

# Title I, Part A, Section 1003 School Improvement Grant | 2022-23



## 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

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| <b>School:</b>   | Barnum School | <b>School Allocation:</b> | \$350,000 |
| <b>TALENT</b>  |               |                           |           |
| Professional Learning: The school's needs assessment revealed that there is a need for additional professional learning. Through this grant, professional learning will be provided around the core programs for literacy and math across all grade levels through the retention and implementation of educational services/coaching from Houghton Mifflin Harcourt (HMH) for Math and Hill for Literacy for ELA.  |               |                           |           |
| Instructional Leadership: Because the needs assessment revealed a lack of time for administrators to offer consistent support and feedback on teacher instructional practice, a Dean of Students will be hired to relieve the Assistant Principals of student behavior intervention and classroom management support so that APs may provide instructional coaching time to teaching staff on a more regular basis. Administrators will receive a stipend for their efforts in managing and executing the School Improvement Grant plan.   |               |                           |           |
| <b>ACADEMICS</b>   |               |                           |           |
| Academic Rigor: The school's needs assessment reveals that there is a need for improvement in the area of academic rigor. Our focus will be to build teacher capacity in planning and implementing student-centered instruction that engages students as self-directed learners. To accomplish this, the school will build on district initiatives and district curricular programs by providing coaches from the Hill for Literacy (ELA) and HMH (Math). Scheduling changes have been made to allow for an extended common planning period to provide blocked time for coaches and district-lead teachers to work with grade levels and deepen understanding and application of rigorous Tier I instruction. Additionally, the school will also update the art and media supplies so that students have a well-rounded educational experience, further increasing their positive educational success.   |               |                           |           |
| 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 administration, will become high functioning. Scheduling revisions have been made to increase time for ELA and Math blocks, and coaches (Hill for Literacy, HMH) along with lead teachers will support classroom teachers in planning and utilizing the block effectively to implement both Tier I instruction as well as implement small groups (Tier II instruction) based on student data. The school will employ three math and reading interventionists (grades K-6), and an ESL interventionist (grades K-8) to supplement teacher intervention and target Tier III students based on benchmark and progress monitoring data. As we are in the second year of Hill for Literacy coaching in grades K-3, these grades in particular will get additional support in utilizing the program to meet students with differing needs from the supplemental coaching. Finally, while the Dean of Students position will be focused on supporting initiatives in the areas of Climate and Culture, their leading of those initiatives will allow current administration to focus on instructional initiatives, build teacher capacity in these initiatives, and ensure that the MTSS protocols are implemented with fidelity. |               |                           |           |
| Instructional Leadership: Because the needs assessment revealed a lack of time for administrators to offer consistent support and feedback on teacher instructional practice, a Dean of Students will be hired to relieve the Assistant Principal of student behavior intervention and classroom management tasks, providing support so that AP may provide instructional coaching time to teaching staff on a more regular basis. Additionally, the building's Instructional Leadership will focus on providing ongoing PD involving challenging tasks in an effort to increase cognitive engagement and formative assessments. The administration will work with teacher leaders to plan ongoing professional  |               |                           |           |

development, including a summer teacher leader academy, which will lead staff to provide high-quality instruction.

**CULTURE & CLIMATE**

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. Monthly parent engagement events will be planned and held to increase overall parent participation and create specific opportunities for community involvement. The attendance team and parent engagement team will be paid for their work outside of school hours. A RYASAP Student Success Advocate will help build relationships with students and staff to help facilitate a positive learning school community at Barnum. The SSA will conduct regular check-ins with students, mediations, and restorative conferences to strengthen the child's connection to the school.

**OPERATIONS**

n/a

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| <b>School:</b>  | Bassick High School | <b>School Allocation:</b> | \$400,000.00 |
| <b>TALENT</b>   |                     |                           |              |
| <p>Instructional Leadership: Because the needs assessment revealed a lack of time for administrators to offer consistent support and feedback on teacher instructional practice, a Dean of Students will be hired to relieve the Assistant Principals of student behavior intervention and classroom management support so that APs may provide instructional coaching time to teaching staff on a more regular basis. The school will also offer Summer programming where teachers, guidance counselors, and assistant principals will work on curriculum development, guidance planning, leadership team planning, and AP planning. Administrators will receive a stipend for their efforts in managing and executing the School Improvement Grant plan.</p>  |                     |                           |              |
| <p>Recruitment and Retention Strategies: Because the needs assessment revealed a need to retain and support new teachers, the school administration and school leadership team will facilitate teachers' monthly instructional round tables and a new staff mentoring program. The PLCs and PLC leader, monitored by the administration, will continue to provide large numbers of at-risk students with adequate personalized attention for 9th and 10th grade. The PLCs will identify processes and procedures to address student needs and increase student achievement. These strategies will allow teachers to feel more supported and connected to the school and school staff.</p>   |                     |                           |              |
| <p>Professional Learning: Because the needs assessment revealed inconsistencies in teacher understanding of what to teach and how to teach it, monthly instructional rounds will continue this year with a focus 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. Teachers will also receive stipends to attend PD sessions after school and during the summer. Bassick leadership will work with Partners for Educational Leadership (PEL) and a Leadership Consultant to develop practices that will enable the leadership team to facilitate conversations with staff that will lead to high-quality instructional practices across classrooms. This coaching will help to increase the capacity of school administrators and teacher leaders to actively lead improvement in delivering high-quality instruction. Teachers will attend in-state professional development conferences including Atomic Math and the 'Building Thinking Classrooms in Mathematics' workshop with Dr. Peter Liljedahl. Both conferences focus on supporting teaching strategies in math and these strategies can be used in conjunction with HMH. These conferences will support improvement in math engagement and instruction. Bassick will hire substitutes so teachers and administrators may</p> |                     |                           |              |

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| participate in PD without disrupting the regular school day. Bassick staff and administrators will also attend CT Rise's summer symposium to invest in Grade 9 on-track achievement. This PD will focus on improving high school graduation rates and postsecondary success.  |
| <b>ACADEMICS</b>  |
| Curriculum: Because the needs assessment identified an ongoing issue with vertical and horizontal planning, departments will be given time to review and further design a curriculum specific to Bassick, which is also aligned with the district and state standards. Teacher Teams and CES will work to develop a culturally relevant and academically challenging curriculum across all content areas. Bassick will purchase curricular supplies and programs such as Reading Plus and Edgenuity to align with the updated curriculum.   |
| Data systems: Because the needs assessment demonstrated a lack of data systems within the school, Bassick will implement a data analysis team to identify students below grade level in Math and ELA and provide an intervention program to support a pathway to graduation.  |
| <b>CULTURE &amp; CLIMATE</b>  |
| School Environment: The needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school. Because of this, an office of student engagement/student affairs will open, led by a Dean of Students and Restorative Practice professionals. This office will develop PD and provide support within the school community.   |
| Student Attendance: Because the needs assessment identified chronic absenteeism as an issue with regard to academic achievement, the school will assemble PLCs in 9th and 10th grade that will provide team efforts in attendance interventions. Attendance support will be provided by Teachers, Clericals, and Guidance Counselors. In addition, an office of student affairs, led by a Dean of Students, will work to combat chronic absenteeism. The school will also hire clerical support for attendance outreach and monitoring, and guidance counselor teams will meet to address chronically absent student needs and areas of concern. The Dean of Students' roles and responsibilities will relieve administrators and teachers from certain tasks so that they may better focus on student success, both academically and socially-emotionally. As staff increases their capacity to focus on the students, the school climate will become increasingly more positive. Another strategy to combat chronic absenteeism is providing stipends to Teacher Leaders. These Teacher Leaders will identify areas of need through data evaluation and will provide targeted strategies to fill any gaps. Additionally, Teacher Leaders will receive stipends to run Afterschool Clubs. Participating in these clubs will help connect students to the school and can impact their engagement, attendance, and behavior. |
| <b>OPERATIONS</b>   |
| n/a   |

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| <b>School:</b>  | Bridgeport Military Academy | <b>School Allocation:</b> | \$164,546.00 |
| <b>TALENT</b>   |                             |                           |              |
| Professional Development - Professional Learning Communities (PLCs) and Data Teams- There will be a focus on differentiation, academic rigor, and student engagement. The PLCs will be organized by content area. During meeting times, faculty members will work with hired professionals from Cooperative Educational Services (CES) and Humanity/STEM teacher leaders to review and analyze data in order to address areas of need for students. Representatives from the PLCs will also meet monthly with administration to discuss student concerns, progress, and challenges/successes. The |                             |                           |              |

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| <p>Data Interventionist will also assist PLCs and data teams in collecting and analyzing the data to best address gaps in student success and areas of need. BMA staff and administrators will also attend CT Rise's summer symposium to invest in Grade 9 on-track achievement. This PD will focus on improving high school graduation rates and postsecondary success.</p>  |
| <p>Recruitment and Retention: Teacher Leaders will monitor and manage student data, reporting, fiscal management, and ordering of all supplies so that the school may see significant increases in academic and social-emotional success. Two teacher leaders will be provided stipends to coordinate these efforts. The increased responsibility will allow teachers to feel more connected to the school and their students, furthering their drive to stay at the school in their roles. Administrators will receive a stipend for their efforts in managing and executing the School Improvement Grant plan.</p>  |
| <p><b>ACADEMICS</b></p>   |
| <p>Academic Rigor- Addressing the need for academic rigor, staff will receive professional development from CES professionals. This PD will work to develop instructional materials that meet students where they are, as well as provide challenging opportunities for growth while developing positive relationships with students. By feeling connected to the school, students will take an active role in their education and challenge themselves inside and outside the classroom. Additionally, BMA will regulate and revisit the magnet-themed (Fire Science, EMS, and EMT) courses to ensure strong curriculum and student achievement. BMA will also staff ELA and Math Interventionists to offer support to students in need. Materials, such as scholastic magazines, textbooks, and art supplies, will be purchased to enhance curriculum and student achievement.</p>  |
| <p><b>CULTURE &amp; CLIMATE</b></p>   |
| <p>3.1 Student Attendance - BMA will hire an Attendance Monitor to work 3 days a week to assist in monitoring and working with students who are chronically absent. The attendance monitor will contact parents, email/mail communication with families, set up parent meetings, complete necessary documentation and manage all data monitoring tasks. The attendance monitor will meet with students and families to discuss needs for transportation, including the need for monthly bus passes that can be provided by the school. This will help to prevent students from missing school and/or after-school programs because of transportation issues. Additionally, BMA will be offering student Bootcamp events and field trips for students so that they may gain experience outside of Bridgeport and school. These trips will be used to motivate students to attend school and incorporate themes that they are learning about during the school day (i.e., the Museum of Science, the MET, Mystic Seaport). These trips will allow students to take what they are learning in class and attach it to real-life scenarios or concepts. For example, science teachers can choose from over 32 exhibits, 14 planetarium shows, five 4-D films, and eight live presentations that are directly linked to the subject matter they have been covering. This helps students develop and expand on their educational and career interests. Students will also have access to an online Capstone platform where they will conduct a project that aligns with their educational and career interests and pursuits throughout the year.</p> |
| <p>Family and Community Engagement - Offering Step-up day to students and parents will create a positive connection to the school. This will allow students to receive a tour, be introduced to staff, and creates a sense of belonging and a commitment to education before they begin their high school career. Introducing parents to the school community will begin to build a relationship with the school that will help address educational and behavioral needs and will impact academic and attendance concerns.</p>  |
| <p>School Environment - BMA will partner with RYASAP to provide students with a Restorative Practice facilitator (2 days a week). This position will focus on the social-emotional needs of BMA students and will run a support-style group for students to supplement the work of the social worker and school</p>   |

psychologist. This will be offered to a core group of identified students as an intervention before escalating them to out-of-school programs. The SEL coordinator will also work closely with students to address their social-emotional needs and provide on-going support daily. Students will also have access to the student mindfulness room where they can take time to focus on themselves and advocate for their social-emotional needs. This will allow students to process their emotions and re-enter the classroom environment feeling calm and ready to learn and succeed.

