENT</b>			
n/a			
<b>ACADEMICS</b>			
Our needs assessment identified a significant need for a significant increase in Tier 1 Interventions and Support in Mathematics. Teachers need to be trained on creating successful lessons with a concentration on differentiating instruction for learners of all learning abilities and learning styles.			
<b>CULTURE &amp; CLIMATE</b>			
Our needs assessment specifically highlighted a need to hire additional School Personnel that can foster a SAFE and welcoming school environment, engage in community outreach endeavors and activities, and that are trained to shape behaviors of students. These personnel will have as a primary job responsibility to support connections with specific students who need additional attention as well as leverage these relationships to help students develop resilience, stress management techniques and conflict resolution. These Behavior Counselors will additionally be dedicated to monitoring specific high traffic areas where students often gather (Hallways, stairwells, cafeteria etc.) to serve as a deterrent to behaviors or actions that inappropriate, illegal, or that violate school policies or procedures. In partnership with grade level teacher leaders and administrators, Behavior Counselors will work extremely hard to shape the behaviors of all students in Grades 9-12.			
<b>OPERATIONS</b>			
Our needs assessment identified a significant issue related to the amount of students that are being suspended from school as a result of not going to their classes. In connection with our PBIS Committee we plan to create an incentive program that will center on creating an incentive area of our Library Media Center that students can use during lunch. This incentive area will be designed to reward students for positive contributions to the school and will provide an additional area for students to go during the lunch period.			

<b>School:</b>	John F. Kennedy High School	<b>School Allocation:</b>	\$180,388.00
<b>TALENT</b>			
n/a			
<b>ACADEMICS</b>			
n/a			
<b>CULTURE &amp; CLIMATE</b>			
3.1The survey data revealed the need to address issues of culture and climate at Kennedy, specifically the recent fights as well as the schools continuing high chronic absenteeism. Some students/families report not attending school as they do not feel safe. Adding specific staff to the faculty who are trained and supported as Behavior Counselors will help both address some of the on the ground needs of managing students in common spaces (halls, cafe, etc) but also reduce some of the work of teachers currently needing to be in this spaces so they can focus on instruction and teaching. We believe the right staff in these positions (BCs) can build positive relationships with students who often find themselves in these common spaces when they are supposed to be in class and thus improve safety, engagement and attendance.			

3.2 Survey data show that suspensions at Kennedy in the first 4 weeks of the year are occurring at a rapid rate, with 78 as of Sept 29th. Many of these suspensions are coming from altercations that school leadership report could be avoided if capacity for mediation were strengthened. Part of the BC job will be to develop relationships with the small percentage of KHS students who engage in these behaviors, to leverage these relationships and train students in conflict avoidance, mediation and resolution.

3.3 Survey data indicated that parents feel welcomed but do not always have all the information they want from the school. Additional data indicates that in person involvement by parents at key school events (open house night, conferences) is lower than desired. Utilizing funding to purchase technology displays that can be used in common areas when parents attend to provide this information in a visually appealing way as well as, when not in use, support academic instruction in traditionally non classroom spaces (auditorium) that are currently being used as classrooms out of necessity.

**OPERATIONS**

4.1 Because the school has struggled to provide large number of at risk students with adequate personalized instruction in mathematics as evidenced by large numbers of students scoring below benchmark in Math on the SAT, the school will invest in calculators and other equipment to support implementation of Springboard and other SAT aligned materials. Additionally, the school is at its highest student population in over a decade and new spaces are being utilized to provide core academic instruction. The ability to outfit those spaces with technology and teaching tools that can ensure all students are having access to most up to date instructional strategies is critical.

<b>School:</b>	Michael F. Wallace Middle School	<b>School Allocation:</b>	\$200,000.00
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**TALENT**

1.1 Thanks to support from past SIG and current CN grants, Wallace has greatly increased technology tools used by teachers and students. While the circumstances of the past year did allow almost all teachers to explore using technology to increase student engagement, much of that adaptation to blended learning remains unfinished and underdeveloped. A dedicated technology coach is needed to ensure that those initial lessons that almost all teachers learned about how to integrate new software and teaching technology tools into their classrooms does not fall by the wayside as we return to full in person learning and to continue to support integration of technology in the classroom to maintain increase student engagement. This coach will also support teachers with technological resources and platforms that they did not experiment with and that, with school now operating fully in person, they may no longer have the time/impetus to be able to explore/try out on their own. Additionally, the maintenance of the incredible amount of technology the school now has is paramount for sustaining this work into the future. Thus the school will seek to fund an IT technician to ensure that the infrastructure for instructional technology supports student learning and staff implementation of technology tools.

