

# Title I, Part A, Section 1003 School Improvement Grant | 2018-19



## Specific Interventions to Address Identified School Reform Priorities

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

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

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LEA: Bridgeport

LEA Allocation: \$1,379,620

<b>School:</b>	Blackham School	<b>School Allocation:</b>	\$123,379
<b>TALENT</b>			
<p>Math and Targeted ELA Intervention: Because the needs analysis revealed additional need for special populations, as well as increased differentiation of instruction for struggling students, the school will implement small group interventions. The school will identify students in need of additional support, based on i-Ready benchmark tests. Interventionists will work on target numeracy skills with students either one-on-one or in small groups. Identified students will work with interventions at least once a week and utilize manipulatives and other math resources.</p>			
<p>Professional Development: The needs analysis revealed a need for improved instructional practice in writing strategies and explanations of thinking as well as a lack of student achievement in writing in mathematics. In order to build capacity amongst staff in implementing writing strategies in content areas, consultants will deliver professional development at the start of the year. Follow-up professional development will be given during the year. This professional development will drive instructional observations throughout the year. Also targeted writing materials and programming will be purchased.</p>			
<p>Academic Rigor/Differentiation: Because the needs analysis revealed that teachers need time to learn, develop, and plan effective lessons to increase academic rigor, additional support in the form of substitute coverage will be provided during the month of September. This will allow for increased collaboration and support for teachers struggling to improve rigor. Further substitute coverage will be provided for teachers to attend job-embedded professional development throughout the year.</p>			
<b>ACADEMICS</b>			
<p>Differentiation: Needs analysis reveals that improved differentiation of instruction is needed, and increased project-based lessons implemented with improved use of instructional time should occur. Targeted science materials and lesson supports will be purchased in order to support differentiation in instruction, and transition to new Next Generation Science Standards (NGSS). Additionally, because the needs analysis revealed a lack of student achievement in writing in non-ELA content areas, particularly mathematics, additional targeted writing, and domain-specific vocabulary materials and programming will be purchased.</p>			
<p>Student-Centered Learning: Needs analysis reveals that improved differentiation of instruction is needed, and increased project-based lessons implemented with improved use of instructional time should occur. Teachers will be provided stipends to participate on the school leadership team. Teacher-leaders will meet monthly to research, discuss, and plan learning on instructional strategies that are student-centered and incorporate writing strategies. Teacher-leaders will present to the staff bi-weekly, and will support the implementation of strategies between sessions.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>Data Team: Because the needs analysis revealed a need to improve instructional practice consistency across classrooms. Further, the needs analysis reveals that only some staff can articulate a common understanding of what effective instruction looks like, suggesting a need for increased coherency of instructional practice across the school. To address this, Blackham school will provide stipends for a teacher in each grade or content area to participate on the school data team after school on a monthly basis. The team will use meeting times to discuss school-wide data, share strategies to address student learning needs, and increase common understanding of effective instruction. These team members will then share this with their grade-level teams during common planning times. Thus,</p>			

capacity in instructional leadership will be developed throughout the year to drive improved teaching and learning for the next several years.
<b>OPERATIONS</b>

<b>School:</b>	Bryant School	<b>School Allocation:</b>	\$188,379
<b>TALENT</b>			
<p>Reading Interventions: Based on the school designation as "ELA Focus" and the number of students performing in tiers 2 &amp; 3 on the district diagnostic reading assessment, small group reading intervention will be implemented with 30-40 minutes of focused instruction 3 times per week. Evidence-based interventions will be purchased with a focus on foundational reading skills, comprehension, and vocabulary development which have been identified as school-wide focus areas on the district diagnostic assessment. Due to the number of students who need intervention, four certified teachers will be hired as per diem interventionists to provide small group instruction aligned with students' needs, conduct bi-weekly progress monitoring assessment and collaborate with classroom teachers and the school SRBI Team. In addition, iReady Instruction will be used in conjunction with the district iReady diagnostic to provide systematic instruction, intervention and enrichment, monitor student growth, and identify specific focus areas for small group and individual instruction by classroom teachers using the iReady Toolbox resources. HP laptop classroom carts will be purchased to increase the ratio of computers to students to ensure student access to iReady intervention the myON digital library.</p>			
<p>Professional Development Professional development opportunities are provided by the district and school. Frequent and extended professional development time is needed to develop teacher knowledge and skill to impact instruction. The school will work with the district Directors for Reading, Bi-lingual Education, and Special Education and their staff to develop comprehensive professional development opportunities aligned with diagnostic data and students' needs. Resources will be allocated to provide additional professional learning opportunities through webinars, book/article studies, and iReady on-site sessions to work directly with school staff. Teacher professional development resources (books, video) aligned with effective instruction and intervention will be purchased and used with teachers during common planning time, study groups, and workshops. Teachers will receive a stipend for professional development sessions beyond contractual school time. In addition, a literacy expert/author will be hired to provide a teacher professional development session focused on increasing rigor in reading and writing tasks aligned with the Depths of Knowledge (DOK).</p>			
<p>Instructional Leadership: The needs assessment revealed variation in a common understanding of what effective instruction and pedagogy looks like. Going forward teachers will participate in classroom walkthroughs and discuss effective evidenced-based best practices. All teachers will receive the book "Collective Efficacy: How Educators Beliefs Impact Student Learning" and used as the framework to develop a school-wide common understanding of effective instruction and empower teachers to improve practice thus improving student learning. Using substitutes, four teacher cohorts will participate in four half-day classroom walkthroughs and collaborative conversations. In addition, monthly faculty meetings will be utilized for structured and sustained discussions about effective teaching and learning based on cohort observations and a common school plan with effective</p>			

instructional strategies will be developed to ensure high impact instruction across all classrooms. In addition, five teachers will serve on the school leadership team and meet monthly for 90 minutes to analyze data, set goals, identify effective instructional practices, plan implementation for school-wide literacy plan, and serve as coordinators for grade level data teams. Summer teacher leader sessions with an hourly stipend will also be scheduled to review data, plan school-wide literacy initiatives and professional development. Teachers will also opportunities to collaborate over the summer to analyze data, review the curriculum, identify best practices, and plan for instruction.

#### **ACADEMICS**

Evidenced Based Supplemental Instructional Resources Aligned with the Connecticut Core Standards and Students Needs: iReady diagnostic data from fall 2018 identified phonics, vocabulary, and comprehension as school-wide focus areas based on student performance. Evidenced-based programs focused on these domains will be purchased to enhance tier 1 instruction to more effectively align instruction with student needs. Phonics resources include the continued implementation of Wilson Foundations for kindergarten through grade three to support foundational skill instruction which has led to consistent increases in student performance over the past three years. The implementation of phonics/word study program in grades 4-6 will provide explicit and systematic phonics instruction in prefixes, suffixes, and Greek/Latin roots and multi-syllable words to increase reading fluency and vocabulary. To support vocabulary and comprehension development, Scholastic News will be purchased for students in PreK-grade 6. This will also increase access to informational text, help build background knowledge, and increase close reading and written response activities. Classroom libraries in all grade levels will be updated to include popular and classic literature and informational text to support the content areas to increase student access to books and motivation to read. myON digital library subscriptions for students will be purchased to increase student access to books for independent reading to develop fluency, comprehension, vocabulary and background knowledge.

Student Engagement: The needs assessment has identified variation in student engagement across grade levels and classrooms. Lessons are often teacher led with passive student participation. When presented with hands-on learning tasks, student engagement and higher level thinking increase as evidenced by student presentations of projects throughout the year. Bryant School's acceptance into the Turn Around Arts program will provide a school-wide focus on arts integration into core academic subjects including literacy. The School TurnAround Arts team will participate in training this summer and turnkey to all teachers beginning in fall 2018. Funds will be allocated to provide classroom teachers with children's books and other resources to integrate the arts into literacy instruction to promote active student engagement and develop students' creativity, critical thinking, and confidence to improve their overall reading achievement. Teachers will also use common planning time to develop engaging lessons integrating the arts with literacy.

Support for Special Populations: Enrollment for students with disabilities (21.5%) and English Learners (25.1%) continue to increase. Past performance on SBAC for these sub-groups indicates students perform significantly lower than non-subgroup peers. During the 2017-2018 school year, sub-group students made significant progress in both growth rate and percent of target growth achieved to begin to close the performance gap. Non-subgroup students demonstrated a 49.1% growth rate and 75.5% average percent target achieved on the 2018 SBA Reading while English Learners were at 29.6% growth and 61.2% target and students with disabilities performed at 42.1% growth and 69.0% target. This has resulted in marginal progress over time and additional instructional support and interventions are needed to accelerate student performance. The school-wide focus on phonics, vocabulary, and comprehension and the purchase of additional instructional resources aligned with these areas will also be used with English Learners and students with disabilities. Interventionists will provide small-group instructional intervention to English Learners

struggling in literacy and English language development with an emphasis on academic vocabulary and an integration of oral and written English.
<b>CULTURE &amp; CLIMATE</b>
Family Engagement: Continue to provide parent workshops and monthly family activities to support literacy at home. Purchase children's books and literacy resources for home use and provide training for parents in skills outlined in the IES Report: Evidence on Tips for Supporting Reading Skills at Home. Utilize classroom teachers, district literacy coaches, district Director of Reading, public library and other community providers as workshop presenters.
Reducing Chronic Absenteeism: Based on current school attendance data and the number of students who are identified as chronically absent exceeding 10%, chronic absenteeism continues to be a major factor that negatively impacts student achievement. To better address chronic absenteeism, the school attendance team will develop a comprehensive, multitier system of supports that includes prevention and early intervention. The district has partnered with Attendance Works to provide professional development for school administrators. The school attendance team will utilize Attendance Works resources to develop tiered interventions based on the level of student needs. A part-time attendance interventionist will be hired to monitor student attendance for chronic absenteeism and intervene early, contact parents, schedule attendance meetings, implement and log attendance protocols, coordinate attendance data to report to school leadership team, and provide intervention (check in/check out) to students at risk for chronic absenteeism and provide workshops for parents. The attendance interventionist will also work with the school attendance team to standardized attendance interventions across staff and identify community support.
<b>OPERATIONS</b>
After School Tutoring: Due to the number of students who need tier 2 intervention as identified by the iReady diagnostic, after-school tutoring is needed to increase instructional time in foundational skills, comprehension, and vocabulary. Five teachers will be hired to provide an additional 2 hours of small group reading after school in six-week intervention cycle.

<b>School:</b>	Cesar Batalla School	<b>School Allocation:</b>	\$121,104
<b>TALENT</b>			
Reading Interventionists: Because the needs assessment revealed a need to improve student performance in reading, the school will hire two K-8 literacy interventionists. This will allow the school to provide intensive, systematic instruction at least three times weekly for approximately 20-40 minutes on up to three foundational reading skills in small groups of students who score below the benchmark on school screening.			
Professional Development: Because the needs analysis revealed a need to improve rigor, engagement and differentiation, the school will work with several individuals and organizations to provide ongoing professional development to small cohorts of teachers based on grade level and/or need. If we improve instruction through training, coaching, and providing resources, student performance will improve.			
Academic Rigor/Differentiation: Because the needs analysis revealed a need to support teachers in articulating a common understanding of effective instruction and to provide strategies to increase challenging and meaningful opportunities for student-centered learning and effectively plan instruction, analyze data, and engage in professional development to improve practice, we will			

provide sub coverage to foster learning communities and increase professional development opportunities.

**ACADEMICS**

Differentiation: Because the needs analysis revealed a need to improve performance in reading, the school will purchase a subscription to Reading A-Z, which focuses on independent reading. In the program, students are coached on choosing appropriately leveled books and made accountable through quizzes. Classroom libraries were already purchased to provide book choice, supporting the implementation of the program with fidelity. Additionally, the school will purchase iReady to help provide students with differentiated learning.

**CULTURE & CLIMATE**

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

Data Team: Cesar Batalla School will implement a more focused and deliberate approach to instruction that is centered on systems that promote and develop teacher effectiveness and are based on student needs. Cesar Batalla School will capitalize on current partnerships with Fairfield University to provide customized professional development to all instructional staff and administrators, with specialized instruction for a cohort of 9 "Grade level leaders." Key to the success of this model will be the development of leadership capacity among a select group of 9 "grade level leaders." These leaders will be selected from among Batalla's current teachers (one per grade level) and will undergo specialized instruction around using data to drive instruction, looking at student work, calibrating, coaching (providing model lessons, co-teaching, peer observations, and assistance with lesson/unit planning), and providing SRBI tier 2 intervention. Their special role will be to lead their grade-level teams to use this data to drive instructional practices and ensure effective, long-term implementation of the strategies. Increased leadership capacity will result in improved instruction which will positively impact student outcomes.

After school club: Because the needs analysis revealed a need to improve student behavior, the school will provide an after-school cheer club as a complement to the school's sports programming. Current programming typically is for all students; however, boys' teams have prevailed. Although girls can also play, they choose not to. The Cheer Club was created as an alternative to typical sports programming, which would attract female and male at-risk students giving them something to do 3 or 4 evenings per week and on weekends, increasing their engagement in school and making them feel more connected. The benefit is that each season there is a sport, so there is always a need for cheer so students who participate in cheer club can be engaged all year long. If we support students' social-

emotional development by implementing programs that take a positive and proactive approach to respond to student behaviors, student behavior and attendance will improve.
<b>OPERATIONS</b>

<b>School:</b>	Jettie S. Tisdale School	<b>School Allocation:</b>	\$200,000
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<b>TALENT</b>
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Data Teams: Because the needs assessment revealed that teacher effectiveness varies from classroom to classroom and instructional quality is moderate, the school will hire two teachers, one math and one reading, who have high expectations for students as teacher leaders for a two week summer component to review testing data, analyze it and develop an instructional framework for the data team. The data team, which consists of one member from each grade level, will begin the creation of a school-wide improvement plan based on the district plan. The data team members are all a part of a grade level PLC.

Professional Learning: Because the needs assessment revealed that professional learning is provided, but not aligned with student and adult learning needs, this school - which is a Turnaround Arts School - will have the National Turnaround Arts team provide Visual Thinking Strategies training for all teachers.

<b>ACADEMICS</b>
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Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide small group instruction up to four times a week for approximately 45 minutes for students who score below the 25th percentile on the benchmark screening. The school will purchase iReady reading consumables for students in K-8, iReady writing lessons, and the teacher toolbox for assessments and lessons. The school will also purchase Lexia Core 5 Reading Program to provide phonics instruction for special needs students who are in a class that no longer teaches phonics. The school will have a summer literacy component for middle school students.

Math Interventions: Because the needs assessment revealed a need to improve student performance in math, the school will provide small group instruction up to four times a week for approximately 45 min. for students who score below the 25th percentile on the benchmark screening. The school will purchase iReady math consumables for students in K-8 and the teacher toolbox for assessments and lessons. The school will have a summer math component for middle school students.

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

<b>OPERATIONS</b>
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<b>School:</b>	Luis Munoz Marin School	<b>School Allocation:</b>	\$200,000
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<b>TALENT</b>
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Math Interventionists: The needs assessment revealed deficiencies in math. A second math interventionist will provide intensive, systematic instruction three times a week for approximately 20-40 minutes on foundational math skills to students who score below the benchmark on school assessments. Students will receive services individually and in small groups. Embedded math coaching will be provided to teachers in grades 4 - 8 in the areas of content knowledge, instructional strategies and differentiation of instruction.

Instructional Leadership: Because the needs assessment revealed a need to improve professional development, leadership effectiveness, and instructional leadership, the school will strengthen the Administrative Team by developing an instructional leadership team. The focus on the development will be on the Grade Level Data Team Lead Teachers and the utilization of substitutes to allow them free time for the development to occur.

<b>ACADEMICS</b>
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Literacy Instruction: Because the needs assessment revealed a need to improve curriculum and instruction aligned to CCCS and student engagement the school will begin improving Tier I literacy instruction, which would include funding for the literacy institute, parent literacy materials, smart boards, Surface Book carts, and instructional supplies. This aligns to the root causes of the curriculum and instruction growth area.

Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading and math. The school will provide small group instruction up to four times a week for approximately 45 min. The school will also purchase reading and math consumables for students in K-8 to utilize during these sessions. Additionally, teachers will attend literacy institute with Savior Inc. to expand their knowledge base of how to differentiate as necessary for students.

<b>CULTURE &amp; CLIMATE</b>
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School Climate: Because the needs assessment revealed high numbers of suspensions and climbing chronic absenteeism related to a poorly defined and executed school-wide behavioral management plan, a School Climate Team plus the PBIS attendance monitor and school climate specialist will work to provide all staff with training and coaching on building and clarifying school-wide expectations. The Team will plan, roll out, message and provide support on strategies to create a positive school climate using restorative practices, The Ruler and PBIS.