**OPERATIONS**

n/a

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| <b>School:</b> | Luis Munoz Marin School | <b>School Allocation:</b> | \$350,000.00 |
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**TALENT**

**Instructional practice:** The needs assessment revealed a need to improve professional development, leadership effectiveness, and the use of staff time. The school will strengthen its Administrative Team and build a Teacher Leadership Team through monthly collaborative meetings and coaching. Monthly coaching and professional development will be offered by the SIOF coach and EL Summer Institute. All will focus on vocabulary and the development of anchor charts. Teachers who are trained will receive a stipend and acquire materials. Administration (consisting of the principal and two assistant principals) will consult with the coach/trainer and then conduct monthly walk-throughs consisting of 3 to 5 classrooms as a team in order to provide actionable feedback to teachers. Administrators will receive a stipend for their efforts in managing and executing the School Improvement Grant plan.

**Recruitment and Retention:** There is a need to recruit and retain high-quality professionals committed to providing instruction to a diverse, high-need student population. The funding of additional staffing to support new teachers (such as Interventionists and Bilingual Classroom Support), support from the Leadership Team, monthly SIOF coaching, EL summer institute, actionable feedback from the administration from walkthroughs, math coaching from HMH, resources for staff, and the overall improvement of the culture and climate of the school will increase teacher recruitment and retention.

**ACADEMICS**

**Academic Rigor:** Teachers will be involved in monthly SIOF professional development and coaching on vocabulary and anchor charts, as well as an intensive summer institute available to interested teachers. Administration will consult with the trainer and then conduct a minimum of one walk-through of selected teachers per month. An 'Instruction Walk-through Action Plan' will be developed, inclusive of a rubric, debriefing of team and action feedback will be given to teachers.

**Support for Special Population:** The needs assessment indicated a strong need to support Multi-Language Learners. This can be achieved through differentiation of instruction and targeted professional development and coaching. Math and Reading Interventionists will support Tier II and III students. Math tutors will provide intensive systematic instruction after school for students, and teachers will receive math coaching from HMH. Additionally, teachers will receive SIOF coaching and summer institute training, including Lexia, and will receive support through the hiring and training of bilingual paraprofessionals.

**CULTURE & CLIMATE**

**Student Attendance:** The needs assessment indicated a need for increased parent awareness and communication, student connectedness to school, and culturally responsive engagement strategies to promote daily attendance. The attendance monitor, before and after school clubs, Musical Theater, attendance recognition and celebrations, parent workshops and events, and School Climate Specialist



will help to increase student daily attendance. Teacher leaders will work after school to focus on clubs and after-school events.

**OPERATIONS**

Use of Instructional Time: Alignment of the schoolwide schedule to district priorities, implementation of the walk-through tool, summer planning, and review of data cycles by the schoolwide Data Team (stipended Teacher Leaders) will improve time management of instructional planning, and implementation of effective use of instruction.

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| <b>School:</b> | Paul Laurence Dunbar School | <b>School Allocation:</b> | \$200,000.00 |
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**TALENT**

Instructional Practice: Spring 2022 SBAC assessment numeracy scores showed that only 4% of students in grades 3-8 were proficient and above in numeracy. Historically, our students have struggled with meeting grade-level expectations. As a result of the needs analysis, we discovered that there was a great need for intensive instructional practice improvements in regard to modeling lessons, use of curricular resources, making data-informed decisions, and common core alignment. As a result, we have partnered with Houghton Mifflin Harcourt to provide numeracy coaching to our teachers in grades K-8 once a month to support student and adult learning. In addition, we will be providing eight half-day coaching sessions to our teachers in grades 4-8, specifically on the use of curricular materials and data analysis so that they may have the training and skills needed to utilize the provided tools in the classroom.

**ACADEMICS**

Assessment Systems and Data Culture: The effective use of data teams is aligned with the needs analysis, which uncovered a need for effective assessment and data culture in the building. In order to support teachers, our teacher leaders will meet once a month with school administration to triangulate available data and determine common strategies for both ELA and Numeracy. We will develop a cohesive protocol for data collection through walkthroughs and regular assessments to capture growth throughout the year. The monthly data meetings will focus on the implementation of strategies shared through the HMM coaching provided to teachers and use the data to inform instruction school-wide. We will also utilize two teacher leaders in the building to support the grants process by overseeing data collection, analysis, and procurement of materials to support all areas. Administrators will receive a stipend for their efforts in managing and executing the School Improvement Grant plan.

Student Engagement: Because the needs assessment revealed a need to improve student performance in reading, the school will provide small group instruction up to three (3) times a week for approximately 45 minutes for students who score below the 10th percentile on the DIBELS screening. The interventionists will work four (4) days a week for 5 hours per day utilizing small-group instruction strategies.

**CULTURE & CLIMATE**

Student Behavior: The school's needs assessment continues to reveal a need for additional support in our K-8 special education continuum. According to the EOY data, students in this continuum accounted for 32% of students who were identified as chronically absent and 43% of the discipline referrals for SY 21-22. 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 will be able to engage in self-reflection, calming techniques, and 1-to-1 guided interventions. Teachers will be supported through in-class visits, professional development for

crisis intervention, behavior intervention planning, and data analysis. In addition, we will be offering professional development sessions to non-certified staff in the areas of social-emotional learning, as well as to support our students. These offerings will be 1- hour sessions held six times throughout the year. Dunbar will also create a sensory mindfulness room where students can go to attend small groups, restorative circles. Students will also be able to regroup in these rooms that offer regulation stationary bikes, white noise machines, and more. Classrooms libraries will also be updated to include SEL related books, games, and materials.

**Student Attendance and Community Partners and Wraparound Strategy:** Student absenteeism has been a major problem for the Dunbar community, as evidenced by the number of students who have been absent for more than 10% of the school year. The school-wide data team and administration have determined one of the root causes of this trend is parents' lack of understanding of the importance of continuity of learning for students. PL. Dunbar will go into partnership with RYASAP to secure a Restorative Practices facilitator to support the social-emotional needs of students and to help decipher roadblocks that negatively impact student attendance. The Restorative Practices facilitator will work with students, staff, and parents to provide more positive outcomes for students and strategize with staff on effective ways to do so. Data will be analyzed monthly in conjunction with our school-wide data team. The facilitator will be on-site daily and receive a schedule to support some of our neediest students. The facilitator will also work with our SRBI team to set goals and initiatives for overall student improvement. Additionally, Dunbar will hire an Attendance and Student Engagement Coordinator during the Summer Institute that will focus on student and family connection to the school. This coordinator will conduct outreach to current and incoming Dunbar students.

**OPERATIONS**

**Use of Instructional Time:** Alignment of the schoolwide schedule to district priorities, implementation of walk-through tool, summer planning, and review of data cycles by the schoolwide Data Team will improve time management of instructional planning, and implementation of effective use of instruction. Teachers, administrators, a guidance counselor, and a Social Worker will focus on data analysis, instructional planning, and SEL planning during the Summer Institute.

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| <b>School:</b> | Warren Harding High School | <b>School Allocation:</b> | \$400,000.00 |
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**TALENT**

**Instructional Leadership:** Because the needs assessment revealed a lack of time for administrators to offer consistent support and feedback on teacher instructional practice, a Dean of Students will be hired to relieve the Assistant Principals of student behavior intervention and classroom management support so that APs may provide instructional coaching time to teaching staff on a more regular basis.

**Instructional Practice:** Harding will utilize Teacher Leader Teams to enhance instructional practice. Teacher Leaders will facilitate professional development within their departments and on designated PD days, connect with community partners, ensure the proper data monitoring for essential programs and initiatives, and collect and analyze student data and identify and address areas of concern for students. Administrators will receive a stipend for their efforts in managing and executing the School Improvement Grant plan.

**ACADEMICS**

**Curriculum and Instruction Aligned to Connecticut Core Standards:** The school continues to lack the academic progress necessary to demonstrate growth in ELA with district and state standards. Harding will focus on content and updates to the ELA curriculum for 9th grade. Harding staff and administrators will attend CT Rise's summer symposium to invest in Grade 9 on-track achievement.

This PD will focus on improving high school graduation rates and postsecondary success. The school's administrators, teachers, and counselors will attend to discuss ways to transform high school experiences and student outcomes through replicable and impactful strategies. Through curriculum planning, teacher support, PD, Reading Wonders, Reading Plus and PEL coaching, Harding expects ELA to become increasingly more consistent. Harding will also strengthen the special education programming by offering an expanded 'Life Skills' program for students. The school will purchase materials to align with SEL, special education, STEAM, summer reading, and other instruction related materials.

Student Engagement: Harding will implement Teacher Teams for Summer Enrichment. These teacher teams will work directly with students on support skills, ELA, and Math instruction. These teachers will focus on small-group instruction so that students will receive the extra attention needed to address gaps. Additionally, the Summer Enrichment will include Peer Ambassadors. These ambassadors will work with students, providing support and guidance. Harding will also host community-based organizations throughout the summer. These organizations will offer supplemental enrichment experiences such as art, SAT prep, and more. The Summer Enrichment Program will allow for continuity of instruction from the academic year. Summer reading novels will be provided for students during the program. Harding will also hire a College and Career Advisor to work with students as they begin to explore their post-secondary college or career opportunities.