**ACADEMICS**

2.1 Wallace has a significant and growing population of English Language Learners (13.8%) While we do have some resources available to support their needs in classrooms and some training for teachers to address differentiation, we are still missing the capacity to serve our earliest stage ELs with qualified staff. The school seeks to fund a bilingual teacher to support our population of students who have the most significant English Language learning needs.

**CULTURE & CLIMATE**

3.1 As we return to school in person full time, we anticipate many of our students needing increased social emotional supports. Our Panorama survey data indicates that while over 90% of our students feel respected by staff, 2/3rds do not feel connected or understood. To truly educate the whole child and be attentive to the districts Portrait of a Graduate, the school has created two specific SEL Counseling positions. These Social Emotional Counselors promote SEL competencies and support student behavior, self-awareness, social awareness, and responsible decision making, all of which are proving essential skills as we move back to in person learning.
<b>OPERATIONS</b>
n/a

<b>School:</b>	North End Middle School	<b>School Allocation:</b>	\$200,000.00
<b>TALENT</b>			
n/a			
<b>ACADEMICS</b>			
2.1 Academic Rigor Math performance at North End remains the lowest performance indicator in Next Generation Accountability. Knowing the need to provide researched based methods of intervention for small groups of students based on student data, the school is investing Commissioner's Network funds in a proven intervention model (Math 180). What is now needed is the additional Math teacher to deliver Tier 2 instruction to identified students, progress monitor these students, and give appropriate strategies to target areas of need both within the general Math curriculum and through using Math 180.			
2.2 Student Engagement Thanks to support from past SIG and current CN grants, the school has greatly increased technology tools used by teachers and students. While the circumstances of the past year did allow almost all teachers to explore using technology to increase student engagement, much of that adaptation to blended learning remains unfinished and underdeveloped. A dedicated technology educator is needed to ensure that those initial lessons that almost all teachers learned about how to integrate new software and teaching technology tools into their classrooms does not fall by the wayside as we return to full in person learning and to continue to support integration of technology in the classroom to maintain increase student engagement. This educator will also support teachers with technological resources and platforms that they did not experiment with and that, with school now operating fully in person, they may no longer have the time/impetus to be able to explore/try out on their own.			
<b>CULTURE &amp; CLIMATE</b>			
3.2 Student Attendance 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 an attendance counselor to monitor attendance data, create action plans, develop attendance contracts and work with at risk students.			
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>			
n/a			

<b>School:</b>	West Side Middle School	<b>School Allocation:</b>	\$200,000.00
<b>TALENT</b>			
<p><b>1.5 Leadership Effectiveness</b>  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.</p>			
<p><b>1.1 Instructional Practice</b>  The professional learning will provide teachers with the strategies they need to increase rigor and establish what high quality teaching and learning looks like at WSMS. Professional learning will specifically address ELA strategies and instructional practices:</p> <ul style="list-style-type: none"> <li>- Explicit Instruction</li> <li>- Student engagement</li> <li>- Formative Assessment and feedback</li> <li>- Teaching cognitive &amp; metacognitive strategies to students</li> <li>- Systematically designing and scaffolding instruction</li> <li>- Utilizing Instructional Technology</li> </ul>			
<p><b>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>2.4 Curriculum and Instruction Aligned to CT Core Standards</b>  WSMS is in need of establishing a mathematics curriculum that is aligned to the Connecticut Core Standards. The curriculum will support the content area with the lowest scores, as measured by Smarter Balanced assessments.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p><b>3.2 Student Attendance</b>  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. 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.</p>			
<b>3.1 School Environment</b>			

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>	Wilby High School	<b>School Allocation:</b>	\$200,000.00
<b>TALENT</b>			
n/a			
<b>ACADEMICS</b>			
n/a			
<b>CULTURE &amp; CLIMATE</b>			
<p>The climate and culture needs of Wilby are significant in many non classroom areas, where student issues manifest and can turn disruptive. The current staffing challenges mean that to support a more positive climate in these areas teaching staff have to be assigned to manage them during non teaching periods. This leads to less time for teachers to work on implementing instructional shifts provided through the CN funded training and school level improvement plan. Additionally, many of the students engaged in behaviors are in need of supportive interactions with staff that can focus on their social emotional needs and particular issues. With more attention to these students, in these areas, at these times, Wilby can plan to see a decrease in problematic student behaviors as well as an increase in amount of time teachers can meet each other, plan lessons, practice instructional shifts and focus on improving lesson delivery and student academic performance. Thus Wilby seeks to add Behavior Counselors, behavior technicians and hall monitors to its staff to help students feel more connected to an adult in the school, more engaged with the school community, and to support stronger teacher focus on instruction. These positions will contribute to a decrease in referrals, suspensions and chronic absenteeism.</p>			
<b>OPERATIONS</b>			
n/a			