<b>OPERATIONS</b>
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<b>School:</b>	Paul Laurence Dunbar School	<b>School Allocation:</b>	\$123,379
<b>TALENT</b>			
Interventionists: Because the needs assessment revealed a need to improve student performance in Literacy and Math, the school will provide intensive small group instruction to students who scored below the 10th percentile as measured by the district benchmark assessment, iReady. Two literacy and two math interventionists will provide small group instruction 3x/week for periods of 30 minutes.			
<b>ACADEMICS</b>			
Data-Informed Decision Making- Teacher Leaders: Because the needs assessment revealed a need to improve the data culture at the school, the leadership team will choose teacher leaders from each grade level, including support staff, special education, and special areas to lead a biweekly, 60 - minute after school data team reviewing both academic, and discipline data. The team will run according to a 4- week cycle and goals will be set using the most current available data. Teacher leaders will meet with other team members during common planning and grade level teams to determine strategies, review student work and monitor student growth. Teacher leaders will meet 1x/month after school for 60 minutes to examine school-wide student achievement goals with the school's vertical team.			
Rigor: Ongoing embedded coaching will be reflected in classrooms as evidenced by small group instruction, targeted objectives as per student need, and the use of varied assessment tools as determined by student need. Student outcomes will be reflected by student's ability to use complex text, an increase in the use of academic vocabulary in both oral and written assessments and the ability to write comprehensively using a variety of sources to support claims. Teachers will have participated in professional discussions on classroom rigor and differentiation as evidenced by monthly staff meetings, newsletters, and weekly grade level meetings.			
<b>CULTURE &amp; CLIMATE</b>			
Part Time Hall Monitor: Parent and staff have shared concerns about the level of security that is in the building specifically with the main entrance and foyer. Parents have stated that it is too easy for strangers to access their children once entering the school building. The hall monitor will work 5 days a week for 3.75 hrs. per day.			
School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices. Sub will come in to relieve the teachers so they may attend SEL trainings			
Chronic Absenteeism: Because the needs assessment revealed at least 24% of students were chronically absent, the new Attendance Monitor will work with Guidance Counselor to decrease the number of students that are chronically absent by working to keep parents informed, creating opportunities to recognize students who improve their attendance over time and those who maintain good attendance throughout the school year. Attendance monitor will work 3 days a week at 4 hours a day to help monitor student attendance, contact parents and plan attendance initiatives with the school attendance team.			
Student Behavior: Because the needs assessment revealed high numbers of suspensions relating to students difficulty self-regulating during times of conflict, the PBIS and Hall monitor will work			

together with staff and students to provide additional supports as needed. Additionally, all staff will receive training in Restorative Practices and RULER.
Family Engagement: Because the needs assessment revealed a need for increased participation families, the leadership team and teaching staff will create monthly opportunities for parental and community engagement such as Math and Literacy nights, student academic improvement luncheons, and monthly student attendance pizza parties.
<b>OPERATIONS</b>

<b>School:</b>	Thomas Hooker School	<b>School Allocation:</b>	\$123,379
<b>TALENT</b>			
<p>Literacy Instruction: Improving Tier I literacy instruction which would include funding for improving instruction through technology including the technology assistant and smart boards, literacy PD from Dr. Bailey and Hill. This aligns to the root causes in the curriculum and instruction and academic rigor growth areas. Dr. Bailey will provide one full day of professional development and supplies for close reading and writing to improve comprehension and critical thinking for 12 teacher’s grades 2 to 8. The HILL will provide professional development that promotes routines that foster data-driven instruction for the purpose of improving student learning. The instructional team will learn to facilitate data meetings on a regular basis; participate in the analysis of student data in grade-level data meetings. Create a master schedule to support academics as the top priority and differentiated instruction. The technology assistant will be responsible to assist teachers with the use of smartboards and chrome books and any other technology issues. Provide weekly lessons in the various use of Microsoft word, Excel, PowerPoint, Google classroom, coding and graphics software. The use of substitutes will allow grade level teachers to participate in the lesson study and professional development.</p>			
<p>Math Instruction: Improving Tier I math instruction which would include funding for improving instruction through technology including the technology assistant and smart boards, math lesson study PD, substitutes for the teachers in the lesson study, attendance at the NCTM conference and engaging parents in instruction. This aligns to the root causes in the curriculum and instruction and academic growth areas. The consultant will provide 15 full days of lesson study cycles, classroom support visits, and professional development workshop sessions. The consultant will meet with team, administrators, coaches, data team and teachers at the beginning of May/June 2018, Aug/Sept 2018, end of PD plan. Provide classroom support by observing teachers and providing feedback, presenting model lesson, co-teaching math lessons. Facilitate lesson study cycles including assisting with planning lessons, observing the research lesson and debriefing with LS participants. Assist school in hosting a Math family night, providing professional development sessions on Culturally Relevant Pedagogy and implementing lesson study to improve student engagement in cognitively demanding math tasks.</p>			
<b>ACADEMICS</b>			
<p>Interventions: Improving interventions for math which includes funding for the math intervention materials. This aligns to the root cause in the curriculum and instruction growth area. This aligns to the root causes in the curriculum and instruction and academic growth areas. By August of 2018, four interventionists will be hired. The interventionists will work with small groups starting in September to provide intervention for students in literacy and numeracy Tier 2 and 3. Administrators and</p>			

classroom teachers will design intervention groups based on data. Students will be monitored based on an eight weeks cycle.
<b>CULTURE &amp; CLIMATE</b>
School Climate: Improving school climate which would include funding for restorative practices training, the bilingual attendance monitor, and PBIS/Restorative Practices/Rule monitor. This aligns to the root causes in the school environment growth area. A PBIS/Restorative monitor will assist with PBIS, Ruler and restorative practice to improve school climate. Engage students in positive interpersonal skills and peer mediation while building healthy relationships between educators and students. A refocus room will be established for students to create a school community that models respectful, trusting and caring relationships. Bilingual attendance monitor to outreach to ESL and special population students and parents. In addition, the monitor will focus on reducing the chronically absenteeism of students.
<b>OPERATIONS</b>
Data Teams: Improving data team processing would include funding for the data team grade level teachers and the color printers. This aligns to the root causes in the curriculum and instruction and academic rigor growth areas. Twelve grade level teachers and a data team facilitator will be selected by August 2018 to be trained in the data team process to improve student learning. The facilitator will facilitate data team meeting on a regular basis and engage grade level teachers in analysis of student data in grade level data meetings. Data meeting protocols, procedures and structures will be put in place. The team will analyze and group students for instruction, monitor student progress and identify the various cycles and link groups to various intervention. Six instructional leaders that are a part of the data team will meet over the summer and set up intervention groups and schedules.

<b>School:</b>	Wilbur Cross School	<b>School Allocation:</b>	\$300,000
<b>TALENT</b>			
Improving Instructional Practice: The needs assessment identified a need to support teachers to reduce teacher turn-over. To address this need, strategies also include implementing a Data Analysis Team and providing substitute teachers so teachers can attend grade level meetings and peer observations with debriefings.			
<b>ACADEMICS</b>			
Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide small group instruction using interventionists. The school will purchase Flyleaf and Scholastics reading consumables for students as well as engage students in summer programming at the Sheehan Center.			
Math Interventions: Because the needs assessment revealed a need to improve student performance in math, the school will provide small group instruction using interventionists. The school will purchase iReady math consumables for students as well as engage students in summer programming at the Sheehan Center.			

Improving Student Engagement: The needs assessment indicated that there is a very low student engagement. To address this need, the school will purchase Naviance to help students develop academic goals. Additionally, the school will seek to purchase enough technology to make the school one-to-one for each student to be properly engaged and motivated to do better academically.

**CULTURE & CLIMATE**

Improving Student Behavior: The needs assessment identified a high number of suspensions related to a poorly defined school-wide behavior management plan. To address this need, the school will implement a school climate team (Climate Specialist and Hall Monitors) to provide holistic services to students, parents, and staff to help reduce behavioral issues. Additionally, students will utilize skills learned during the Summer Blast program, parents will also be engaged via parent workshops.

Improving Student Attendance: The needs assessment identified a high number of chronic absenteeism related to a poorly defined school-wide behavior management plan. To address this need, the school will utilize an attendance monitor to follow up on absenteeism students and also educate parents on the importance of consistent school attendance.

**OPERATIONS**

LEA: Derby  
 LEA Allocation: \$91,975

<b>School:</b>	Derby High School	<b>School Allocation:</b>	\$91,975
<b>TALENT</b>			
<b>ACADEMICS</b>			
<p>Student Engagement and Academic Rigor: Because the Needs Assessment tool revealed "Below Standard" level for student engagement and academic rigor, the school will provide explicit and systematic intervention instruction for math. Struggling students will receive explicit instruction by a highly trained math teacher and use digital resources such as Khan Academy (and link to student's PSAT scores) to ensure they have personalized instruction to master the foundational skills and conceptual knowledge necessary for understanding grade-level content. PSAT will be given twice per year for students in Grades 9-11 to monitor changes and trends. Data will be reviewed in Data Team Meetings facilitated by an ACES educational consultant. Teachers/Interventionists will participate in job-embedded coaching with an ACES educational consultant to increase student engagement and mathematics academic rigor using explicit and systematic instruction.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>Chronic Absenteeism Interventions: Because the Needs Assessment tool revealed a "below standard" level for student attendance, the school will implement a systematic approach increasing coherence from district to school level, focused on developing a tiered approach to support student need in order to increase daily attendance and decrease chronic absenteeism facilitated by a new Attendance Coordinator. The school will also use Summer Attendance Coordinators to meet with students who were identified as chronically absent in 2018-2019 to develop a personalized School and Family Attendance Action Plan for 2019-2020.</p>			
<b>OPERATIONS</b>			

LEA: East Hartford

LEA Allocation: \$183,949

<b>School:</b>	Silver Lane School	<b>School Allocation:</b>	\$183,949
<b>TALENT</b>			
To support with Needs Assessment Indicator 1.1 Instructional Practice, Silver Lane will focus on embedded Instructional Coaching in an effort to grow teacher capacity to improve student performance in reading and math. Specifically, the school will plan to engage in professional development in the areas of reading and math standards, differentiation, and rigor. The professional development will then be followed up with coaching cycles, PLC meetings and both grade level and vertical calibration. Through job-embedded coaching, biweekly professional development, model lessons, and co-taught lessons as well as lesson plan and unit plan creation, Silver Lane's instruction will grow resulting in greater student achievement.			
<b>ACADEMICS</b>			
To support with Needs Assessment Indicator 2.3 Differentiation and Checks for understanding, Silver Lane will look to hire additional tutors will to support with interventions the school currently has. This includes Dreambox, Reading Plus, Lexia, Wilson, Just Words, LLI, and Foundations.			
<b>CULTURE &amp; CLIMATE</b>			
To support with Needs Assessment Indicator 3.5 Family and Community Engagement, Silver Lane will look to build the capacity of staff and families to implement a dual capacity framework through systemic, integrated and sustained family-school partnership initiatives. The family liaison will coordinate family engagement activities.			
To further support with Family Engage and Needs Assessment Indicator 3.2 Attendance, Silver Lane will increase student attendance by using the dual capacity framework to build family and student understanding of the importance attendance. By hiring of an Attendance Officer, Silver Lane will be able to build partnerships with families that result in a stronger home school connection that includes positive views of school and strong school habits.			
<b>OPERATIONS</b>			

LEA: Hartford

LEA Allocation: \$747,519

<b>School:</b>	Belizzi School	<b>School Allocation:</b>	\$383,000
<b>TALENT</b>			
<p>1.4 Professional Learning - Training around bilingual education and second language acquisition moving towards a dual language immersion model: Our needs assessment revealed that less than 5% of our population is reading at grade level based on district and state assessments. Our data also indicates that 243 (30%) of our students are ELL students. We anticipate that next year every classroom will have at least one student who is an English Language Learner. As we work toward establishing a model that addresses this need, it will be necessary that all teachers are skilled at embedding CELP and second language acquisitions strategies in tier one instruction. Also, in order to build capacity within our school to support the Dual Language programming we will have two staff members complete the ARCTELL program. Covering costs of endorsements will support recruitment and retention of staff necessary in Dual Language Classrooms.</p>			
<b>ACADEMICS</b>			
<p>2.6 Assessment Systems and Data Culture - Benchmark and progress assessment: In order to ensure that we address the literacy achievement goals stated in this plan an area of growth for our teachers is to strategically use data points to determine specific student needs and progress. It's essential that we have benchmark assessments and progress monitoring tools to drive instruction and make strategic decisions about differentiation. Therefore, the implementation of Fountas and Pinnell Benchmark Assessment System to identify students' independent and instructional reading levels will be critical to this process. The continuous administration and progress monitoring of the F&amp;P BAS will ensure students are placed into the appropriate reading groups and that their progress is monitored regularly as they move along the reading continuum. To that end we will provide professional learning around the administration of the assessment, using the data to develop guided reading groups, and the ongoing monitoring of students reading behaviors (i.e. running records, anecdotal notes, etc.). We will partner with the University of Hartford to provide professional learning to all teachers.</p>			
<p>2.1 Academic Rigor - Strong Math Instruction: In order to develop and understanding of the CCS-M at the classroom level, defined as a deep knowledge of the content standards and an effective use of the practice standards, and in order to implement the district-adopted Eureka Math curriculum and corresponding assessments with fidelity, we will provide teachers with ongoing professional support through face-to-face workshops, professional learning communities, and instructional coaching facilitated by a Math Coach. Time provided for collaborative planning will elicit rich discussion about content, resources, and instruction utilizing Grade by Grade Content Guides (UnboundEd), and Achieve the Core's Lesson Planning: Plan with the Common Core in Mind. NCTM's Taking Action defines the Eight Effective Mathematics Teaching Practices. Establish math goals to focus learning, implement tasks that promote reasoning and problem solving, and use and connect mathematical representations. Implement Eureka Math in grades K-7 and Carnegie Learning in Grade 8 with fidelity. Professional learning focused on learning progressions across grades will support teachers with using specific intervention and acceleration strategies during tier 1 math. Implement Do The Math with fidelity during intervention to allow students to think aloud and collaboratively problem solve using</p>			

concrete and pictorial representations resulting in a solid foundation in computation, number sense, and problem solving for immediate and long-term learning. Concentrated implementation of the Teaching and Learning Cycle during Professional Learning Communities utilizing an Assessment Preview Protocol and a Data Analysis & Action Plan Protocol will provide ongoing support for teachers.

2.1 Academic Rigor - Literacy Instruction, Resources, and Materials: If teachers are expected to deliver instruction that is based on the triangulation of student data they will need the appropriate materials and classroom supports to do build their capacity in using the provided instructional tools effectively. Therefore, teachers will engage in professional learning around data informed practices during collaborative grade level meetings. During this time, they will work with leaders and coaches to develop meaningful lessons and align instructional resources that are appropriate to meet all learners. Convey the need for teachers to understand how to deliver small group instruction to meet the instructional needs of students, as indicated by data. Furthermore, due to the materials inequity at ASA the school is in need of CCS-aligned instructional materials, and materials to facilitate data analysis which are required to support small group instruction. Other CCS-aligned materials are necessary for use by students, including classroom libraries and texts that are appropriate in complexity, quality, and range for each classroom; to provide students with multiple and varied opportunities to practice regularly with a complex text and its academic language.

**CULTURE & CLIMATE**

3.3 Student Behavior - Restorative Justice: Based on both discipline data and student feedback there is a need to build the capacity of teachers to meet the social and emotional needs of students. Therefore, it is necessary for staff to engage in professional learning around Restorative Approaches and Practices with a focus on trauma informed practice, meditation, and non-violent communication. With this training teachers will be better equipped to connect with students and in turn provide the supports needed to ensure students feel socially and emotional secure within the classroom. All classrooms will be expected to implement restorative circles and respect agreements throughout the school year.

3.4 Interpersonal Interactions - Mentoring and Leadership: In response to the data that shows a lack of connection to school, we will be developing an advisory block in conjunction with the college board and Latinos In Action (LIA) program to develop a system of mentoring and leadership with an integrated curriculum to develop college and career readiness.

3.3 Student Behavior - Tier 1 Classroom Management Approach: During this school year, in conjunction with restorative approaches and practices and PBIS, ASA will be using Responsibility Centered Discipline to equip teachers with strategies to support students' ability to take responsibility for their behaviors during challenging moments, and thus, create a classroom climate that brings out the best in everyone. Professional learning for teachers will be provided at the beginning of the year to ensure high fidelity of implementation of Responsibility Centered Discipline practices. Time will be allotted for teachers to develop lesson plans and structures for the first two weeks of school. As part of this schoolwide approach student behavioral data will be collected and analyzed on an ongoing basis to inform the necessary interventions and supports for students, as well as assess the professional learning needs of staff around student behavior supports.