**CULTURE & CLIMATE**

Student Attendance: It is a priority to continue the progress made towards a positive school environment utilizing SEL workshops, professional development, and events. The school will continue to focus on student engagement and connection through advisory and other school-based activities. Offering continued SEL events and programs will create space for students to receive support and form relationships with staff and with one another. Additionally, the connection between families and the school is critical in improving school attendance and student connectedness. Harding will identify staff to partner with parent leaders to further develop connections between the school, families, and the community. This will include parent engagement events throughout the year. Harding will also staff an Attendance Monitor during the school-year and summer to check-in on students who are chronically absent, connect with their families, monitor data, and more. Harding will provide transportation for students during the schoolyear (parenting students and their children to daycare), summer programming, and for field trips. These field trips will provide experiences outside of Bridgeport and align with school subject-matter. T-shirts, water bottles, notebooks, and more will be provided as student incentives for participation and attendance.

Student Behavior: The Restorative Practice Specialist will address the social-emotional needs of Harding students. This role will support students with de-escalation strategies in the event of a crisis, as well as proactively working to improve the school culture and climate. The specialist will work with students and with their families and will provide opportunities for conflict resolution, community engagement, and student connection to the school. This work will improve student engagement and attendance, decreasing the rate of chronic absenteeism.

**OPERATIONS**

n/a

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| <b>School:</b> | Wilbur Cross School | <b>School Allocation:</b> | \$200,000.00 |
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**TALENT**

Instructional Practice: The needs assessment identified a need to support teachers to reduce teacher turnover. To address this need, we will offer PD from HMH and Todd White around accelerated

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| <p>learning, unpacking standards, backward planning, best practices, and coaching. The school will purchase instructional materials that align with the PD and to support teacher instruction.</p>   |
| <p>Evaluation and Professional Culture: The needs assessment identified a need for quality teacher feedback and intensive assistance in improving staff practices. To address this need, the school will designate and pay an hourly wage to nine teachers who will participate in continuous improvement cycles around school vision and priorities, grants aligned to those priorities, school climate, family and community engagement, planning professional development based on walk through, teacher observation and qualitative/quantitative data and overall planning and program implementation around these priorities. These teacher leaders will also work with district staff to ensure alignment with district priorities. Administrators will receive a stipend for their efforts in managing and executing the School Improvement Grant plan.</p>   |
| <p><b>ACADEMICS</b></p>  |
| <p>Academic Indicators: The school will gather data and tools to improve attendance and academic achievement. The needs assessment identified a need for academic rigor, student engagement, and differentiation/check for understanding. After the coaching from Todd White and PD from HMM in Math, the book study, and the creation of a common protocol, the school will utilize data teams to improve teaching, learning, and collaboration. Data interventionists will collaborate with the teacher leadership team, identify actions that will lead to success, monitor progress, and calibrate standards and expectations. Students will attend a Saturday Academy for 4 hours a Saturday. Teachers and substitute teachers from KES will provide additional help with math, ELA, and physical education.</p>  |
| <p><b>CULTURE &amp; CLIMATE</b></p>  |
| <p>Student attendance: Students will be assigned a Climate Mentor who regularly reviews information on attendance, behavior, or academic problems and intervenes when problems are identified. The Climate Mentor will provide support to the students and families and address issues that can lead to chronic absenteeism. Cross will also use Check &amp; Connect as an intervention to reduce dropping out of school.</p>  |
| <p>Family and community engagement: Engage teachers and parents as co-educators. The parent-teacher Home Visit Project model prepares teachers (PTHV Team) to perform home visits with all students where teachers get to know the family and student, discuss the family's hopes and dreams for their child, and hear what the family expects of them. The Attendance Monitor also conducts outreach to the families and students when the student is identified as chronically or close to chronically absent.</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, and a parent liaison to improve school to home relationships. Behavior interventionists 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, in addition to daytime programming, will provide incentives in the form of t-shirts and materials for the clubs to use. The school will host several family engagement events throughout the school year. 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><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 continue to employ 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 K-2 and 3-5 family outreach coordinators 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>   |                 |                           |              |
| <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. Edgewood's Science curriculum requires students to have mathematics content knowledge to successfully engage in lab experiences Hiring a STEM support paraeducator to provide grades 2-5 push in support and small group instruction during Science who will be an integral member of our multi-tiered system of supports team (SRBI) will significantly improve student outcomes. STEM support during Science will provide targeted students with mathematics support up to 2 times per day.</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 is in the Developing stage with 20% (52 out of 252) students enrolled at Edgewood identified as chronically absent for the 21-22 school year. Of those 50 students, 43, or 86%, are in the high needs subgroup.</p>  |                 |                           |              |
| <b>OPERATIONS</b>  |                 |                           |              |
| n/a  |                 |                           |              |

LEA: Derby

LEA Allocation: \$271,428.00

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|--|---------------------|---------------------------|--------------|
| <b>School:</b>   | Derby Middle School | <b>School Allocation:</b> | \$271,428.00 |
| <b>TALENT</b>  |                     |                           |              |
| 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 the CT Center for School Change (Ct Partners for Educational Leadership) and visible learning by Corwin to expand coaching through a teacher leadership model. DMS will also partner with Colleen Morello to develop writing units and SRBI protocols to enhance teacher and leader capacity.                            |                     |                           |              |
| <b>ACADEMICS</b>   |                     |                           |              |
| 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 curriculum. Purchase Formative assessments to address personalized instruction and student mastery of content. Social Studies units were developed to increase students' time engaged in rigorous literacy instruction. ELA tiered intervention materials to increase student performance in nonfiction comprehension will be purchased to support accelerated learning for all. |                     |                           |              |
| 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 curriculum resources and TI calculators to support Illustrative Math and more rigorous mathematical small group and whole group tasks within the classroom.  |                     |                           |              |
| <b>CULTURE &amp; CLIMATE</b>   |                     |                           |              |
| 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 and School Psychologist 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.   |                     |                           |              |
| <b>OPERATIONS</b>  |                     |                           |              |
| n/a  |                     |                           |              |

LEA: Hartford

LEA Allocation: \$3,035,624.00

|   |                              |                           |              |
|---|------------------------------|---------------------------|--------------|
| <b>School:</b>  | Burns Latino Studies Academy | <b>School Allocation:</b> | \$500,000.00 |
| <b>TALENT</b>   |                              |                           |              |
| <p>Increase student achievement and make progress toward closing the achievement gap by supporting teachers and increasing their capacity: Because the needs assessment revealed a need to improve Instructional Practice, 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. Hire 1 comprehensive intervention specialists (to add to our 2 CIS staff members) to assist with Tiered interventions.</li> <li>4. Hire part time teachers to provide tutoring to address the learning loss during Covid</li> <li>5. 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>6. The school will buy the book "Trauma Informed Practices" so that teachers can have an additional resource. We are also looking to provide PL opportunities where staff can build their skill set when working with students who have trauma and challenging needs.</li> <li>7. Book Study with support staff (paraprofessional, etc.): Disability Visibility by Alice Wong.</li> </ol>  |                              |                           |              |
| <b>ACADEMICS</b>  |                              |                           |              |
| <p>Student Engagement: Because the needs assessment revealed a need to improve Academic Rigor, 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. The school will buy the Q Click RF 500 Classroom Response System for all classrooms to increase interactive learning and student engagement.</li> <li>2. Increase use of visuals to provide entry points for all learners</li> <li>3. Increase opportunities for student choice. One way to meet this objective is by purchasing LU Interactive Software and board. This will allow students to have choice in their learning as well as creating more interactive and engaging lessons for all students.</li> <li>4. Having 3 CISs working with our students to close the academic gap for students and will increase student engagement</li> <li>5. 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>6. Continue with after school tutoring provided by school staff. We are looking to provide extended learning opportunities to students that have instructional loss through our Success Academy after school.</li> <li>7. Vacation Station K5 workbook.</li> <li>8. Field experiences (Bronx Zoo, Boston Museum, Dr. Seuss Museum, Seymour Planetarium and Art Discovery)</li> <li>9. Instructional supplies will be purchased to support instructional blocks that include white boards, markers, chart paper, classroom jumbo timers, chart paper, laminator, dry erase markers, easels, whiteboards, construction paper, cardstock, labels, composition notebooks, brain break cubes, chart stand, phonics kits, vocabulary games, writing pads, Whiteboard, reading games, comprehension games, etc.</li> </ol> |                              |                           |              |
| <b>CULTURE &amp; CLIMATE</b>  |                              |                           |              |

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

\*Implement perfect attendance/most improved attendance assemblies. During assemblies both students and their parents will be recognized.

\*We will offer student incentives to increase daily attendance. Incentives will include prizes such as tickets to the movies, tickets to the venues, lanyards, and more.

\*The school will provide professional development opportunities and workshops for families around increasing student engagement, strategies to increase daily attendance, how trauma impacts the brain and what it looks like and ways to support children

\*PBIS Incentives will be used to promote proactive behaviors as a Tier 1 approach. As a school, we promote the 3 R's: Respect Self, Respect Others and Respect the Environment. 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.

\*Grade Level Assemblies with Dr. Lamar Shield.

\*The school will purchase supplies to support the SEL provided by the BT, SES, and other support staff. Supplies include: visual timers, art supplies, fidgets, board games, bubble tubes, etc.

\*The school will purchase supplies for a Sensory Room. These materials will all be used to create a place for students to deescalate behaviors and have a safe space to be when they are having behavioral outbursts. Supplies being purchased include: portable bubble tubes, bubble corners, etc.

\*Purchase an electronic marquee for both main roads of the building to promote communication between school, families, and community members.

\*To limit barriers to attending school, Burns will purchase uniform clothing items to support students and families that are in need of uniforms. The Uniform Closet will help support student attendance and limit barriers

**OPERATIONS**

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 student's 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 include headphones, earbuds, iPads for special education testing, and working smart boards in all classrooms (many of the smart boards are missing pieces, light bulbs, connecting cords, interactive markers). Purchase student laptops. These would be used to replenish and or replace any laptops from last year.

3. Chrome book chargers to replenish or replace any broken or missing cords.

|                |                              |                           |              |
|----------------|------------------------------|---------------------------|--------------|
| <b>School:</b> | M.L. King, Jr. Middle School | <b>School Allocation:</b> | \$385,624.00 |
|----------------|------------------------------|---------------------------|--------------|

**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.



- 1.) The school will hire two building subs to support our initiative to allow teachers prep time to work with coaches and plan. The building subs will cover classes while the teachers meet as a grade level or content area with coaches. Teachers will use this time to address academic and SEL needs and plan accordingly. This is important as the amount of time that colleagues can work together is becoming harder to find. This time will also ensure that educators are meeting to use data to effectively plan their lessons and engage more students.
2. MLK will pay teachers to work outside of their contractual hours for several school initiatives. This includes before and after school tutoring as well as "Roar & Explore", a professional learning series for teachers.
3. The school will have non-certified staff engage in collaborative planning sessions to support students social & emotional learning. This will be done outside of regular school hours.

