

Title I, Part A, Section 1003

School Improvement Grant | 2025-26

Opportunity District & Competitive

LEA & School Strategy Summary

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.

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Ansonia

LEA Information	Details
LEA Name	Ansonia
Application Type	Competitive ESSA SIG
LEA Allocation	\$100,000

Prendergast School

School Information	Details
School Name	Prendergast School
School Allocation	\$100,000
School Designation	TSI/Focus

Talent Priorities

Priority	Strategy / Intervention
1.1	Professional Learning Plan As the needs assessment highlighted, Prendergast Elementary's struggle to provide targeted professional learning. To support this area of need, the school will provide professional development to support teachers with our high needs students.

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation & Supports for Diverse Learners The needs assessment highlighted the fact that high needs students are not receiving what they need to be successful. Prendergast would like to hire 4 part time Reading Acceleration Specialists, 1 FTE Reading Acceleration Specialist, 1 FTE Special Education Teacher, and 1 FTE ML teacher to support our students with diverse needs.

Bridgeport

LEA Information	Details
LEA Name	Bridgeport
Application Type	Opportunity District ESSA SIG
LEA Allocation	\$2,400,960.46

Barnum School

School Information	Details
School Name	Barnum School
School Allocation	\$200,000

School Information	Details
School Designation	CSI/Turnaround

Talent Priorities

Priority	Strategy / Intervention
1.1	Professional Learning Plan: Two (2) instructional coaches will be hired in the areas of Math and ELA to provide professional learning and build teacher capacity. The administration will work with instructional coaches to plan ongoing professional development and embedded coaching for teachers, which will lead staff to provide high-quality instruction, including differentiation. In addition, these instructional coaches will participate in professional learning at the district level with the Assistant Superintendent for Curriculum and Instruction and their respective district coordinators. Barnum will launch a comprehensive professional development plan in partnership with high-quality, evidence-based instructional providers. STAR Autism Support will provide a comprehensive coaching model designed to strengthen inclusive Tier I instruction. Their approach combines embedded coaching, modeling, and feedback with flexible training options that build sustainable teacher capacity to effectively support students with autism and other diverse learning needs. To maximize impact, a dedicated PD substitute will provide classroom coverage, enabling teachers to fully participate in professional learning.

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support of Diverse Learners: The needs assessment identified a need to support teachers during instructional time. In response, Barnum will hire four (4) academic support interventionists who will offer supplemental support during What I Need (WIN) blocks for small group instruction in ELA and Math.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	School Environment. The needs assessment highlighted a critical need to strengthen overall school environment, with a particular focus on increasing meaningful engagement among students, staff, and parents. Stakeholders expressed a desire for more consistent, transparent, and dynamic communication that reflects the school's values and fosters a stronger sense of belonging and community. In response to this identified need, Barnum will invest in strategically placed digital outdoor signage throughout the campus. These digital displays will serve as tools to support a more inclusive and welcoming school climate by celebrating student achievements, promoting upcoming events, and sharing timely announcements in an accessible and visually engaging format.

Bassick High School

School Information	Details
School Name	Bassick High School
School Allocation	\$250,000
School Designation	CSI/Turnaround

Talent Priorities

Priority	Strategy / Intervention
1.1	Leadership: Because the needs assessment revealed that the current leadership team is composed only of administrators, the school will expand its leadership capacity by appointing six (6) teachers to serve as Department Heads. These teacher leaders will receive stipends for their service and will participate in extra-duty responsibilities, including contributing to schoolwide administrative decision-making. This distributed leadership model will strengthen teacher voice, improve instructional alignment across departments, and foster a more collaborative and responsive school culture.
1.2	Professional Learning Plan: To strengthen academic rigor and support the diverse learning needs of its students, Bassick will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMM, CES, and SIOP. HMM will focus on deepening teachers' instructional practices in mathematics. At the same time, CES will provide training on foundational literacy skills, reading comprehension, and differentiated strategies to meet the varying needs of students. SIOP will offer professional development to support teachers in making curriculum more accessible and engaging via the Sheltered Instruction Observation Protocol (SIOP) model. Funds will be allocated to pay for substitute teaching services to provide release time for teacher leaders participating in coaching and professional development activities. Bassick will invest in PowerSchool professional development, ensuring that new staff receive training in creating student-centered master schedules. This training will build staff expertise, improve the quality of the scheduling process, and ensure that the master schedule maximizes instructional time, provides equitable access to courses, and supports interventions and enrichment opportunities.

Academic Priorities

Priority	Strategy / Intervention
2.1	Curriculum and Academic Programming. Bassick will update and enhance mathematics and ELA instructional supplies to ensure a well-rounded educational experience for all students. New classroom supplies, textbooks, and consumables, such as workbooks and teacher manuals, will be provided to support hands-on, engaging learning in line with the most up-to-date curriculum standards.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Student Attendance. Bassick will strengthen its school-based attendance initiatives by maintaining a dedicated Attendance Team focused on addressing all aspects of student attendance. This team will meet weekly to review data, monitor trends, and design responsive strategies to support students and families. A part-time Bilingual Attendance Monitor/Parent Liaison will play a critical role in this work by engaging directly with families of chronically absent students, analyzing attendance data to identify students at risk, and coordinating targeted interventions. The Attendance Monitor will also enhance communication with families and promote awareness of the connection between consistent, on-time attendance and academic success. In addition, a clerical staff member will support the Attendance Team by managing data entry, coordinating outreach efforts, and ensuring timely follow-up with students and families. Through these combined efforts, Bassick will adopt a proactive, family-centered approach to improving attendance, reducing chronic absenteeism, and ensuring that all students are consistently present, engaged, and positioned for academic success.
3.2	Behavior Management. The needs assessment at Bassick revealed a high number of discipline referrals and elevated levels of chronic absenteeism, both of which are closely tied to students feeling disconnected from their school community and struggling to remain engaged in learning. To address these challenges, all staff will participate in professional learning and ongoing coaching provided by Catalyst CT, with a focus on strengthening school climate through restorative practices. A dedicated Catalyst CT coach will collaborate with both teachers and students, providing strategies for conflict resolution, peer mediation, and the development of safe, supportive spaces where students can refocus and re-engage with learning. In addition to improving student behavior and sense of belonging, the Catalyst CT coach will help staff and families address the root causes of student disengagement, thereby reducing absenteeism. To further strengthen student connection, Bassick will expand extended learning opportunities by hiring teachers to coordinate after-school clubs, with stipends provided for work beyond regular hours. These programs will offer hands-on, engaging experiences that enhance academic support, enrichment, and social-emotional growth.

Bridgeport Military Academy

School Information	Details
School Name	Bridgeport Military Academy
School Allocation	\$100,000
School Designation	TSI/Focus

Talent Priorities

Priority	Strategy / Intervention
1.1	Professional Learning Plan. To strengthen academic rigor and support the diverse learning needs of all students, BMA will implement comprehensive professional development training provided by HMM. This professional learning will focus on deepening teachers' instructional practices in mathematics, with an emphasis on aligning instruction to state standards, embedding higher-order based strategies for differentiation. Teachers will engage in ongoing coaching cycles, modeling, and collaborative planning sessions to ensure that professional development translates into daily classroom practice.
1.2	Hiring, Recruitment, and Retention. By hiring a fully certified Naval Science instructor, BMA will be able to strengthen its academic program and create the conditions necessary to improve student outcomes in Math and ELA. For the past two years, the school has been unable to fill this position and has relied on a long-term substitute, which has limited the quality, continuity, and structure of the NJROTC program. This staffing gap has forced existing instructors and core academic teachers to absorb additional responsibilities, reducing the amount of time available for targeted academic support, cross-curricular planning, and interventions aligned to Math and ELA priorities. Filling the role with a qualified instructor restores the full instructional team, stabilizes the program, and ensures that students receive consistent, standards-based instruction in naval science - freeing academic teachers to focus on delivering rigorous, high-quality lessons in their subject areas. A certified instructor will also reinforce the school's core values of discipline, responsibility, and structured learning routines, which directly translate into improved classroom engagement and stronger academic performance. Ultimately, hiring the new instructor supports a more stable learning environment, increases instructional capacity across the building, and enables BMA to more effectively implement the math and literacy strategies required to raise student achievement.

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners. BMA will expand opportunities for extended learning through structured after-school tutoring in ELA, math, and science. These sessions will be designed to provide targeted support to students who are struggling to meet grade-level expectations while also offering enrichment opportunities for students seeking to advance. Tutoring will be staffed by two BMA teachers and will incorporate small-group and individualized instruction tailored to student needs as identified through assessment data. Sessions will also integrate hands-on activities, project-based learning, and technology-based supports to increase engagement and deepen understanding. In addition, BMA will purchase and implement EdAdvance capstone management software to support students in developing and completing their capstone projects. The platform will provide structured planning tools, milestone tracking, and scaffolded templates that help students break complex projects into manageable steps. Its customizable features will allow teachers to differentiate expectations, pacing, and levels of support based on individual readiness and learning needs. Students requiring additional scaffolding will benefit from guided prompts and progress monitoring, while advanced learners will be able to pursue

Priority	Strategy / Intervention
	deeper inquiry and independent extensions. Teachers will have real-time access to student progress, enabling targeted feedback and timely intervention, ensuring equitable access and meaningful support for diverse learners, including students with IEPs and English learners.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Student Attendance. To address chronic absenteeism, BMA will renew the hiring of an Attendance Monitor to provide targeted support for students struggling with consistent attendance. The Attendance Monitor will be responsible for contacting parents, following up through phone, email, and mail, scheduling parent meetings, completing all required documentation, and overseeing attendance data monitoring. In addition to administrative duties, the Attendance Monitor will meet directly with students and families to identify and address barriers to regular attendance, such as transportation challenges. To further strengthen student engagement, BMA will expand its college and career readiness pathways by introducing Firefighting and MissionCIT EMT programs. These hands-on courses offer students real-world experiences that extend beyond the traditional classroom and the Bridgeport community, increasing motivation to attend school consistently. The skills and certifications gained through these programs will also prepare students for future career opportunities. Additionally, funds will be allocated to support transportation for students participating in field trips, including college visits and career fairs. BMA will also purchase T-shirts for monthly PBIS competitions, which are designed to boost student attendance and reduce chronic absenteeism through school-wide recognition and incentives.

Cesar Batalla

School Information	Details
School Name	Cesar Batalla
School Allocation	\$225,000
School Designation	CSI/Turnaround

Talent Priorities

Priority	Strategy / Intervention
1.1	Professional Learning Plan. Because the needs assessment identifies a significant need to improve student performance in reading and math, Batalla will partner with Taju Educational Solutions to provide high-quality professional development and coaching for teachers. This support will deepen instructional practice, strengthen Tier I instruction, and directly address gaps in student achievement. To maximize teacher participation in professional learning, the school will allocate funds to cover classroom duties during professional development sessions and coaching cycles with substitute teachers. This investment will ensure that teachers have the time and support necessary to implement new strategies with fidelity, ultimately improving student outcomes in literacy and mathematics. To build staff capacity to effectively support Batalla's MLLs in ELA, Curriculum Associates will facilitate a targeted professional learning Magnetic Literacy pilot session for Batalla teachers. This session will focus on research-based instructional practices, language development strategies, and curriculum alignment designed to strengthen teachers' ability to meet the diverse linguistic and academic needs of MLL students. Through hands-on learning, modeling, and collaborative discussion, teachers will deepen their understanding of how to leverage Magnetic Literacy resources to promote equity, engagement, and accelerated literacy growth for MLLs across grade levels.

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners. To better serve Batalla's large population of Spanish-speaking students, the school will purchase HMH Arribas Matematicas (K-8 consumables) and McGraw Hill's Maravillas (K-5) programs. Maravillas, a fully equitable Spanish Language Arts program, will provide rigorous, culturally responsive instruction that helps students become bilingual, biliterate, and bicultural. Its instructional plans, themes, skills, and assessments are closely aligned to the McGraw Hill Wonders program, ensuring coherence across languages.
2.2	Instructional Practice. One math instructional coach will be hired to support high-quality instruction, with a particular focus on English Language Learners and students receiving special education services. This coach will work closely with Batalla administrators to design and implement ongoing, job-embedded professional development aimed at building staff capacity and instructional excellence. Additionally, the instructional coach will engage in regular district-level professional learning alongside the Assistant Superintendent of Curriculum and Instruction and relevant district coordinators to ensure alignment with district-wide goals and initiatives.

Columbus School

School Information	Details
School Name	Columbus School
School Allocation	\$200,000
School Designation	CSI/Turnaround

Talent Priorities

Priority	Strategy / Intervention
1.1	Professional Learning Plan. Columbus will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH, Wonders, Discovery Education, and Empowering Writers, all designed to enhance instruction in Math, ELA, and Science, with a particular focus on supporting English Language Learners and students receiving special education services. To do this, substitute teachers will be hired to cover classes during this PD and coaching times. Also, two instructional coaches - one specializing in Math and the other in ELA - will be hired to support high-quality instruction. These coaches will work closely with Columbus administrators to design and implement ongoing, job-embedded professional development aimed at building staff capacity and instructional excellence.

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners. To strengthen academic rigor and better meet the diverse learning needs of its students, Columbus will implement a comprehensive professional development plan grounded in several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH, Wonders, Discovery Education, and Empowering Writers to deepen instructional practice in Math, ELA, and Science, with a particular emphasis on supporting English Language Learners and students receiving special education services. To further address the needs of English Language Learner (ELL) students, Columbus will add a 3rd grade teacher to reduce class sizes and create smaller, more supportive learning environments for ELL instruction. By decreasing student-to-teacher ratios, the school will be better positioned to provide more individualized attention and targeted support for language development. This additional staffing will allow teachers to more effectively differentiate instruction, implement research-based language acquisition strategies, and ensure that ELL students have equitable access to grade-level content. The smaller class sizes will strengthen opportunities for meaningful interaction, guided practice, and ongoing feedback, ultimately supporting improved language proficiency and academic achievement among ELL students. This dedicated position will ensure that multilingual learners receive the individualized scaffolding, vocabulary development, and content-access strategies necessary to engage fully with grade-level material. Moreover, the EL tutor will provide

Priority	Strategy / Intervention
	supplemental instruction and support to the school's EL students. Strengthening ELL staffing is essential to ensuring equitable access to rigorous instruction and improving outcomes for diverse learners. Beyond professional learning and staffing enhancements, Columbus will update instructional materials to support a more engaging and inclusive learning environment. Refreshed science kits, consumables such as workbooks and teacher manuals, and additional classroom materials will support hands-on exploration and deeper conceptual understanding. Technology will also be modernized through the replacement of outdated Promethean boards, the addition of charging carts, and the provision of updated student devices. Specifically, Columbus will purchase four (4) computer carts, supported by a structured replacement and refurbishment plan to ensure long-term sustainability. The expected device lifecycle is approximately four years, allowing the school to maintain consistent access to updated and reliable technology over time. These carts will ensure equitable access to digital curricular tools and assessment platforms for all students. The devices will support Tier I core instruction by enhancing daily academic engagement, expanding opportunities for interactive and blended learning, and strengthening instructional delivery across subject areas. They will also improve assessment practices, including standardized testing administration and the implementation of IEP accommodations and supports. Overall, this investment promotes equitable access to technology, strengthens instructional effectiveness, and supports data-informed teaching and learning.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Behavior Management. The needs assessment at Columbus revealed a high number of discipline referrals and elevated levels of chronic absenteeism, both of which were closely tied to students feeling disconnected from their school community. To further promote a welcoming and student-centered environment, Columbus will incorporate flexible furniture into classrooms and designated communal spaces. This modern, adaptable furniture will allow for a variety of seating arrangements and learning configurations, giving students greater autonomy, comfort, and choice in how they engage with their learning environment. These updates aim to foster a sense of belonging and reduce barriers to focus and participation.
3.2	School Attendance. The needs assessment identified a high rate of chronic absenteeism, closely tied to a poorly defined and inconsistently implemented schoolwide behavior management plan and social-emotional learning (SEL) approach. To address this need, the school will hire an Attendance Monitor to actively follow up with chronically absent students and educate parents on the importance of consistent attendance.