3.5 Family and Community Engagement - Parent Engagement: Parent attendance to school events low response to surveys and school mailings indicate a low level of parent participation. Academic (literacy and math) nights along with attendance workshops with the purpose of making parents more knowledgeable on how to help their children in school will be organized by a summer committee of teachers and administration. Additionally one key staff member will be identified as the main parent contact for all attendance-related issues and concerns. Further approaches to engage

parents will include weekly phone calls through advisory council, home visits, and school events that invite parents and families to be a part of the school community.

**OPERATIONS**

4.2 Use of Staff Time - Distributive Leadership: The restructuring of the ASA Instructional Leadership Team towards a distributive leadership model will result in educators having a role in the decision-making process within the school. Teachers will become empowered as a result of their engagement in high level decision making and ownership of school improvement efforts. Part of the structure will include a central leadership team comprised of teachers and administrators. Teachers will be afforded the opportunity to participate on the central leadership team and act as the liaison between the team and faculty. Additional opportunities will be provided for all teachers to have a role in decision making through various subcommittees.

<b>School:</b>	Bulkeley High School	<b>School Allocation:</b>	\$383,000
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**TALENT**

1.6 Instructional Leadership - Freshman Academy Assistant Principal: The needs assessment revealed that far too many students are off-track in their course performance and attendance, particularly during the all-important freshman year. A new Grade 9 administrator will play an integral role facilitating Grade 9 data team meetings, while also spreading this meeting structure proactively to the upper grades. He/she will provide instructional coaching for Grade 9 teachers to optimize rigor and engagement. They will also play a lead role coordinating a new attendance team for the school and serve on the leadership team, and play a key role leading data, attendance, and freshman on-track efforts.

1.4 Professional Learning - Professional Development: Teachers who will be teaching Advance Placement classes next year will go this summer for the week training provided by the College Board. They will also engage in the vertically aligned curriculum to help prepare students to be successful in advance placement classes. Teachers will be able to align their instruction with the goals of the AP course, identify the skills and knowledge that the exam will assess, identify the tasks and materials for which students might need more preparation, draft a syllabus that meets the curricular requirements for the course and make equitable access a guiding principle in designing instruction.

**ACADEMICS**

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

2.3 Differentiation and Checking for Understanding - Teachers have an initial understanding of SIOP instruction but lack a capacity and resources to implement it fully. In order to address this, the school will provide PD and coaching on sheltered instruction (SI) to improve teaching strategies and effective classroom practice. We will support curriculum enhancement and revision for dual language thematic units of study by integrating key SI elements. In addition, we will increase the volume of

<p>leveled reading materials in students' first languages. This will require purchasing classroom libraries for grades 9 to 12 that consist of leveled books in multiple languages that will support students independent reading.</p>
<p>2.2 Student Engagement - On-Track Conferences: During the 2018-19 school year, teachers and administrators will work to ensure that all students know and understand what it takes to be on-track to graduate. Prior to the end of each marking period (4x a year at a minimum), students will engage in one-on-one conferences with a caring adult to discuss their data. Students will talk with a staff member about their grades, credits, attendance, behavior, and P/SAT scores. This will help students own their data and establish goals to push for on-track achievement and college and career readiness. These conferences will also support stronger student-adult connections at the school in advisory.</p>
<p><b>CULTURE &amp; CLIMATE</b></p>
<p>3.3 Student Behavior - New Behavior Protocols and Routines: In 2018-19, Bulkeley will roll out a series of new behavior systems to create clearer expectations and more consistent routines for students and staff. This will include a tiered response system indicating which infractions warrant classroom management, referrals, suspensions, or expulsions. The school will streamline the referral process and create more consistent documentation methods. The school will also create a new a more standardized de-escalation process for students to minimize out-of-school suspensions. Bulkeley will create a new reentry protocol for students returning from suspensions, including behavior contracts to prevent similar behaviors in the future. Lastly, Bulkeley will participate in Restorative Approaches and Practices training and mindfulness practices to promote de-escalation and stress for both teachers and students. As well as providing students and teachers with strategies and skills to make better decisions that do not lead to the same behaviors.</p>
<p>3.4 Interpersonal Interactions - Advisory Program: All students will have an advisor and meet in advisory groups every day of the week. The school will use advisory time as a vehicle to build stronger connections between students and caring adults. Bulkeley will pursue the Governor's Prevention Partnership, Naviance, and Safety School curriculum and training to support social/emotional skill development during this time as well as create a culture of college and career. The school will also use advisory time to engage students in interventions for courses where they are experiencing off-track challenges. Students will also use Friday advisory time to engage in a club or activity of their choosing. This will promote engagement and connections on the school campus.</p>
<p>3.2 Student Attendance - New Attendance Team: In 2018-19, Bulkeley will launch a new school-wide Attendance Team. The team will meet once a week and be co-facilitated by the Attendance Specialist and School Social Worker. The team will meet to collaboratively review student data and prioritize students and activities for the week. In addition, the team will meet to discuss their weekly progress and action steps in their outreach to students and families. The team will then run through the chronic absenteeism list to create a shared understanding of the students with attendance concerns. This team will support family engagement efforts around attendance.</p>
<p><b>OPERATIONS</b></p>
<p>4.4 Routines and Transitions - Summer Bridge Program/PRE-Advance Placement Summer Program: Freshman at Bulkeley come from different feeder schools in the city. High school presents new expectations, relationships, and building routines. Bulkeley staff will institute a new Welcome Week for freshmen in September and pilot a 4-week summer bridge/PRE-AP program during the summer before students start at Bulkeley. This will support team-building, school orientation activities, study skills and academic structures for students to have a smoother transition from middle school to high school. It will also provide the PRE-AP program some structures to have more success in rigorous classes and a student success plan that promotes college and career. This program will include 80 freshmen total, 40 in a Summer Bridge Program and 40 in PRE-AP Summer Program.</p>


<b>School:</b>	Burr School	<b>School Allocation:</b>	\$300,000
<b>TALENT</b>			
<p>1.6 Instructional Leadership - Development of the Instructional Leadership Team: Because the needs assessment revealed a need to further develop the instructional focus of the schoolwide leadership team the school will first ensure to develop an Instructional Building Based Leadership Team that consists of a variety of stakeholders (administrators, teachers, coaches, social workers, behavior techs) This team will need to develop a common vision around instructional leadership inclusive of goal setting and strategic actions. The school will contract with "New Leaders" to build and shape this team.</p>			
<p>1.4 Professional Learning - Teacher Leadership &amp; Professional Development: Current teachers have conveyed a need to feel that their voice and professional growth are a priority at Burr. They have expressed that there are few opportunities for professional development, teacher leadership, and or to provide feedback about the learning experiences they will engage in as professionals. Therefore, the school will develop a yearlong professional learning plan inclusive of collaborative planning, inter-visitations, coaching, and individualized goal setting for all teachers. The professional learning will focus on high quality instructional practices relative to Guided Reading, as well as using data to drive instruction. Also, the school will recruit a team of teacher leaders that will act as grade level leads and mentors to their colleagues. These teachers will be paid for their time and effort. Lastly, a summer professional learning opportunity will be offered for teachers to come in and work directly with the district-based coach around areas of need and further development.</p>			
<p>1.2 Evaluation and Professional Culture - A Culture of Feedback: Based on the qualitative and quantitative data collected this school year, feedback on instruction was either inconsistent or nonexistent. A high percentage of teachers reported that they would go weeks without seeing an administrator or coach in their classrooms. Also, they did not feel the quality of the feedback provided was enough to help them improve their instruction for students. In turn, classroom observations and student data confirms that students as well are not receiving feedback on their learning nor are they given the opportunity to provide feedback to the teacher. Therefore, the school will contract with "New Leaders" to develop effective leadership schedules that allow for consistent time in classrooms and providing feedback to teachers. Also, the entire leadership team will engage in a book study of the text Leverage Leadership by P.Bambrick-Santoyo.</p>			
<p>1.1 Instructional Practice - Instructional Planning and Delivery through student data: Although there is a need for teachers to differentiate instruction for students based on data and student needs across content areas, literacy is a great area of focus for next year as one of the school and district priorities is guided reading. Classrooms are not equipped with the materials necessary to meet the needs of all learners (leveled libraries, adequate interventions, hands on manipulatives, etc.). Therefore, if teachers are expected to deliver instruction that is based on data and student needs they will need the appropriate materials and classroom supports to do so. Once teachers are able to set the conditions for learning and implement guided reading instruction within their classrooms there will be opportunities for all students to receive differentiated instruction and accelerate their learning. Furthermore, teachers require professional learning on the data team process as well as ways to manage, input, and analyze relevant data to inform their instruction.</p>			
<b>ACADEMICS</b>			
<p>2.6 Assessment Systems and Data Culture - Schoolwide Common Assessment System: Due to the low achievement of students in all academic areas as well as data collected on teacher administration of</p>			

assessments there is a need for Burr school to develop an effective system of data collection, calendaring, and develop staff understanding around assessment literacy. Therefore, the school will require support and training in building out an assessment management system as well as the Data Wise process through the support of an outside agency. Data Wise will provide teachers with the tool to monitor student ELA performance and growth data. Also, all staff are in need of ongoing access to a one to one device where they can access and input student data at any time. This will be accomplished through the purchase of laptops for every teacher in the building.

**CULTURE & CLIMATE**

3.3 Student Behavior - Restorative Practices Training: Although the needs assessment shows that suspension rates at Burr have declined over the last four years there is a significant imbalance within grade levels. In particular, the numbers of ISS/OSS/Expulsions within the Middle Grades, 147 out of a total of 188, greatly exceeded the number within the Grades K-5 span at 41 out of 188. This imbalance in the suspension data draws a need for focus specifically on the social emotional needs of our Middle Grade students. Which will be a continued area for growth and need as the school phases out the primary grades and moves to a Middle Grades model (6-8). Through the restorative approaches practice students will feel more connected to adults, one another, and their school community.

3.3. Student Behavior - New Behavior Protocols, Routines, and Curricula: In 2018-19, Burr will roll out a series of new behavior systems to create clearer expectations and more consistent routines for students and staff. This will include a tiered response system indicating which infractions warrant classroom management, referrals, suspensions, or expulsions. The school will streamline the referral process and create more consistent documentation methods. The school will also create a new and more standardized de-escalation process for students to minimize out-of-school suspensions. Lastly, Burr will implement the Second Step Social-Emotional Learning Curricula in all classrooms. In order to support with the above actions and provide ongoing feedback the Burr team will work with a PBIS consultant to ensure fidelity of implementation.

3.2 Student Attendance - Attendance Case Managers: Burr will hire one attendance team member to oversee school-wide efforts to bolster attendance. The school currently lacks staffing to explicitly address attendance. This individual will support targeted caseloads of students identified as being chronically absent or experiencing a midyear dip in attendance. The Case Manager will conduct home visits, analyze data, communicate with faculty, organize personalized interventions, and liaise with families. The Case Manager will also facilitate workshops for families on the importance of attendance. This individual will participate on a new school-wide attendance team (see climate section).

**OPERATIONS**

4.3 Use of Staff Time - New Data Team Expectations and Process: Burr school will develop a new schedule that creates time for grade-level teams to meet weekly to discuss data, pedagogy, and strategies to support student achievement. Next year, the school will implement school-wide protocols to support the use of data through the Data Wise model. All teachers will receive training in Data Wise and will utilize continuous cycles of improvement to reach greater student achievement.

<b>School:</b>	HPHS Engineering and Green Technology Academy	<b>School Allocation:</b>	\$50,000
<b>TALENT</b>			
<p>1.1 Instructional Practice - Instructional Non-Negotiables: The needs assessment revealed highly variable classroom instruction at HPHS. In an effort to raise the quality of instruction across the board, HPHS will collaborative identify three to five research-based high yield instructional strategies in alignment with district initiatives. Professional development goals and actions will be aligned to building teacher capacity to implement the instructional non-negotiables in classrooms. Ongoing instructional monitoring will inform professional development efforts, coaching feedback, and performance management. HPHS will seek the support of the International Center for Leadership Education to provide consulting on rigor and relevance.</p>			
<p>1.4 Professional Learning -Teacher Resources and Guides: Updating school wide resources for new and veteran teachers that will coach them with district initiatives around the District Model of Excellence And the 4 core goals. The resources will be used to develop a Professional Development Library in the school's Media Center.</p>			
<b>ACADEMICS</b>			
<p>2.6 Assessment Systems and Data Culture - Data Wise: The need to adequately and appropriately analyze data to drive instruction will be essential in order to ensure an increase in student achievement as well as select and provide rigorous instruction for all. Grade 9 team will begin as first cohort to implement weekly data teams effective September 2018. There will be an emphasis on utilizing Data Wise to monitor the progress of implementation of the district-wide major action of guided reading and student ELA performance.</p>			
<p>2.2 Student Engagement - Advisory Program: Next year, all students will have an advisor and meet in advisory groups several times per week. The school will use advisory time as a vehicle to build stronger connections between students and adults. HPHS will purchase the School Connect Advisory Curriculum and materials and supplies for Mentoring Minds for use during advisory periods.</p>			
<p>2.2 Student Engagement - Online Learning Platforms: Access to virtual courses will provide instruction to address individualized student learning needs (interventions, accelerations, and credit recovery) as well as minimize operational barriers (such as scheduling, transition times, and use of instructional time). Current and updated technology will be made accessible to all in various capacities.</p>			
<p>2.2 Student Engagement - College and Career Coordinator: According to the Needs Assessment, the four-year cohort graduation rate average is 66%. HPHS will hire a new coordinator to lead the school's efforts to build a college-going culture and support all students in developing college and career plans. This individual will coordinate college visits, application writing campaigns, and FAFSA completion workshops. He/She will facilitate a test prep program, in partnership with Kaplan, to better prepare students for test success. He/She will also support school counselors with a specific focus on high school seniors and working to ensure all students graduate from HPHS with a personalized plan to pursue their post-secondary aspirations.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>3.2 Student Attendance - New Attendance Team: In 2018-19, HPHS will launch a new school-wide Attendance Team. Using planning and progress monitoring protocols and tools this team will be facilitated by the Grade 9 Success Coach. The team will target the implementation of chronic absenteeism strategies, monitor progress to goals, and engage families in attendance efforts.</p>			

<p>3.3 Student Behavior - New Behavior Protocols and Routines: In 2018-19, HPHS will roll out a series of new behavior systems, aligned to Restorative Practices to create clearer expectations and more consistent routines for students and staff. This will include a School Wide Restorative Discipline Plan that includes a multi-tiered system of support targeted to address student's academic, behavioral, and social emotional needs. HPHS will seek consulting from Joe Brummer on Restorative Approaches and Practices.</p>
<p>3.4 Interpersonal Interactions - Advisory Program: Next year, all students will have an advisor and meet in advisory groups several times per week. The school will use advisory time as a vehicle to build stronger connections between students and adults. HPHS will pursue the School Connect curriculum and training to support social/emotional skill development during this time. The school will also use advisory time to engage students in interventions for courses where they are experiencing off-track challenges. Students will also use Friday advisory time to engage in a club or activity of their choosing. This will again promote engagement and connections on the campus. Materials and supplies will support Mentoring Minds use during advisory periods.</p>
<p>3.2 Student Attendance - Attendance Case Managers: HPHS will hire two attendance team members to oversee school-wide efforts to bolster attendance. Attendance is arguably one of the most pressing issue at HPHS; however, the school currently lacks staffing to explicitly address attendance. These individuals will support targeted caseloads of students identified as being chronically absent or experiencing a midyear dips in attendance. The Case Managers will conduct home visits, analyze data, communicate with faculty, organize personalized interventions, and liaise with families. The Case Managers will also facilitate workshops for families on the importance of attendance. These individuals will participate on a new school-wide attendance team (see climate section) and manage the student incentive program in collaboration with the On-Track Coordinator.</p>
<p><b>OPERATIONS</b></p>
<p>4.4 Routines and Transitions - Midyear Transfer Process: HPHS welcomes a large proportion of midyear transfers, and the students experience higher rates of disengagement and off-track achievement. HPHS will work with the district central office and feeder schools to create a better process to support midyear transfer students and their families.</p>