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.

1. In order to support the professional learning needs the school will provide workshops on implementation of high leverage literacy strategies across content areas and implementation of close reading. UnboundEd will provide professional learning for teachers for academic support and culturally relevant pedagogy.
2. To support the new math curriculum rolled out we will provide teachers with Professional Learning opportunities and content support for Math teachers, SpEd, ML by Math coaches to reinforce critical content knowledge and instructional practices for students engagement and academic achievement. (Extra duty, extra pay).
3. MLK teachers will share best practices during grade level meetings throughout the year focused on building teacher muscle in implementing reading in the content area, with strong literacy strategies.
4. The school will have non-certified staff engage in collaborative planning sessions to support students social & emotional learning. This will be done outside of regular school hours.
5. MLK will have Professional Learning opportunities for teachers of ELA, SpEd, ML to reinforce critical content knowledge and instructional practices for students engagement and academic achievement. This program is called "Roar & Explore". (Extra duty, extra pay).
6. The school will work with Chris Lehman of the Educator Collaborative to provide additional professional learning for staff.

#### **ACADEMICS**

Based on data from or most recent benchmark assessment administered in Reading Plus, 56% of students 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.

1. We will extend our subscription of Flo-cabulary in order for students to build academic and content vocabulary as part of tier 2/3 instruction.
2. MLK will purchase a subscription to "ELlevation". This is an online platform that will provide additional support to ML students.
3. The MLK DREAM Leadership Academy will provide students with opportunities to develop Common Core Standards in vocabulary, speaking, communication and interpersonal skills by participating in the entrepreneurial training and development program (From Vision to Fruition: Leadership, Social Justice, and the Entrepreneurial Spirit). These entrepreneurial skills will help students develop lifelong skills that will help support leadership. The school will also support this initiative by providing technology (Cricut, auto press, mug press, Glowforge, color printer, poster printer) that will allow

students to create uniforms, awards, and other materials. Lastly, the school is paying for cafeteria staff to work on Saturday at the DREAM Academy to allow the school to provide food from the district. This will allow students to have breakfast and lunch while in the program.

4. MLK will purchase Zaretta Hammond's book "Culturally Responsive Teaching and the Brain" for all staff members. This will align the work that Principals are doing in Leadership Institutes with the work being done by teachers at the school level.

#### **CULTURE & CLIMATE**

In order to create a college going culture, as aligned to the district priority of college and career readiness and the Hartford Promise, it is critical that students at MLK have access to learning about college and universities. In order to see themselves as college students, all students will visit college campuses and learn about programming. In the 2021- 2022 school year, we initiated college tours but due to pandemic restrictions not all trips were realized. For 2022-2023 and moving forward a focus will be that all MLK students from each grade level will get the opportunity to 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 Hartford 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.

In order to decrease chronic absenteeism, it is imperative that the school implements a structured approach to address barriers and take proactive measures to ensure that students come to school every day. To combat this...

1. MLK will convene parent workshop sessions with MLK parents to educate them about the importance of having their children in school and use communication incentives to reach parents whose students are chronic or in danger of becoming chronically absent. 10 staff members will participate, and one non-certified staff member will support the various planning and implementation of the presentations.

2. Implementation of the MLK DREAM Leadership Academy will serve as another motivator for students to attend school on a regular basis. Students will be able to learn entrepreneurial and leadership skills that can be applied to their lives and in the future in the Academy. Students who participate in the academy will take part in creating school uniforms, signage, awards and other items to create a strong sense of culture and climate as well as teaching students skills. The purchase of Canva Pro, Glowforge, and Cricut supplies and materials will support this work. Also, students in the Leadership Academy will also create materials to sell as a way to support entrepreneurial skills and fundraise for school events. A quarterly award ceremony will take place at MLK for all MLK DREAM Scholars. MLK Scholars will host quarterly student social events to celebrate attendance & leadership awards. Guest speakers will present at each event. Similarly, the school will create a new makerspace: the DREAM Scholars Workroom. This space will be designed with collaborative workstations, couches, laptops, printers, poster paper, writing utensils, inspirational leadership visuals and office supplies to engage students in community service learning. Students will conduct research, design and implement within the school and local community.

Transitioning back to full in-person learning after the 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. It is imperative that

a positive school climate is maintained with adequate support for students' social emotional well being.

1. MLK staff will teach student cooperative skills and team building training based on the curriculum (Uncharted Learning Curriculum). Supplies will be purchased to support this curriculum.

2. In alignment with Positive Interventions and Behavioral Supports (PBIS), MLK will develop the MLK DREAM Leadership Academy which will be available for all students. The MLK DREAM Leadership Academy will grow student leaders who will serve as advocates for their peers as well as sit on student council to raise students' voices on issues that are important to them in school and their community. Implementation of the MLK DREAM Leadership Academy will serve as another motivator for students to attend school on a regular basis and reduce chronic attendance issues. Students will be able to learn entrepreneurial and leadership skills that can be applied to their lives and in the future (Brown Financial Literacy Program). Students who participate in the academy will take part in creating school uniforms, signage, awards and other items to create a strong sense of culture and climate as well as teaching students skills. Also, students in the Leadership Academy will also create materials to sell as a way to support entrepreneurial skills and fundraise for school events. Tools such as Glowforge and Cricut will be purchased to allow for this initiative. The school will create a brand new makerspace for these students that will allow them to have space to practice these skills and create a stronger community.

**OPERATIONS**

n/a

|  |                      |                           |              |
|--|----------------------|---------------------------|--------------|
| <b>School:</b>   | Milner Middle School | <b>School Allocation:</b> | \$500,000.00 |
| <b>TALENT</b>  |                      |                           |              |
| Instructional Practice. Hire an ELA teacher to focus on our low academic M/L students. To accelerate our students' learning the ELA teacher will work with a small group of students during Tier 1 instruction in class and during our Tier 2 / 3 Intervention Blocks. This staff member will also work with our other ELA teachers to strengthen their skills. The teacher will work to increase specific foundational literacy skills. This will also complement math instruction.   |                      |                           |              |
| <b>ACADEMICS</b>   |                      |                           |              |
| Academic Rigor- Ongoing Professional Learning:<br>SBAC data for the 2018-2019 school year indicates 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. 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. Our goal is to focus on strengthening teacher skills through ongoing professional learning. We are investing in a Summer Professional Learning institute that will increase the capacity of our teachers. This will lead to improved student achievement. To support adult learning during the school year, we will host several "Grab & Collaborate" sessions during the evening. These learning sessions are relative and important for our teachers' growth. They are facilitated by our coaches, admin team, district content leaders, and teacher leaders. We will invite education experts or consultants as needed.<br>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. |                      |                           |              |
| Additional Academic Supports- We also know with additional time, students' 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. We will hire 3 certified tutors to deliver after school tutoring. This will help to address struggling students.

**CULTURE & CLIMATE**

Attendance Matters: In order to decrease chronic absenteeism, it is imperative that the school implements a structured 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. To do this, we would like to partner with the Youth Leadership Program to provide mentoring to our students. This initiative is tied to the other Culture and Climate priority which seeks to improve student behaviors. Our grade 8 students are the most vulnerable as they transition to high school. This program is established to ensure our students are successfully transitioning to high school while they learn critical social, emotional, financial, business, and academic skills. We also believe with the high level of engagement that the program will produce, student attendance will improve.

Student Behavior. Restorative Practices and PBIS: While we have a school-wide system for proactively addressing behavior and building a positive school culture (PBIS), there is inconsistent implementation and lack of staff buy-in. 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 skills barriers. Our series of professional learning on Restorative practices will happen monthly and will focus on de-escalation techniques, trauma informed practices, empathic listening and building culture through restorative circles. Some of the community building work will occur during advisory with teachers implementing lessons on common topics. The school will also partner with approved vendors for PBIS motivational events and activities. This includes our partnership with the Hartford Knights. 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. Similarly, we will hire a Behavior Technician (BT) to help support our students and teachers in this learning process. The BT will work closely with students to provide an alternative to suspension. This person will utilize the mindfulness student room to work with students daily to build their skills around making better choices. To further this priority, the school believes that the work that will happen as part of the Youth Leadership Program will also help to support more positive behavior and feelings of pride within the school. Milner will create a "Saturday's Girl's Leadership Academy" with this partnership to continue to provide support to female students at the school. This Academy will support social emotional learning and well as empowering young girls.

**OPERATIONS**

Technological Upgrades

Now that technology has become a larger part of learning, we will need to ensure that our students have better access to technology and supporting accessories. Our goal is to upgrade and install CCTVs in our cafeteria areas to highlight, announce, and celebrate our students and staff accomplishments. This system will be used to broadcast all the positive achievements our students, staff and community accomplishes. For example, our honor roll students and celebration will be broadcasted and run throughout the day. (Announcements, PBIS, SOM, highlights, shout outs, word of the day). In addition, Milner will purchase a wireless PA system speaker to be able to make announcements and host events in this area. Similarly, as our staff continues to grow, it is essential we have the technology resources for them to perform their duties effectively. As such we will invest in interactive boards as well as student devices. As students and teachers are dependent on devices, it is necessary we are always prepared to meet the demand. Supporting our learners through Interactive Technology (i.e. Interactive Boards) is a high priority. Maintaining students 1:1 device policy must be supported by

our school. With the constant use of student devices, we must have a strong plan to ensure access for all students and staff.