Edison School

School Information	Details
School Name	Edison School
School Allocation	\$50,000
School Designation	TSI/Focus

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners. To strengthen academic rigor and better support the diverse learning needs of students, Edison will implement a comprehensive professional development plan grounded in high-quality, evidence-based instructional math programs. Teachers will engage in targeted professional learning through HMH, who will provide professional development focused on deepening teachers' capacity to deliver rigorous mathematics instruction. Beyond professional learning, Marin will also update and enhance instructional materials to ensure a well-rounded educational experience for all students. New art and media supplies, consumables such as workbooks and teacher manuals, and other classroom materials will be provided to support hands-on, engaging learning.

Geraldine Claytor Magnet Academy

School Information	Details
School Name	Geraldine Claytor Magnet Academy
School Allocation	\$210,000
School Designation	CSI/Turnaround

Talent Priorities

Priority	Strategy / Intervention
1.1	Professional Learning Plan. To strengthen academic rigor and support the diverse learning needs of its students, Claytor will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH, Wonders, and Reading Plus, all designed to enhance instruction in Math and ELA. HMH will focus on deepening teachers' instructional practices in mathematics. At the same time, Wonders and Reading Plus will provide training in foundational literacy skills, reading comprehension, and differentiated strategies to meet students' varying needs.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Behavioral Management. Claytor will strengthen schoolwide behavioral systems by establishing consistent Tier 1 expectations, as well as targeted Tier 2 and Tier 3 supports designed to minimize off-task behaviors and increase positive student-staff interactions. A Climate Coach will lead this work by providing professional development on Tier 1 behavioral management practices, equipping teachers with Tier 2 strategies for addressing challenging behaviors, and delivering training in restorative practices. In addition, systems will be created to regularly celebrate student and staff successes, reinforcing a positive and supportive school culture. Continuing its programming from the 2024-2025 school year, Claytor will purchase services from Community Services to Support Independence's Reset program, a mentoring program for Claytor students in grades 4-8, to provide trauma-informed supports and services as well as improve attendance, interaction with teachers, school personnel, and parents. The program will address learning gaps caused by behavioral management and attention span challenges. 227 students are eligible to receive services as part of this program.
3.2	Student Attendance. Claytor will continue to implement a dedicated school-based attendance team to address all aspects of improving student attendance. This team will meet weekly to monitor data, identify trends, and develop responsive strategies to support students and families. Attendance Monitors will play a key role in this effort by engaging directly with families of chronically absent students, reviewing attendance data to identify students at risk of becoming chronically absent, and providing targeted interventions. The Attendance Monitors will also work to improve communication with families and raise awareness about the importance of consistent, on-time attendance for academic success.

Luiz Munoz Marin School

School Information	Details
School Name	Luiz Munoz Marin School
School Allocation	\$213,709.30
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Instructional Framework: To strengthen academic rigor and support the diverse learning needs of its students, Marin will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning from HMH and HILL for Literacy, all designed to enhance instruction in Math and ELA. HMH will focus on deepening teachers' instructional practices in mathematics, while HILL for Literacy will provide training on foundational literacy skills, reading comprehension, and differentiated strategies to meet the varying needs of students. Subs will be hired to cover classes when teachers are participating in PD/coaching sessions.

Priority	Strategy / Intervention
2.2	Curriculum & Academic Programming. Marin will also update and enhance instructional materials to ensure a well-rounded educational experience for all students. New art and media supplies, refreshed science kits, consumables such as workbooks and teacher manuals, and other classroom materials will be provided to support hands-on, engaging learning. Also, Marin will sponsor after-school enrichment experiences and fieldtrips beyond Bridgeport, giving students opportunities to extend classroom learning into real-world contexts. These experiences will deepen engagement, strengthen cultural and social capital, and build stronger bonds between students, their peers, and the school community - all of which contribute to improved attendance and academic achievement.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Student Attendance. The needs assessment identified chronic absenteeism as a significant barrier to student success, highlighting the importance of stronger parent communication, increased family engagement, improved student connectedness to school, and the use of culturally responsive strategies to encourage daily attendance. To address these challenges, Marin will expand before- and after-school programming, including clubs, musical theater, and parent workshops, to provide students with meaningful opportunities to connect with peers and staff. Attendance recognition and celebrations will be embedded to promote consistency and pride in attendance. Teacher leaders will receive stipends to support after-school clubs and events, ensuring high-quality programming and strong supervision. Funds will be allocated for necessary supplies and materials, guaranteeing that all students can fully participate. Parent packets will be created in both Spanish and English to provide key school information, event calendars, contact lists, and community resources that strengthen home-school connections. Lastly, Marin will implement additional Restorative Practice Coaching. Ongoing coaching will support teachers in fostering stronger relationships with students, developing skills to resolve conflicts effectively, and creating inclusive, supportive classroom environments. These efforts will also contribute to improved attendance, as students who feel connected to their teachers and school community are more likely to attend consistently. Funds will also be allocated for professional development resources, including restorative practice toolkits, culturally responsive literature, mindfulness materials, and books on instructional best practices.

Madison School

School Information	Details
School Name	Madison School
School Allocation	\$50,000

School Information	Details
School Designation	TSI/Focus

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation & Support for Diverse Learners/Instructional Framework. To strengthen academic rigor and better support the diverse learning needs of students, Madison will implement a comprehensive professional development plan grounded in high-quality, evidence-based instructional programs. Teachers will engage in targeted professional learning through HMH and HILL for Literacy, designed to enhance instructional practices in both Math and ELA. HMH will provide professional development focused on deepening teachers' capacity to deliver rigorous mathematics instruction, while HILL for Literacy will train teachers in foundational literacy skills, reading comprehension strategies, and differentiated instructional approaches that address the needs of all learners. To ensure consistent participation and application, funds will be allocated to provide substitute coverage on professional learning and coaching days. Beyond professional learning, Madison will also update and enhance instructional materials to ensure a well-rounded educational experience for all students. New art and media supplies, consumables such as workbooks and teacher manuals, and other classroom materials will be provided to support hands-on, engaging learning.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Student Attendance. Chronic absenteeism continues to negatively impact student achievement and overall school performance. To address this challenge, Madison will dedicate funds to implement attendance incentives and recognition programs that celebrate students and classrooms demonstrating consistent attendance and improvement. Examples include certificates of achievement, additional recess or activity time, recognition at school assemblies, and classroom privileges linked to strong attendance. Families will also be engaged through positive communication and outreach that emphasizes the importance of daily attendance. These efforts are designed to strengthen the culture of accountability, foster a sense of pride, and ensure that students remain consistently connected to their school community.

Paul Laurence Dunbar School

School Information	Details
School Name	Paul Laurence Dunbar School
School Allocation	\$250,000
School Designation	CSI/Turnaround

Talent Priorities

Priority	Strategy / Intervention
1.1	Professional Learning Plan. To strengthen academic rigor and support the diverse learning needs of its students, Dunbar will implement a comprehensive professional development plan in collaboration with several high-quality, evidence-based instructional programs. Teachers will participate in targeted professional learning through Wonders PD, which will provide training on foundational literacy skills, reading comprehension, and differentiated strategies to meet students' varying needs. Subs will be provided to avoid disrupting classroom schedules so that Dunbar staff may spend time with academic coaches.

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners. The needs assessment identified a clear need to strengthen instructional time and better support diverse learners through more intentional differentiation and intervention. In response, Dunbar will enhance its staffing structure by hiring two co-teachers to support instruction during What I Need (WIN) blocks in both ELA and Math. These co-teachers will provide targeted small-group instruction, support MTSS implementation through Tier II and Tier III interventions, and assist with ongoing progress monitoring and data collection to inform instructional decisions. Their work will focus on addressing specific skill gaps, including phonemic awareness, decoding, fluency, fact fluency, and overall automaticity. To further enrich instructional experiences, Dunbar will convert an outdoor space into a dedicated outdoor classroom. This space will be used for both whole-group and small-group instruction twice per month to strengthen NGSS-aligned learning outcomes in grades 5 and 8. Science teachers will rotate use of the space to deliver hands-on, inquiry-based instruction aligned to NGSS standards. In addition, teacher leaders will facilitate a garden club in this space, providing opportunities for all Dunbar students to engage in planting, growing, and maintaining a school garden that reinforces scientific learning and environmental stewardship. Instructional effectiveness will also be supported through the purchase of academic supplies aligned with intervention and inclusion strategies, including paper, pens, folders, and other essential consumable materials. Classroom technology will be modernized through the replacement of outdated Chromebooks and charging carts, along with the provision of updated student devices. These upgrades will improve instructional delivery, increase student engagement, and ensure equitable access to digital learning tools for all students. In addition, Dunbar has identified ongoing needs in the area of professional learning and support for diverse learners. To address this, the school will hire one 10-month Assistant Principal to provide targeted leadership, planning, and coordination beyond the standard contracted school day. This role will strengthen instructional systems and support structures for diverse learners by ensuring that planning is intentional, data-informed, and closely aligned to student needs-particularly in the areas of differentiation, curriculum design, and instructional implementation. This position aligns with CSDE guidance permitting stipends

Priority	Strategy / Intervention
	for program staff supporting the implementation of SIG plans outside of contracted hours, provided that costs do not exceed 5% of the total award.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Behavioral Management. The needs assessment at Dunbar revealed a high number of discipline referrals and elevated levels of chronic absenteeism, both of which were closely tied to students feeling disconnected from their school community. In response, the school proposed to conduct professional training and ongoing coaching provided by Catalyst CT. Ultimately, Dunbar did not move forward with the proposed Catalyst CT partnership for behavioral management support. While the model offered valuable strategies - particularly in restorative practices, coaching, and school climate development - the school determined that its needs could be more effectively addressed through internally driven systems that are more closely aligned to school context, scheduling, and long-term sustainability, unlike as originally proposed. Instead, funds will be reallocated to support a Summer Institute designed for a cohort of 15 teachers. During this institute, teachers will collaboratively plan instruction, prepare learning environments, and align around schoolwide priorities focused on improving climate and culture. The work will center on co-creating systems to reduce chronic absenteeism, strengthen social-emotional learning (SEL) practices, and use academic and attendance data to identify priority standards and establish instructional and behavioral goals for the 2026-2027 school year. This approach is intended to build internal capacity while ensuring consistency, coherence, and shared ownership of schoolwide improvement efforts. Complementing these efforts, Dunbar will host three (3) Open House events per year to strengthen engagement among staff, administrators, students, and families. These events are designed to reinforce a school culture in which students feel valued, connected, and motivated to succeed. Open Houses will be scheduled during mealtimes, and food, beverages, and event supplies (including handouts, student support materials, folders, and paper resources) will be provided to support family participation and engagement. In addition, Dunbar will continue implementing a range of PBIS attendance initiatives - including a school store and school branding efforts - to encourage daily attendance and reinforce positive behavior. Together, these strategies are designed to strengthen school culture, increase student engagement, and reduce chronic absenteeism through consistent, aligned, and sustainable schoolwide practices.
3.2	Student Attendance: A school Attendance Monitor will support the continuous review of student daily attendance and will take the lead on efforts to remove barriers to family communication and connection to the school. In addition, Dunbar will offer afterschool clubs and field trips for students to support positive student participation that will contribute to building a culture of positive student engagement. School based clubs will focus both on the development of instructional and social skills to support developmentally appropriate of skills to encourage positive contributions to the overall school and classroom setting. Teacher leaders will receive a stipend for facilitating these clubs, and funds will be set aside to coordinate afterschool field

Priority	Strategy / Intervention
	trips, student engagement communication, parent engagement with afterschool events, and afterschool resources. Field trips will be taken by students in grades 5, 6, 7, and 8 to the Norwalk Aquarium, Mystic Aquarium, Connecticut Science Center, Peabody Museum, and other locations, should time and funding allow. Approximately 200 students are expected to attend each trip, all aligned to Connecticut Science Standards and designed and approved in collaboration between the Principal and BPS' Executive Director of Turnaround.

Roosevelt School

School Information	Details
School Name	Roosevelt School
School Allocation	\$200,000
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Instructional Framework. To strengthen academic rigor and meet the diverse learning needs of its students, Roosevelt will implement a comprehensive professional development plan in partnership with high-quality, evidence-based instructional providers. Teachers will participate in targeted professional learning with HMH, McGraw Hill, and HILL for Literacy, each selected for their proven effectiveness in improving core instruction in Math, English Language Arts (ELA), and Science. HMH will focus on enhancing teachers' instructional practices in mathematics to build deeper conceptual understanding and problem-solving skills. McGraw Hill will provide training in foundational literacy, reading comprehension, and differentiated instructional strategies designed to meet the varying needs of learners. HILL for Literacy will deliver both professional development and ongoing instructional coaching to strengthen ELA instruction and ensure consistent implementation of research-based practices. To maximize teacher participation, Roosevelt will employ substitute teachers to provide coverage during professional learning and coaching sessions.
2.2	Differentiation and Support for Diverse Learners. A literacy coach will be hired to support high-quality instruction, with a particular focus on English Language Learners and students receiving special education services. This coach will work closely with Roosevelt administrators to design and implement ongoing, embedded professional development aimed at building staff capacity and instructional excellence. Additionally, the coach will engage in regular district-level professional learning alongside the Assistant Superintendent of Curriculum and Instruction and relevant district coordinators to ensure alignment with district-wide goals and initiatives. Beyond coaching, Roosevelt will also update and enhance instructional materials to ensure a well-rounded educational experience for all students. Textbooks, consumables such as workbooks and teacher manuals, and other classroom materials will be provided to support hands-on, engaging learning.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Student Attendance. Roosevelt will strengthen its school-based attendance initiatives by maintaining a dedicated Attendance Team charged with monitoring data, identifying trends, and implementing responsive strategies to support students and families. This team will meet weekly to review attendance patterns and design targeted interventions to reduce chronic absenteeism. Two part-time Attendance Monitors, one district employee and one KES substitute, will play a central role in these efforts by directly engaging with families of chronically absent students, analyzing data to identify students at risk, and coordinating supports that address barriers to consistent attendance. The Attendance Monitors will also enhance family communication and build awareness of the critical connection between daily attendance and academic achievement. Clerical staff will provide essential support by managing data entry, tracking outreach efforts, and ensuring timely follow-up with students and families. In response to family feedback about the challenges of balancing work schedules with getting children to school on time, Roosevelt has also launched an Early Morning Program designed to reduce unnecessary absences. This program provides structured supervision for students before the start of the school day and will be staffed by three Roosevelt teachers. In addition, to strengthen student engagement and improve attendance, Roosevelt will implement an afterschool drama program that fosters creativity, teamwork, and self-confidence. Stipends will be provided to school staff who facilitate and supervise the program.

Warren Harding High School

School Information	Details
School Name	Warren Harding High School
School Allocation	\$250,000
School Designation	CSI/Turnaround

Talent Priorities

Priority	Strategy / Intervention
1.1	Professional Learning Plan. The needs assessment identified a need to strengthen the consistency and effectiveness of Tier 1 instruction across content areas. In response, Harding will hire an Instructional Specialist. This specialist will be responsible for designing professional learning (PL) plans tailored to the individual needs of each teacher, guided by coaching cycles, student performance data, and evaluation results. Every other week, the specialists will leverage Early Collaborative Time (ECT) to facilitate grade-level professional learning sessions focused on instructional strategies, data analysis, and best practices. For teachers requiring additional support, the specialists will provide

Priority	Strategy / Intervention
	targeted, one-on-one coaching to address identified areas of need. This approach will build teacher capacity, promote consistency in instructional delivery, and improve the overall quality of Tier 1 instruction to better meet the needs of all learners. Also, teachers will engage in targeted professional learning facilitated by HMH and Discovery Education to enhance instruction in Math and Science. Discovery Education will provide training focused on inquiry-based, hands-on approaches to science instruction, while HMH will deliver professional development to deepen teachers' instructional practices in mathematics, with an emphasis on rigor, alignment, and student engagement.