<b>School:</b>	HPHS Law and Government Academy	<b>School Allocation:</b>	\$200,000
<b>TALENT</b>			
<p>1.1 Instructional Practice -Instructional Non-Negotiables: The needs assessment revealed highly variable classroom instruction at HPHS. In an effort to raise the quality of instruction across the board, HPHS will collaborative identify three to five research-based high yield instructional strategies in alignment with district initiatives. Professional development goals and actions will be aligned to building teacher capacity to implement the instructional non-negotiables in classrooms. Ongoing instructional monitoring will inform professional development efforts, coaching feedback, and performance management. HPHS will seek the support of the International Center for Leadership Education to provide consulting on rigor and relevance.</p>			
<p>1.4 Professional Learning - Teacher Resources and Guides: Updating school wide resources for new and veteran teachers that will coach them with district initiatives around the District Model of Excellence And the 4 core goals. The resources will be used to develop a Professional Development Library in the school's Media Center.</p>			

<b>ACADEMICS</b>
2.6 Assessment Systems and Data Culture - Data Wise: The need to adequately and appropriately analyze data to drive instruction will be essential in order to ensure an increase in student achievement as well as select and provide rigorous instruction for all. Grade 9 team will begin as first cohort to implement weekly data teams effective September 2018. There will be an emphasis on utilizing Data Wise to monitor the progress of implementation of the district-wide major action of guided reading and student ELA performance.
2.2 Student Engagement - Advisory Program: Next year, all students will have an advisor and meet in advisory groups several times per week. The school will use advisory time as a vehicle to build stronger connections between students and adults. HPHS will purchase the School Connect Advisory Curriculum and materials and supplies for Mentoring Minds for use during advisory periods.
2.2 Student Engagement - College and Career Coordinator: According to the Needs Assessment, the four-year cohort graduation rate average is 66%. HPHS will hire a new coordinator to lead the school's efforts to build a college-going culture and support all students in developing college and career plans. This individual will coordinate college visits, application writing campaigns, and FAFSA completion workshops. He/She will facilitate a test prep program, in partnership with Kaplan, to better prepare students for test success. He/She will also support school counselors with a specific focus on high school seniors and working to ensure all students graduate from HPHS with a personalized plan to pursue their post-secondary aspirations.
2.2 Student Engagement - Online Learning Platforms: Access to virtual courses will provide instruction to address individualized student learning needs (interventions, accelerations, and credit recovery) as well as minimize operational barriers (such as scheduling, transition times, and use of instructional time). Current and updated technology will be made accessible to all in various capacities.
<b>CULTURE &amp; CLIMATE</b>
3.2 Student Attendance - New Attendance Team: In 2018-19, HPHS will launch a new school-wide Attendance Team. Using planning and progress monitoring protocols and tools this team will be facilitated by the Grade 9 Success Coach. The team will target the implementation of chronic absenteeism strategies, monitor progress to goals, and engage families in attendance efforts.
3.3 Student Behavior - New Behavior Protocols and Routines: In 2018-19, HPHS will roll out a series of new behavior systems, aligned to Restorative Practices to create clearer expectations and more consistent routines for students and staff. This will include a School Wide Restorative Discipline Plan that includes a multi-tiered system of support targeted to address student's academic, behavioral, and social emotional needs. HPHS will seek consulting from Joe Brummer on Restorative Approaches and Practices.
3.4 Interpersonal Interactions - Advisory Program: Next year, all students will have an advisor and meet in advisory groups several times per week. The school will use advisory time as a vehicle to build stronger connections between students and adults. HPHS will pursue the School Connect curriculum and training to support social/emotional skill development during this time. The school will also use advisory time to engage students in interventions for courses where they are experiencing off-track challenges. Students will also use Friday advisory time to engage in a club or activity of their choosing. This will again promote engagement and connections on the campus. Materials and supplies will support Mentoring Minds use during advisory periods.
3.2 Student Attendance - Attendance Case Managers: HPHS will hire two attendance team members to oversee school-wide efforts to bolster attendance. Attendance is arguably one of the most pressing issue at HPHS; however, the school currently lacks staffing to explicitly address attendance. These individuals will support targeted caseloads of students identified as being

chronically absent or experiencing a midyear dips in attendance. The Case Managers will conduct home visits, analyze data, communicate with faculty, organize personalized interventions, and liaise with families. The Case Managers will also facilitate workshops for families on the importance of attendance. These individuals will participate on a new school-wide attendance team (see climate section) and manage the student incentive program in collaboration with the On-Track Coordinator.
<b>OPERATIONS</b>
4.4 Routines and Transitions - Midyear Transfer Process: HPHS welcomes a large proportion of midyear transfers, and the students experience higher rates of disengagement and off-track achievement. HPHS will work with the district central office and feeder schools to create a better process to support midyear transfer students and their families.

<b>School:</b>	HPHS Nursing and Health Sciences Academy	<b>School Allocation:</b>	\$50,000
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<b>TALENT</b>
1.1 Instructional Practice - Instructional Non-Negotiables: The needs assessment revealed highly variable classroom instruction at HPHS. In an effort to raise the quality of instruction across the board, HPHS will collaborative identify three to five research-based high yield instructional strategies in alignment with district initiatives. Professional development goals and actions will be aligned to building teacher capacity to implement the instructional non-negotiables in classrooms. Ongoing instructional monitoring will inform professional development efforts, coaching feedback, and performance management. HPHS will seek the support of the International Center for Leadership Education to provide consulting on rigor and relevance.
1.4 Professional Learning - Teacher Resources and Guides: Updating school wide resources for new and veteran teachers that will coach them with district initiatives around the District Model of Excellence And the 4 core goals. The resources will be used to develop a Professional Development Library in the school's Media Center.
<b>ACADEMICS</b>
2.6 Assessment Systems and Data Culture - Data Wise: The need to adequately and appropriately analyze data to drive instruction will be essential in order to ensure an increase in student achievement as well as select and provide rigorous instruction for all. Grade 9 team will begin as first cohort to implement weekly data teams effective September 2018. There will be an emphasis on utilizing Data Wise to monitor the progress of implementation of the district-wide major action of guided reading and student ELA performance.
2.2 Student Engagement - Advisory Program: Next year, all students will have an advisor and meet in advisory groups several times per week. The school will use advisory time as a vehicle to build stronger connections between students and adults. HPHS will purchase the School Connect Advisory Curriculum and materials and supplies for Mentoring Minds for use during advisory periods.
2.2 Student Engagement - Online Learning Platforms: Access to virtual courses will provide instruction to address individualized student learning needs (interventions, accelerations, and credit recovery) as well as minimize operational barriers (such as scheduling, transition times, and use of instructional time). Current and updated technology will be made accessible to all in various capacities.

2.2 Student Engagement - College and Career Coordinator: According to the Needs Assessment, the four-year cohort graduation rate average is 66%. HPHS will hire a new coordinator to lead the school's efforts to build a college-going culture and support all students in developing college and career plans. This individual will coordinate college visits, application writing campaigns, and FAFSA completion workshops. He/She will facilitate a test prep program, in partnership with Kaplan, to better prepare students for test success. He/She will also support school counselors with a specific focus on high school seniors and working to ensure all students graduate from HPHS with a personalized plan to pursue their post-secondary aspirations.

**CULTURE & CLIMATE**

3.2 Student Attendance - New Attendance Team: In 2018-19, HPHS will launch a new school-wide Attendance Team. Using planning and progress monitoring protocols and tools this team will be facilitated by the Grade 9 Success Coach. The team will target the implementation of chronic absenteeism strategies, monitor progress to goals, and engage families in attendance efforts.

3.3 Student Behavior - New Behavior Protocols and Routines: In 2018-19, HPHS will roll out a series of new behavior systems, aligned to Restorative Practices to create clearer expectations and more consistent routines for students and staff. This will include a School Wide Restorative Discipline Plan that includes a multi-tiered system of support targeted to address student's academic, behavioral, and social emotional needs. HPHS will seek consulting from Joe Brummer on Restorative Approaches and Practices.

3.4 Interpersonal Interactions - Advisory Program: Next year, all students will have an advisor and meet in advisory groups several times per week. The school will use advisory time as a vehicle to build stronger connections between students and adults. HPHS will pursue the School Connect curriculum and training to support social/emotional skill development during this time. The school will also use advisory time to engage students in interventions for courses where they are experiencing off-track challenges. Students will also use Friday advisory time to engage in a club or activity of their choosing. This will again promote engagement and connections on the campus. Materials and supplies will support Mentoring Minds use during advisory periods.

3.2 Student Attendance - Attendance Case Managers: HPHS will hire two attendance team members to oversee school-wide efforts to bolster attendance. Attendance is arguably one of the most pressing issue at HPHS; however, the school currently lacks staffing to explicitly address attendance. These individuals will support targeted caseloads of students identified as being chronically absent or experiencing a midyear dips in attendance. The Case Managers will conduct home visits, analyze data, communicate with faculty, organize personalized interventions, and liaise with families. The Case Managers will also facilitate workshops for families on the importance of attendance. These individuals will participate on a new school-wide attendance team (see climate section) and manage the student incentive program in collaboration with the On-Track Coordinator.

**OPERATIONS**

4.4 Routines and Transitions - Midyear Transfer Process: HPHS welcomes a large proportion of midyear transfers, and the students experience higher rates of disengagement and off-track achievement. HPHS will work with the district central office and feeder schools to create a better process to support midyear transfer students and their families.

<b>School:</b>	Parkville Community School	<b>School Allocation:</b>	\$381,519
<b>TALENT</b>			
<p>1.6 Instructional Leadership - Instructional Leadership Team: During Parkville's analysis of the needs assessment it was revealed that Parkville School would benefit from the development of an Instructional Leadership team. This team will lead the instructional focus of the school. The school will first develop an Instructional Building Based Leadership Team that consists of a variety of stakeholders (administrators, teachers, coaches, social workers and behavior techs). The team will develop a common vision around instructional leadership inclusive of goal setting and strategic actions. Parkville will recruit a team of teacher leaders that will act as grade level leads and mentors to their colleagues. Teachers will apply for the position and will be paid a stipend of \$1,000 per year. The Instructional Leadership team will also meet during the summer to reflect on the data from the previous year and create a yearlong professional learning plan to drive high quality instructional practices. Teacher stipends, resources, and pay for extra time are supported through the School Improvement Grant.</p>			
<p>1.4 Professional Learning - Professional Learning and Coaching for Teachers in both Literacy and Math: Because the needs assessment revealed a need to improve teachers' understanding around standards based curriculum, curriculum implementation, and how to tailor instruction for students in their classroom integrating tiered supports, Parkville Community School will hire an Instructional Consultant for both ELA and Math. In order to develop a clear and consistent understanding of the Common Core Standards in ELA and Mathematics at the classroom level, the Instructional Consultant will provide teachers with ongoing professional support through face-to-face workshops, professional learning communities and instructional coaching. Time will be provided for collaborative planning which will elicit rich discussion about content, resources, and instruction. All teachers will implement Guided Reading and Eureka Math in grades K-5 with fidelity. Professional learning will focus on implementation of tier 1 with an introduction of the workshop model and continued support around Guided Reading Instruction. In addition to providing professional learning, the ELA and Math Resource Teachers will also provide small group instruction as a tier 2 intervention.</p>			
<p>1.4 Professional Learning - Curriculum Collaboration and Teacher Leadership Strategies: As identified in the root cause analysis teacher understanding around standards, curriculum, and instruction is an area for growth. In order to build teacher capacity district instructional coaches will work with teacher leaders to ensure their understanding of the above through a professional learning community and opportunities for collaboration. In turn, the teacher leaders will bring this knowledge and expertise to their grade level partners. Ultimately, improving all teachers' capacity and understanding around teaching and learning.</p>			
<b>ACADEMICS</b>			
<p>2.5 Support for Special Populations - ELA Resource Teacher: One area for growth based on our needs assessment was to improve student performance in reading. Therefore, Parkville Community School will hire an ELA Resource teacher to provide specific reading instruction based on individual student need, as well as strategic interventions. In line with the District Model for Excellence, the ELA Resource Teacher will provide additional Guided Reading lessons to students in need of such support.</p>			
<p>2.5 Support for Special Populations - Math Resource Teacher: One area for growth based on our needs assessment was to improve student performance in Mathematics. Therefore, Parkville Community School will hire a Math Resource teacher to provide specific math instruction based on individual student need, as well as strategic interventions. In line with the District Model for Excellence the Math Resource Teacher will provide additional small group lessons to students in need of such support.</p>			

2.4 Curriculum and Instruction Aligned to Connecticut Core Standards - ELA/Math Instructional Materials and Resources for General Education & Bilingual Education: In conjunction with professional learning, appropriate materials and classroom supports will help to increase student achievement. For Guided Reading instruction, teachers will need professional literature as anchor for their own learning as well as Guided Reading books in both fiction and non-fiction for students to read. All teachers will implement Eureka Math in grades K-5 with fidelity, with the support of the Math Workshop Model texts purchased through the School Improvement Grant with a focus on implementation of tier 1 instruction. Furthermore, the school is in need of CCS-aligned instructional materials, and materials to facilitate data analysis which are required to support small group instruction. Other CCS-aligned materials are necessary for use by students, including classroom libraries and texts that are appropriate in complexity, quality, and range for each classroom; to provide students with multiple and varied opportunities to practice regularly with a complex text and its academic language. Lastly, students are in need of technology resources in order to access a variety of literature in various modalities.

**CULTURE & CLIMATE**

3.3 Student Behavior - Implementation of Positive Behavioral Interventions and Supports (PBIS): Because the needs assessment revealed a need to improve student behavior, the school will provide training to staff on tiered intervention strategies that reduces students disruptive behavior problems through the application of behavioral, social learning, and organizational behavior principles. The school will contract with an external partner who will train staff in implementation of Positive Behavioral Interventions and Supports (PBIS) in order to reduce problem behaviors and increase positive school climate.

3.5 Family and Community Engagement - Development of a Positive School Culture and Climate: Because the needs assessment revealed a need to improve student behavior Parkville Community School will hire a Family Resource Aide that will assist in the development of best practices to build a welcoming environment that engages staff, families, and students. Furthermore, engagement with families is a necessary component to meet the social and emotional needs of our students. The Family Resource Aide will also focus on initiatives to lower the chronic absenteeism rate. Therefore, the Family Resource Aide will act as a liaison between our community and staff to raise awareness around the assets and needs of our students and families.

**OPERATIONS**


LEA: New Britain

LEA Allocation: \$643,823

<b>School:</b>	DiLoreto Elementary & Middle School	<b>School Allocation:</b>	\$58,439
<b>TALENT</b>			
<p>Diloreto's needs assessment reveals a need to improve the quality of common plan time. Students lack personalized instruction necessary to move the needle on closing the achievement gap. Common plan time will ensure quality instruction. Diloreto will contract with external partners for professional development to improve instructional quality, ensure rich and leverage existing assets to address challenges and meaning professional learning that is aligned to student improvement. External partners will provide adult learning scripts (learning scripts to include professional learning about instructional improvement strategies and expected targets) coaching NBU leaders and provide feedback and next steps to reach targets. In addition, collaborative time is given to develop lessons to include interventions that are guided by the Central Office staff.</p>			
<p>Diloreto's needs assessment reveals a need to improve instructional leadership to improve instructional practices, and ensure student growth and achievement. Diloreto will contract with external partners to provide customized coaching to Diloreto's administration.</p>			
<b>ACADEMICS</b>			
<p>Diloreto's needs assessment indicated the need for an intellectually demanding and engaging, standards-based curriculum aligned to the CT Core Standards. Moreover, data points indicate there are significant achievement gaps of Diloreto's high-needs students. External partners will provide embedded PD opportunities to restore and enrich student learning, collaboratively plan restore and enrichment learning, and analyze authentic student work to make informed instructional decisions.</p>			
<p>As District priority, a transformational and comprehensive PreK-12 learning experience is to develop the whole child with a high quality education grounded in Career Pathways. Taken as a whole, Diloreto's data indicates a need to increase student engagement and student academic success. Creating opportunities for middle school students to explore career pathways will lay the foundation for the Career Pathways options at New Britain High School. Diloreto middle school is expanding pathway options to include culinary. To ensure a strong culinary pathway culinary equipment will be purchased as part of the continuum of career pathway learning from the middle school to the high school.</p>			
<p>Diloreto is a feeder school to New Britain High School. 2-017 Next Generation Accountability Report data indicates New Britain students are 24.4% below the State average for On-Track Graduation Rates (NB 63.3% State 87.8%). Diloreto's Needs Assessment indicates the need for an intellectually demanding and engaging, standards-based curriculum aligned to the CT Core Standards. External partners will assist New Britain leadership and teachers in creating standards-based, on grade level assignments and benchmark tests that are aligned to the CT Core Standards that engage students in complex text, pose higher level questioning and are cognitively demanding.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>District data indicates chronic absenteeism is 10.2% above state average. In school suspension have increased and out of school suspension remain over 500 to date as indicated on the Alliance Tracker. External partners will professionally develop and coach administrators and teachers in culturally proficient practice equity leadership training</p>			

<b>OPERATIONS</b>
Diloreto's needs assessment indicates scheduling and staff inefficiencies. Students lack personalized instruction necessary to move the needle on closing the achievement gap. External partners who specialize in addressing scheduling, staffing and resource efficiencies will create schedules to maximize time on task, ensure time for collaborations and staffing to address student needs as well ensure resources are maximized.