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|--|-------------|---------------------------|--------------|
| <b>School:</b>   | SAND School | <b>School Allocation:</b> | \$375,000.00 |
| <b>TALENT</b>  |             |                           |              |
| n/a  |             |                           |              |
| <b>ACADEMICS</b>   |             |                           |              |
| <p>Academic- Added academic support: Because students missed traditional schooling setting in the past 2 years, the need to double up in academic opportunities are essential.</p> <p>*This will require certified staff to engage with students during additional time, which will be an extra duty extra pay approach.</p> <p>*This will be accomplished by continuing to strengthen our after school programming that has academic and enrichment opportunities.</p> <p>*Teachers will also engage in Dine and Discuss Sessions engaging in current practices that will build capacity and professional tool box geared to the art of teaching Reading. This is essential as PD time has been diminished this year due to district focuses and priorities.</p> <p>*To better support our ML population, SAND will purchase Geodes leveled readers as well as professional learning. The PL will focus on strategies teachers can incorporate into lessons to help support our ML students. In addition, our ML coaches will work over the summer to create materials aligned to Geodes lessons for small group instruction.</p> <p>*We will continue with our full time SES so we can continue to re-engage families and students to and increase our ADA.</p> <p>*Mindful Schools - SAND's Principal, AP, and staff will participate in Mindfulness 101 &amp; 201 courses to learn more about SEL in the class.</p> <p>*Instructional Supplies- We will purchase additional resources including (but not limited to): classroom rugs, whiteboard tables, Foundations materials, document cameras, Chromebooks, laptop cases to protect technology, headphones, chargers, power strips, extension cords, iSpire online materials, Second Step materials, ML program and math supplies for our Tier 3 students. We will also purchase additional Eureka Math Squared manuals for staff and a set for Admins.</p> <p>*SAND will support registration fees to the "Get Your Teach On" conference for 2 certified teachers.</p> |             |                           |              |
| <b>CULTURE &amp; CLIMATE</b>   |             |                           |              |
| <p>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.</p> <p>*10@10 program---daily calls by the SES to daily absent list which allow for connections and understanding each students' story so appropriate support can be activated.</p> <p>*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). This year, this includes electricity and permitting for installation.</p> <p>*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.</p>   |             |                           |              |

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| <p>*Uniform Closet- purchasing pants, shirts, and other uniform items to ensure that students do not miss out on their education due to a lack of uniform.</p> <p>*Dance teacher to provide an additional unified arts/extracurricular program as a way for students to express themselves in a different way.</p> <p>*SAND would like to purchase flexible seating that can be used in all classrooms. This will give students more options for seating in the classroom.</p> |
| <b>OPERATIONS</b>  |
| n/a  |

|  |                                    |                           |              |
|--|------------------------------------|---------------------------|--------------|
| <b>School:</b>   | Sport and Medical Sciences Academy | <b>School Allocation:</b> | \$375,000.00 |
| <b>TALENT</b>  |                                    |                           |              |
| n/a  |                                    |                           |              |
| <b>ACADEMICS</b>   |                                    |                           |              |
| <p>The needs assessment revealed a need to improve instructional strategies building upon academic rigor for all students and, specifically, a focus on improving student achievement on SBAC (ELA &amp; Math). The school will address this by...</p> <p>*Purchasing licenses to Visible Bodies. The platform includes differentiated materials like digital flashcards, science-specific reading differentiation (subtitles), and is translated in multiple languages. The platform allows for personalized learning through the incorporation of technology.</p> <p>*Paying out Instructional Leadership Team (ILT) members (11 staff). All ILT staff are department head chairs and serve in other leadership positions in the school. The ILT will work alongside the administrators to use data to inform instructional practices.</p> <p>*Hiring tutors (3) to support classroom teachers with individualized instruction.</p> <p>*Hosting Family events to engage parents in understanding of our students' curriculum aligned to SMSA's instructional goals and objectives. We will create a space for the FCSSP to host these events as well as working with small groups for SEL.</p> <p>*Providing an afterschool program (Tiger Connections) for all students to provide supplemental instruction with a focus on our high needs subgroups towards improving students' learning outcomes.</p> <p>*Purchasing instructional supplies to support our Tiger Connections program and small group work materials.</p> <p>*Purchasing bookshelves to allow teachers to display and level books in a way that makes it easier for students to engage with the texts.</p> <p>*Offering field experiences as a way to provide students a direct connection between the curriculum and the real world around them.</p> <p>*Purchasing "PowerSchool Adaptive Scheduler". This plugin will allow the school to seamlessly create schedule for SpEd and ML students who receive support outside the classroom. This software will also support scheduling for extracurriculars.</p> <p>*Purchase an EdPuzzle subscription for ML supports.</p> |                                    |                           |              |
| <b>CULTURE &amp; CLIMATE</b>   |                                    |                           |              |
| <p>The needs assessment revealed a need to reduce chronic absenteeism. The school will address this with...</p> <p>*Class Advisors who will be utilized to engage students in their school community by supporting Student Council for each grade level.</p> <p>*Tiger Connections- an after school program that will provide academic and enrichment clubs to promote regular attendance at school. This program will also allow students to have time to address learning loss as well as social emotional learning.</p>   |                                    |                           |              |

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| <p>*SMSA will develop parent workshops to enrich school-to-family partnerships. The FCSSp, 2 certified staff, and the 2 SESs will support these events.</p> <p>*Offering field experiences as a way to provide students a direct connection between the curriculum and the real world around them.</p> <p>*Hiring 2 Student Engagement Specialists (SESs) to provide intensified support towards decreasing SMSA's Chronic Absenteeism rate. They are mentors to our Tier 3 students, and partner with families to provide proactive attendance plans, social/emotional outreach and workshops for families.</p>   |
| <p>The needs assessment revealed a need to improve student behavior.</p> <p>*SMSA is planning to conduct Tiger Connections, a program that offers academic support as well as clubs and activities for our students throughout the school year to incentivize students to come to school.</p> <p>*Grade level Class Advisors will support grade-level student councils to empower our students to be activists within their school community.</p> <p>*Offering field experiences as a way to provide students a direct connection between the curriculum and the real world around them.</p> <p>*SMSA will develop parent workshops to enrich school-to-family partnerships. The FCSSp, 2 certified staff, and the 2 SESs will support these events.</p> <p>*Hire a Behavior Technician (BT) to provide support to our students with positive behavior intervention, de escalation techniques, and decreasing negative discipline infractions. This role will help provide an individualized caring adult to our students who are experiencing inappropriate behavior and help to create solutions for students who need the additional support.</p> |
| <b>OPERATIONS</b>  |
| n/a  |

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| <b>School:</b>   | Weaver High School | <b>School Allocation:</b> | \$400,000.00 |
| <b>TALENT</b>  |                    |                           |              |
| <p>Building Staff Capacity: Because the freshman on-track rate is currently 41%, the school has identified a need to build the staff capacity on grading practices and to provide support for families.</p> <p>*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.</p> <p>*Comprehensive Intervention Specialist - this person will help to support our Tier 2 &amp; Tier 3 students by providing additional strategies to support academic success.</p> <p>*The school will hire a Behavior Technician to support the behavioral and social emotional needs of the students at Weaver.</p> <p>*Teacher Leaders- content-specific staff who will conduct data teams and grade level meetings to collaborate and monitor student progress.</p> <p>*Part Time Certified Teachers for After School Academic Program: These certified and non-certified staff 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.</p> <p>Technology Support Person- Weaver would like to hire someone at the school level to focus on technological needs. With more technology being used in the classroom setting, this requires someone to be able to fix and repair broken technology as well as making necessary updates to keep our technology fresh.</p> <p>*Weaver would like to include money to support conference registrations. These conferences would be for teacher leaders and new teachers, as there isn't enough time to deliver the appropriate amount of PL needed.</p> |                    |                           |              |

\*Weaver will host a variety of Professional Learning sessions, attend meetings at other schools (partner schools), and work collaboratively to address the rising CA rates and identify strategies that actually work at the high school level. This includes Mindfulness professional learning sessions for staff.

### **ACADEMICS**

Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will...

\*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.

\*In addition to the after school program, we will also hire a SAT Prep consultant for our 11 grade students. The SAT Prep course would be offered for 2 hours after school two days a week.. This will directly impact our need to improve student achievement on the SAT.

\*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/ Instructional Supplies- Instructional supplies such as calculators for SATs and music supplies such as stands, sticks, sheet music 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.

\*Technology- 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 2021-22 was 78.4%, the school has identified a need to get students to want to come to school and to expose students to other opportunities.

\*Common Ground will provide programming designed to reduce racial isolation between students in suburban and urban areas; contract with Leadership Greater Hartford student program. This work will include a mentorship and leadership program for our young men to provide additional resources and help support skills for the future.

\*Family and Community Support Service Providers will be responsible for engaging students and families in order to improve attendance and increase academic achievement. This will include hosting workshops in the evening for parents to learn more about the school community and create a stronger relationship with the school.

\*Non-certified staff will receive Extra Pay/Extra duty to support attendance initiatives at the school. This includes documenting absences, making calls home after hours, creating attendance place outside of hours, and many other tasks that help to support attendance.

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

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

\*CT RISE partnership- Weaver would like to develop a deeper relationship with CT RISE to help create trackers that will allow the school to successfully understand where each student in the building is in their educational journey.



\*Capturing Kids Hearts- Weaver will partner with Capturing Kids Hearts to provide learning to teachers on how to create high-achieving centers of learning by strengthening students' connectedness to others.

**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
- \*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 colleagues within their department.
- \*Updated technology that is vital for 21st century learning. This includes purchasing Interactive Boards as well as iPads for members of our Restorative Center.

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|----------------|--------------------|---------------------------|--------------|
| <b>School:</b> | Wish Museum School | <b>School Allocation:</b> | \$500,000.00 |
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**TALENT**

n/a

**ACADEMICS**

Student Engagement (2.2)

- \*Wish plans on providing a variety of professional learning opportunities to strengthen teachers' practice. Topics will include (but not limited to): effective lesson planning for ELA and Math; Unpacking standards; Deep dive into new math curriculum; effective small group instruction
  - \*The school will incorporate small group instruction for reading and math, and math resources based on student data to accelerate student achievement. The additional comprehensive intervention specialist will help to support these small group opportunities.
  - \*A variety of instructional supplies will be purchased to support small group instruction including LETRS Toolkits. Wish would also like to purchase a laminator and poster maker to help create anchor charts and other posters to create "walls that teach". Wish will buy teacher manuals with Phonics passages.
  - \*Caregivers will support each kindergarten class, since many of the students have not had a preschool experience, and may have additional needs.
  - \*The school will also purchase desktops for testing. Smart TVs and Interactive Boards will be used to engage students in more interactive lessons.
  - \*Books and book bins for the school library will ensure students have access to multicultural books. Classroom libraries bundles will be purchased as well.
  - \*Part Time teachers (3, if possible) will be used to support tier 2 and tier 3 instruction (MTSS).
  - \*We will provide after school tutoring for some tier 2 & 3 students, 4-6 hours per week for 40 weeks. Tutoring will target student needs based on tier 1 assessments. The school will purchase a NeoDen with upper wall for tutoring.
  - \*Staff will receive books to help them support students academically.
- Wish would like to incorporate more field experiences for students to places including the zoo, museums, an aquarium, etc. This will allow students to make stronger connections between what they are learning and the real world,

**CULTURE & CLIMATE**

Student Behavior (3.3)

- \*The school will implement a consistent school-wide behavior management plan (PBIS). All staff will pass out paws, and we will create a PBIS student center that students can rent out with PAWs.