Academic Priorities

Priority	Strategy / Intervention
2.1	Curriculum & Academic Programming. Harding will invest in updated instructional materials and resources to ensure students have access to a well-rounded educational experience. This includes supplies for the SPED Life School program, the annual Arts Day program, and science classrooms, as well as general instructional supplies to enhance teaching and learning across content areas. These investments will provide students with enriched, hands-on learning opportunities and expand access to the tools necessary for long-term academic success. To further accelerate achievement and close learning gaps, ELA, math, and science tutors will be hired to provide targeted 9th-grade enrichment. These tutors will support students in building foundational skills and deepening content knowledge at a critical transition point in their academic journey.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Student Attendance. Harding will continue to implement a dedicated school-based attendance team to address all aspects of improving student attendance. This team will meet weekly to monitor data, identify trends, and develop responsive strategies to support students and families. A part-time Attendance Monitor will play a key role in this effort by engaging directly with families of chronically absent students, reviewing attendance data to identify students at risk of becoming chronically absent, and providing targeted interventions. The Attendance Monitor will also work to improve communication with families and raise awareness about the importance of consistent, on-time attendance for academic success.

Wilbur Cross School

School Information	Details
School Name	Wilbur Cross School
School Allocation	\$200,000

School Information	Details
School Designation	CSI/Turnaround

Talent Priorities

Priority	Strategy / Intervention
1.1	Professional Learning Plan. Cross will implement a comprehensive professional development plan in partnership with high-quality, evidence-based instructional programs. Teachers will engage in targeted professional learning from HMH and HILL for Literacy. HMH training will focus on deepening mathematics instruction through rigorous, standards-aligned practices, while HILL for Literacy and Wonders will provide training on foundational literacy skills, reading comprehension, and differentiated strategies to ensure all students - regardless of starting point - have access to high-quality instruction. To support teacher participation, funds will be allocated to cover substitute teachers, ensuring uninterrupted access to these professional learning opportunities.

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners. Cross will expand extended learning opportunities by hiring ELA and Math tutors to provide structured high-dosage tutoring for students in grades K-8. These sessions will offer both remediation for students who are struggling to meet grade-level standards and enrichment for those seeking advanced challenges, creating a more equitable and responsive academic support system. Cross will strengthen instructional resources by updating and expanding essential classroom materials, including student workbooks, teacher guides, and hands-on learning tools. These resources will support teachers in delivering engaging, interactive instruction that promotes deeper understanding and long-term retention of content. In addition, classroom technology will be modernized through the provision of updated iPads for all 8th-grade students. These devices will support Tier I core instruction, enhance academic engagement, and strengthen assessment practices, including standardized testing and IEP implementation. The investment will include a clear replacement and refurbishment plan, with devices expected to have a lifespan of up to four years, ensuring sustainability and consistent access to high-quality digital learning tools.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	School Attendance. The needs assessment identified a high rate of chronic absenteeism, closely tied to a poorly defined and inconsistently implemented schoolwide behavior management plan and social-emotional learning (SEL) approach. To address this need, the school will hire an Attendance Support Liaison to actively follow up with chronically absent students and educate parents on the importance of consistent attendance. To increase student connection and motivation, the school will expand after-school clubs that provide safe, engaging, and interest-driven opportunities for students. Teachers will

Priority	Strategy / Intervention
	receive stipends for leading these clubs, and funds will be allocated for materials to ensure high-quality, hands-on programming. Participation in after-school activities has been shown to improve student engagement, which in turn positively influences school attendance. To strengthen parent partnerships and improve communication with the goal of increasing student attendance, Cross will establish a dedicated Parent Engagement Team. This team, comprised of teachers, will meet weekly outside of school hours to plan, coordinate, and evaluate family engagement initiatives. Members will be compensated for their time, recognizing their essential role in fostering trust, collaboration, and consistent communication between the school and its families. The Parent Engagement Team will prioritize increasing family participation in school events through intentional outreach, culturally responsive practices, and strategic, multi-channel communication. Efforts will be designed to ensure all families feel welcomed, informed, and empowered to engage in their child's education. To support continuous improvement, the school will systematically collect and analyze data related to parent outreach, participation, and communication effectiveness. These insights will be used to refine strategies, ensuring that families receive timely, relevant, and actionable information that supports student success and regular attendance.
3.2	Behavioral Management. Cross will strengthen schoolwide behavioral systems by establishing consistent Tier 1 expectations, as well as targeted Tier 2 and Tier 3 supports designed to minimize off-task behaviors and increase positive student-staff interactions. A Climate Coach will lead this work by providing professional development on Tier 1 behavioral management practices, equipping teachers with Tier 2 strategies for addressing challenging behaviors and delivering training in restorative practices. In addition, systems will be created to regularly celebrate student and staff successes, reinforcing a positive and supportive school culture.

Common Ground Charter

LEA Information	Details
LEA Name	Common Ground Charter
Application Type	Competitive ESSA SIG
LEA Allocation	\$146,000

Common Ground High School

School Information	Details
School Name	Common Ground High School
School Allocation	\$146,000
School Designation	TSI/Focus

Talent Priorities

Priority	Strategy / Intervention
1.1	EVALUATION & COACHING SYSTEMS: Because our coaching system had somewhat mixed results on efficacy, the school will partner with Area Cooperative Educational Services (ACES) to improve professional development for coaches, emphasizing high-quality feedback to improve instruction tied to observational data. This partnership will include auditing current practices and ongoing support during coaching meetings throughout the year, in coordination with additional in-house support from our Lead Teacher for Curriculum & Instruction.
1.2	PROFESSIONAL LEARNING PLAN: Because our Math and Science teams need to rebuild their data collection and Data Team practices, the school will provide professional learning to both teams through two 'Specialists' from Area Cooperative Educational Services (ACES) and additional in-house coordination and learning from our Team Leads and Lead Teacher for Curriculum & Instruction. The Math team will also be provided learning on using formative data (including IXL) for differentiation within the IM curriculum, and the Science team will also be provided learning on NGSS and Interim assessment data.

Academic Priorities

Priority	Strategy / Intervention
2.1	CURRICULUM & ACADEMIC PROGRAMMING: To respond to our performance challenges with NGSS testing, our science team will create additional alignment within the curriculum and additional aligned practice opportunities to collect actionable data through interim assessments. Our performance necessitates urgent changes, which can only be accomplished beyond contracted prep and existing development time. Additional lab materials, textbooks, and supplies will be needed to support curriculum changes.
2.2	DIFFERENTIATION AND SUPPORT FOR DIVERSE LEARNERS: Our needs assessment demonstrates that we need to do more to provide explicit and systematic intervention instruction. Struggling students should receive explicit instruction and targeted interventions to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade level content. We need to develop and fully implement an MTSS framework that: *Tracks critical academic, behavioral, and attendance data to predict, identify, and respond to academic deficiencies *Provides Tier-1 universal supports when delivering the IM curriculum in all Math courses, and when delivering NGSS-aligned curriculum in science courses. *Places students in the correct intervention: placement in-class groups, pull-out groups, in math and science after-school support labs. *Identifies and provides Tier-2 targeted supports through in-class grouping, differentiated instruction and after-school and Saturday support/ remediation *Provides Tier-3 intensive supports to identified students through co-taught pull-out groups, and through after-school math and science labs. Alongside this focused MTSS work, we need to expand math offerings and number of course sections as part of our new daily schedule, assuring we are offering the right classes for our

Priority	Strategy / Intervention
	students. Given the 29% of our students who have IEPs, we also need to invest in stronger coordination and specific professional development for our special education and interventionist team to ensure their effectiveness.
2.3	ASSESSMENT PRACTICES & DATA USE: Because data can be a highly-effective lever for change, and because the school needs to rebuild Data Teams and practices post-pandemic, the school will create internal staff capacity for data collection, centralization, and analysis. The school will also partner with Area Cooperative Educational Services (ACES) to turnkey and roll out a data-driven instructional model to all teachers, including daily formative assessment data. Additional IXL licenses will be necessary to collect and analyze data in the new system.

Capital Region Education Council

LEA Information	Details
LEA Name	Capital Region Education Council
Application Type	Competitive ESSA SIG
LEA Allocation	\$300,000

Academy of Aerospace & Engineering

School Information	Details
School Name	Academy of Aerospace & Engineering
School Allocation	\$200,000
School Designation	CSI/Turnaround

Talent Priorities

Priority	Strategy / Intervention
1.1	Evaluation and Coaching Systems: External agency will deliver 29 days of coaching for approximately 75 teachers primarily in person through job-embedded coaching cycles consisting of observation, co-planning, and feedback. Coaching is collaborative and grounded in teachers' own lessons and the needs of their multilingual learners. Teachers will engage in coaching cycles individually, in teams, or by department. Coaching will support the school improvement goal of increasing outcomes for high-needs subgroups by building teacher capacity to design and deliver instruction that improves multilingual learners' access to grade-level content and increases participation in academic tasks, discussions, and writing. Coaching cycles include analyzing current instructional practices, identifying ML-centered strategies, planning lessons collaboratively, observing instruction in real time, and reflecting on student impact. Focus areas will include scaffolding academic language, supporting comprehension of complex content, using instructional routines that promote participation

Priority	Strategy / Intervention
	and discourse, and incorporating scaffolds to support discourse and writing. Coaching priorities and participants will be informed by the needs assessment. A dedicated building substitute enables teachers to participate in coaching during the school day without taking time away from instruction or requiring additional classroom coverage. This allows coaching to occur in authentic classroom contexts and ensures continuity of student learning while teachers receive individualized, job-embedded support that directly impacts Tier 1 instruction and student engagement. Building internal coaching capacity will allow us to best continue the work we will begin this year in the years following the grant. Additionally, building a shared understanding of coaching and teacher improvement with administration will allow us to build a more cohesive vision of high quality instruction. This will allow administration to calibrate and enhance the feedback provided during teacher observations.

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners Because our needs assessment demonstrated our high-needs learners are underperforming in math, we intend to improve upon our math intervention program for students struggling in math. This would include hiring an additional math interventionist, as well as iReady licenses for students in designated sub-groups, including students with IEPs. Similarly, because our needs assessment demonstrated that only 3.3% of our learners with IEPs demonstrated proficiency (Level 3) in mathematics, we propose the use of Research/Evidence-Based Professional Development Programming (i.e. Math Recovery or other similar programs) for teachers and tutor coordinators that is specifically tailored to address the needs of special education students and students performing significantly below grade level. Finally, Literacy support is essential for high-need students in mathematics because success in math requires more than computational skills-it depends on the ability to read, interpret, and make meaning of complex language, symbols, and problem contexts. Many students struggle not with the mathematics itself, but with understanding the vocabulary, sentence structures, and representations used to communicate mathematical ideas. Targeted literacy support helps students access grade-level content, build conceptual understanding, and confidently engage in problem solving by bridging gaps in language comprehension and academic discourse. As a result, we will purchase training for reading interventionists, resources to support reading programs as well as purchase additional licenses for Read Naturally.
2.2	Assessment Practices and Data Use Because all of our goals are well-suited to cycles of assessment, data collection, and

Priority	Strategy / Intervention
	refinement, we will begin the practice of data teaming for Math, ELA, SPED & ML Learners, and Physical Education. This will require providing professional development and stipends for each data team leader.

Greater Hartford Academy of the Arts High School

School Information	Details
School Name	Greater Hartford Academy of the Arts High School
School Allocation	\$100,000
School Designation	TSI/Focus

Talent Priorities

Priority	Strategy / Intervention
1.1	Evaluation and Coaching Systems: To improve student achievement in math school wide, one of our experienced math teachers will serve as an instructional leader. This staff member will lead instructional conversations, provide peer coaching, and support the implementation of best practices across the school. Their work will focus on improving instructional rigor, critical thinking and increasing in math. Technical Services/programs that teachers/coach feels would help supplement or serve as intervention in particular skills. Though two examples provided, the math instructional leader would be more qualified to identify needs and programming. Teacher Professional Learning Opportunity- A) We would offer the 5 teachers, 2 co-taught teachers in the math classes, and instructional coach and opportunity to attend the March 2026 Conference of the Associated Teachers of Mathematics in CT. B) The second conference would be for mathematic education leaders. This conference is called NCSM Leadership in Mathematics Education This will help building capacity in coaching mathematics leadership and would be offered to 2 teachers, 2 coaches, and 2 admin. Interactive White Boards and Tables that allow for visible thinking in math. Each classroom will receive 3 whiteboard interactive tables or large rolling white boards, depending the teacher choice. This will allow for small groupings and opportunities for students to show their work in an engaging manner. Another item that will help with teacher collaboration and showing of work is a digital flat panel that will allow teachers to view multiple data points to assist with cross walks of curriculum, assessments, and student data. Lastly, we will get a class set of dry erase white boards (30) for each math class (5). This will allow for individual work that students will use when solving problems in class. Each class will also get 8 boxes of dry erase markers to use throughout the year.

CT Technical Education & Career System

LEA Information	Details
LEA Name	CT Technical Education & Career System
Application Type	Competitive ESSA SIG
LEA Allocation	\$405,000

A.I. Prince Technical High School

School Information	Details
School Name	A.I. Prince Technical High School
School Allocation	\$90,000
School Designation	TSI/Focus

Academic Priorities	
Priority	Strategy / Intervention
2.1	Instructional Framework Cormier Group: the consultants will work with the leadership team to build capacity, implement evidenced-based practices, develop accountability systems for continuous improvement, and create systems/structures in areas of need.
2.2	Differentiation and Support for Diverse Learners To support this growth area, the school will hire tutors for reading and math intervention and students who are at risk of failing. Schoolwide tutors will provide after-school reading and math intervention for A.I. Prince students. Staff will also support students who are at risk of failing. The school will provide Orton-Gillingham training for 4 staff members (reading specialists, Special Education teachers, and ELA department heads). This training will include both Level 1 and Level 2 certification. This is a continuation of last year's efforts to increase capacity in Reading Intervention

E.C. Goodwin Technical High School

School Information	Details
School Name	E.C. Goodwin Technical High School
School Allocation	\$100,000
School Designation	TSI/Focus

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners: To support our learners, the school will provide multi-modal program to engage learners (reading specialists, Special Education teachers, and CTE department heads). This is a continuation of last year's efforts to increase capacity in Reading Intervention. Similarly, the school will purchase additional materials, purchase, with a goal of increasing the amount of materials and leveled materials to meet the diverse needs of students, in our major curricular areas.