<b>School:</b>	Northend Elementary School	<b>School Allocation:</b>	\$61,955
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<b>TALENT</b>
Northends's needs assessment reveals a need to improve the quality of common plan time. Students lack personalized instruction necessary to move the needle on closing the achievement gap. Common plan time will ensure quality instruction. Northend's will contract with external partners who will provide professional development to improve instructional quality, leverage existing assets to address challenges and focuses on student learning growth. In addition, collaborative time will be given to develop lessons to include interventions that are guided by the Central Office staff.
Northend's needs assessment reveals a need to improve instructional leadership to improve instructional practices, and ensure student growth and achievement. Northend will contract with external partners to provide customized coaching to Northend's administration.

<b>ACADEMICS</b>
Northend's needs assessment indicated the need for an intellectually demanding and engaging, standards-based curriculum aligned to the CT Core Standards. Moreover, data points indicate there are significant achievement gags of Northend's high-needs students. External partners will provide embedded PD opportunities to restore and enrich student learning, collaboratively plan restore and enrichment learning, and analyze authentic student work to make informed instructional decisions.
Northend is a feeder school to New Britain High School. 2-017 Next Generation Accountability Report data indicates New Britain students are 24.4% below the State average for On-Track Graduation Rates (NB 63.3% State 87.8%). Insert School's Needs Assessment indicates the need for an intellectually demanding and engaging, standards-based curriculum aligned to the CT Core Standards. External partners will assist New Britain leadership and teachers in creating standards-based, on grade level assignments and benchmark tests that are aligned to the CT Core Standards that engage students in complex text, pose higher level questioning and are cognitively demanding.
Northend's needs assessment reveals a need to improve the quality of personalized academic instruction in the areas of reading and math. Students lack personalized instruction necessary to move the needle on closing the achievement gap and classrooms have a wide range of varying skills and abilities with a needs to be met . Northend's will utilize academic reading and math tutors for students in tiers 2 and 3 to insure they obtain small group differentiated, engaging instruction focused core instruction focused on the CCSS. Tutors will build upon foundational and background knowledge of students specific to their needs.
<b>CULTURE &amp; CLIMATE</b>

District data indicates chronic absenteeism is 10.2% above state average. In school suspension have increased and out of school suspension remain over 500 to date as indicated on the Alliance Tracker. External partners will professionally develop and coach administrators and teachers in culturally proficient practice equity leadership training
<b>OPERATIONS</b>
Northend's needs assessment indicates scheduling and staff inefficiencies. Students lack personalized instruction necessary to move the needle on closing the achievement gap. External partners who specialize in addressing scheduling, staffing and resource efficiencies will create schedules to maximize time on task, ensure time for collaborations and staffing to address student needs as well ensure resources are maximized.

<b>School:</b>	Pulaski Middle School	<b>School Allocation:</b>	\$200,002
<b>TALENT</b>			
Pulaski's needs assessment reveals a need to improve the quality of common plan time. Students lack personalized instruction necessary to move the needle on closing the achievement gap. Common plan time will ensure quality instruction. Pulaski will contract with external partners for professional development to improve instructional quality, ensure rich learning tasks and leverage existing assets to address challenges. In addition, create meaningful professional learning that is aligned to student improvement. External partners will provide adult learning scripts (learning scripts to include professional learning about instructional improvement strategies and expected targets) coaching NBU leaders and provide feedback and next steps to reach targets. In addition, collaborative time is given to develop lessons to include interventions that are guided by the Central Office staff.			
Pulaski's needs assessment reveals a need to improve instructional leadership to improve instructional practices, and ensure student growth and achievement. Pulaski will contract with external partners to provide customized coaching to Pulaski's administration.			
<b>ACADEMICS</b>			
Pulaski's needs assessment indicated the need for an intellectually demanding and engaging, standards-based curriculum aligned to the CT Core Standards. Moreover, data points indicate there are significant achievement gags of Pulaski's high-needs students. External partners will provide embedded PD opportunities to restore and enrich student learning, collaboratively plan restore and enrichment learning, and analyze authentic student work to make informed instructional decisions.			
As District priority, a transformational and comprehensive PreK-12 learning experience is to develop the whole child with a high quality education grounded in Career Pathways. Taken as a whole, Pulaski's data indicates a need to increase student engagement and student academic success. Creating opportunities for middle school students to explore career pathways will lay the foundation for the Career Pathways options at New Britain High School. In order to open up the choices for career pathways options, Pulaski middle school is expanding pathway options to include culinary. To ensure a strong culinary pathway culinary equipment will be purchased as part of the continuum of career pathway learning from the middle school to the high school.			
Pulaski is a feeder school to New Britain High School. 2018 Next Generation Accountability Report data indicates New Britain students are 24.4% below the State average for On-Track Graduation Rates			

(NB 63.3% State 87.8%). Pulaski's Needs Assessment indicates the need for an intellectually demanding and engaging, standards-based curriculum aligned to the CT Core Standards. External partners will provide New Britain leadership and teachers' professional learning on standards-based learning tasks, on grade level assignments and benchmark tests that are aligned to the CT Core Standards. This PD will include, but not limited, how to engage students in complex text, pose higher level questions, and development of cognitively demanding learning tasks.
<b>CULTURE &amp; CLIMATE</b>
District data indicates chronic absenteeism is 10.2% above state average. In school suspension have increased and out of school suspension remain over 500 to date as indicated on the Alliance Tracker. External partners will professionally develop and coach administrators and teachers in culturally proficient practice equity leadership training.
<b>OPERATIONS</b>
Pulaski's needs assessment indicates scheduling and staff inefficiencies. External partners who specialize in addressing scheduling, staffing and resource efficiencies will create schedules to maximize time on task, ensure time for collaborations and staffing to address student needs as well ensure resources are maximized.

<b>School:</b>	Slade Middle School	<b>School Allocation:</b>	\$200,002
<b>TALENT</b>			
Slade's needs assessment reveals a need to improve the quality of common plan time. Students lack personalized instruction necessary to move the needle on closing the achievement gap. Common plan time will ensure quality instruction. Pulaski will contract with external partners for professional development to improve instructional quality, ensure rich and leverage existing assets to address challenges and meaning professional learning that is aligned to student improvement.			
Slade's needs assessment reveals a need to improve instructional leadership to improve instructional practices, and ensure student growth and achievement. Slade will contract with external partners to provide customized coaching to Slade administration.			
<b>ACADEMICS</b>			
As District priority, a transformational and comprehensive PreK-12 learning experience is to develop the whole child with a high quality education grounded in Career Pathways. Taken as a whole, Slade's data indicates a need to increase student engagement and student academic success. Creating opportunities for middle school students to explore career pathways will lay the foundation for the Career Pathways options at New Britain High School. In order to open up the choices for career pathways options, culinary equipment will be needed to ensure the continuum of career pathway learning from the middle school to the high school.			
Slade's needs assessment indicated the need for an intellectually demanding and engaging, standards-based curriculum aligned to the CT Core Standards. Moreover, data points indicate there are significant achievement gags of Slade's high-needs students. External partners will provide embedded PD opportunities to restore and enrich student learning, collaboratively plan restore and enrichment learning, and analyze authentic student work to make informed instructional decisions.			

Slade is a feeder school to New Britain High School. 2-017 Next Generation Accountability Report data indicates New Britain students are 24.4% below the State average for On-Track Graduation Rates (NB 63.3% State 87.8%). Insert School's Needs Assessment indicates the need for an intellectually demanding and engaging, standards-based curriculum aligned to the CT Core Standards. External partners will assist New Britain leadership and teachers in creating standards-based, on grade level assignments and benchmark tests that are aligned to the CT Core Standards that engage students in complex text, pose higher level questioning and are cognitively demanding.
<b>CULTURE &amp; CLIMATE</b>
District data indicates chronic absenteeism is 10.2% above state average. In school suspension have increased and out of school suspension remain over 500 to date as indicated on the Alliance Tracker. External partners will professionally develop and coach administrators and teachers in culturally proficient practice equity leadership training
<b>OPERATIONS</b>
Slade's needs assessment indicates scheduling and staff inefficiencies. Students lack personalized instruction necessary to move the needle on closing the achievement gap. External partners who specialize in addressing scheduling, staffing and resource efficiencies will create schedules to maximize time on task, ensure time for collaborations and staffing to address student needs as well ensure resources are maximized.

<b>School:</b>	Smalley Elementary School	<b>School Allocation:</b>	\$63,471
<b>TALENT</b>			
Smalley's needs assessment reveals a need to improve the quality of common plan time. Students lack personalized instruction necessary to move the needle on closing the achievement gap. Common plan time will ensure quality instruction. Smalley will contract with external partners who will provide professional development to improve instructional quality, leverage existing assets to address challenges and focuses on student learning growth. In addition, collaborative time will be given to develop lessons to include interventions that are guided by the Central Office staff.			
Smalley's needs assessment reveals a need to improve instructional leadership to improve instructional practices, and ensure student growth and achievement. Smalley will contract with external partners to provide customized coaching to Smalley's administration.			
<b>ACADEMICS</b>			
Smalley's needs assessment indicated the need for an intellectually demanding and engaging, standards-based curriculum aligned to the CT Core Standards. Moreover, data points indicate there are significant achievement gags of Smalley's high-needs students. External partners will provide embedded PD opportunities to restore and enrich student learning, collaboratively plan restore and enrichment learning, and analyze authentic student work to make informed instructional decisions.			
Smalley is a feeder school to New Britain High School. 2-017 Next Generation Accountability Report data indicates New Britain students are 24.4% below the State average for On-Track Graduation Rates (NB 63.3% State 87.8%). Insert School's Needs Assessment indicates the need for an intellectually demanding and engaging, standards-based curriculum aligned to the CT Core Standards. External			

partners will assist New Britain leadership and teachers in creating standards-based, on grade level assignments and benchmark tests that are aligned to the CT Core Standards that engage students in complex text, pose higher level questioning and are cognitively demanding.
Smalley's needs assessment indicated the need for an intellectually demanding and engaging, standards-based curriculum aligned to the CT Core Standards. Moreover, data points indicate there are significant achievement gaps of Smalley's high-needs students. XL Math will address the math needs of all students with an emphasis on math intervention with high needs students.
<b>CULTURE &amp; CLIMATE</b>
District data indicates chronic absenteeism is 10.2% above state average. In school suspension have increased and out of school suspension remain over 500 to date as indicated on the Alliance Tracker. External partners will professionally develop and coach administrators and teachers in culturally proficient practice equity leadership training
<b>OPERATIONS</b>
Smalley's needs assessment indicates scheduling and staff inefficiencies. Students lack personalized instruction necessary to move the needle on closing the achievement gap. External partners who specialize in addressing scheduling, staffing and resource efficiencies will create schedules to maximize time on task, ensure time for collaborations and staffing to address student needs as well ensure resources are maximized.

<b>School:</b>	Smith Elementary School	<b>School Allocation:</b>	\$59,954
<b>TALENT</b>			
Smith's needs assessment reveals a need to improve the quality of common plan time. Students lack personalized instruction necessary to move the needle on closing the achievement gap. Common plan time will ensure quality instruction. Will contract with external partners who will provide professional development to improve instructional quality, leverage existing assets to address challenges and focuses on student learning growth. In addition, collaborative time will be given to develop lessons to include interventions that are guided by the Central Office staff.			
Smith's needs assessment reveals a need to improve instructional leadership to improve instructional practices, and ensure student growth and achievement. Smith will contract with external partners to provide customized coaching to Smith's administration.			
<b>ACADEMICS</b>			
Smith's needs assessment indicated the need for an intellectually demanding and engaging, standards-based curriculum aligned to the CT Core Standards. Moreover, data points indicate there are significant achievement gags of Smalley's high-needs students. External partners will provide embedded PD opportunities to restore and enrich student learning, collaboratively plan restore and enrichment learning, and analyze authentic student work to make informed instructional decisions.			
Smith is a feeder school to New Britain High School. 2-017 Next Generation Accountability Report data indicates New Britain students are 24.4% below the State average for On-Track Graduation Rates (NB 63.3% State 87.8%). Insert School's Needs Assessment indicates the need for an intellectually demanding and engaging, standards-based curriculum aligned to the CT Core Standards. External			

<p>partners will assist New Britain leadership and teachers in creating standards-based, on grade level assignments and benchmark tests that are aligned to the CT Core Standards that engage students in complex text, pose higher level questioning and are cognitively demanding.</p>
<p>STMath professional development addresses five aspects of school capacity: teachers' knowledge, skills, and dispositions; professional community; program coherence; technical resources; and principal leadership. Although there was initial professional development with the ST Math program, there was not a follow up professional development for the staff in terms of answering questions, problem solving concerns or delving deeper into the programs progress monitoring options, deciphering and analyzing the reports.</p>
<p><b>CULTURE &amp; CLIMATE</b></p>
<p>District data indicates chronic absenteeism is 10.2% above state average. In school suspension have increased and out of school suspension remain over 500 to date as indicated on the Alliance Tracker. External partners will professionally develop and coach administrators and teachers in culturally proficient practice equity leadership training</p>
<p><b>OPERATIONS</b></p>
<p>Smith's needs assessment indicates scheduling and staff inefficiencies. Students lack personalized instruction necessary to move the needle on closing the achievement gap. External partners who specialize in addressing scheduling, staffing and resource efficiencies will create schedules to maximize time on task, ensure time for collaborations and staffing to address student needs as well ensure resources are maximized.</p>
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LEA: New Haven

LEA Allocation: \$1,287,646

<b>School:</b>	Brennan Rogers School	<b>School Allocation:</b>	\$186,850
<b>TALENT</b>			
<b>ACADEMICS</b>			
<p>2.1 Academic Rigor - Math - The needs assessment revealed a need to improve student performance in math and overall student achievement with root causes in teachers needing to know how use data to address specific needs, scaffold instruction with a gradual release of responsibility, and work with struggling students in math. To address this, we will give teachers PD on how do progress monitoring and match instruction to student needs, scaffold instruction, and work with struggling students, as well as PD for the leadership team to build capacity to drive this work. This will require part-time hours for classroom teachers to attend professional development trainings before or after school, and funding for professional development providers.</p>			
<p>Academic Rigor-Literacy - and 2.4 Curriculum Implementation: The needs assessment revealed a need to improve student performance in literacy. The primary root cause is lack of professional learning and development in literacy instruction and the expeditionary learning approach. Brennan-Rogers will contract with external partners who will train teachers in how to effectively implement instructional and classroom practices that have been proven to be effective in closing the reading achievement gap. Teachers will be trained in strategies such as direct, explicit phonics, vocabulary and fluency instruction, as well as explicit instruction in reading comprehension strategies. We will also purchase leveled libraries and instructional resources, shelving units, and materials so that teachers can more appropriately match materials to students' level, interests, and needs in Grades K-8.</p>			
<p>2.2 Increase Student Engagement: Because the needs assessment revealed a need to improve student engagement, Brennan Rogers will develop a comprehensive school plan around increasing and providing more daily opportunities for students to read on-level text. There is a need for teachers to have students be more immersed in culturally relevant materials during Reading Workshop, hold individual conferences with students and practice strategies taught explicitly during whole group sessions. According to TCRWP, the volume of reading and access to "just right" texts for students are linked to reading achievement. Through the purchase of classroom libraries with leveled books of high interest/quality/diversity, teachers will be able to plan lessons that are student centered and increase student engagement.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<b>OPERATIONS</b>			