Everyone will be responsible for PBIS implementation and ensuring follow through for students. Resources to replenish the school store will also be purchased.

- \*We will need to create PBIS signage to remind students of the Wish expectations in our new space. We will need to purchase a laminator and a poster maker to ensure that the signs we create will be protected. The laminator can also help with other school beautification projects. Signage for outdoors and indoors will also be purchased to foster school pride and community.
- \*Team building will be implemented as a strategy to help staff and students build trust and social skills. This will be for students in grades 3- 5.
- \*All staff will utilize restorative practices to address misbehavior. The Calmer Choice Mindfulness Program will be implemented to teach students coping strategies and how to calm down. Behavior techs will assist with the implementation.
- \*Sensory Paths will provide students with movement breaks. The school will purchase a mobile sensory station for the paths. A sensory room will be created for students who are not regulated or who need a space to calm down. The school is purchasing the following for the sensory room: tranquility tunnels, Hurricane tube, musical squares, and vibroacoustic Therapy Chair. Each grade level will be able to purchase time using PBIS Paws to use our interactive Lu System, this allows them to play academic games as well as games for movement breaks.

**Student Attendance (3.2)**

- \*Tier 1 attendance incentives will be consistently put in place. Incentives include but are not limited to school logo items such as magnets, hats, bookbags, cups, bumper stickers, lanyards 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. The school will also buy School Store items that students can use to purchase items.
- \*Another strategy we intend to implement is student clubs to incentivize students to come to school on half day Wednesdays and other days throughout the week. These clubs may include (but are not limited to): art club, creations for change club, media club, dance club, drum line, student council, etc. Resources for these clubs will be purchased and replenished as needed. We would like to create a media center for the media club to utilize. Resources for this club include but are not limited to: tripods, cameras, audio mixer etc. This club will maintain the school's YouTube channel, livestream school events and create PBIS videos, etc.

**OPERATIONS**

n/a

LEA: New Britain

LEA Allocation: \$1,120,885.00

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| <b>School:</b>  | Chamberlain<br>Elementary School | <b>School Allocation:</b> | \$219,885.00 |
| <b>TALENT</b>   |                                  |                           |              |
| <p>DEI Professional Development for Chamberlain staff: Because the needs assessment revealed that 2.2 student engagement is developing. Teachers and administration will conduct walkthroughs in 2022-2023 through a culturally responsive lens to determine next steps. We will continue our professional growth with a DEI consultant for extended development on culturally responsive lessons. DEI consultants will conduct three walkthroughs, followed a debriefing and planning session with administration. Administrators will deliver PD based on walkthrough results highlighting glows and areas for growth. In addition, we will partner with the Literacy Center at CCSU to provide two PD sessions about selecting culturally relevant literature and culturally relevant math instruction. These PDs sessions will frame our Family Cultural night, "All of Us" Through Books.</p>  |                                  |                           |              |
| <p>Differentiation and Checking for Understanding: According to Chamberlain' needs assessment 2022, 2.3 differentiation is underdeveloped by teachers, resulting in students not working to their fullest potential. As a result, Chamberlain will partner with an educational consultant to provide professional learning for administration, instructional coaches and teachers to develop differentiated lessons and strategies centered on grade level expectations with multiple opportunities to check for understanding. The consultant will conduct five NBU cycles, providing each grade level with differentiated PD sessions around the Universal Design for Learning. In addition, the consultant will work with the coaches and administrators to conduct 5 learning walks and plan to support teachers for coaching.</p>  |                                  |                           |              |
| <b>ACADEMICS</b>  |                                  |                           |              |
| <p>Increase Academic Rigor: The needs assessment revealed that we need to improve 2.1 Academic Rigor in our RTI systems to meet the academic needs of Chamberlain Students. Chamberlain will seek resources that are research based to instruct and monitor students in math and reading interventions. Instructional resources will include the Bridges Intervention system from The Math Learning Center, Phonics for Reading from Curriculum associates and other instructional materials and SPIRE teaching resources. STEAM teachers, 3-5 Classroom teachers and Literacy tutors will provide students 20-45 minutes small group instruction using a researched based instructional practices. SPIRE programming will also be purchased in order to serve SPED students and their non-identified peers who need supports through the SPIRE program. SPED Teachers will service the identified students and their non-identified peers in order to provide intensive tiered support through the intervention block. In addition, our literacy coaches and tutors will implement FUNdations as a means to support students close the achievement gap for phonics and phonological awareness.</p> |                                  |                           |              |
| <p>Chamberlain needs assessment revealed a slight improvement in 2.2 student engagement and vocabulary development according to the iReady Vocabulary domain results for 2021-2022. Chamberlain will continue to build background knowledge and vocabulary development in alignment to the Science of Reading, as well as improving student engagement, by partnering with the Children's Museum. The Children's Museum will deliver lessons in partnership with the classroom teachers that will engage students in real-life, hands-on activities that will build background knowledge, vocabulary and experiences that will translate to better comprehension of informational text. By dedicating time each day to teaching science, and integrating science instruction throughout the school day and</p>  |                                  |                           |              |

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| beginning formal Science education in Kindergarten. The Children Museum will conduct four cycles of one session per classroom for a total of 24 sessions per cycle, adding to 96 sessions for the year.  |
| <b>CULTURE &amp; CLIMATE</b>   |
| Chamberlain' needs assessment 3.2 student attendance indicating that there has been a slight improvement in students' daily attendance from the previous year. The same has been noted in our multilingual student subgroup. Strategies have yielded some positive results: Our weekly meetings to analyze data, creating mentor groups for all grade levels, the Chamberlain Cares line, positive connections with families through calls, love wins notes and award ceremonies. We will need to recruit staff that speak other languages to connect with families to create the Chamberlain Care line. This will allow Chamberlain to focus on our EL population, which has chronic absenteeism. The Chamberlain Care line team will be composed of one person per grade level. They will be assigned a small group of students to engage with the family, so that their school engagement improves through a home-family connection. The Chamberlain Care line team will expand to also identify support families need.   |
| Chamberlain's needs assessment reveals a need to increase (3.5) Family and community engagement by providing meaningful ways for families to engage and become partners in our studtens's education. Chamberlain has held family event nights and will continue to provide the same opportunities for our families after and during school hours. Chamberlain has a full time Family School Liaison who will focus not only on a specific case load of students, but will support school family engagement. The Liaison will also coordinate the "Love Wins" notes for parents. We would like families to continue to engage in their child's learning allowing students to see that education and working to their fullest potential is valued. Each teacher will host one event that families are invited to during the school day within the classroom to promote a partnership between home and school. Differentiation strategies will be highlighted at these events for parents to see students working at their greatest potential. Chamberlain will offer after school events including but are not limited to Trimester Award Ceremonies, Cultural night "All of Us" Through books, Math Festival, Literacy night, SEL night etc.  |
| In alignment with the needs assessment 3.3 student behaviors, there is a lack of professional development about structure of the morning meeting and a limited amount of resources to address students' social emotional needs. As well as students lacking the ability to self regulate. A chamberlain teacher will serve as a coach that will work with 4 teachers to provide PD to staff on the four components of the responsive morning meeting. The coach will also conduct three walkthroughs and 3 PD sessions on the four components of Building Relationships in the classroom utilized by Boys Town Model. In addition, the group will determine resources needed to enhance the morning meeting structure and effectiveness. As a result of a parent focus group, they reported to be in need of SEL support at home and how to best aid our students. The social worker will hold a parent event to support parents identify strategies to help their students with their social emotional needs at home.. Chamberlain will partner with a yoga instructor to provide mindfulness strategies for teachers and students. Those sessions will be scheduled during the late morning and early afternoon, as our data indicates that the majority of our incidents are reported during these times. Also, we will bring in research based resources to support teachers and instruct students around self-management. |
| <b>OPERATIONS</b>  |
| n/a  |

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|----------------|----------------------------|---------------------------|--------------|
| <b>School:</b> | Northend Elementary School | <b>School Allocation:</b> | \$150,000.00 |
| <b>TALENT</b>  |                            |                           |              |

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| <p>Improve Instructional Practice: Northend's needs assessment revealed that instructional practice (1.1) and professional learning (1.4) as they relate to academic rigor (2.1) and differentiation (2.3) are areas for improvement. Students lack the rigorous, personalized instruction necessary to move the needle on closing the achievement gap. Improving teacher practice and professional learning in the areas of academic rigor, differentiation, and checking for understanding strategies will ensure improved student outcomes. Northend will contract with CREC to provide professional development and coaching opportunities for teachers and administrators to design lessons that are both rigorous and differentiated.</p>   |
| <p>A Leadership Team comprising staff members from all grade-level bands and content areas will lead initiatives to support improvement in the focus areas of academic rigor (2.1), differentiation and checking for understanding (2.3), and student attendance (3.2). Team members will lead internal PD opportunities, work with administrators to plan and execute strategic actions based on data trends throughout the building and organize enrichment programming for students and staff beyond the contractual day.</p>  |
| <p><b>ACADEMICS</b></p>   |
| <p>Northend's needs assessment indicated a need to focus on improving academic rigor (2.1). Current reading, writing, math, social studies and science instructional materials and learning experiences are outdated and not closely aligned to CCSS or NGSS. They also fall short of reflecting students' interests and cultural backgrounds. Students require access to rigorous, relevant texts and learning experiences in order to foster high engagement and student achievement. To address the existing resource inequity and increase academic rigor, funds will be required for: reading/writing gradual release model instructional supplies and mentor texts; programming from community partners to provide students with authentic real-world learning experiences and a renovated makerspace to allow for challenging, inquiry-based learning based on students' interests and backgrounds. Teachers will also engage in professional development and coaching opportunities in partnership with CREC in order to improve instructional practices to promote academic rigor and student gains.</p> |
| <p>Differentiation (2.3) emerged as an area for improvement based on Northend's needs assessment. Teachers lack expertise and resources to plan appropriately differentiated lessons to meet the needs of all learners, so they will engage in professional development and coaching cycles with a CREC consultant to improve instructional practices in these areas. Small-group reading texts for students in grades 3-5, differentiated non-fiction social studies texts for students in grades K-5 and targeted math intervention materials based on individual student needs for students in grades K-5 will also be purchased to address this focus area.</p>   |
| <p><b>CULTURE &amp; CLIMATE</b></p>   |
| <p>Northend's needs assessment revealed a need to focus on improving student attendance and engagement (3.2). Establishing advisory clubs will foster mentor/mentee connections between staff members and students, as well as provide high-interest enrichment programming based on student interests. Funds are needed to purchase advisory club materials and execute three family showcases during the 2022-2023 school year. This will increase student/family engagement, reduce chronic absenteeism and increase student achievement.</p>  |
| <p>To continue initiatives that resulted in improved family and community engagement (3.5) and to improve student attendance and engagement (3.2), the Eagles Landing Family Team will work with the FSL to offer home support to tier 2 and 3 chronically absent students and family members. Team members will connect families with available community resources based on their needs and materials for monthly enrichment workshops will be purchased. They will check in with families and students weekly/bi-weekly/monthly using the families' preferred methods of communication: telephone calls, home visits, Google Meets, school visits, visits at a community location, etc. Monthly</p>  |