Eli Whitney Technical High School

School Information	Details
School Name	Eli Whitney Technical High School
School Allocation	\$50,000
School Designation	TSI/Focus

Talent Priorities

Priority	Strategy / Intervention
1.1	*The BTC Conference & teacher books embodies the five characteristics identified by educational research as essential for effective professional development (Location: New Haven, CT due to this conference being held in the summer per union contract we would need to pay teachers' their per diem rate to attend) Positive Effects on Students' Conceptual Reasoning & Equity *Teacher shifts to modeling, argumentation, and discourse-rich tasks have been shown to advance equity by supporting students with diverse needs, including learners with difficulties, and by promoting deeper engagement across the board

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners in the following areas..... *The BTC Conference & teacher books embodies the five characteristics identified by educational research as essential for effective professional development (Location: New Haven, CT due to this conference being held in the summer per union contract we would need to pay teachers' their per diem rate to attend) Positive Effects on Students' Conceptual Reasoning & Equity Teacher shifts to modeling, argumentation, and discourse-rich tasks have been shown to advance equity by supporting students with diverse needs, including learners with difficulties, and by promoting deeper engagement across the board. *Membean is an adaptive, online vocabulary development platform that builds word knowledge through personalized learning paths, multimodal instruction, and consistent reinforcement. Designed to support students across ability levels, Membean strengthens foundational literacy skills essential to success across all content areas. This purchase will support targeted academic growth for students in both English Language Arts (ELA) and

Priority	Strategy / Intervention
	content-specific literacy in subjects such as mathematics, with built-in scaffolds that are especially beneficial for English Language Learners (ELLs). *To support the academic recovery and long-term success of our students, we are seeking School Improvement Grant (SIG) funds to implement Lexia Learning Systems-a research-based, technology-driven platform that delivers personalized literacy instruction for students and professional learning for educators. This initiative directly addresses our school's demonstrated needs in foundational reading skills, academic achievement gaps, and Tier 1 and Tier 2 instructional support, particularly in literacy. * NoRedInk online platform to address identified gaps in English Language Arts (ELA) performance. Recent assessment data reveals deficiencies in grammar, writing structure, and reading comprehension, particularly among struggling readers and English Language Learners. NoRedInk is an evidence-based, adaptive ELA tool that personalizes instruction through diagnostics, targeted practice and writing support. Research and district-level case studies have demonstrated that students using NoRedInk show significant gains in writing clarity, grammar accuracy, and revision skills. The platform directly supports SIG goals by enhancing personalized learning, enabling data-driven instruction, and providing scalable intervention across Tier I, II, and III settings. *Empower Leadership training (21 visits for students identified for interventions) - development of student competency in English and Math The implementation of Empower Leadership training for students aligns directly with the school's commitment to differentiated instruction by addressing the diverse academic, behavioral, and social-emotional needs of targeted student groups. This approach is particularly effective for students with chronic attendance concerns and those who exhibit behaviors that result in frequent removal from the classroom. provides a proactive, evidence-aligned intervention for students with behavioral challenges who are frequently removed from class. By strengthening self-regulation, positive behavior, and problem-solving skills, the program reduces classroom disruptions and increases instructional time. This enables teachers to sustain differentiated instruction within inclusive settings while decreasing reliance on exclusionary discipline practices that restrict access to learning. The ConnTESOL Conference serves as a critical professional development opportunity for educators working with English learners *Schoolwide academic planners will address documented student needs in organization, time management, and assignment completion that directly impact performance in rigorous coursework and on the SAT. The planners will explicitly develop executive functioning skills goal-setting, task prioritization, and long-term planning, while aligning to instructional calendars, assessments, and SAT preparation timelines. Consistent, schoolwide use will increase homework completion, sustained practice in math and ELA, and readiness for multi-step problem-solving and extended reading tasks. Providing planners to all students ensures equitable access to essential organizational supports for Title I learners and promotes

Priority	Strategy / Intervention
	instructional consistency and shared accountability across classrooms. *High-quality teacher lesson planners will strengthen instructional quality and coherence in SAT Mathematics and Evidence-Based Reading and Writing. Designed to support standards-aligned, backward, and data-driven planning, the planners guide teachers in setting clear learning objectives, embedding formative assessments, differentiating instruction, and reflecting on student outcomes. This structured planning process targets SAT-aligned skills, including algebraic reasoning, problem solving, reading comprehension, and evidence-based writing, while promoting instructional consistency across classrooms and grade levels. The use of common planners supports continuous improvement, targeted intervention, and accelerated student growth in SIG-supported schools. *The IXEL Math Platform will provide Grade 12 students with a research-based, adaptive instructional tool aligned to state mathematics standards. The platform delivers personalized learning pathways that address identified skill gaps, support mastery of prerequisite concepts, and accelerate progress toward grade-level proficiency. Real-time diagnostics and actionable data enable teachers to implement targeted interventions, small-group instruction, and reteaching. IXEL ensures equitable access to high-quality math instruction for diverse learners, including English learners and students with disabilities, through scaffolded supports and multiple practice opportunities.

Howell Cheney Technical High School

School Information	Details
School Name	Howell Cheney Technical High School
School Allocation	\$50,000
School Designation	TSI/Focus

Academic Priorities	
Priority	Strategy / Intervention
2.1	Instructional Framework Hill for Literacy partnership with Cheney Tech. Decades of education research shows that almost every child can learn to read by the beginning of fourth grade, if their teachers receive both skills training and consistent district policies of support. Our methods, informed by evidence-based reading research and our work in schools, are designed to help schools improve literacy outcomes for all students and sustain those improvements over time. Hill Online is a suite of applications that guides the installation, implementation and sustainability of the Hill for Literacy Multi-Tiered systems of Support (MTTS) framework.
2.2	Differentiation and Support for Diverse Learners iReady will be used by all students during English and Literacy Lab to provide diagnostic data

Priority	Strategy / Intervention
	and personalized instruction. Cheney Tech does not currently have a school-wide literacy diagnostic assessment - iReady will provide valuable baseline data to students, families, and instructors. Cheney Tech runs Literacy Lab and Literacy Intervention five times per week during the trade cycle, for a total on 90 days each school year. During this lab time, students will use iReady interactive and engaging lessons that are automatically assigned based on Diagnostic results to target each learner's needs as part of a consistent and structured skill-building period. Students who receive Literacy Intervention will also use iReady to receive individualized, differentiated learning plans using the platform. To target our focus literacy cohorts, iReady will provide personalized approach can work for students at all grade levels and from all backgrounds. Students who are learning English as a Second Language can benefit from i-Ready as can students who are already fluent in English. iReady will provide Cheney Tech the opportunity to: • set benchmarks for students at the start of the school year. When teachers understand where students are in their learning - and which students might need extra support - they set themselves up for a successful school year and optimal student results. • use the information from diagnostics to chart a course for their instruction. This may include identifying resources to help students who are struggling and scheduling time to provide personalized instruction to students who need it. • utilize mid-year and end-of-year diagnostics give teachers the ability to measure students' growth and assess their own performance in the classroom and adjust it as needed. • supports personalized instruction, giving teachers the tools and ability to teach to students' individual strengths and needs.

J.M. Wright Technical High School

School Information	Details
School Name	J.M. Wright Technical High School
School Allocation	\$115,000
School Designation	TSI/Focus

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners Because this was an area of growth based on the Needs Assessment, Wright Tech will seek a literacy specialist to support high needs' learners in ELA to reach proficiency. Similarly, Wright Tech will provide Orton-Gillingham training for 3 faculty members. Lastly, Wright Tech will work with the D. Cormier group to calibrate leadership on how to best provide instructional leadership to those working with our high needs population in the ELA area.

Priority	Strategy / Intervention
	Differentiation and Support for Diverse Learners To support our learners, the school will provide multi-modal program to engage learners (reading specialists, Special Education teachers, and CTE department heads). This is a continuation of last year's efforts to increase capacity in Reading Intervention. Similarly, the school will purchase additional materials, purchase, with a goal of increasing the amount of materials and leveled materials to meet the diverse needs of students, in our major curricular areas.

Derby

LEA Information	Details
LEA Name	Derby
Application Type	Competitive ESSA SIG
LEA Allocation	\$200,000

Derby Middle School

School Information	Details
School Name	Derby Middle School
School Allocation	\$200,000
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners DMS wants to boost instructional support for struggling students to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade-level content. The school will do this by hiring a paraeducator to support students' growth academically, behaviorally, and socially. Also, the school will provide explicit and systematic intervention instruction via an instructional interventionist to support students by identifying learning gaps and providing targeted, research-based strategies to help them succeed academically. The school Psychologist and School Climate specialist will focus on differentiation and supports for Diverse learns by using data to identify student needs, providing academic, behavioral, and social-emotional interventions, and partnering with teachers and families to create inclusive, individualized learning supports. They also help build schoolwide systems that ensure all students can access instruction in ways that match their strengths and needs.

Goodwin University Educational Services (GUES)

LEA Information	Details
LEA Name	Goodwin University Educational Services (GUES)
Application Type	Competitive ESSA SIG
LEA Allocation	\$120,000

Riverside Magnet School @ Goodwin University

School Information	Details
School Name	Riverside Magnet School @ Goodwin University
School Allocation	\$120,000
School Designation	TSI/Focus

Academic Priorities

Priority	Strategy / Intervention
2.1	Instructional Framework Since our needs assessment revealed a need to improve high needs ELA student performance, we will engage an educational consultant to create and roll out a school instructional framework. Great Schools is our educational consultant that aligns with our equity and culturally responsive teaching model. The needs assessment revealed that in some classrooms there are not sufficient entry points for every student. High needs learners need multiple and varied opportunities to demonstrate skills and concepts. Walk through data suggests that the intervention framework needs to be followed with more fidelity. Therefore, the school will also hire a substitute teacher to support collegial classroom visits.
2.2	Differentiation and Support for Diverse Learners The needs assessment revealed that our high needs learners are not reaching their growth targets. The school will purchase specialized software that will be used in resource centers to mitigate gaps in reading levels. All software has been vetted for developmentally appropriate and culturally relevant. Also, special education and literacy intervention teachers will be trained in Orton Gillingham. READ 180 will be used to supplement intervention for fluency and comprehension. Consumable materials will be needed for each program. Lastly, the needs assessment revealed our High Needs learners need more time to engage and apply their reading skills and concepts. The school will address this by offering after school or Saturday tutoring in order to provide more practice on the science of reading skills such as phonics, vocabulary, fluency, and text comprehension. This would include paying teachers for extra duty as well as transportation costs to make this opportunity more accessible to all students.

Hartford

LEA Information	Details
LEA Name	Hartford
Application Type	Opportunity District ESSA SIG
LEA Allocation	\$2,733,412.94

Burns Latino Studies Academy

School Information	Details
School Name	Burns Latino Studies Academy
School Allocation	\$200,000
School Designation	CSI/Turnaround

Talent Priorities

Priority	Strategy / Intervention
1.1	Hiring, Recruitment and Retention To improve staff retention, the school will implement a formal teacher mentorship program and designate teacher leaders to provide peer coaching and individualized support. New staff will participate in monthly mentoring sessions, co-planning, and lesson studies with experienced educators.

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners Team Leaders will provide embedded, ongoing support by facilitating grade level planning and pacing support and will participate in instructional walkthrough cycles. All staff, including Paraeducators, will receive targeted training to ensure they can implement differentiated instruction and support students in small group settings.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Attendance To address chronic absenteeism, the school will implement a multi-tiered attendance support system that includes daily attendance monitoring, family outreach, incentive programs, and student support team interventions. Staff will receive training on best practices for attendance interventions and culturally responsive engagement strategies. ACE Team weekly reviews cases, schedules home visits, assigns support, and communicates with stakeholders. Student uniforms will be provided for students experiencing homelessness. Behavior Technician will be essential for addressing behavioral and mental health-related barriers to attendance. They provide direct, targeted behavioral support to students struggling with anxiety, school refusal, or other behavioral challenges that lead to chronic

Priority	Strategy / Intervention
	absenteeism. By implementing individualized behavior intervention plans, they remove obstacles to daily attendance. The Rise & Shine program is a powerful attendance incentive. Offering a supervised, engaging environment, this program addresses potential attendance barriers such as food, safe supervision, work schedules etc.

Burr Middle School

School Information	Details
School Name	Burr Middle School
School Allocation	\$200,000
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Supports for Diverse Learners* Hands-on and Kinesthetic Materials: Math manipulatives (e.g., fraction tiles, algebraic blocks), science models, and materials for project-based learning (PBL) centers that promote hands-on engagement. Flexible Learning Environment Tools: Supplies for creating clear learning stations and flexible workspaces (e.g., storage, organizational tools, varied seating options) to support small-group and independent work. How This Supports Differentiation These purchases directly enable differentiation across the three key areas: Content Differentiation: The digital tools allow all students to access the same core concepts through materials that are adjusted to their individual reading levels, supporting our English Learners and struggling readers. Process Differentiation: Hands-on materials and flexible seating provide multiple avenues for students to interact with and process new information, addressing different learning styles (visual, auditory, kinesthetic, tactile). Product Differentiation: Funds for project materials allow teachers to offer students choice in how they demonstrate their mastery (e.g., creating a model, producing a video, or writing an essay), ensuring assessment aligns with individual strengths. How This Supports the Instructional Framework: The Instructional Framework is built on the principle of providing Universal Design for Learning (UDL) and promoting a student-centered, growth-oriented model. These supplies support the framework by:

Priority	Strategy / Intervention
	Promoting Student Choice and Voice: By funding resources for choice boards (learning menus) and varied products, the supplies foster student autonomy and engagement, which are central to a growth mindset framework. Facilitating Flexible Grouping: The ability to purchase supplies for learning stations and flexible seating enables teachers to move beyond whole-class instruction, effectively managing flexible groups based on readiness or interest for targeted instruction and support. Enabling Scaffolding and Targeted Support: The materials allow for the systematic use of scaffolding (e.g., graphic organizers, sentence starters) for students who need it, providing temporary support to help them achieve grade-level standards, thus driving student growth.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Attendance and Behavior Management The focus on hiring two Behavior Technicians is a critical component of the 3.1 Attendance and Behavior Management strategy because it allows the school to implement high-quality, data-driven, and individualized behavior support, which is essential for improving the overall school climate and directly enabling academic learning. Here is a breakdown of the strategy and the role of the Behavior Technicians: 1. Why Behavior Technicians are Needed Behavioral challenges and chronic attendance issues are often linked and can severely disrupt the learning environment for all students. General education teachers, while skilled, often lack the specialized training and time to address intensive behavioral needs. The two Behavior Technicians are needed to: Provide Expertise: They are trained in evidence-based techniques, such as Applied Behavior Analysis (ABA), to effectively analyze the function of challenging behaviors and implement scientifically based intervention plans. Increase Consistency: They ensure that behavioral strategies and expectations are applied consistently across various school environments (classrooms, hallways, cafeteria), creating a predictable and safe climate. Offer Direct Support: They provide immediate, focused, one-on-one or small-group support to students with the highest needs, allowing classroom teachers to focus on instruction. Prevent Escalation: By identifying early warning signs and proactively intervening, they help prevent minor behavioral issues from escalating into major disruptions that lead to suspensions or poor attendance. 2. Strategy Entailment: What This Means This strategy will entail a Multi-Tiered System of Support (MTSS) approach to behavior and climate. The Behavior Technicians will be the key personnel Attendance and Behavior Management. The focus on hiring two Behavior Technicians is a critical component of the 3.1 Attendance and Behavior Management strategy because it allows the school to implement high-quality, data-driven, and individualized behavior support, which is essential for improving the overall school climate and directly enabling academic learning. Here is a breakdown of the strategy and the role of the Behavior Technicians: 1. Why Behavior Technicians are Needed: Behavioral challenges and chronic attendance issues are often linked and can severely disrupt the learning environment for all students. General education teachers, while skilled, often lack the specialized training and time to address intensive behavioral needs. The two Behavior Technicians are needed to: Provide Expertise: They are

Priority	Strategy / Intervention
	trained in evidence-based techniques, such as Applied Behavior Analysis (ABA), to effectively analyze the function of challenging behaviors and implement scientifically based intervention plans. Increase Consistency: They ensure that behavioral strategies and expectations are applied consistently across various school environments (classrooms, hallways, cafeteria), creating a predictable and safe climate. Offer Direct Support: They provide immediate, focused, one-on-one or small-group support to students with the highest needs, allowing classroom teachers to focus on instruction. Prevent Escalation: By identifying early warning signs and proactively intervening, they help prevent minor behavioral issues from escalating into major disruptions that lead to suspensions or poor attendance.² Strategy Entailment: What This Means: This strategy will entail a Multi-Tiered System of Support (MTSS) approach to behavior and climate. The Behavior Technicians will be the key personnel responsible for implementing Tier 2 and Tier 3 interventions. The strategy involves: Behavior Intervention Plan (BIP) Implementation: The technicians will execute individualized plans developed by a Board Certified Behavior Analyst (BCBA) or other behavioral specialists. Data Collection: They will meticulously collect data on student behaviors (frequency, duration, triggers) to measure progress objectively and allow for data-driven decisions on intervention effectiveness. Staff Coaching: They will work closely with teachers and staff, modeling effective behavior management techniques to build capacity across the entire Burr staff. Social Skills Training: They will provide instruction to students on essential social and emotional skills, such as self-regulation, communication, and peer interaction.³ Support for Attendance and Behavior: The Behavior Technicians will directly improve attendance and behavior in the following ways: Focus Area: Behavior Technician Role: Behavior Reduce Disruptions: They will implement proactive strategies and consistent response protocols to reduce challenging behaviors, leading to a more orderly and productive school environment for all students. Promote Positive Skills: They teach replacement behaviors and positive social skills, equipping students to handle conflicts and difficult situations appropriately. Attendance: Address Root Causes: Challenging behavior is often a leading cause of school refusal and chronic absenteeism. By addressing the underlying behavioral or social-emotional needs, technicians remove barriers to regular attendance. Decrease Suspensions: Effective, on-site intervention reduces the number of office referrals and out-of-school suspensions, keeping students in the building and engaged in learning.⁴ Support for Academic Progress: The link between improved behavior/attendance and academic progress is direct and powerful: Increased Instructional Time: When the environment is stable and disruptions are minimized, teachers spend less time managing behavior and more time teaching, directly increasing the amount of instruction students receive (Source 1.2).Enhanced Learning Readiness: Technicians help students develop foundational skills necessary for academic success, such as attention, focus, following directions, and managing transitions. A student who can sit, attend, and follow instructions is ready to access the curriculum (Source 1.1).Skill Development for Independence: They promote independent learning by teaching students self-management strategies and organizational skills (Source 1.6).Equitable Access to Curriculum: By supporting students with high needs in the general education setting, the technicians help ensure that all students can fully participate in the curriculum, leading to improved academic outcomes for the entire student body (Source 1.1).