<b>School:</b>	Celentano BioTech, Health and Medical Magnet School	<b>School Allocation:</b>	\$186,847
<b>TALENT</b>			
<b>ACADEMICS</b>			
<p>2.1 Academic Rigor - Literacy Instruction: The needs assessment indicated a need to focus on building foundational skills and increasing the opportunities for higher order thinking and academic rigor. The school will contract a provider, Columbia Teacher's College, to train teachers on how to effectively implement instructional and classroom practices that have been proven to be effective in closing the reading achievement gap. Teachers will be trained in strategies for whole group, small group, one-to-one and differentiated reading instruction. We will also purchase reading units of study to enhance Readers Workshop. In addition, additional technology will be required in each classroom to engage students in tailored lessons and activities based on their diverse needs. The technology will allow students to engage in the individualized programs that will increase their ELA score on the SBA significantly.</p>			
<p>2.1 Academic Rigor- Math Instruction: The needs assessment revealed that academic rigor fluctuates among classrooms and instructional time is not always maximized. In order for teachers to improve upon pacing and the methodical use of class time, we are contracting Houghton Mifflin Harcourt to provide teachers with training to analyze data achieved through the use of the Math Inventory. Through this inventory, teachers are able to access the immediate data, scientifically designed reports, and professional learning resources they need to plan instruction, measure student growth, and set a trajectory to proficiency, algebra and higher math. The technology will allow students to engage in the individualized programs that will increase their Math score on the SBA significantly.</p>			
<p>2.5 Support or Special Populations: The needs assessment revealed that academic rigor is not consistent among classrooms and special populations. There is a 27.1% achievement gap in ELA between EL students and non-EL students. Teachers lack the knowledge base to plan lessons for EL/Students with a disability. The school has implemented several computer programs to address the individual needs of the EL and SPED students. The school has implemented the Imagine Learning Program. Teachers will use the Imagine reports and data to plan and differentiate instruction. The need to individualize instruction for our special population will require purchasing additional computers to ensure all students have the opportunity to access the programs daily. In addition, additional tutors will be hired to deliver Tier 3 Intervention in literacy and math. One to one tutoring and small group instruction in addition to core instruction is an effective way to meet the needs of our fragile learners. Teachers will be provided with training and coaching on how to design lessons for explicit language development focusing on vocabulary development and comprehension based on PD training and Webinars.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<b>OPERATIONS</b>			

<b>School:</b>	Fair Haven School	<b>School Allocation:</b>	\$200,000
<b>TALENT</b>			
<b>ACADEMICS</b>			
<p>2.3 Differentiation and Checking for Understanding - Teachers have an initial understanding of SIOP instruction but lack a capacity and resources to implement it fully. In order to address this, the school will provide PD and coaching on sheltered instruction (SI) to improve teaching strategies and effective classroom practice. We will support curriculum enhancement and revision for dual language thematic units of study by integrating key SI elements. In addition, we will do a deep dive as a staff by intentional and focused professional learning communities on sheltered instruction, literacy and math workshop model, and data driven instruction. Partner with nationally recognized Quality Teaching for English Learners (QTEL) to provide a comprehensive review of English Learner programs which provide specific, data-driven recommendations and suggestions for program advancement. This will require purchasing classroom libraries for grades K-8 that consist of leveled books in multiple languages that will support students' independent reading.</p>			
<p>2.5 Support for Special Populations -The needs assessment revealed a need to improve student performance in reading and math, especially for our high needs students. The school will utilize Imagine Learning Literacy and Math Suite to provide intensive systematic instruction through research-based support and interventions. The school will contract with experts to provide professional development to support full implementation of Imagine Learning, utilizing reports and data to plan and differentiate instruction. Additionally, we will expand our offering of Read 180 literacy program as a systematic approach to remediating our middle school learners. I have added two addition teachers to target 6th grade students as well as expand the offering for more 7/8th grade students.</p>			
<p>2.6 Assessment Systems and Data Culture - Based on observations/walk-throughs, there is limited use of differentiation and formative assessments (formal and informal) and data-driven decision making to increase student achievement. To address this, the school will purchase research based intervention kits in L1 and L2. (insert name of intervention kits) Teachers will learn how to use data to provide intensive, systematic instruction to ELs and all students below benchmark.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<b>OPERATIONS</b>			

<b>School:</b>	Lincoln-Bassett School	<b>School Allocation:</b>	\$200,000
<b>TALENT</b>			
<p>1.4 Professional Development: Teacher implementation of professional learning is inconsistent. In order to address this, the leadership team will receive professional training on how to utilize feedback, leverage, and create sustainability so that initiatives have greater impact. We will develop a formal process for tracking implementation of professional learning. By closely monitoring the effective implementation of professional development, both PLC based and traditional, administration and teacher-leaders will be able to use data to determine the impact on student achievement. When teachers and leaders share the implementation of shared goals the relationship between leadership and staff is further strengthened and therefor positively effects student achievement. We will purchase professional learning books for use in PLCs to promote teacher-led discussions of the learning for greater ownership and impact.</p>			
<b>ACADEMICS</b>			
<p>2.1 Academic Rigor - As evidenced by our state audit results, walkthroughs, and leadership team observations, most lessons are teacher-led with limited opportunities for students to engage in complex thinking. Overall percentage of students scoring at or above grade level as measured by the SBA decreased 3.75% ELA (23.25% SY16-17 &amp; 19.5% SY17-18) &amp; 22.25% Math (29.75% SY16-17 &amp; 7.5% SY17-18). The percent of target achieved on SBA decreased 4.9% in ELA and 29.8% in math. Teachers have yet to receive professional development focused on implementing long term, student-centered lessons that align curriculum &amp; instructional strategies and promote academic rigor and risk taking. Project-based learning integrates higher-order thinking, curriculum content, accountable discussions, and differentiation. Buck Institute will provide professional training to teachers on how to implement project-based learning and purchase tool/materials/furniture to create a project based learning lab. ( Maker Space )</p>			
<p>2.3 Differentiation and Checking for Understanding - In most observed lessons, student participation is more passive than active. There is limited teacher use of data for appropriate individualized instruction and differentiation. Overall percentage of students scoring at or above grade level as measured by the SBA decreased 3.75% ELA (23.25% SY16-17 &amp; 19.5% SY17-18) &amp; 22.25% Math (29.75% SY16-17 &amp; 7.5% SY17-18). The percent of target achieved on SBA decreased 4.9% in ELA and 29.8% in math. Root causes include a lack of a diagnostic tool to identify specific student needs and teachers have not had training on how to use technology for differentiation nor on how to differentiate for higher achieving/lower achieving students/special education students. We will purchase supplies and materials for differentiated libraries and tools to address diverse learning styles/needs. Special education and K-2 staff will also receive "The Institute for Multi-Sensory Education's" proprietary professional development. They provide direct, systematic and sequential instruction that empowers educators to teach the foundation of the English language. Sensory materials to such as seating and tactile tools will also be purchased.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<b>OPERATIONS</b>			

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<b>School:</b>	Strong 21 <sup>st</sup> Century Communications Magnet and SCSU Lab School	<b>School Allocation:</b>	\$200,000
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<b>TALENT</b>
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<b>ACADEMICS</b>
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2.3 Differentiation and Checking for Understanding: The needs assessment revealed a need to improve overall student achievement with root causes in teachers needing to know how to use data to plan for differentiation, how to scaffold instruction for students with diverse needs, and how to match instruction to those needs. We will provide teachers PD on how to provide more differentiation in math instruction, work with struggling students, do progress monitoring and match instruction to student needs. This will require part-time hours for eligible, approved classroom teachers to attend professional development trainings, funding for professional development providers, and the necessary manipulatives, materials, and interventions such as Dreambox Learning to enhance differentiation of math instruction.

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

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

which allows students to express their worries and receive acknowledgement and support, parent engagement sessions, and professional development and support for teachers and administrators.
<b>OPERATIONS</b>

<b>School:</b>	West Rock Authors Academy	<b>School Allocation:</b>	\$200,000
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<b>TALENT</b>

<b>ACADEMICS</b>
2.3 Differentiation and Checks for Understanding: The needs assessment revealed a need to improve student performance in mathematics. The primary root cause is lack of professional learning and development in math workshop, differentiation, and checking for understanding. The school will contract with an external partner who will assist in the development of a math workshop and teacher training with targeted and individualized instruction that meets the diverse learning needs of all students through the use of visual representations, scaffolding, and self-reflection.

<b>CULTURE &amp; CLIMATE</b>
3.2 Student Attendance: The needs assessment reveals a need to decrease chronic absenteeism. We believe root causes include the need to strengthen the relationships between staff and parents, increase the parents' awareness about the importance of daily attendance and the need to develop parent leadership capacity to organize and facilitate an efficiently functioning Parent Team. We will also provide opportunities for parents to educate parents on chronic absenteeism, provide resources, and develop strategies and plans to combat absenteeism.
3.6 Community Partners and Wraparound Strategy (SEL Supports): The needs assessment revealed a core group of students requiring Tier 3 Behavioral Interventions to better meet their social emotional needs. We believe root causes include lack of access to outside support services and resources to help teachers build the knowledge needed to explicitly teach social emotional skills and strategies to students. The school will contract with Clifford Beers Clinic to provide therapeutic supports to students requiring more intensive interventions as well as provide more in-depth coaching to teachers to better meet the diverse needs of students affected by trauma and build their capacity to do this work. Clifford Beers Clinic staff and our teachers will explicitly teach social emotional skills and strategies to students.

<b>OPERATIONS</b>

<b>School:</b>	Wexler/Grant Community School	<b>School Allocation:</b>	\$113,949
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**TALENT**

1.1 Instructional Practice: The needs assessment revealed a need to improve instructional practice and teacher effectiveness, as well as academic rigor and student achievement in mathematics. The primary root cause is a lack of professional learning and development in math workshop, differentiation, interventions, and checking for understanding. The school contracted with an external partner which assisted with (1) development of a math workshop, (2) teacher training on how to progress monitor and differentiate to match lessons to each student's level, (3) and support and building capacity of teachers to dedicate time each day to teaching math, and integrate math instruction throughout the school day. We will continue our implementation of providing explicit and systematic intervention instruction to ensure that struggling students will receive explicit instruction to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade-level content. We will purchase Chrome Books and HP computers so students can access these interventions through math intervention/HMH digital resources.

**ACADEMICS**

2.1 Academic Rigor: The needs assessment revealed a need to improve academic rigor and student performance in Literacy. To address this, we will continue our work with Literacy How, Inc. to assist with the development and implementation of a school-wide literacy model, as well as establishment of a partnership model in which highly-qualified consultants to work closely with Wexler-Grant leaders, instructional coaches, and teacher teams to build internal capacity to support a scaled implementation. Through this approach, Wexler-Grant will establish a manageable model to increase fidelity and ensure long term success. Embedded PD, mentoring and coaching on literacy interventions will be provided to K-8th grade classroom teachers, coaches and ancillary personnel serving students' literacy acquisition (i.e., reading specialists, special educators, etc.). We will continue giving teachers PD on how to provide more rigor in Literacy instruction, provide explicit instruction in reading comprehension and other key strategies, and work with struggling students. This will require training for classroom teachers as well as funding for professional development providers. In addition the school will purchase necessary manipulatives and materials to enhance ELA instruction.

**CULTURE & CLIMATE**

**OPERATIONS**

4.2 Use of Instructional Time/Common Planning Time: The needs assessment revealed that teachers are not maximizing instructional time. In addition, the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SBA for mathematics and literacy. Because teachers do not have adequate time to commonly monitor and plan interventions, the leadership team will work to reorganizing the school's master schedule with a focus on providing more time for common teacher planning personalized intervention support for students.

LEA: New London  
 LEA Allocation: \$91,975

<b>School:</b>	C.B. Jennings Dual Language & International Elementary Magnet	<b>School Allocation:</b>	\$91,975
<b>TALENT</b>			
<p>Forty-five percent of Jennings's students are English Learners and have unique learning needs. They must receive excellent Tier 1 instruction as well as aligned Tier 2 and 3 interventions as needed, Jennings will hire a fourth ESOL teacher who will support general education instruction and new arrival students identified as (ELs). This professional will provide focused, small-group interventions for students who are at risk for reading, conduct formative assessments for students identified for intervention, and provide instruction in vocabulary acquisition strategies - particularly in the area of academic vocabulary acquisition. This is a position to be funded using SIG ESSA funds for one year, after which it will be budgeted for using NLPS general funds. This additional certified position is needed because 45% of Jennings' student population are identified as ELs. Of these students, 34% of them met or exceeded standards as measured by the 2017-2018 ELA Smarter Balanced Assessment. (Note: Jennings school houses the greatest concentration of ELs in the district.)</p>			
<b>ACADEMICS</b>			
<p>To ensure that English Learners (ELs) receive effective Tier 1 math instruction, as well as Tiers 2 or 3 Math interventions when needed, Jennings will hire a fourth ESOL teacher who will support general education instruction and new arrival students identified as (ELs). This professional will provide focused, small-group interventions for students who are at risk in math and provide direct instruction in vocabulary acquisition strategies - particularly in the area of academic vocabulary acquisition. Additionally, this teacher will integrate oral and written English language into math instruction. This is a position to be funded using SIG ESSA funds for one year, after which it will be budgeted for using NLPS general funds. This additional certified position is needed because 45% of Jennings' student population are identified as ELs. Of these students, 6% of them met or exceeded standards as measured by the 2017-2018 ELA Smarter Balanced Assessment. (Note: Jennings school houses the greatest concentration of ELs in the district.)</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>Focus on Attendance through the use of Positive Behavior Intervention Supports (PBIS): The school staff will identify students' absenteeism patterns to properly address the issues of chronic absenteeism, per child. Using the PBIS approach, staff will work closely with families and teachers to educate all on the significance of good attendance habits and to collaboratively implement strategies that "catch students" and support their individualized needs before they become chronically absent and reward students when they are successful (improving their sense of belonging). C.B. Jennings School recognizes that parents/caregivers need to feel welcome and know that students learn best when all caregivers work in partnership, at home and at school, to support students. C.B. Jennings's team will communicate regularly through phone calls home, early notifications, incentives and</p>			

rewards, and other strategies that are identified as best practice through collaboration with Attendance Works and the District's Attendance Committee.

**OPERATIONS**

LEA: North Branford

LEA Allocation: \$401,934

<b>School:</b>	North Branford Intermediate School	<b>School Allocation:</b>	\$401,934
<b>TALENT</b>			
Provide professional Learning for educators on understanding the instruction framework, increasing self-awareness and effectiveness, quality instructional practice and student outcomes, approaches to peer observation and evidence collection.			
Provide professional learning and materials for leaders on instruction and assessment; using the teacher evaluation processes: approaches to observation and evidence collection, analysis of educator effectiveness, and providing effective feedback and calibration of practice; and leveraging professional learning systems.			
<b>ACADEMICS</b>			
Coaching services/professional learning for educators on the art of teaching, student learning theory, literacy/mathematics strategies and interventions, complex core academic content including conceptual understandings, differentiation, cognitive engagement, data analysis and pedagogy. Also includes training for new instructional coaches and expanding K-5 Instructional Coach roles to encompass NBIS responsibilities.			
Implement extended learning opportunities for struggling students-Identify/recruit students that would benefit from extended learning through benchmarking and SB data and teacher input. Based on enrollment and needs, plan after-school extended learning opportunities (staffing- may include additional Reading Specialist services, scheduling and resources-Fountas and Pinnell and Illustrative Mathematics), goals, continual progress monitoring and fluidity of enrollment.			
<b>CULTURE &amp; CLIMATE</b>			
Provide professional Learning for teachers on Danielson's Framework Domain 4 and CSDE Frameworks for Family Engagement impact of family/school partnerships, communication tools such as Google Classroom and PowerSchool, and appropriate meaningful engagement of families in their student's education. Develop and implement family engagement plan for improvement of partnerships with families and to evaluate plan/program.			
<b>OPERATIONS</b>			
Provide additional, meaningful common planning time for PLCs ( vertical, horizontal, grade-level, content area) to participate in continuous cycles of improvement including training, leadership, schedule, plan, protocols, accountability			