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| enrichment workshops/sessions will build families' capacity for understanding instructional topics and becoming a community advocate. |
| <b>OPERATIONS</b>   |
| n/a   |

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| <b>School:</b>   | Pulaski Middle School | <b>School Allocation:</b> | \$291,000.00 |
| <b>TALENT</b>  |                       |                           |              |
| Pulaski's needs assessment reveals a need to improve (1.1) instructional practices as evidenced by low academic rigor and ineffective instructional practices. Improving teacher practice in the areas of academic rigor, differentiation, and checking for understanding will ensure improved student outcomes. Four content level, school based instructional coaches will provide on-going professional development for teachers and administration to create student-centered teaching and learning environments, including the practice of checking for understanding and structured feedback.  |                       |                           |              |
| In alignment with 3.2: Student Attendance and 3.3 Student Behaviors, Pulaski's FSL will provide 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 gather 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 academically. The responsibility of the FSL is to track and analyze data, plan, strategize and implement with the attendance team to decrease chronic absenteeism and increase student engagement. |                       |                           |              |
| In alignment with 3.3 Student Behaviors, Pulaski will hire a DEAN. The DEAN will provide direct classroom support and coordination of programming to assist teachers in addressing student behavior in an effort to increase student engagement and student performance. Provide on-going professional development and training to staff related to behavior interventions, classroom management, and restorative practices.   |                       |                           |              |
| <b>ACADEMICS</b>   |                       |                           |              |
| Pulaski's needs assessment indicates the need to consistently implement all of the New Britain Public schools curricula which are (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.   |                       |                           |              |
| Pulaski Instructional Model - Gradual Release Model (GRM): Pulaski will plan for rigorous tier 1 instruction that is aligned to grade level standards. Teachers will get support in the instructional model through NBU, grade/content level meetings, coaching cycles and staff meeting time. Teacher will also receive support and coaching through NBU sessions around the CCS Standards and alignment to instruction. Data will be collected through frequent walkthroughs and lesson plan collection. Teachers will receive targeted and specific feedback around instruction and lesson planning by administrators in order to identify instructional trends and needs of staff to be addressed in coaching cycles and grade level team meetings.  |                       |                           |              |
| <b>CULTURE &amp; CLIMATE</b>   |                       |                           |              |

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| In alignment with 3.3 Student Behaviors, Pulaski will hire a DEAN. The DEAN will provide direct classroom support and coordination of programming to assist teachers in addressing student behavior in an effort to increase student engagement and student performance. Provide on-going professional development and training to staff related to behavior interventions, classroom management, and restorative practices. |
| <b>OPERATIONS</b>  |
| n/a  |

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|---|---------------------|---------------------------|--------------|
| <b>School:</b>  | Slade Middle School | <b>School Allocation:</b> | \$235,000.00 |
| <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.   |                     |                           |              |
| Hire a Behavior Support Assistant to support the implementation of Restorative Practices through personalization of relationships that promote student social emotional growth and equity.  |                     |                           |              |
| Slade's (3.2) chronic absenteeism rate of 49.3% indicates Slade's strategies to confront chronic absenteeism have yielded few if any positive results. Weekly attendance meetings are held with the Principal Supervisor, site-based administration, attendance team member and the School Climate Coach. The School Climate Coach is responsible for monitoring and supporting those students who are identified as moderately chronically absent. The School Climate Coach will conduct the following for students who are identified as moderately chronically absent: 1) personalized early outreach 2) develop an action plan that addresses barriers and increases engagement 3) assign the student to a caring mentor and monitor progress monitor 4) coordinate school and inter-agency interventions. Slade's school-wide behavior management plan is in place and there are signs of positive implementation. Student misbehavior can be a challenge and creates some disruptions. Slade has implemented a school-wide restorative approach and after-school programs to continue reducing suspensions and chronic absenteeism. Establishing routines in learning environments so students feel safe and in control; encouraging effort; reinforcing positive learner behavior and self-esteem; and building relationships with students to understand their knowledge level and level on Maslow's Hierarchy. |                     |                           |              |
| <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>  |                     |                           |              |

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| Hire a Behavior Support Assistant to support the implementation of Restorative Practices through personalization of relationships that promote student social emotional growth and equity.   |
| Slade's (3.2) chronic absenteeism rate of 49.3% indicates Slade's strategies to confront chronic absenteeism have yielded few if any positive results. Weekly attendance meetings are held with the Principal Supervisor, site-based administration, attendance team member and the School Climate Coach. The School Climate Coach is responsible for monitoring and supporting those students who are identified as moderately chronically absent. The School Climate Coach will conduct the following for students who are identified as moderately chronically absent: 1) personalized early outreach 2) develop an action plan that addresses barriers and increases engagement 3) assign the student to a caring mentor and monitor progress monitor 4) coordinate school and inter-agency interventions. Slade's school-wide behavior management plan is in place and there are signs of positive implementation. Student misbehavior 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. Establishing routines in learning environments so students feel safe and in control; encouraging effort; reinforcing positive learner behavior and self-esteem; and building relationships with students to understand their knowledge level and level on Maslow's Hierarchy. |
| <b>OPERATIONS</b>  |
| n/a  |

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|---|---------------------------|---------------------------|--------------|
| <b>School:</b>  | Smalley Elementary School | <b>School Allocation:</b> | \$225,000.00 |
| <b>TALENT</b>   |                           |                           |              |
| Family School Liaison:<br>Based on the findings from the school committee, data and our needs assessment tool, it is recommended to address chronic absenteeism. Although the family community engagement reveals proficiency, student outcome relating to attendance have not been impacted. The FSL will focus on best practices for family engagement as identified in the "Full, Equal and Equitable Partnerships with Families Framework" to decrease chronic absenteeism.   |                           |                           |              |
| Teacher development to facilitate student centered learning practices Instructional Coach will provide professional development around the planning and implementation of the new curriculum, instructional strategies, academic rigor and progress monitoring.<br>Coaches will work to develop teacher capacity through the implementation of the readiness units and to develop rigorous curriculum with fidelity through the support of the instructional coaches who will model lessons, co-plan, co-teach, provide guided instruction, and observations.   |                           |                           |              |
| <b>ACADEMICS</b>  |                           |                           |              |
| Smalley's needs assessment reveals a need to improve (2.1) academic rigor, and the use of (2.3) differentiation and checking for student understanding. Students lack rigorous, personalized instruction necessary to move the needle on closing the achievement gap. Improving teacher practice in the areas of employing academic rigor, differentiation, and checking for understanding strategies will ensure improved student outcomes. Smalley's literacy coach will provide professional development and coaching on unwrapping CCSS standards, DOK questioning and creating a student-centered teaching and learning environments to include differentiation, academic rigor, and the practice of checking for understanding. |                           |                           |              |
| <b>CULTURE &amp; CLIMATE</b>  |                           |                           |              |
| 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 to are held with Principal Supervisor, sitebased administration, attendance team office Family Liaison Specialist is responsible for monitoring and supporting those students who are identified as moderately chronically absent. The Family Liaison Specialist will conduct the following for students who are identified as moderately chronically absent: 1) personalized early outreach 2) develop an action plan that addresses barriers and increases engagement 3) assign the student to a caring mentor and monitor progress monitor 4) coordinate school and inter-agency interventions. Extended day extracurricular clubs will address the SEL, and academic 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.

**OPERATIONS**

n/a

LEA: New Haven

LEA Allocation: \$1,388,574.00

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|--|----------------------------|---------------------------|--------------|
| <b>School:</b>   | Augusta Lewis Troup School | <b>School Allocation:</b> | \$355,000.00 |
| <b>TALENT</b>  |                            |                           |              |
| <p>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.</p> |                            |                           |              |
| <b>ACADEMICS</b>   |                            |                           |              |
| n/a  |                            |                           |              |
| <b>CULTURE &amp; CLIMATE</b>   |                            |                           |              |
| <p>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.</p>  |                            |                           |              |
| <b>OPERATIONS</b>  |                            |                           |              |
| <p>Teacher Collaboration: The master schedule was restructured to allow for common planning time, for teachers and an additional prep to be used for grade level meetings. Teachers are provided with time to collaborate with grade-level partners and coaches. This time is used to review data, plan lessons and discuss strategies for struggling students. Coaches will provide teachers with feedback and specific actions they can try in their classrooms. Coaches are in attendance to provide support.</p>   |                            |                           |              |

|  |                              |                           |              |
|--|------------------------------|---------------------------|--------------|
| <b>School:</b>   | High School in the Community | <b>School Allocation:</b> | \$355,000.00 |
| <b>TALENT</b>  |                              |                           |              |
| n/a  |                              |                           |              |
| <b>ACADEMICS</b>   |                              |                           |              |
| <p>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</p> |                              |                           |              |

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| 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. |
| <b>CULTURE &amp; CLIMATE</b>   |
| 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. Further, 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, and we will develop a partnership with Higher Heights to empower, encourage, and equip under-represented students to obtain a post-secondary education.   |
| <b>OPERATIONS</b>  |
| n/a  |

|   |                             |                           |              |
|---|-----------------------------|---------------------------|--------------|
| <b>School:</b>  | James Hillhouse High School | <b>School Allocation:</b> | \$323,574.00 |
| <b>TALENT</b>   |                             |                           |              |
| n/a   |                             |                           |              |
| <b>ACADEMICS</b>  |                             |                           |              |
| n/a   |                             |                           |              |
| <b>CULTURE &amp; CLIMATE</b>  |                             |                           |              |
| 3.2 Student Attendance. The upgrading of a teacher with her 092 to supervise attendance is the first step to providing a working remedy. The teacher will supervise the attendance committee and its meetings being that the school used to operate with six assistant principals and the school only has four currently. Additionally, as part of an overall plan, shirts will be purchased for all students so that all students wearing the Hillhouse shirts will have their name included in our attendance incentive raffles held during advisory every Wednesday. Prizes will include but are not limited to: Movie tickets, tickets to Yale games, and Gift Cards. A mural for encouragement and a daily reminder will be created. The mural will include Hillhouse Core Values that can be read everyday. Students will be quizzed on the core values but administrators and teachers when they are in the hallway. Students will answer questions and include themselves into a S.M.A.R.T. raffle operating daily. |                             |                           |              |
| 3.5 Family and Community Engagement: Currently, the new administrative team, 2022, has created a new set of CORE VALUES and a school-wide motto to rally school stakeholders around: S.M.A.R.T. and G.O.T. Both acronyms represent the best of what a student can be and a rallying cry for the school.   |                             |                           |              |

S.M.A.R.T. represents Sensible, Mature, Articulate, Respectful, Teamplayers and G.O.T. represents students Graduating On Time. T-shirts will be produced and students wearing their shirts on an advisory Wednesday will be included in a school-wide raffle where picked winners will be given a pair of movie tickets, or a novel, or a Hillhouse T-shirt or hoodie! A hallway mural will be completed with the new core values and school motto, G.O.T.! Lastly, the school has adopted the latin wording from the Hillhouse crest, utilized the English translation, What we do, We do well and will be using this phrase on T-shirts for school stakeholders.