Bulkeley High School

School Information	Details
School Name	Bulkeley High School
School Allocation	\$243,155.35
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Instructional Framework Stipends to fund teacher leaders to align grade level and content teams. Funds will be used to create a functioning Instructional Leadership Team. This will include grade level leads and department leads in order to articulate a cohesive approach to standardizing instructional and school goals, inside and outside of the classroom. This funding will provide stipends to 12 staff members.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Attendance and Behavior Management Hiring of two Behavior Technicians to aid in intervention/prevention and fill the void left by the removal of our engagement specialists from the budget. Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism, these positions will address a significant deficiency in our school. Teacher Stipends (6 x \$1,500) to plan, organize, and implement activities that encourage positive behavior and attendance (i.e. clubs). The teachers will organize, publicize, and track student data that will reward students for positive behavior and attendance. Behavioral Management: Incentivize the attainment of behavioral and attendance goals in order to create a culture of self-accountability among students. Examples: School Dances, Field Trips (with educational component), celebrations, extended day extra curricular clubs., and student behavioral incentives. Purchase of Instructional Supplies for afterschool programming/clubs: Sewing Machines, Cooking/Baking equipment, Athletic Supplies, Art Supplies

Capital Preparatory Magnet School

School Information	Details
School Name	Capital Preparatory Magnet School
School Allocation	\$94,018.45
School Designation	TSI/Focus

Priority	Strategy / Intervention
2.1	Instructional Framework: Middle school academics: The Needs Assessment and the NGAR report show a need to improve the academic growth in the intermediate and middle grade levels. This will require providing stipends for eligible teachers to participate and culturally responsive instructional materials to support the developmental age of students. For ELA, teachers will receive PL in SERP's Word Generation Elementary and WordGen weekly to support explicit vocabulary and critical thinking skills. For math, teachers will receive stipends for PL in Building Thinking Classrooms (BTC).
2.2	Differentiation and supports for diverse learners: MTSS infrastructure and implementation: The Needs Assessment and NGAR indicate a priority in ensuring data-driven supports to reduce the number of students falling behind academically and behaviorally. To meet this need, hire part-time tutors to support tiered interventions at each school level that address learning gaps and loss in both literacy and math. Invest in intervention materials and progress monitoring tools to track learning and make real-time adjustments.

Priority	Strategy / Intervention
3.1	Attendance Build a consistent PBIS incentives program to address chronic absenteeism: The Needs Assessment criteria show below standard based on both ADA and chronic absenteeism related to students not "liking coming to school" by organizing and implementing a reward structure to improve ADA and decrease CA involving family and community engagement strategies. The contract will fund a structured attendance support program designed to address chronic absenteeism through targeted intervention, student engagement, and family outreach. Funds will cover: - Contracted facilitator fees for small group attendance mentoring sessions - Individual student check-ins and goal-setting conferences - Family engagement workshops and attendance education sessions - Incentive materials and recognition items to reinforce positive attendance habits - Program materials, curriculum resources, and progress monitoring tools The program will operate in structured cycles (6-8 weeks), identifying students with attendance concerns and pairing them with targeted supports. Students will participate in weekly small-group sessions focused on goal setting, accountability, problem-solving barriers to attendance, and building school connection. Families will receive communication and resources to support consistent attendance at home. This structured, data-driven approach improves attendance by: - Increasing student engagement and sense of belonging - Addressing root causes of absenteeism (transportation, motivation, family barriers,

Priority	Strategy / Intervention
	etc.) - Providing consistent adult mentorship and accountability - Reinforcing positive behavior through recognition and incentives - Monitoring attendance data regularly to adjust supports as needed By combining relationship-building, accountability, and family partnership within a formal structure, the program is designed to create measurable improvements in daily attendance and reduce chronic absenteeism over time.

Dwight Bellizzi Dual Language Academy

School Information	Details
School Name	Dwight Bellizzi Dual Language Academy
School Allocation	\$247,313.95
School Designation	CSI/Turnaround

Talent Priorities

Priority	Strategy / Intervention
1.1	Professional Learning Plan Staff need support in building strong relationships through restorative practices and listening circles and professional learning is needed to develop this skill. Also, the school will partner with ARC to provide Professional learning for all staff. The PL would be connected to fidelity of equity based conferences aligned with data collection on a daily basis and in alignment with differentiation and accessibility strategies.

Academic Priorities

Priority	Strategy / Intervention
2.1	Curriculum and Academic Programming Differentiation and accessibility strategies are needed to support access for all students. To support this, Dwight Bellizzi will purchase resources to strengthen the ARC curriculum and small group instruction

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Behavior Management School climate and culture as well as teacher retention are key goals to building strong relationships and ensuring all students come to school and are engaged in on-going lessons. To support student behaviors, provide PBIS coaching to teachers, lift restorative practices and ensure strong home to school relationships, behavior technicians are needed for school wide support in Prek-8. Funds will also be used to support a family engagement event improving climate and culture.

Hartford Public High School

School Information	Details
School Name	Hartford Public High School
School Allocation	\$256,337.35
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners To better support our learners, HPHS will use funding for: Teacher PT extra duty. Focus on SAT-aligned instruction in ELA and Math using standards-based units and learning targets aligned to the College and Career Readiness Standards. ILT and other teacher leaders will engage in providing staff with professional learning on academic language, evidence-based reading strategies, math problem-solving routines, and literacy across content areas. Teachers will receive job-embedded coaching and differentiated PLC support based on SAT domains (e.g., Command of Evidence, Heart of Algebra). In addition, we are doing an SAT Boot camp after school, prioritizing students who are near to reaching proficiency. Additionally, staff will be asked to support after-school detention, to support our efforts to lower OSS. Also, we are paying staff for curriculum writing for the CNA class and Ethic class, both taught at the school this year, but there is no curriculum available from the district. It is part of the requirement from the state to have our CNA program licensed. 1.0 FTE Biology position We are supporting the addition of a certified Biology teacher for the 2025-2026 school year. This strategic position will expand student access to high-quality science instruction, help meet graduation requirements, and strengthen participation in the Engineering Career Pathway - where Biology serves as a foundational course. By funding this role, we ensure students receive rigorous, standards-aligned instruction and preserve the integrity, equity, and viability of our STEM pathway. This investment directly supports student success and long-term academic outcomes. 0.5 Media Specialist plays a critical role in both academic instruction and student engagement. In addition to launching a new ECE course this year, our Media Specialist leads "We Got Issues," a student-centered platform that amplifies youth voice and fosters a sense of belonging. He also oversees the school's observatory and planetarium, coordinating hands-on learning experiences and family engagement events that connect classroom instruction with real-world exploration. This multifaceted role supports our instructional goals, climate and culture work, and community partnership efforts. Field trip educational experiences: These trips play a vital role in providing our students with additional learning opportunities outside the classroom. These trips not only enhance engagement but also foster deeper learning through hands-on experiences that relate directly to the curriculum. By immersing students in real-world contexts, we enable them to

Priority	Strategy / Intervention
	connect their academic knowledge to practical situations, reinforcing their understanding and interest in learning. (College tours, field explorations at Hartford Healthcare and Pratt & Whitney, UCONN Law school, botanical gardens, science center, museums, and theater art shows. Instructional Supplies: to ensure students have access to high-quality, hands-on learning experiences aligned to grade-level standards. Many of our classrooms, particularly in core content areas and Career & Technical Education (CTE) pathways, need the materials to support engagement, differentiation, and project-based learning. These supplies-such as lab materials, manipulatives, and classroom anchor charts-are essential for delivering rigorous instruction and improving student outcomes, especially as we work to close learning gaps and increase college and career readiness. Instructional Supplies: to ensure students have access to high-quality, hands-on learning experiences aligned to grade-level standards. Many of our classrooms, particularly in core content areas and Career & Technical Education (CTE) pathways, need the materials to support engagement, differentiation, and project-based learning. These supplies-such as lab materials, manipulatives, classroom anchor charts-are essential for delivering rigorous instruction and improving student outcomes, especially as we work to close learning gaps and increase college and career readiness.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Behavior Management Restorative practices training for certified and non-certified support is essential to strengthening our school's culture, climate and overall student success. Support staff are often the first adults students encounter during moments of conflict, frustration, or dysregulation, and equipping them with restorative approaches allows them to address issues proactively, deescalate situations, and build positive relationships. This supports our goal of reducing OSS by shifting responses from punitive to restorative, ensuring students remain connected to the learning environment. Inside School Suspension Para: To reduce OSS by strengthening our culture of achievement and care, increasing access to in-school supports, and aligning disciplinary systems. This position will support these goals. Funding to provide food for parents during our themed Parent-Teacher Conferences and Family Day events as a strategic effort to increase parent engagement and strengthen the school-family partnership. Research consistently shows that strong family engagement is linked to improved student outcomes, including higher attendance, reduced out-of-school suspensions (OSS), and greater academic success. This year, our parent-teacher conferences will follow a theme-based model, designed not only to share academic progress but also to celebrate student identity and culture while fostering authentic dialogue between families and educators. Providing food removes a common barrier for working families-especially those juggling mealtime and childcare responsibilities-and creates a more welcoming, community-centered atmosphere. Food is not only a practical support-it is a tool for building

Priority	Strategy / Intervention
	connection, trust, and a stronger school climate. SmartPass is a strategic tool that supports our schoolwide goals of increasing Average Daily Attendance (ADA), reducing OSS, and maximizing instructional time. By providing real-time digital hall pass management, SmartPass minimizes classroom disruptions and enables staff to monitor and manage student movement efficiently and consistently. The platform empowers educators by reducing the time and stress involved in managing hallway traffic, while encouraging student accountability and time-on-task. It allows us to track patterns, identify students who may need additional support, and intervene proactively to keep students engaged in learning. Ultimately, SmartPass aligns with our commitment to creating a structured, safe, and learning-focused school environment-ensuring that students are where they need to be: in class, engaged, and learning. Recognition events for all the programs at HPHS Our recognition events are thoughtfully designed to celebrate a diverse range of memorable occasions that bring our school community together. These include our monthly Student Celebrations, Career Day, College Fair, Alumni Awards Recognition, Freshmen Signing Day for pathway selections, and the culminating Capstone project showcase. Each gathering nurtures a robust sense of community and inclusivity, showcasing the rich cultural tapestry of our student body while encouraging active parental engagement. Throughout the year, our commitment to cultivating a positive culture and climate is reflected in numerous events. For instance, our Freshmen Signing Day features not only celebrations with food and incentives but also serves as a significant milestone for our incoming students. We host a spirited Field Day, an entertaining end-of-the-year award ceremony, and grade-specific celebrations to honor on-track students for their progress. Homecoming is another highlight, creating a lively environment with snacks, decorations, and favors that elevate school pride. Ultimately, these events aim to cultivate a supportive environment that honors our students' accomplishments while fostering meaningful connections among families and the entire school community. We believe that by celebrating together, we strengthen our bonds and create a welcoming atmosphere that inspires all members of our community.

M.L. King, Jr. Middle School

School Information	Details
School Name	M.L. King, Jr. Middle School
School Allocation	\$200,000
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Supports for Diverse Learners: To increase academic achievement, particularly in mathematics, MLK Middle School will strengthen Tier 1 and intervention instruction through differentiated teaching practices and targeted student supports. A Math Resource Teacher will be hired to provide job-embedded coaching, model high-quality instruction, co-plan with teachers, and support intervention groups using data. Teachers will receive ongoing professional development in differentiation strategies, including flexible grouping, scaffolding, and support for English Learners and students with disabilities. Instructional teams will utilize common planning time to analyze formative assessment data, design re-teach plans, and adjust instruction to meet diverse student needs. In addition to staffing, funding will be allocated to purchase essential supplies and technology to support math intervention. This includes adaptive math software, manipulatives, whiteboards, small group materials, and data tracking tools to ensure students receive personalized and engaging support during intervention blocks. These investments will ensure that students at all performance levels have access to rigorous, appropriately scaffolded instruction aligned with grade-level standards.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Student attendance: To improve student attendance, MLK Middle School will implement a schoolwide Multi-Tiered System of Support (MTSS) focused on chronic absenteeism. The plan will include data-driven identification of Tier 2 and Tier 3 students, consistent check-ins, mentoring, family outreach, and case management through the ACE team. A dedicated behavior technician will be hired to support outreach, monitor attendance data, conduct home visits, and implement individualized plans for at-risk students. In addition, the school will strengthen incentives, deepen family partnerships, and collaborate with community-based organizations to remove barriers to attendance.

McDonough Middle School

School Information	Details
School Name	McDonough Middle School
School Allocation	\$200,000
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Supports for Diverse Learners: Implement a robust MTSS program in order to maximize instructional time and accelerate student achievement and close the achievement gap. Part time certified tutors will be hired to increase access to small group instruction in ELA and Math. Research-based programs will be utilized and a robust progress monitoring implemented with four to six week cycles.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Student Attendance: The ACE Team and Internal Twilight Team will focus on supporting student engagement and attendance. A Family Community School Support Provider (FCSSP) is necessary to this work as they provide services to families to support them as barriers to attendance are found and interventions are implemented.
3.2	Behavior Management McDonough would like to strengthen our school climate and culture to decrease our suspension rate. In order to accomplish this, we require an additional 1.0 Behavior Technician and 0.5 Comprehensive Intervention Specialist. This Behavior Technician will focus on implementing the school-wide behavior framework and coach students to support their behaviors in proactive and reactive ways. They will support the implementation of both PBIS and Restorative Approaches and Practices. The 0.5 FTE Comprehensive Intervention Specialist will implement restorative practices and provide targeted social-emotional support to students identified through the school's MTSS framework. This position will facilitate restorative circles, coordinate individualized intervention plans, and collaborate with staff to address behavioral concerns proactively. By strengthening students' sense of belonging and emotional well-being, this role directly supports schoolwide goals to improve attendance and to reduce incidents of out-of-school suspension by 50 percent or more.

Milner Middle School

School Information	Details
School Name	Milner Middle School
School Allocation	\$200,000
School Designation	CSI/Turnaround

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Attendance/Behavior Management Our chronic absenteeism rate has increased from the previous years although we have implemented systems to improve attendance. We will develop an in-school system that ensures each child and family have a strong and positive connection to school. To create this, our behavior technicians have a huge role to play with creating and supporting attendance initiatives which start at tier 1. They are integral members of our ACE team that plans

Priority	Strategy / Intervention
	individual interventions, grade level and school wide initiatives. Similarly, the BTs will help support behavior management. There was an increase in office referrals and outside suspensions leading to students missing instructional time. Alternatives to suspensions is a challenge as we have no tolerance policies and inadequate personnel. The transiency rate remains high, impacted by students returning from 'choice' or magnet schools who are not meeting behavior expectations. The BTs will work with students and families to ensure students feel connected and have pride in their school. Behavior Technicians address all discipline issues and concerns. They organize and facilitate discipline meetings with students and parents. Whenever students return from suspension, they are responsible for a restorative conference with all parties involved. Another important aspect of their role and duties is overseeing PowerSchool discipline, addressing office referrals and assigning a consequence. The behavior technician starts the school year by presenting PBIS expectations in all areas of the school and practice with the classroom teacher and their students. At times some classes may need additional support as it relates to classroom management which the behavior technicians are instrumental providing the specific support that is needed. One of our behavior technicians organizes our school store and lead our student ambassadors who assist with school events and activities. Another responsibility is preparing climate & culture data reports that are shared with grade level teams and admin. They are our cafeteria lunch leaders who set, monitor and evaluate expectations.

SAND School

School Information	Details
School Name	SAND School
School Allocation	\$200,000
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Supports for Diverse Learners Because the Needs Assessment revealed our current MTSS framework is partially implemented, S.A.N.D. school will have the resource teacher assigned to monitoring the MTSS framework. The resource teacher will consult with the HPS Assistant Director of MTSS, collaborate with teachers, oversee the documentation provided by teachers and consult and work with the Community Schools Integrated Support Specialist. Additionally, the resource teacher will provide differentiated support through tier 2 and tier 3 interventions.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Attendance/Behavior Management S.A.N.D. will hire an In School Suspension (ISS) paraeducator and a Behavior Technician to support both attendance and behavior management.