LEA: Norwich

LEA Allocation: \$200,000

<b>School:</b>	Veterans' Memorial School	<b>School Allocation:</b>	\$200,000
<b>TALENT</b>			
<b>ACADEMICS</b>			
<p>Supports for Special Populations: Because the needs assessment revealed a need to support students in becoming more actively involved in lessons, as well as to support our high-needs population throughout the content areas. In an effort to meet students' academic needs in all core subject areas, Veterans School will continue to employ a total of 11 part time ELA and Math Interventionists (paid through SIG, Priority, and Title I). These Interventionists will provide small group support during SRBI Interventions as well as during Tier I instruction with an additional focus on high-needs students who have been identified by their teachers as needing additional instructional support.</p>			
<p>Student Engagement-Because the needs assessment revealed a need to provide additional opportunities for students to engage in lessons involving hands-on exploration and discourse, and student choice, Veterans School will continue to offer STEAM Instruction and a personalized learning program. The SIG will provide 0.4 funding of Library Media/Technology Specialist (the General Fund supplies 0.6) to provide STEAM instruction to each student 1x per week and to support teachers with in-class use of technology. In addition, 1-2 teachers will take on role of Personalized Learning Lead Teacher for the building. Their responsibilities will include supporting organization of Personalized Learning Opportunities (PLOs) and integration of student choice within core content, and development of an online Personalized Learning Portfolio. As part of grade level expectations students in Grades 3-5 will these portfolios - a collection of student work which provides a narrative of learning, growth, and achievement over time. These portfolios can be kept and updated throughout students' tenure at Veterans Memorial Elementary School and will help students and staff track progress toward standards and empower students with a sense of ownership and pride in their individual work.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>Student Behavior-Because the needs assessment revealed a need to support students who demonstrate behavioral difficulties, Veterans School will continue to employ a School Improvement Facilitator (SIF). The role of the SIF will be to support students in both Tier I and Tier II settings with check in-check out, and in an "as needed" capacity to re-engage students rather than remove them from the classroom. The SIF will support skills learned during Tier I instruction, and reteach as needed in a one on one or small group capacity. Additionally, the SIF will support the development of behavior plans and point sheets and will supervise scheduled breaks as indicated in behavior plans. The SIF will conference regularly with teachers and ensure behavior plans are communicated with the student, the teacher, and the parent. In addition, Veterans School will continue to implement and improve our Positive Behavioral Interventions and Supports (PBIS) Program. The program includes incentives such as PBIS rallies, Veterans VIP's, School Store, etc., to promote positive behaviors and ensure consistent approaches to managing inappropriate behaviors. Ultimately, the goal of this position is to increase student attendance by improving school climate. The SIF will play a major role</p>			

in the implementation of the success mentor program, also aimed at improved school day attendance.
<b>OPERATIONS</b>

LEA: Stamford Academy  
 LEA Allocation: \$216,400

<b>School:</b>	Stamford Academy	<b>School Allocation:</b>	\$216,400
<b>TALENT</b>			
Leadership Development regarding addressing chronic absenteeism, student suspensions: Based on the needs assessment revealing misalignment between human resources and strategic impact, the school leadership team will undergo a strategic planning process led by an external consultant to examine and develop a plan to address chronic absenteeism, improved SAT performance, and reduce student suspensions.			
Leadership development regarding academic performance: Based on the needs assessment revealing misalignment between human resources and strategic impact, the school leadership team will undergo a strategic planning process led by an external consultant to examine and develop a plan to address chronic absenteeism, improved SAT performance, and reduce student suspensions.			
<b>ACADEMICS</b>			
SAT Performance: Because the needs assessment indicated SAT performance is below the state average in June 2017 at 384 in ELA and 370 in Math, the school will hire a full-time SAT teacher and a Math interventionist and subscribe to a SAT prep program which provides practice tests, teacher training, and data analyses for interventions.			
<b>CULTURE &amp; CLIMATE</b>			
<b>OPERATIONS</b>			

LEA: Trailblazers Academy  
 LEA Allocation: \$257,550

<b>School:</b>	Trailblazers Academy	<b>School Allocation:</b>	\$257,550
<b>TALENT</b>			
Increase ESL and math capacity in staff through differentiation, curricular and professional development. Teachers will receive 15 days of coaching from an external partner to assist in development of curriculum units and resources.			
<b>ACADEMICS</b>			
Increase ESL and math performance on SBAC: Because the needs assessment revealed that students', especially EL students, performance on the Math SBA and STAR assessment is below grade level, teachers will be trained on implementing Odyssey Math Intervention. The Math interventionist will coordinate small group and 1:1 interventions. The ESL teacher and paraprofessional will provide classroom supports for students.			
Increase instructional and leadership capacity. The school leadership will receive professional development and coaching to improve leadership capacity for school improvement.			
Increase curriculum infrastructure and databases. The school will contract with ReDesign to design engaging curriculum that integrates literacy across all content areas and that aligns to CT core standards. The school will purchase curriculum from Imagine Learning ESL to support EL students and Math Online Learning Platform to support mathematics curriculum.			
<b>CULTURE &amp; CLIMATE</b>			
<b>OPERATIONS</b>			

LEA: Waterbury

LEA Allocation: \$1,287,646

<b>School:</b>	Bucks Hill School	<b>School Allocation:</b>	\$53,821
<b>TALENT</b>			
<p>Instructional Practice: Because the needs assessment revealed a need to improve instructional quality &amp; teacher effectiveness, the district will provide a comprehensive reading curriculum with weekly strategic content instructional coaching, modeling &amp; feedback by content coaches &amp; facilitators to monitor quality &amp; rigor of instruction, on target pacing &amp; effectiveness of classroom systems. The school will build in time for Beginning or struggling teachers to observe master teachers to develop their capacity for effective management of small group tiered instruction &amp; classroom systems. Administrators will conduct monthly calibration for all research based instructional and assessment programs to monitor the effectiveness of implementation and adjust school improvement plans as needed.</p>			
<p>Professional Development and Instructional Practice: The needs assessment revealed that there is a need to improved professional development and instructional practice within the classrooms. Therefore, two additional STEM Coaches will be added to support the lowest performing schools in Mathematics and Science instruction, curriculum implementation and assessment.</p>			
<p>Culture and Climate: Because the needs assessment shows that the school has few if any strategies to increase daily attendance and decrease chronic absenteeism, 1 prevention specialist will be added to support student attendance. A Prevention Specialist will be hired to work with the Safe School Climate and monitor the attendance data of all students and provide consistent research based intervention early.</p>			
<b>ACADEMICS</b>			
<p>Curriculum &amp; Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor &amp; standards based curriculum alignment to CCS &amp; the curriculum is not being implemented with fidelity resulting in inconsistent pacing, the district will adopt a Common Core Standards aligned program for reading to align with all systems. This will provide alignment, structure &amp; strategic pacing so that our M-class, Foundations, Lexia and reading program work in coherence to provide all foundational core components. This will require purposeful monitoring by administration and professional development from the Academic Office for all teachers.</p>			
<p>Curriculum &amp; Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor &amp; standards based curriculum alignment to CCS &amp; the curriculum the i-Ready program will provide three benchmark assessments and allow all teachers to regularly progress monitor student achievement via the instructional data team. In addition, every student will have an individualized instructional path based on a student's instructional level rather than grade level.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>Student Behavior: Because the needs assessment revealed a high number of suspensions and there is little evidence of implementation of a school-wide climate plan, all staff will receive training and coaching on creating positive school climate, social emotional learning &amp; restorative practices. All staff will have PD to establish school wide consistent behavior expectations &amp; how to positively &amp; consistently reinforce the desired behaviors. Administration will work with their Safe School Climate Committee to establish a goal with strategies in the School Improvement Plan.</p>			
<p>Student Attendance: Because the needs assessment revealed that a high chronic absenteeism problem exists, especially in the K grade level which results in significant gaps in learning, students to</p>			

struggle at Level 1's & 2's, & potential future retentions. The Safe School Climate Committee will develop and assist all teachers in implementing a research based a.m. playgroups for K, and Restorative practices framework "circles" in the a.m. class opener for all 1st - 5th.

**OPERATIONS**

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

<b>School:</b>	Driggs School	<b>School Allocation:</b>	\$53,234
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**TALENT**

Instructional Practice: Because the needs assessment revealed a need to improve instructional quality & teacher effectiveness, the district will provide a comprehensive reading curriculum with weekly strategic content instructional coaching, modeling & feedback by content coaches & facilitators to monitor quality & rigor of instruction, on target pacing & effectiveness of classroom systems. The school will build in time for Beginning or struggling teachers to observe master teachers to develop their capacity for effective management of small group tiered instruction & classroom systems. Administrators will conduct monthly calibration for all research based instructional and assessment programs to monitor the effectiveness of implementation and adjust school improvement plans as needed.

Professional Development and Instructional Practice: The needs assessment revealed that there is a need to improved professional development and instructional practice within the classrooms. Therefore, two additional STEM Coaches will be added to support the lowest performing schools in Mathematics and Science instruction, curriculum implementation and assessment. Professional development will be focused into three areas utilizing the coaches: coaching cycles for teachers based on data, instructional data teams and professional development days designated on the school district calendar.

Culture and Climate: Because the needs assessment shows that the school has few if any strategies to increase daily attendance and decrease chronic absenteeism, 1 prevention specialist will be added to support student attendance. A Prevention Specialist will be hired to work with the Safe School Climate and monitor the attendance data of all students and provide consistent research based intervention early.

**ACADEMICS**

Curriculum & Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCS & the curriculum is not being implemented with fidelity resulting in inconsistent pacing, the district will adopt a Common Core Standards aligned program for reading to align with all systems. This will provide alignment, structure & strategic pacing so that our M-class, Foundations, Lexia and reading program work in coherence to provide all foundational core components. This will require purposeful monitoring by administration and professional development from the Academic Office for all teachers.

Curriculum & Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCS & the curriculum the i-

Ready program will provide three benchmark assessments and allow all teachers to regularly progress monitor student achievement via the instructional data team. In addition, every student will have an individualized instructional path based on a student's instructional level rather than grade level.
<b>CULTURE &amp; CLIMATE</b>
Student Behavior: Because the needs assessment revealed a high number of suspensions and there is little evidence of implementation of a school-wide climate plan, all staff will receive training and coaching on creating positive school climate, social emotional learning & restorative practices. All staff will have PD to establish school wide consistent behavior expectations & how to positively & consistently reinforce the desired behaviors. Administration will work with their Safe School Climate Committee to establish a goal with strategies in the School Improvement Plan.
Student Attendance: Because the needs assessment revealed that a high chronic absenteeism problem exists, especially in the K grade level which results in significant gaps in learning, students to struggle at Level 1's & 2's, & potential future retentions. The Safe School Climate Committee will develop and assist all teachers in implementing a research based a.m. playgroups for K, and Restorative practices framework "circles" in the a.m. class opener for all 1st - 5th.
<b>OPERATIONS</b>
Student Behavior and Routines and Transitions: The Needs Assessment revealed a below standard mark for student behavior due to the lack of systems and coherence that exist within the school. Each school day will begin with planned restorative circles in each classroom to foster and building positive relationships amongst students with staff and students with students. Training will be provided for all staff to model, monitor and support implementation.

<b>School:</b>	Gilmartin School	<b>School Allocation:</b>	\$69,801
<b>TALENT</b>			
Instructional Practice: Because the needs assessment revealed a need to improve instructional quality & teacher effectiveness, the district will provide a comprehensive reading curriculum with weekly strategic content instructional coaching, modeling & feedback by content coaches & facilitators to monitor quality & rigor of instruction, on target pacing & effectiveness of classroom systems. The school will build in time for Beginning or struggling teachers to observe master teachers to develop their capacity for effective management of small group tiered instruction & classroom systems. Administrators will conduct monthly calibration for all research based instructional and assessment programs to monitor the effectiveness of implementation and adjust school improvement plans as needed.			
Professional Development and Instructional Practice: The needs assessment revealed that there is a need to improved professional development and instructional practice within the classrooms. Therefore, two additional STEM Coaches will be added to support the lowest performing schools in Mathematics and Science instruction, curriculum implementation and assessment.			
Culture and Climate: Because the needs assessment shows that the school has few if any strategies to increase daily attendance and decrease chronic absenteeism, 1 prevention specialist will be added to support student attendance. A Prevention Specialist will be hired to work with the Safe School Climate and monitor the attendance data of all students and provide consistent research based intervention early.			

<b>ACADEMICS</b>
Curriculum & Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCS & the curriculum is not being implemented with fidelity resulting in inconsistent pacing, the district will adopt a Common Core Standards aligned program for reading to align with all systems. This will provide alignment, structure & strategic pacing so that our M-class, Foundations, Lexia and reading program work in coherence to provide all foundational core components. This will require purposeful monitoring by administration and professional development from the Academic Office for all teachers.
Curriculum & Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCS & the curriculum the i-Ready program will provide three benchmark assessments and allow all teachers to regularly progress monitor student achievement via the instructional data team. In addition, every student will have an individualized instructional path based on a student's instructional level rather than grade level.
<b>CULTURE &amp; CLIMATE</b>
Student Behavior: Because the needs assessment revealed a high number of suspensions and there is little evidence of implementation of a school-wide climate plan, all staff will receive training and coaching on creating positive school climate, social emotional learning & restorative practices. All staff will have PD to establish school wide consistent behavior expectations & how to positively & consistently reinforce the desired behaviors. Administration will work with their Safe School Climate Committee to establish a goal with strategies in the School Improvement Plan.
Student Attendance: Because the needs assessment revealed that a high chronic absenteeism problem exists, especially in the K grade level which results in significant gaps in learning, students to struggle at Level 1's & 2's, & potential future retentions. The Safe School Climate Committee will develop and assist all teachers in implementing a research based a.m. playgroups for K, and Restorative practices framework "circles" in the a.m. class opener for all 1st - 5th.
<b>OPERATIONS</b>
Student Behavior and Routines and Transitions: The Needs Assessment revealed a below standard mark for student behavior due to the lack of systems and coherence that exist within the school. Each school day will begin with planned restorative circles in each classroom to foster and building positive relationships amongst students with staff and students with students.

<b>School:</b>	Hopeville School	<b>School Allocation:</b>	\$50,412
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<b>TALENT</b>
Instructional Practice: Because the needs assessment revealed a need to improve instructional quality & teacher effectiveness, the district will provide a comprehensive reading curriculum with weekly strategic content instructional coaching, modeling & feedback by content coaches & facilitators to monitor quality & rigor of instruction, on target pacing & effectiveness of classroom systems. The school will build in time for Beginning or struggling teachers to observe master teachers to develop their capacity for effective management of small group tiered instruction & classroom systems. Administrators will conduct monthly calibration for all research based instructional and assessment programs to monitor the effectiveness of implementation and adjust school improvement plans as needed.

Professional Development and Instructional Practice: The needs assessment revealed that there is a need to improved professional development and instructional practice within the classrooms. Therefore, two additional STEM Coaches will be added to support the lowest performing schools in Mathematics and Science instruction, curriculum implementation and assessment.
Culture and Climate: Because the needs assessment shows that the school has few if any strategies to increase daily attendance and decrease chronic absenteeism, 1 prevention specialist will be added to support student attendance. A Prevention Specialist will be hired to work with the Safe School Climate and monitor the attendance data of all students and provide consistent research based intervention early.
<b>ACADEMICS</b>
Curriculum & Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCS & the curriculum is not being implemented with fidelity resulting in inconsistent pacing, the district will adopt a Common Core Standards aligned program for reading to align with all systems. This will provide alignment, structure & strategic pacing so that our M-class, Foundations, Lexia and reading program work in coherence to provide all foundational core components. This will require purposeful monitoring by administration and professional development from the Academic Office for all teachers.
Curriculum & Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCS & the curriculum the i-Ready program will provide three benchmark assessments and allow all teachers to regularly progress monitor student achievement via the instructional data team. In addition, every student will have an individualized instructional path based on a student's instructional level rather than grade level.
<b>CULTURE &amp; CLIMATE</b>
Student Behavior: Because the needs assessment revealed a high number of suspensions and there is little evidence of implementation of a school-wide climate plan, all staff will receive training and coaching on creating positive school climate, social emotional learning & restorative practices. All staff will have PD to establish school wide consistent behavior expectations & how to positively & consistently reinforce the desired behaviors. Administration will work with their Safe School Climate Committee to establish a goal with strategies in the School Improvement Plan.
Student Attendance: Because the needs assessment revealed that a high chronic absenteeism problem exists, especially in the K grade level which results in significant gaps in learning, students to struggle at Level 1's & 2's, & potential future retentions. The Safe School Climate Committee will develop and assist all teachers in implementing a research based a.m. playgroups for K, and Restorative practices framework "circles" in the a.m. class opener for all 1st - 5th. A Prevention Specialist will be hired to work with the Safe School Climate and monitor the attendance data of all students and provide consistent research based intervention early.
<b>OPERATIONS</b>
Student Behavior and Routines and Transitions: The Needs Assessment revealed a below standard mark for student behavior due to the lack of systems and coherence that exist within the school. Each school day will begin with planned restorative circles in each classroom to foster and building positive relationships amongst students with staff and students with students. Training will be provided for all staff and the will be utilized to model, monitor and support implementation.