**OPERATIONS**

4.4 - Routines and structures."In order to maintain superior supervision in the hallways where 67% of fighting takes place and students roam and cut classes regularly, 2 part-time deans are needed to be hired to protect the tone and culture of the hallways. Students are constantly discovering new ways to cut classes and more personnel is needed to cover a building of Hillhouse size. Additionally, Hillhouse has no female dean; both female dean will be hired part-time.

|                |                                  |                           |              |
|----------------|----------------------------------|---------------------------|--------------|
| <b>School:</b> | Wexler/Grant<br>Community School | <b>School Allocation:</b> | \$355,000.00 |
|----------------|----------------------------------|---------------------------|--------------|

**TALENT**

2.1 Academic Rigor: The needs assessment revealed a need to improve academic rigor and student performance in Math. The primary root cause is a lack of professional learning and development in math workshop, differentiation, interventions, and checking for understanding. The school will contract an external partner and/or internal staff member to establish a dedicated maker space classroom with a STEM focus. The resources selected will be focused on updated technology and hands on project base activities. The school will purchase necessary Maker Space supplies such as manipulative and materials to enhance the STEM, Math and ELA Focus. We will purchase supplies and materials and tools to address diverse learning styles/needs. K-4 teachers will have opportunities through the week to access the space and align lessons with innovative resources. (Teach Outside the Box or Tinker it)

**ACADEMICS**

2.1 Academic Rigor: The needs assessment revealed a need to improve academic rigor and student performance in Literacy. The primary root cause is a lack of professional learning and development in math workshop, differentiation, interventions, and checking for understanding. The school will contract an external partner and/or internal staff member to establish a dedicated maker space classroom with a STEM focus. The resources selected will be focused on updated technology and hands on project base activities. K-4 teachers will have opportunities through the week to access the space and align lessons with innovative resources. (Teach Outside the Box or Tinker it)

**CULTURE & CLIMATE**

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

**OPERATIONS**

n/a

LEA: New London

LEA Allocation: \$504,214.00

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|--|---------------------------------------|---------------------------|--------------|
| <b>School:</b>   | Bennie Dover Jackson<br>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>In addition, we will provide all students that choose, with the opportunity to be taught reading, writing and interpersonal skills through the Latinos and Action Curriculum. This curriculum is nationally recognized and provides students with real world opportunities to learn more about Latino Cultures in small group and large group settings. All staff that teach this curriculum will be trained in its implementation.</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> <p>We will also provide new teachers with a New Teacher Liaison that will be hired specifically to work with only new teachers on developing effective classroom environments to increase rigor, time on task and time on instruction. This person will work with specific new teachers and implement coaching cycles specific to their needs.</p> |                                       |                           |              |
| <b>CULTURE &amp; CLIMATE</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</p>   |                                       |                           |              |

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| 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. |
| <b>OPERATIONS</b>  |
| n/a  |

|                |                        |                           |              |
|----------------|------------------------|---------------------------|--------------|
| <b>School:</b> | New London High School | <b>School Allocation:</b> | \$206,484.00 |
|----------------|------------------------|---------------------------|--------------|

**TALENT**

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

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.

**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.

We will also continue to build our lead teachers and provide them with even more supports for building their capacity in both curriculum and classroom instruction so they can be leaders with other staff members. They will participate and lead professional development sessions throughout the year in various areas such as ESOL strategies and building culture and climate.

In addition, we will provide all students that choose, with the opportunity to be taught reading, writing and interpersonal skills through the Latinos and Action Curriculum. This curriculum is nationally recognized and provides students with real world opportunities to learn more about Latino Cultures in small group and large group settings. All staff that teach this curriculum will be trained in its implementation.

**CULTURE & CLIMATE**

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.

**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 Teachers: 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. Our Math program is heavily language-based, so an increase in literacy achievement will lead to an increase in students' ability to access the math curriculum.</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>Because the needs assessment revealed a need to improve student performance in mathematics and reading, Gildersleeve staff will attend Solution Tree PLC Summit. 7 school-based leaders will be trained in the PLC model and implement upon return. This will allow us to collaboratively assess, plan and evaluate student work.</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 (Heggerty) 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. Improved reading skills will allow students to access the literacy program that is largely language based.</p>  |                     |                           |              |



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| <p>Scientifically Researched Based Writing Resource: 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 writing resource (Empowering Writers) for classroom teachers. The resource will allow teachers to improve students' ability to write narratives, informational pieces and to explain their reasoning in mathematics.</p>  |
| <p>Smart Boards for the new Interventionist and collaborative spaces. The Bridges Intervention Program and SMART Notebook Software includes interactive applications. In addition, SMART Boards in the collaboratives spaces will allow teachers to engage in interactive presentations and to explore the interactive curriculum-based tools.</p>  |
| <p>Scientifically Researched Based Mathematics Program: Because the needs assessment revealed a large deficit in mathematics achievement of most students, the school will purchase a scientifically researched based online program (Dreambox) for all students. Students will engage in extra practice on the program during math workshop and at home.</p>   |
| <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 components of the 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><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

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|---|--------------------|---------------------------|--------------|
| <b>School:</b>  | Crosby High School | <b>School Allocation:</b> | \$180,388.00 |
| <b>TALENT</b>   |                    |                           |              |
| n/a   |                    |                           |              |
| <b>ACADEMICS</b>  |                    |                           |              |
| n/a   |                    |                           |              |
| <b>CULTURE &amp; CLIMATE</b>  |                    |                           |              |
| <p>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.</p> |                    |                           |              |
| <b>OPERATIONS</b>   |                    |                           |              |
| n/a   |                    |                           |              |

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|--|-----------------------------|---------------------------|--------------|
| <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>   |                             |                           |              |
| <p>The 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.</p> |                             |                           |              |
| <p>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.</p>   |                             |                           |              |
| <p>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</p>  |                             |                           |              |

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**

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.

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

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**

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**

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.

**OPERATIONS**

n/a

|   |                         |                           |              |
|---|-------------------------|---------------------------|--------------|
| <b>School:</b>  | North End Middle School | <b>School Allocation:</b> | \$200,000.00 |
| <b>TALENT</b>   |                         |                           |              |
| n/a   |                         |                           |              |
| <b>ACADEMICS</b>  |                         |                           |              |
| Provide targeted, Tier 2 math instruction to students identified through HMH assessment. Progress monitoring will happen bi-monthly and student growth areas will be identified and remediated.   |                         |                           |              |
| <b>CULTURE &amp; CLIMATE</b>  |                         |                           |              |
| <p>Student Attendance<br/>NEMS's chronic absenteeism rate is 32% and the out of school suspension rate is well above that state average. Because this impacts our chronic absenteeism rate as well, we will add an SEL counselor to monitor attendance data, create action plans, develop attendance contracts and work with at risk students, giving them strategies to deal with stressors.</p> |                         |                           |              |
| <p>School Environment<br/>In order to establish and sustain a positive and safe learning environment that is necessary to support rigorous, high quality instruction, 2 behavior consultants will be hired and trained to minimize classroom distractions and promote appropriate behaviors.</p>  |                         |                           |              |
| <b>OPERATIONS</b>   |                         |                           |              |
| n/a   |                         |                           |              |

|  |                         |                           |              |
|--|-------------------------|---------------------------|--------------|
| <b>School:</b>   | West Side Middle School | <b>School Allocation:</b> | \$200,000.00 |
| <b>TALENT</b>  |                         |                           |              |
| <p>Leadership Effectiveness<br/>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>Instructional Practice<br/>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>1.6 Instructional Leadership<br/>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</p>   |                         |                           |              |

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| <p>collaboration with school based leader will allow teachers and school leaders to work together to identify and implement meaningful activities to support teaching and learning.</p> <p>CTO will review SIP aligned with the ESSA/SIG in conjunction with assistant superintendent and school based instructional team and conduct weekly classroom walk thru using classroom look for developed by school based team to collect and analyze evidence of effectiveness of resources and materials allocated to the schools through ESSA SIG.</p>   |
| <b>ACADEMICS</b>  |
| <p>2.4 Curriculum and Instruction Aligned to CT Core Standards</p> <p>WSMS is in need of establishing a mathematics curriculum that is aligned to the Connecticut Core Standards. The curriculum will support the content area with the lowest scores, as measured by Smarter Balanced assessments.</p>   |
| <p>WSMS is in need of maintaining technological supports for students to engage in math and ELA programming/curricular resources. The pandemic caused teachers to create a range of lesson plans/materials/activities that are accessible online. While we seek to lower our chronic absenteeism numbers, we also recognize the need to provide ways for students to still make academic progress as they increase their time in school but may still need to be out. Sustaining technology supports for students is a key effort, particularly in being able to provide chromebooks for new students or those who accidentally damage theirs/have outdated models.</p> |
| <b>CULTURE &amp; CLIMATE</b>  |
| <p>3.2 Student Attendance</p> <p>The moderate and severe chronic absence rate impacts student performance in school. The chronic absence rate is adversely affected by the school suspension rate. School staff need professional learning in restorative practices to change the discipline outcomes for students.</p>   |
| <p>3.1 School Environment</p> <p>Because the needs assessment revealed a "below standard" rating in school environment, the school will partner with a regional agency to conduct Welcoming Walkthroughs to ensure WSMS is inviting to students and families. The goal of the initiative is to decrease the percentage of chronic absenteeism and in conjunction with working with colleagues, students and families develop and sustain a positive school climate that supports student learning.</p>  |
| <b>OPERATIONS</b>   |
| <p>4.1 Adequate Instructional Time</p> <p>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.</p>   |

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| <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>   |                   |                           |              |
| 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 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.

**OPERATIONS**

n/a