Priority	Strategy / Intervention
	Our Chronic Absenteeism rate is currently 44.3%, as of June 12th. Our Average Daily Attendance rate is currently at 86.1% as of June 12, 2025. Our Behavior Technician and the ISS paraeducator will be a part of the ACE (Attendance, Culture and Engagement) teams. With the behavior technician and ISS paraeducator, we will work to keep the OSS suspension rates down. If student actions deem a suspension, having the ISS para and BTech to keep the students in a separate setting, still allows the students to have access to their services, get support with work completion; increasing student attendance (ADA) and decreasing chronic absenteeism rate. The BTechs and ISS paraeducator will also lead professional development around our school wide behavior management protocol and data analysis. The behavior team will have more frequent check-ins during staff collaboration meetings and PLCs with a behavior focus with staff this coming school year to discuss and provide interventions for student behavior.

Sport and Medical Sciences Academy

School Information	Details
School Name	Sport and Medical Sciences Academy
School Allocation	\$235,465.85
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation & Supports for Diverse Learners Tiered Instruction: In mathematics, there will be a focus on providing differentiation and enrichment in Tier 1 instruction. Also, teachers will receive extra pay/extra duty to ensure students in subgroups receive additional support in Tier 2 and Tier 3 instruction through the MTSS process.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Behavior Management Behavioral Management: Maintain Behavior Technicians positions to reduce OSS by strengthening our culture of achievement and care, increasing access to in-school supports, and aligning disciplinary systems. This position will support these goals. Professional Learning: A comprehensive professional learning plan will be instituted to support staff development on restorative practices to reduce the number of incidents/suspensions. The PL will improve classroom practices and incorporate PL strategies into their daily instruction.

Weaver High School

School Information	Details
School Name	Weaver High School
School Allocation	\$257,121.99
School Designation	CSI/Turnaround

Talent Priorities

Priority	Strategy / Intervention
1.1	Leadership To improve instructional leadership and data-informed teaching practices that support all learners particularly through differentiation and equitable outcomes, state funding is being requested to sustain and expand targeted interventions. A portion of the funds will be allocated to continue leadership coaching with Coach Patterson, whose work has significantly enhanced the administrative team's capacity to lead instructionally and drive schoolwide improvement. Additional funding will support professional development in assessment literacy, culturally responsive instruction, and strategies for meeting the needs of diverse learners, including English learners and students with disabilities. These proposed investments are directly aligned with the priorities identified in our comprehensive Needs Assessment and support state-level goals of equity, instructional quality, and academic growth. The school is committed to monitoring implementation and outcomes to ensure accountability and measurable impact.

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners To support our highest-need students, Weaver will implement a Saturday Academy Program running every Saturday from September 12, 2025, through June 13, 2026 (excluding school breaks). Operating for three hours per session, this initiative utilizes a Level 2 (Moderate) Evidence framework grounded in research on "High-Dosage Tutoring" and student connectedness. To ensure academic accountability, all participating students must first fulfill their educational requirements, with the first hour of every session strictly dedicated to intensive tutoring and the completion of academic assignments. Once these requirements are met, the program transitions into holistic wellness and mental health support through diverse extracurricular tracks. Students gain access to swimming, gaming, a fitness center, and open gym, providing vital outlets for physical activity and social-emotional growth. By prioritizing academic rigor followed by structured fitness and recreation, the Academy fosters a "whole child" approach that improves school attendance, mental resilience, and overall academic performance.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Attendance & Climate

Priority	Strategy / Intervention
	The Project and Research Associate supports attendance and school climate at Weaver High School by focusing on data-driven strategies and project implementation. This role involves collecting, analyzing, and interpreting school data, specifically related to student attendance, chronic absenteeism, and school climate surveys, to identify trends, root causes, and areas for improvement. The Associate supports the design, execution, and monitoring of specific initiatives-such as attendance campaigns or positive behavior programs-by providing timely research, measuring program effectiveness, preparing reports for stakeholders, and ensuring projects align with the school's goals for a positive and supportive learning environment. The School Counselor directly enhances attendance and school climate at Weaver High School through responsive counseling, intervention, and systemic support. This professional works with students individually and in small groups to address personal, social, and emotional barriers that interfere with consistent attendance and academic success, often including those related to the home, community, or school environment. They collaborate with families, teachers, and community partners to advocate for student needs, provide resources, and promote a positive school culture, using data like attendance records to identify and intervene with students who are at risk of chronic absence.

Wish Museum School

School Information	Details
School Name	Wish Museum School
School Allocation	\$200,000
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Implement a specific set of core in-school strategies and practices to support reading. Implementation of a set of specific instructional and classroom practices is effective in closing the reading achievement gap. Strategies include, but are not limited to: - direct, explicit instruction in phonics, vocabulary, and fluency in the primary grades; - explicit instruction in reading comprehension strategies in the upper grades (e.g., inferencing, questioning, and visualizing); - one-on-one tutoring in phonics, especially when provided by teachers; and - explicit vocabulary instruction for English learners. Provide reading interventions (Tier 2). Students struggling with reading who are provided with interventions in word and pseudo-word reading, passage reading, fluency, and reading comprehension perform better than students who do not receive intervention. Teachers will be sign up for time before or after school to plan for small group reading instruction with our Resource teacher to ensure groups have effective small group plans.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	A strong relationship exists between a students' connectedness to school and positive educational outcomes. Factors that increase school connectedness include: - improving adult supports; - increasing student sense of belonging to a positive peer group; and - increasing student commitment to education and the school environment. The Family and Community Support Service Providers case manage a grade level and will sit on the ACE Team, she will be responsible for mentoring chronically absent students and building relationships with families to help the school remove barriers to attendance. The Family and Community Support Service Providers will connect families and students to needed resources with the goal of improving attendance. The Student Engagement Specialist will complete home visits for tier 2 and tier 3 students. They will be on the ACE Team, as the case manager for a grade level. They will be responsible for identifying trends and helping to create systems that support chronically absent students. They will create attendance MTSS plans for tier 3 students and ensure parents understand the effects of attendance and achievement.

Priority	Strategy / Intervention
3.2	Implement School Wide Positive Behavioral Interventions and Supports. Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) is a universal prevention strategy that reduces students' disruptive behavior problems through application of behavioral, social learning, and organizational behavior principles. SWPBIS improves prosocial behavior and effective emotion regulation. SWPBIS helps staff process and reflect on their behaviors while developing systems and supports to meet children's behavioral needs. The behavior technician's responsibility is to act as a hands-on implementer and data collector, particularly for students requiring more intensive, individualized support (Tiers 2 and 3). The behavior tech will implement check in and check out plans for students who require more support, they will collect data towards the completing of behavior goals, provide proactive interventions, implement time out and restorative practices, etc.

Manchester

LEA Information	Details
LEA Name	Manchester
Application Type	Opportunity District ESSA SIG
LEA Allocation	\$200,000

Illing Middle School

School Information	Details
School Name	Illing Middle School
School Allocation	\$200,000
School Designation	CSI/Turnaround

Talent Priorities

Priority	Strategy / Intervention
1.1	Professional Learning Plan (1.3): In order to strengthen Tier I instruction that emphasizes lesson design and delivery focused on higher order thinking opportunities, including (a) inquiry-based learning, (b) student discourse, and (c) differentiation (content, product and/or process) based on student needs in ELA the following strategies will be implemented: - Teachers will participate in embedded professional development (e.g. external PD specialists, Lit Life, Instructional Coaching Cycles, PLC Work) to support challenging and differentiated instruction for all students - focus on timely and specific feedback is primary focus.

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners In order to strengthen support for Multilingual Learners, the number of courses where support from a certified TESOL teacher will increase by 50%. Additionally, on-site professional development will be used to review pacing and units and recalibrate expectations for lesson design as it relates to academic rigor in ELA, Math, and CTE, specifically to ensure the expectations remain high with appropriate supports for MLs and Students with Disabilities. Professional Learning Communities will be facilitated by content coaches and overseen by the Directors of Humanities and building administration to ensure lessons are being created based on current student need(s) and classroom expectations are high.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Because the school-level data reveal a stubborn level of chronic absenteeism, district staff will review and revise their approach to supporting students who are on the cusp of chronic absenteeism.

New Britain

LEA Information	Details
LEA Name	New Britain
Application Type	Opportunity District ESSA SIG
LEA Allocation	\$892,543

Chamberlain Elementary School

School Information	Details
School Name	Chamberlain Elementary School
School Allocation	\$200,000
School Designation	CSI/Turnaround

Talent Priorities

Priority	Strategy / Intervention
1.1	Professional Learning Plan Chamberlain will hire a Math Instructional Coach using the math data from student growth and achievement, sorted by classroom, the instructional coach will ensure Chamberlain

Priority	Strategy / Intervention
	teachers will receive tiered support that leads to improved student outcomes. To increase teacher capacity, the coach will provide individualized, job-embedded support by observing lessons, providing targeted feedback, and helping teachers set and achieve specific, measurable goals. Also, the school will work with an educational consultant to engage teachers and principal in professional learning designed to strengthen high quality instruction. The coach will align practices and emphasize effective adult development.

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners Chamberlain will support all of our students through different supports. One support is Extended Learning where teachers will provide standards based small group reading instruction and intervention in the afterschool "Wolf Den" program. To increase student engagement there will be an alignment to read aloud and the arts. Teachers are certified staff members and trained to deliver instruction. Also, the school will purchase additional IRLA toolkits will to allow teachers to increase the teachers capacity to deliver small group instruction during the literacy block As we are adding a literacy tutor, there will be increased opportunities for students to access tier 2 & 3 intervention. Also, increasing science of reading aligned phonics materials (i.e. SPIRE, Foundations, Decodable Texts) will ensure that students are accessing intervention that is scientifically research based. Chamberlain students will also engage in hands-on field experiences to support their overall understanding of their Tier 1 Literacy / Science instruction linked to our ARC, Knowledge Based Curriculum.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Equitable Partnerships with Stakeholders Teachers will lead several engagement committees to plan, implement and monitor school-wide events. By increasing the number of family engagement events (3 events), we will create a welcoming school culture that invites family engagement as a core value. Research on why families get involved indicates that a welcoming environment is one of the most influential indicators of family engagement. The degree to which parents feel welcome

Priority	Strategy / Intervention
	at the school, trust staff, and have positive interactions with staff is positively associated with student outcomes.
3.2	Behavior Management By implementing Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) as a universal prevention strategy it will reduce students' disruptive behavior problems through application of behavioral, social learning, and organizational behavior principles. Implementing SWPBIS will help staff process and reflect on their behaviors while developing systems and supports to meet children's behavioral needs.

Pulaski Middle School

School Information	Details
School Name	Pulaski Middle School
School Allocation	\$233,772
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Instructional Framework: Lead Teachers, in collaboration with admin and in alignment with the school growth plan, Lead Teachers will facilitate ECT meetings. During these meetings, they will support teachers in using formative and summative assessment data to plan and facilitate small group instruction that is rigorous and promotes grade-level thinking. In addition, Because the needs assessment revealed a need for stronger Tier I instruction, seven SBA committee members will assist with skill-based learning through intervention. This approach is supported by strong evidence indicating that enhancing Tier I instruction through collaborative, data-driven support improves student outcomes across academic domains. Educational exposure (field trips) are identified by the lead teachers support the curriculum covered topics to expand teaching and learning.
2.2	Differentiation & Supports for Diverse Learners Instructional planning, differentiation, and resources, including co-teaching, SIOP strategies, coaching on planning PD, and small group instruction. Grade-level content-level teachers and MLL teachers will engage in collaborative planning, training, and coaching, supporting MLL students in achieving grade-level success. In partnership with ACES, teachers will design station rotation models and cooperative work groups that actively engage students in building content, knowledge, and language skills. Differentiation strategies between grade-level core teachers and MLL teachers will involve planning, training, and supporting students with Tier I instruction, making it rigorous, and implementing small-group instruction. Strong tier I and tier II resources to keep groups structured and organized. In order to support our Tier 3 students who need strategic

Priority	Strategy / Intervention
	reading intervention, we have created sections of Read 180 classes. Utilizing the Read 180 curriculum, the teacher will be able to meet individual student's needs.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	School Environment & Behavioral Management Focusing on the continual rollout of PBIS to build school community and decrease the number of referrals and in-school and out-of-school suspensions. Data show a correlation between students' feeling connected to the school community and their wanting to be there more. To improve the culture and climate of our building and create an environment conducive to learning, we will continue to roll out PBIS. Data shows that opportunities for after-school clubs create a community for students outside of the classroom. Promoting positive interactions between students and adults requires concerted attention to the ways in which the school environment is structured, including training teachers and staff on how to deal with conflict in constructive ways, and in finding ways school personnel can engage with families in constructive and supportive ways

Slade Middle School

School Information	Details
School Name	Slade Middle School
School Allocation	\$233,771
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Instructional Framework - The Instructional Coach will support our Math teachers with coaching cycles, as well as weekly collaborative plan meetings; in order to deepen their understanding of standards, as well as increasing their use of formative assessment data to determine the targeted scaffolds needed to increase student learning. Lead Teachers - In collaboration with admin and in alignment with the school growth plan, lead teachers will facilitate content ECT meetings. During these meetings they will support teachers in using formative and summative assessment data to plan and facilitate small group instruction that is rigorous and promotes grade level critical thinking. Efficacious Educator - Cognitive Coaching for Admin Team to support prioritizing instructional leadership and improving feedback to teachers around district priorities: differentiated small-group instruction and using formative assessment data to drive daily instruction.

Priority	Strategy / Intervention
2.2	Differentiation and Support for Diverse Learners – Grade-level content teachers and multilingual learner (ML) teachers will engage in collaborative planning, training, and coaching focused on supporting ML students' success in rigorous, grade-level learning. Teachers will learn how to integrate content and language standards, structure small-group instruction within extended class periods, and design station rotation models and collaborative work groups that actively engage students in building both content knowledge and language skills. In order to effectively facilitate small group instruction at both the Tier 1 and Tier 2 level our teachers need resources to keep small groups structured and organized. In an effort to support our new teachers in effectively facilitating small group instruction, we would like to pair our first- and second-year teachers with seasoned educators who are finding success with implementing the model. In order to support our Tier 3 students who need strategic reading intervention, we have created sections of Read 180 classes. Utilizing the Read 180 curriculum, the teacher will be able to meet individual student's needs.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Behavioral Management Slade is focusing on the continued rollout of PBIS in order to build school community and decrease our number of discipline referrals, and in-school and out of school suspension. Data shows that there is a correlation between students feeling connected to their school community and wanting to be there more and behave well when present. In order to improve the culture and climate of our school building and create an environment that is conducive to learning, we are looking to continue our rollout of PBIS Systems as well as transition to an electronic hallway pass system. To additionally support our work in building a positive school culture and climate, we will be sending four staff members to the AMLE conference. One of the areas of focus for this conference is "Building Middle Schools Where Students and Staff Want To Be". Afterschool Clubs - Data shows that there is a correlation between students feeling connected to their school community and wanting to be there more and behave well when present. Afterschool clubs create opportunities for students to connect to their school community outside of the classroom.

Smalley Elementary School

School Information	Details
School Name	Smalley Elementary School
School Allocation	\$225,000

School Information	Details
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners: Smalley will contract with Bridging the Gap, a special education consultant who will provide professional development around instructional strategies, progress monitoring tools, data analysis, and maximizing paraeducators to provide student support. Biweekly meetings will be conducted with the admin team for progress monitoring updates and data team support.
2.2	Instructional Framework: Smalley will contract with EdAdvance to provide an instructional coach who will deliver professional development and conduct instructional coaching and feedback rounds. The coaching will focus on strengthening small group instruction, increasing the use of Depth of Knowledge (DOK) questions, and supporting productive, data-driven instructional practices, including flexible grouping, specialized instruction, and effective teaching strategies. A writing lab will be created to provide real-time coaching and modeling during instruction, supporting teachers in developing strong, confident writers.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	An extended day after-school program will serve as a strategic initiative to increase student attendance by providing engaging academic support and social-emotional learning (SEL) opportunities. By connecting students to the school community through enrichment, targeted instruction, and SEL experiences, the program encourages regular participation in the school day, reinforces classroom learning, and helps close achievement gaps. The after-school program supports academic growth and fosters student investment in attending school consistently.

New Haven

LEA Information	Details
LEA Name	New Haven
Application Type	Opportunity District ESSA SIG
LEA Allocation	\$1,004,110.88

Augusta Lewis Troup School

School Information	Details
School Name	Augusta Lewis Troup School
School Allocation	\$300,000
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Curriculum and Academic programming: Additional curriculum/intervention resources will be purchased to assist teachers in Grades 5-8 in their implementation of intervention at the middle school level. The materials will be differentiated and allow teachers to plan for the specific needs of their students. The materials are in alignment with our current HMH curriculum resource for those students who need support in literacy. In addition, Troup will also look into purchasing additional intervention resources for this.
2.2	Differentiation and Support for Diverse Learners - AL Troup will hire a Math Interventionist to support students who are below grade level in Math. This teacher will use a combination of iReady MyPath data and MyPath reports to differentiate instruction for students. The teacher will use reports to instruct in small groups and one on one in order to address skills lacking in foundational areas of Math. In addition AL Troup will 4 part-time Literacy/Math Tutors to support students in K-6. These tutors will provide daily small group instruction in foundational skills.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Attendance - AL Troup will pay a portion of the salary of our Culture and Climate person who works to establish a strong culture at Troup including supporting our Attendance Initiatives. This individual has been instrumental in decreasing our chronic rate, increasing our Daily Attendance Rate, decreasing our suspensions, and supporting our school in our Restorative Practices work and PBIS implementation. AL Troup will also hire a Part-time attendance assistant to support in inputting and monitoring attendance of students, working with families around attendance and connecting our school with surrounding community partners.
3.2	Attendance and Behavior - AL Troup will schedule educational field trips for students who are working to improve attendance and as an incentive for students focusing on the Troup ROCKS acronym. The educational field trips will be in alignment with curriculum and instruction and will allow students the opportunity for their learning to come to life. In addition, students who earn perfect attendance and improved attendance will be recognized through monthly attendance initiatives and incentives. These incentives will be monthly and will continue to encourage positive behavior and good attendance. These incentives, inclusive of trips, can also include certificates, community partner breakfasts and gift certificates, school-based incentives, and Troup items to show their AL Troup Pride.

James Hillhouse High School

School Information	Details
School Name	James Hillhouse High School
School Allocation	\$304,110.88
School Designation	TSI/Focus

Talent Priorities

Priority	Strategy / Intervention
1.1	Evaluation and Coaching Systems - CTE Programming Supports - JHHS will hire a consultant to support the continuation of CTE education at JHHS and improve its overall functioning. In addition, this vendor will work with JHHS staff to ensure that students have access to CTE pathways and are able to obtain the number of credits and work hours to fill program requirements. Career and Technical Education (CTE) is important at JHHS because it equips students with practical skills for high-demand careers, provides hands-on learning experiences, and offers clear pathways to both college and the workforce. By combining academic knowledge with job-specific training, CTE improves student engagement, helps them make informed career decisions, and prepares them with essential soft skills like teamwork, communication, and problem-solving. We want to continue to build the capacity of CTE staff on order to provide students with hands-on experiences and explore career options.

Academic Priorities

Priority	Strategy / Intervention
2.1	Curriculum & Academic Programming - In order to ensure that JHHS students have access to a robust schedule and access to academic courses required for graduation, we will continue to look at our school-wide schedule, classes offered and the needs of our students at Hillhouse. JHHS will need to implement the schedule coordination with counselors in order to provide a strong ending to the school year and strong start to the school year. Counselors will close out grades, ensure that credits and course selection is done, and then provide scheduling when the master schedule is completed. Master Scheduler: Hillhouse will need to have a master scheduler during the summer to ensure that the schedule is ready to go and available for students and staff to access
2.2	Academic Differentiation, Supports and Enrichment - Hillhouse will implement its afterschool tutoring services that will incorporate Math, English, and SAT study skills tutoring. It will also incorporate staffing to oversee the clubs and activities that will need to be in place for student engagement: The max will be 6 hours per week with max 8 staff members, with 6 hours a week at 27 weeks for the school year. JHHS will also offer students opportunities to visit local colleges and universities within Connecticut and in the New England area. These field trips will enhance students' ability to complete the college application, assist in college search, and coordinate college visits in order to support students' academic goals. Lastly, JHHS will embark on teacher-led Professional Learning focusing on implementing differentiated instruction for our ML students and students with specific learning needs. Differentiating instruction is important because it accommodates students' diverse needs, leading to improved engagement, achievement, and a more inclusive classroom environment. By tailoring lessons to individual abilities, learning styles, and backgrounds, teachers can support struggling students with extra help and appropriately challenge advanced learners, ensuring every student can progress and reach their full potential. This approach fosters a more positive and inclusive classroom culture, reduces frustration and off-task behavior, and builds student confidence and a love for learning. By providing our teachers with the supports and professional learning they have self-identified, it allows us to

Priority	Strategy / Intervention
	support the needs of our students. In addition, the Grade 9 Grade Level Team (GLT) will continue their work on building out the 9th Grade Academy structure focusing on academic successes and on-track credit attainment.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	School Environment/Behavior Management: On the Needs Assessment, the average rating is 1.85, with staff citing inconsistent norms, limited branding, and weak sense of community. To support this area of need Hillhouse will: Establish and Reinforce Clear School Norms through Behavior Supports and Behavior Support Staff. JHHS will continue to implement consistent norms help create a predictable, respectful, and safe environment for both staff and students. Strategies: Collaborative Norm-Setting: Engage staff and students in defining shared behavioral and cultural expectations. Visual Reinforcement: Post norms visibly throughout the school and embed them in daily routines. Modeling & Accountability: Ensure all adults consistently model norms and use restorative practices when norms are broken. Develop a Strong School Brand and Identity - Branding isn't just about logos-it's about creating a shared sense of pride and belonging. Additional behavior Specialist to support students with expected behaviors and supports around behavior expectations and positive outcomes. Unified Visual Identity: Create a consistent logo, color scheme, and tagline that reflect your school's values. Celebrate School Culture: Use newsletters, social media, and events to highlight achievements, traditions, and community stories. Student & Staff Voice: Involve stakeholders in branding efforts to ensure authenticity and buy-in. Strengthen Community and Relationships. A positive school climate depends on strong relationships.

Roberto Clemente Leadership Academy

School Information	Details
School Name	Roberto Clemente Leadership Academy
School Allocation	\$200,000
School Designation	CSI/Turnaround

Talent Priorities

Priority	Strategy / Intervention
1.1	Professional Learning: Teachers at Roberto Clemente will embark of professional learning primarily on differentiation focusing on ML learners and SPED Learners. We will look for an external partner (TBD) to provide teachers and administrators with professional learning with an emphasis on differentiation (i.e.: Sheltered Instruction) in order to meet the needs of the students. Staff will partake in professional learning sessions, receive coaching and feedback, and participate in walkthroughs to align to best practices. In addition, this PL will support in coaching for Building Administrators, Math and ELA Coaches, with an emphasis

Priority	Strategy / Intervention
	on effective implementation of Sheltered Instruction Strategies, and the use of data to drive instruction. Leadership Development: Roberto Clemente Leaders, coaches and selected staff will participate in coaching cycles and professional development on data driven decision making in order to support tiered instruction. The Professional Learning (PL) will focus on building the capacity of administration, selected staff, and the leadership team in the area of data literacy, data driven decision making, and data driven improvement work. In addition, the PL will also include support around choosing the "right" data, progress monitoring, and tiered interventions through the IMTSS process. HMH Performance Suite - Lastly, Roberto Clemente will purchase an extension of HMH through the purchase of the HMH Performance Suite. This will allow teachers to access a comprehensive view of student performance, plan for differentiated lesson, provide real-time planning assistance, and allow for dedicated wrap-around support for teachers. Performance Suite uses a new technology called HMH Puls that leverages learning science and AI. By integrating everything from classroom assessments to MAP Growth results, Pulse provides a comprehensive view of student performance and recommends instructional resources. Lastly, to hold staff accountable for incorporating PD learning into the classroom, using a Microsoft Surface Pro tablet to electronically collect data during classroom walkthroughs and observations offers significant advantages for instructional leaders, streamlining the entire process from data collection to teacher feedback. This technology transforms an often-cumbersome task into a dynamic tool for professional growth. It allows for immediate feedback. An observer can finalize their notes, link them to specific teaching standards, and share them with the teacher via email or a collaborative platform before they even leave the classroom. This immediate feedback is more impactful and actionable than feedback delivered days later.

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners - Tutoring and small group support - Roberto Clemente will hire three tutors to support students in small group interventions. These tutors will work with specific students who have been identified in need of support in literacy or math. In addition, we will hire a ML tutor to support students with language acquisition. Afterschool Programming - Roberto Clemente will host after school sessions three days a week for students who need support in academics and want to embark on enrichment programs. The three hour sessions will offer support in both Literacy and Math with an enrichment component in order to expose students to opportunities they would not necessarily get in typical afterschool programs

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Attendance: When students feel safe, connected, and supported, they are more likely to attend school. This can be achieved through social-emotional learning (SEL) curricula, positive behavioral interventions and supports (PBIS), and by greeting students warmly at the door each day. Educate and Communicate: Regularly communicate the importance of attendance to both

Priority	Strategy / Intervention
	students and families. This includes explaining the correlation between attendance and academic success and clarifying the definition of chronic absenteeism. Recognize Good and Improved Attendance: Acknowledge students who have excellent or significantly improved attendance. Rewards can range from certificates and praise to small incentives. This reinforces the value of being present at school. This will be done through Attendance Initiatives as well as awards ceremonies and recognition through a variety of means that promote student attendance through highlighting and recognizing attendance and behaviors that are aligned to school and district goals

Wexler/Grant Community School

School Information	Details
School Name	Wexler/Grant Community School
School Allocation	\$200,000
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners / Assessment Practices and Data Use - According to school data, there is a need for teachers to use student data in a way that impacts student outcomes. WGLB will purchase the HMH Performance Suite. The HMH Performance Suite integrates assessments with instruction, combining curricula with MAP Growth in order to provide personalized instruction. Teachers get a real-time view of each learner's needs. The suite will allow teachers to access Planning Assistant continuously updates performance data, mapping out student progress in real time to surface relevant insights and instructional recommendations, ready-to-teach, customizable lessons including tools that help students collaborate and stay on task. Teachers will also get real-time insight into student thinking and can adjust accordingly. In addition, WGLB will contract Ignite Tutoring to provide scaffolded supports for students in both ELA and Math. The focus during this small group approach is to support students in areas of need in foundational reading and numeracy skills. Ignite's program model is rooted in research-based best practices designed to accelerate student learning and belonging. With Ignite's responsive and integrated model, they partner with the school to shape the program around each school's unique learning goals.
2.2	Curriculum and Academic Programming: In order to make learning come to life students will embark on educational field trips to enhance their learning and bring learning to life. Students will be able to experience their learning outside of the classroom. In addition, these field trips will be an incentive for school attendance and positive behaviors. Schools should have field trips because they boost academic performance and retention, offer hands-on, experiential learning, and improve social-emotional skills by exposing students to new environments and people. Field trips make abstract concepts tangible, reinforce curriculum, and can foster a greater connection to the subject matter, leading to increased student

Priority	Strategy / Intervention
	motivation, deeper understanding, and a more positive learning experience
2.3	After School Programming and Enrichment - We will provide after school programming and enrichment opportunities for our students three days a week for the 25-26 school year. Programming will focus on Academic supports in the areas of Literacy and Math in addition to enrichment activities for a portion of the time. These afterschool opportunities will allow for students to extend their school day, gain additional supports for reading and math deficiencies, and embark of enrichment experiences they would not necessarily have. Programming will be implemented by our own certified staff members who will identify students in need of additional supports.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	School Environment/Attendance The physical school environment will be improved in order to reflect a cohesive school community post-merger. These improvements will instill pride in students, staff and families. In order to decrease chronic absenteeism, the members of the attendance team will organize a variety, age appropriate events and awards to encourage students and families to regularly attend school, arrive to school on time, and not to leave school early.

New London

LEA Information	Details
LEA Name	New London
Application Type	Opportunity District ESSA SIG
LEA Allocation	\$446,271.50

Bennie Dover Jackson Middle School

School Information	Details
School Name	Bennie Dover Jackson Middle School
School Allocation	\$205,000
School Designation	CSI/Turnaround

Talent Priorities

Priority	Strategy / Intervention
1.1	Evaluation and Coaching Systems: BDJMS will hire an instructional Coach. The instructional coach works across all grade levels, provides specific coaching, professional development, and running PLC meetings. This person will help with ensuring that curricula is implemented with fidelity while providing support and feedback on instructional practice. The school will also purchase resources to help support coaching systems and professional learning. Lastly,

Priority	Strategy / Intervention
	a hybrid substitute will help provide time for teachers to meet with coaches during the school day.

Academic Priorities

Priority	Strategy / Intervention
2.1	Curriculum and Academic Programming: The OpenSciEd curriculum materials, Latinos in Action, and iReady Toolbox online resources support student learning, increase rigor and provide solid, research-based assessments and research-based curriculum. We will complete all ELA units across grades 6-8 by the end of this year with the assistance of the educational consultant. There will also be revisions to current units based on the implementation. Further consistency in teaching and learning will be seen with purchased curriculum for Latinos in Action, Ed Rising and consistent materials in classrooms through ELA texts.

New London High School

School Information	Details
School Name	New London High School
School Allocation	\$241,271.50
School Designation	CSI/Turnaround

Talent Priorities

Priority	Strategy / Intervention
1.1	Evaluation and Coaching Systems NLHS will hire an instructional coach and .5 FTE SRBI Instructional Coach. The instructional coaches works across all grade levels, provides specific coaching, professional development, and leads PLCs.

Academic Priorities

Priority	Strategy / Intervention
2.1	Curriculum and Academic Programming This funding is used for curriculum that is standards aligned. The EdRising Curriculum is used in our Educators Rising Class and directly aligns with the state program. Latinos in Action services over 100 students and teaches leadership skills. It is a nationally accredited curriculum. iReady is one of the universal assessments used to help provide academic information for all students in grades 9 and 10. OpenSciEd is a nationally accredited science curriculum and these materials help support the curriculum.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	This funding supports a .5 FTE behavior motivator and .5 FTE Freshman Support Specialist. These funds are critical to ensuring the wellness and safety of our students, and in addition getting our youngest students off the best start possible. The Freshman Support Specialist specifically monitors freshman students, meets with them regularly, and ensures a smooth transition to HS. The Behavior Motivator is a support and mentor to all students, helping to ensure students that need additional need of support in their behaviors have proactive strategies to be successful and in class.

Norwalk

LEA Information	Details
LEA Name	Norwalk
Application Type	Competitive ESSA SIG
LEA Allocation	\$50,000

Norwalk High School

School Information	Details
School Name	Norwalk High School
School Allocation	\$50,000
School Designation	TSI/Focus

Talent Priorities

Priority	Strategy / Intervention
1.1	Evaluation and Coaching Systems/Professional Learning Plan: The school will create an additional part-time coaching role for ELA. These coaches will be responsible for creating a professional learning plan that is tailored to each teacher's needs in ELA. The specialists will utilize coaching cycles, student data, and evaluation feedback to lead targeted PL. This Coach will provide 1:1 support for educators on an alternating daily basis.

Norwich

LEA Information	Details
LEA Name	Norwich
Application Type	Opportunity District ESSA SIG
LEA Allocation	\$278,919.69

Teacher's Memorial Middle School

School Information	Details
School Name	Teacher's Memorial Middle School
School Allocation	\$200,000
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Instructional Framework: TMMS will hire a Curriculum Coordinator. The district needs the support of coordination of academic curriculum to ensure systematic school level supports. The curriculum coordination will ensure a comprehensive instructional system is in place. The school will hire additional interventionists to provide individual and small group instruction throughout the school day. The interventionists will provide supplementary academic supports for students with a history of low academic achievement in middle school. To accelerate skill development, provide primary and secondary instructional interventions that target essential areas of development. Provide Tier I interventions during core instruction by integrating vocabulary and comprehension practices. In addition to Tier I interventions during core instruction, provide Tier II interventions in: - word recognition; - vocabulary - fluency; and - comprehension. The ability to include hours for Building Support Educators providing classroom coverage for content teachers, allowing them time to observe colleagues and engage in meaningful professional learning. This support helps strengthen instructional practices, promote collaborations and improve student outcomes across the school. Math: Interventionists will provide explicit and systematic intervention instruction. Struggling students should receive explicit instruction to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade level content. IXL supports the use of targeted practice and intervention, progress monitoring and helps inform instructional planning

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Attendance: The school will hire an Attendance and Engagement Coordinator. There was a 24.6% chronic absenteeism rate for 2024-2025 school year, and 3% of the student population identify as homeless or come from an unstable home environment. The Attendance and Engagement Coordinator will work with building administrators and attendance and behavior teams to design a plan to study why a student is not attending school, implement and progress monitor and reflect on a support plan to mitigate chronically absent students. The plan will include building staff capacity to connect with students and use restorative practices, as well as connecting students to family/community resources and facilitating activities and incentives resulting in students wanting to attend school. In addition, Individualized attendance plans will be created for each student. Professional learning activities and PLCs will be coordinated to support teacher implementation and increase

Priority	Strategy / Intervention
	teacher capacity. This coordinator will provide support to principal and after school teams to implement school-family partnership program. Strong principal leadership and support for school action teams is associated with better implementation of basic partnership programs and more advanced outreach strategies. Stronger school partnership programs increase the prevalence and diversity of engaged parents, and produce higher rates of student attendance.
3.2	Behavior Management: Summer Bridge Program: The proposed Summer Bridge Program aims to facilitate the transition of students from elementary to middle school, focusing on enhancing academic skills, fostering social connections, and addressing potential summer learning loss, and introducing students to our PBIS and restorative practices which is critical for promoting long-term educational success. The program will be structured around interactive academic sessions, social-emotional learning workshops, and orientation activities that familiarize students with their new school environment. This approach is designed to address the holistic needs of transitioning students and improve outcomes by providing early access to a program in school that establishes routines in their learning environment, reinforces positive learning behaviors and self-esteem, and allows students to build relationships with their teachers prior to the school year thereby promoting a positive start to their middle school journey. By integrating Restorative Practices with our PBIS framework supported by Navigate 360 rewards platform, we will ensure consistent, equitable responses to student behavior that emphasize growth and learning rather than punishment. This alignment will help us recognize and celebrate positive behaviors, address conflicts through meaningful dialogue, and support students in developing the social-emotional skills needed for long-term success. Through these efforts, we aim to cultivate a safer, more inclusive, and respectful school environment for everyone, which creates a safer, more supportive school climate for all students.

Wequonnoc Magnet Elementary School

School Information	Details
School Name	Wequonnoc Magnet Elementary School
School Allocation	\$78,919.69
School Designation	TSI/Focus

Talent Priorities

Priority	Strategy / Intervention
1.1	Professional Learning Plan: Wequonnoc will provide Orton-Gillingham training for 3 staff members (reading specialist, Special Education teacher, and coach). This training will include both Level 1 and Level 2 certification. These staff members will then turnkey the learning to the rest of the staff. Similarly, we will develop Professional Learning Communities (PLCs) by using building substitute coverage to provide time for professional learning and growth opportunities (instructional walkthroughs, observations, coaching, common collaborative

Priority	Strategy / Intervention
	planning, etc.). In order to implement a specific set of core in-school strategies and practices to support reading, the school will provide ReadConn training for 2 classroom teachers, instructional coach and principal. Participants will increase their knowledge and expertise in identifying a student's skills gap in the area of phonemic awareness, decoding, fluency and comprehension and be able to address that gap in a timely manner to ensure each student is progressing as a reader.
1.2	Evaluation and Coaching Systems: In order to implement a specific set of core in-school strategies and practices to support reading, the school will provide, the school will hire a literacy consultant (Nicole Rizzo) who has deep knowledge and experience with our ELA Curriculum of Bookworms. This training will include coaching, planning, and modeling best practices in ELA.

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners: Design and provide specific and systematic phonemic awareness and phonics instruction in reading interventions through Afterschool Also, the school will provide Professional Learning focused on school staff meeting the cognitive, emotional, and social needs of all students through collaborating with a LEARN consultant (Linda Darcy) who has deep knowledge and experience with equity, bias, trust, etc. This training will include all staff members to build trust and foster positive student and staff interactions which will lead to a positive school culture and climate. Lastly, the school will implement strategies and practices to connect all students to school life while strengthening educator capacity to build collaboration between teachers and families through Parent Literacy Nights, Summer Tutoring, and Vetted Materials/Resources.

Putnam

LEA Information	Details
LEA Name	Putnam
Application Type	Competitive ESSA SIG
LEA Allocation	\$133,000

Putnam Elementary School

School Information	Details
School Name	Putnam Elementary School
School Allocation	\$133,000
School Designation	TSI/Focus

Talent Priorities

Priority	Strategy / Intervention
1.1	Evaluation and Coaching Systems: Stakeholder feedback reported inconsistent application of coaching models, specifically in math. As a result, job-embedded professional development opportunities will be established through increased release time for 1:1 coaching, peer observations, and conferences.
1.2	Professional Learning Plan. Teachers' professional learning has been insufficient in the area of mathematics. Teachers are unfamiliar with identifying learning deficits and how students learning mathematics. All elementary teachers will be trained in Math recovery (AVMR). This is a 32-hour training series and most take place in the summer of 2026 (June-Aug). Two sessions to choose from for four days, 8 hours each day.

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners: Based on our identification of a Focus school, we will provide targeted support for meeting the needs of our high needs' students in mathematics. Our high needs students frequently require academic support. We will purchase Illustrative Math program to bolster our Tier I supports for all students. Illustrative Mathematics is intentionally designed as a core program that integrates supports for all learners, rather than as a supplemental intervention. Its framework builds understanding through discourse, representation, and conceptual coherence, which are particularly helpful for students who struggle with procedural memorization or gaps in foundational understanding.

Stratford

LEA Information	Details
LEA Name	Stratford
Application Type	Competitive ESSA SIG
LEA Allocation	\$133,600

Harry B. Flood Middle School

School Information	Details
School Name	Harry B. Flood Middle School
School Allocation	\$133,600
School Designation	TSI/Focus

Talent Priorities

Priority	Strategy / Intervention
1.1	Evaluation and Coaching Systems Teachers are in need of coaching in Math to begin to address our Tier 1 needs. Until that is addressed, our growth will continue to lag as it is difficult to intervene our way out of our current situation. Description of Coach Responsibilities: Coach with certification in secondary math observes instruction and provides feedback to teachers, constructs opportunities for teachers to observe each other, models lessons, structures time for teachers to discuss their learning from classroom observations and modeled lessons, employs multiple strategies to gather and analyze student evidence with teachers, facilitates teacher meetings during professional development and/or common planning time, supports teachers in groups and/or individual settings, and engages in their own learning to improve their own coaching capacity.

The Gilbert School

LEA Information	Details
LEA Name	The Gilbert School
Application Type	Competitive ESSA SIG
LEA Allocation	\$112,400

The Gilbert School

School Information	Details
School Name	The Gilbert School
School Allocation	\$112,400
School Designation	TSI/Focus

Academic Priorities

Priority	Strategy / Intervention
2.1	Curriculum and Academic Programming A math interventionist will provide targeted support to students who are struggling, with the goal of improving their performance on standardized assessments such as the SBAC and PSAT. The Agile Math program will support students in grades 7 through 11 by targeting math skill development, with the goal of improving student performance on standardized assessments such as the SBAC and PSAT. Additional professional development from Agile will be needed to implement this program. Also, four teachers will participate in College Board professional learning focused on the College Board assessment suite, with an emphasis on student engagement and improving math achievement.

Priority	Strategy / Intervention
2.2	Differentiation and Support for Diverse Learners Provide targeted math support to students before school, after school, and on weekends as needed to reinforce skills and promote academic growth.

Waterbury

LEA Information	Details
LEA Name	Waterbury
Application Type	Opportunity District ESSA SIG
LEA Allocation	\$892,543

Crosby High School

School Information	Details
School Name	Crosby High School
School Allocation	\$230,848
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation and Support for Diverse Learners Crosby HS would like to implement strategies such as providing additional Chromebooks, distributing locked storage cabinets for existing technology, hiring an Academic Technology Coordinator, and employing SAT and NGSS intervention teachers directly supports the diverse learning needs of MLL (Multilingual Learners), SPED (Special Education), and other student populations. Access to more Chromebooks ensures all students can engage with digital learning tools like Ascend Math and Lexia, which offer personalized, adaptive instruction tailored to individual learning levels. The Academic Technology Coordinator plays a key role in training staff, integrating technology into instruction, and ensuring effective use of these supplemental programs, ultimately enhancing student engagement and achievement. Moreover, intervention teachers dedicated to SAT prep and NGSS content provide targeted academic support, closing gaps in critical areas for underperforming students. Together, these investments create a more equitable and enriched learning environment, supporting both remediation and acceleration for all learners.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Attendance

Priority	Strategy / Intervention
	Crosby High School urgently needs an additional attendance counselor to effectively address rising absenteeism and provide timely support to its growing student population. With only one counselor currently managing hundreds of students, it is increasingly difficult to provide individualized interventions, follow up with families, and implement prevention strategies that improve attendance rates. An additional counselor would allow for a more proactive approach, ensuring at-risk students receive the guidance and support they need to stay engaged in school and succeed academically.
3.2	Behavior Management 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 Behavior Counselors a responsibility to create connections with specific students that are in need of additional attention. They will work to provide support to students in ways that are geared towards students developing resilience, and stress management and conflict resolution techniques. The 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.

John F. Kennedy High School

School Information	Details
School Name	John F. Kennedy High School
School Allocation	\$320,848
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Instructional Framework: Because the needs assessment revealed the need to improve instructional practice, increased access to Chromebooks in classrooms for student use to access an increasingly digitized curricular format.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Attendance: Kennedy High School will provide support and resources to address individual factors that contribute to absences: Additional support staff to provide early intervention and continual support or students with at-risk attendance. An MTSS Coordinator (formerly Family School Liaison), will facilitate the efforts of teaching, counseling, & support staff as the needs of at-risk students are addressed through the MTSS process. An Attendance Counselor will address the large number of students at risk of becoming chronically absent through a wide

Priority	Strategy / Intervention
	range of activities including community outreach, home visits,
3.2	Behavior Management: Kennedy High School will provide support and resources to address individual factors that contribute to disruptions to the learning environment of students: Additional support staff to provide early intervention, restorative practices and continual support for students with at-risk behaviors having a negative impact on their learning and the learning of other students. Two behavior counselors and two Student Movement & Support Coordinators. Behavior counselors will provide support to at-risk students, facilitate restorative practices as part of a comprehensive intervention program, and work to minimize the amount of lost instructional time for at-risk students. Student Movement & Support Coordinators will support the efforts of administrators and behavior counselors in addressing disruptive behaviors, providing interventions & mentoring where needed, and helping to maintain an optimal learning environment for all students.

West Side Middle School

School Information	Details
School Name	West Side Middle School
School Allocation	\$200,000
School Designation	CSI/Turnaround

Academic Priorities

Priority	Strategy / Intervention
2.1	Differentiation & Support for Diverse Learners The needs assessment determined a continued need to run an afterschool program that meets the needs of students in need of intensive tiered support in Math & ELA. By implementing an ELA & Math Afterschool Program and identifying students in need of extra intervention, student achievement will increase in school, on state tests, and school assessments. WSMS Teachers have diagnostic and supplemental resources for only Math & ELA. Other disciplines, as well as ELA and math need to have a variety of resources to check for understanding and progress monitor students and their learning. WSMS needs an edtech supplemental curriculum that will allow teachers alternative ways to provide additional support and diagnostic data to measure student learning and growth. The needs assessment emphasized the importance to continue to prioritize Wednesday afternoons as professional learning days. These professional learning days allow teachers to collaboratively plan, receive Tier 1 instructional best practices, and use data to make informed decisions about learners.

Priority	Strategy / Intervention
2.2	Instructional Framework To continue to hold high expectations for students and parents, the school sees a continued need for content-level leadership to provide teachers with department-level leadership and guidance for instructional support purposes. Teacher-leaders are imperative to the school turnaround process. The following disciplines will have content coordinators: Math, ELA, Science, Social Studies, Bilingual/ESL & Electives.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Attendance The needs assessment emphasized the importance of having a hall monitor on site daily at WSMS to assist students with behavior regulation and the importance of consistent attendance in school and in class. The needs assessment reflected a decrease in CA, but the percentage is still not satisfactory enough when compared to district and DRG schools. In addition, incidents of OSS/ISS have decreased but there is still room for improvement.
3.2	Student Behavior The needs assessment emphasized the importance of having a hall monitor on site daily at WSMS to assist students with behavior deregulation and the importance of consistent attendance in school and in class. The needs assessment reflected a decrease in CA, but the percentage is still not satisfactory enough when compared to district and DRG schools. In addition, incidents of OSS/ISS have decreased but there is still room for improvement.

Wilby High School

School Information	Details
School Name	Wilby High School
School Allocation	\$230,847
School Designation	CSI/Turnaround

Talent Priorities

Priority	Strategy / Intervention
1.1	Professional Learning. To strengthen a culture of continuous improvement and collaboration, Wilby High School will establish a dedicated Professional Learning & Development Space (Phase II). This space will provide educators, staff, and community partners with access to high-quality training, collaborative work areas, and updated tools/technologies that enhance instructional practices and leadership capacity. It will serve as a central hub for workshops, coaching cycles, curriculum design, interacting with student connections/data to reduce absenteeism, data inquiry, and peer-to-peer learning. Phase II includes new flooring and structural upgrades to create a professional, distraction-free environment that supports sustained adult learning. The space will be flexible (modular furniture; zones for small/large groups) and technology-enabled (video conferencing,

Priority	Strategy / Intervention
	recording, interactive display) to support PLCs, department PD, and cross-functional teaming (instruction, culture/MTSS, CN/EGMS work). To support school operations and family partnership, school secretaries will receive targeted training in effective communication, family engagement procedures, and operational systems (e.g., SIS attendance workflows, record requests, scheduling, translation/interpretation protocols). This will improve efficiency, accuracy, and customer service for students, families, and staff.

Academic Priorities

Priority	Strategy / Intervention
2.1	Curriculum and Academic Programming. Wilby requires additional devices and instructional materials to ensure implementation of the current curriculum. Expanding device access will minimize learning time loss (e.g., when carts are unavailable, or devices fail) and ensure students are instruction-ready every day. Complementary instructional content and materials (books, equipment, and classroom resources) will provide equitable access to rigorous tasks and reinforce standards-aligned instruction, directly supporting improved student learning outcomes.

Culture & Climate Priorities

Priority	Strategy / Intervention
3.1	Behavior Management and Attendance. 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 continue Behavior Counselors and hall monitor 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.

Windham

LEA Information	Details
LEA Name	Windham
Application Type	Opportunity District ESSA SIG

LEA Information	Details
LEA Allocation	\$278,919.69

Windham High School

School Information	Details
School Name	Windham High School
School Allocation	\$50,000
School Designation	TSI/Focus

Academic Priorities

Priority	Strategy / Intervention
2.1	MTSS-Since there is a need to establish formalized systems for implementing and documenting and monitoring processes in MTSS at Windham High School, professional development and coaching will occur with support from EastCONN. This will include support and training in use of materials/software for this process including Acadience, CICO, Behavior Intervention Tool Chart, Coping Power Program, Check and Connect.

Windham Middle School

School Information	Details
School Name	Windham Middle School
School Allocation	\$228,919.69
School Designation	CSI/Turnaround

Talent Priorities

Priorit y	Strategy / Intervention
1.1	Evaluation and Coaching Systems Hiring instructional coaches will allow Windham Middle School to build capacity in small group instruction and sheltered instructional protocols consistently across disciplines. Providing professional development in these strategies will also build capacity in the middle school.

Academic Priorities

Priorit y	Strategy / Intervention
2.1	Instructional Practice Targeted small group instruction and utilizing best practices in sheltered instructional protocols with fidelity will improve student achievement in math and reading. To achieve this goal, Windham Middle will hire an external ARC coach to conduct walkthroughs to ensure fidelity of implementation of our curriculum. Similarly, we will purchase additional resources to support literacy. This will also help improve chronic absenteeism, as more student will be actively engaged and excited for school.