<b>School:</b>	Michael F. Wallace Middle School	<b>School Allocation:</b>	\$268,049
<b>TALENT</b>			
To provide intensive professional development to ELA staff on new curriculum components which encompass individual online learning. Grade level content instructional data teams will meet weekly and utilize the effective practices rubric to design lessons and activities to meet students' needs in each unit of study, and to create formative and summative assessments to gauge student progress over time. The professional development calendar will be directly aligned with the new curriculum to ensure staff can implement new methods with fidelity. The ELA Supervisor and principal will work in collaboration with the parent company of the adopted program to develop the sequence of professional development for teachers, support staff and administrators.			
To provide intensive professional development to Math staff on new i-ready assessment components			
Teachers of special populations will be provided with professional development during the full day and half day professional development days designated on the district calendar. The focus of the professional development will pertain to differentiated lessons and activities, including visual representation for vocabulary and models for understanding, for ELL and special education students.			
<b>ACADEMICS</b>			
Curriculum & Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCS & the curriculum is not being implemented with fidelity resulting in inconsistent pacing, the district will adopt a Common Core Standards aligned program for English/Language Arts. This will provide alignment, structure & strategic pacing. Implementation will require purposeful monitoring by administration and professional development from the Academic Office for all teachers. Professional development for all teachers, support staff and administrators will be directly related to the adopted curriculum and use of technology associated with programmatic components. This will also require update technology to implement the updated curriculum. This is identified as a resource inequity.			
Leveled instructional tools and resources aligned to grade level standards will be provided to ELL and Special needs students with scaffolded activities to enhance vocabulary, conceptual and thematic components, and written language demands embedded in the units of study.			
Grade level content instructional data teams will meet weekly and utilize the effective practices rubric to design lessons and activities to meet students' needs In each unit of study, and to create formative and summative assessments to gauge student progress over time.			
<b>CULTURE &amp; CLIMATE</b>			
<b>OPERATIONS</b>			

<b>School:</b>	North End Middle School	<b>School Allocation:</b>	\$266,725
<b>TALENT</b>			
To provide intensive professional development to ELA staff on new curriculum components which encompass individual online learning. Grade level content instructional data teams will meet weekly			

and utilize the effective practices rubric to design lessons and activities to meet students' needs in each unit of study, and to create formative and summative assessments to gauge student progress over time. The professional development calendar will be directly aligned with the new curriculum to ensure staff can implement new methods with fidelity. The ELA Supervisor and principal will work in collaboration with the parent company of the adopted program to develop the sequence of professional development for teachers, support staff and administrators.
To provide intensive professional development to Math staff on new i-ready assessment components
Teachers of special populations will be provided with professional development during the full day and half day professional development days designated on the district calendar. The focus of the professional development will pertain to differentiated lessons and activities, including visual representation for vocabulary and models for understanding, for ELL and special education students.
<b>ACADEMICS</b>
Curriculum & Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCS & the curriculum is not being implemented with fidelity resulting in inconsistent pacing, the district will adopt a Common Core Standards aligned program for English/Language Arts. This will provide alignment, structure & strategic pacing. Implementation will require purposeful monitoring by administration and professional development from the Academic Office for all teachers. Professional development for all teachers, support staff and administrators will be directly related to the adopted curriculum and use of technology associated with programmatic components. This will also require update technology to implement the updated curriculum. This is identified as a resource inequity.
Leveled instructional tools and resources aligned to grade level standards will be provided to ELL and Special needs students with scaffolded activities to enhance vocabulary, conceptual and thematic components, and written language demands embedded in the units of study.
Grade level content instructional data teams will meet weekly and utilize the effective practices rubric to design lessons and activities to meet students' needs In each unit of study, and to create formative and summative assessments to gauge student progress over time.
<b>CULTURE &amp; CLIMATE</b>
<b>OPERATIONS</b>

<b>School:</b>	Sprague School	<b>School Allocation:</b>	\$51,586
<b>TALENT</b>			
Instructional Practice: Because the needs assessment revealed a need to improve instructional quality & teacher effectiveness, the district will provide a comprehensive reading curriculum with weekly strategic content instructional coaching, modeling & feedback by content coaches & facilitators to monitor quality & rigor of instruction, on target pacing & effectiveness of classroom systems. The school will build in time for Beginning or struggling teachers to observe master teachers to develop their capacity for effective management of small group tiered instruction & classroom systems. Administrators will conduct monthly calibration for all research based instructional and			

assessment programs to monitor the effectiveness of implementation and adjust school improvement plans as needed.
Professional Development and Instructional Practice: The needs assessment revealed that there is a need to improved professional development and instructional practice within the classrooms. Therefore, two additional STEM Coaches will be added to support the lowest performing schools in Mathematics and Science instruction, curriculum implementation and assessment.
Culture and Climate: Because the needs assessment shows that the school has few if any strategies to increase daily attendance and decrease chronic absenteeism, 1 prevention specialist will be added to support student attendance. A Prevention Specialist will be hired to work with the Safe School Climate and monitor the attendance data of all students and provide consistent research based intervention early.
<b>ACADEMICS</b>
Curriculum & Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCS & the curriculum is not being implemented with fidelity resulting in inconsistent pacing, the district will adopt a Common Core Standards aligned program for reading to align with all systems. This will provide alignment, structure & strategic pacing so that our M-class, Foundations, Lexia and reading program work in coherence to provide all foundational core components. This will require purposeful monitoring by administration and professional development from the Academic Office for all teachers.
Curriculum & Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCS & the curriculum the i-Ready program will provide three benchmark assessments and allow all teachers to regularly progress monitor student achievement via the instructional data team. In addition, every student will have an individualized instructional path based on a student's instructional level rather than grade level.
<b>CULTURE &amp; CLIMATE</b>
Student Behavior: Because the needs assessment revealed a high number of suspensions and there is little evidence of implementation of a school-wide climate plan, all staff will receive training and coaching on creating positive school climate, social emotional learning & restorative practices. All staff will have PD to establish school wide consistent behavior expectations & how to positively & consistently reinforce the desired behaviors. Administration will work with their Safe School Climate Committee to establish a goal with strategies in the School Improvement Plan.
Student Attendance: Because the needs assessment revealed that a high chronic absenteeism problem exists, especially in the K grade level which results in significant gaps in learning, students to struggle at Level 1's & 2's, & potential future retentions. The Safe School Climate Committee will develop and assist all teachers in implementing a research based a.m. playgroups for K, and Restorative practices framework "circles" in the a.m. class opener for all 1st - 5th.
<b>OPERATIONS</b>
Student Behavior and Routines and Transitions: The Needs Assessment revealed a below standard mark for student behavior due to the lack of systems and coherence that exist within the school. Each school day will begin with planned restorative circles in each classroom to foster and building positive relationships amongst students with staff and students with students. Training will be provided for all to model, monitor and support implementation.

<b>School:</b>	Walsh School	<b>School Allocation:</b>	\$70,763
<b>TALENT</b>			
<p>Instructional Practice: Because the needs assessment revealed a need to improve instructional quality &amp; teacher effectiveness, the district will provide a comprehensive reading curriculum with weekly strategic content instructional coaching, modeling &amp; feedback by content coaches &amp; facilitators to monitor quality &amp; rigor of instruction, on target pacing &amp; effectiveness of classroom systems. The school will build in time for Beginning or struggling teachers to observe master teachers to develop their capacity for effective management of small group tiered instruction &amp; classroom systems. Administrators will conduct monthly calibration for all research based instructional and assessment programs to monitor the effectiveness of implementation and adjust school improvement plans as needed.</p>			
<p>Professional Development and Instructional Practice: The needs assessment revealed that there is a need to improved professional development and instructional practice within the classrooms. Therefore, two additional STEM Coaches will be added to support the lowest performing schools in Mathematics and Science instruction, curriculum implementation and assessment.</p>			
<p>Culture and Climate: Because the needs assessment shows that the school has few if any strategies to increase daily attendance and decrease chronic absenteeism, 1 prevention specialist will be added to support student attendance. A Prevention Specialist will be hired to work with the Safe School Climate and monitor the attendance data of all students and provide consistent research based intervention early.</p>			
<b>ACADEMICS</b>			
<p>Curriculum &amp; Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor &amp; standards based curriculum alignment to CCS &amp; the curriculum is not being implemented with fidelity resulting in inconsistent pacing, the district will adopt a Common Core Standards aligned program for reading to align with all systems. This will provide alignment, structure &amp; strategic pacing so that our M-class, Foundations, Lexia and reading program work in coherence to provide all foundational core components. This will require purposeful monitoring by administration and professional development from the Academic Office for all teachers.</p>			
<p>Curriculum &amp; Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor &amp; standards based curriculum alignment to CCS &amp; the curriculum the i-Ready program will provide three benchmark assessments and allow all teachers to regularly progress monitor student achievement via the instructional data team. In addition, every student will have an individualized instructional path based on a student's instructional level rather than grade level.</p>			
<b>CULTURE &amp; CLIMATE</b>			
<p>Student Behavior: Because the needs assessment revealed a high number of suspensions and there is little evidence of implementation of a school-wide climate plan, all staff will receive training and coaching on creating positive school climate, social emotional learning &amp; restorative practices. All staff will have PD to establish school wide consistent behavior expectations &amp; how to positively &amp; consistently reinforce the desired behaviors. Administration will work with their Safe School Climate Committee to establish a goal with strategies in the School Improvement Plan.</p>			
<p>Student Attendance: Because the needs assessment revealed that a high chronic absenteeism problem exists, especially in the K grade level which results in significant gaps in learning, students to struggle at Level 1's &amp; 2's, &amp; potential future retentions. The Safe School Climate Committee will develop and assist all teachers in implementing a research based a.m. playgroups for K, and Restorative practices framework "circles" in the a.m. class opener for all 1st - 5th.</p>			

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

<b>School:</b>	Washington School	<b>School Allocation:</b>	\$66,579
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<b>TALENT</b>
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Instructional Practice: Because the needs assessment revealed a need to improve instructional quality & teacher effectiveness, the district will provide a comprehensive reading curriculum with weekly strategic content instructional coaching, modeling & feedback by content coaches & facilitators to monitor quality & rigor of instruction, on target pacing & effectiveness of classroom systems. The school will build in time for Beginning or struggling teachers to observe master teachers to develop their capacity for effective management of small group tiered instruction & classroom systems. Administrators will conduct monthly calibration for all research based instructional and assessment programs to monitor the effectiveness of implementation and adjust school improvement plans as needed.

Professional Development and Instructional Practice: The needs assessment revealed that there is a need to improved professional development and instructional practice within the classrooms. Therefore, two additional STEM Coaches will be added to support the lowest performing schools in Mathematics and Science instruction, curriculum implementation and assessment.

Culture and Climate: Because the needs assessment shows that the school has few if any strategies to increase daily attendance and decrease chronic absenteeism, 1 prevention specialist will be added to support student attendance. A Prevention Specialist will be hired to work with the Safe School Climate and monitor the attendance data of all students and provide consistent research based intervention early.

<b>ACADEMICS</b>
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Curriculum & Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCS & the curriculum is not being implemented with fidelity resulting in inconsistent pacing, the district will adopt a Common Core Standards aligned program for reading to align with all systems. This will provide alignment, structure & strategic pacing so that our M-class, Foundations, Lexia and reading program work in coherence to provide all foundational core components. This will require purposeful monitoring by administration and professional development from the Academic Office for all teachers.

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

<b>CULTURE &amp; CLIMATE</b>
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Student Behavior: Because the needs assessment revealed a high number of suspensions and there is little evidence of implementation of a school-wide climate plan, all staff will receive training and

coaching on creating positive school climate, social emotional learning & restorative practices. All staff will have PD to establish school wide consistent behavior expectations & how to positively & consistently reinforce the desired behaviors. Administration will work with their Safe School Climate Committee to establish a goal with strategies in the School Improvement Plan.
Student Attendance: Because the needs assessment revealed that a high chronic absenteeism problem exists, especially in the K grade level which results in significant gaps in learning, students to struggle at Level 1's & 2's, & potential future retentions. The Safe School Climate Committee will develop and assist all teachers in implementing a research based a.m. playgroups for K, and Restorative practices framework "circles" in the a.m. class opener for all 1st - 5th.
<b>OPERATIONS</b>
Student Behavior and Routines and Transitions: The Needs Assessment revealed a below standard mark for student behavior due to the lack of systems and coherence that exist within the school. Each school day will begin with planned restorative circles in each classroom to foster and building positive relationships amongst students with staff and students with students. Training will be provided for all staff to model, monitor and support implementation.

<b>School:</b>	West Side Middle School	<b>School Allocation:</b>	\$267,930
<b>TALENT</b>			
To provide intensive professional development to ELA staff on new curriculum components which encompass individual online learning. Grade level content instructional data teams will meet weekly and utilize the effective practices rubric to design lessons and activities to meet students' needs in each unit of study, and to create formative and summative assessments to gauge student progress over time. The professional development calendar will be directly aligned with the new curriculum to ensure staff can implement new methods with fidelity. The ELA Supervisor and principal will work in collaboration with the parent company of the adopted program to develop the sequence of professional development for teachers, support staff and administrators.			
To provide intensive professional development to Math staff on new i-ready assessment components.			
Teachers of special populations will be provided with professional development during the full day and half day professional development days designated on the district calendar. The focus of the professional development will pertain to differentiated lessons and activities, including visual representation for vocabulary and models for understanding, for ELL and special education students.			
<b>ACADEMICS</b>			
Curriculum & Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCS & the curriculum is not being implemented with fidelity resulting in inconsistent pacing, the district will adopt a Common Core Standards aligned program for English/Language Arts. This will provide alignment, structure & strategic pacing. Implementation will require purposeful monitoring by administration and professional development from the Academic Office for all teachers. Professional development for all teachers, support staff and administrators will be directly related to the adopted curriculum and use of technology associated with programmatic components. This will also require update technology to implement the updated curriculum. This is identified as a resource inequity.			

<p>Leveled instructional tools and resources aligned to grade level standards will be provided to ELL and Special needs students with scaffolded activities to enhance vocabulary, conceptual and thematic components, and written language demands embedded in the units of study.</p>
<p>Grade level content instructional data teams will meet weekly and utilize the effective practices rubric to design lessons and activities to meet students' needs In each unit of study, and to create formative and summative assessments to gauge student progress over time.</p>
<p>Grade level content instructional data teams will meet weekly and utilize the effective practices rubric to design lessons and activities to meet students' needs In each unit of study, and to create formative and summative assessments to gauge student progress over time.</p>
<p><b>CULTURE &amp; CLIMATE</b></p>
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<p><b>OPERATIONS</b></p>
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<p><b>School:</b></p>	<p>Woodrow Wilson School</p>	<p><b>School Allocation:</b></p>	<p>\$68,746</p>
<p><b>TALENT</b></p>			
<p>Instructional Practice: Because the needs assessment revealed a need to improve instructional quality &amp; teacher effectiveness, the district will provide a comprehensive reading curriculum with weekly strategic content instructional coaching, modeling &amp; feedback by content coaches &amp; facilitators to monitor quality &amp; rigor of instruction, on target pacing &amp; effectiveness of classroom systems. The school will build in time for Beginning or struggling teachers to observe master teachers to develop their capacity for effective management of small group tiered instruction &amp; classroom systems. Administrators will conduct monthly calibration for all research based instructional and assessment programs to monitor the effectiveness of implementation and adjust school improvement plans as needed.</p>			
<p>Professional Development and Instructional Practice: The needs assessment revealed that there is a need to improved professional development and instructional practice within the classrooms. Therefore, two additional STEM Coaches will be added to support the lowest performing schools in Mathematics and Science instruction, curriculum implementation and assessment.</p>			
<p>Culture and Climate: Because the needs assessment shows that the school has few if any strategies to increase daily attendance and decrease chronic absenteeism, 1 prevention specialist will be added to support student attendance. A Prevention Specialist will be hired to work with the Safe School Climate and monitor the attendance data of all students and provide consistent research based intervention early.</p>			
<p><b>ACADEMICS</b></p>			
<p>Curriculum &amp; Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor &amp; standards based curriculum alignment to CCS &amp; the curriculum is not being implemented with fidelity resulting in inconsistent pacing, the district will adopt a Common Core Standards aligned program for reading to align with all systems. This will provide alignment, structure &amp; strategic pacing so that our M-class, Foundations, Lexia and reading program work in</p>			

coherence to provide all foundational core components. This will require purposeful monitoring by administration and professional development from the Academic Office for all teachers.
Curriculum & Instruction aligned to CT Core Standards: Because the needs assessment revealed a need to improve the rigor & standards based curriculum alignment to CCS & the curriculum the i-Ready program will provide three benchmark assessments and allow all teachers to regularly progress monitor student achievement via the instructional data team. In addition, every student will have an individualized instructional path based on a student's instructional level rather than grade level.
<b>CULTURE &amp; CLIMATE</b>
Student Behavior: Because the needs assessment revealed a high number of suspensions and there is little evidence of implementation of a school-wide climate plan, all staff will receive training and coaching on creating positive school climate, social emotional learning & restorative practices. All staff will have PD to establish school wide consistent behavior expectations & how to positively & consistently reinforce the desired behaviors. Administration will work with their Safe School Climate Committee to establish a goal with strategies in the School Improvement Plan.
Student Attendance: Because the needs assessment revealed that a high chronic absenteeism problem exists, especially in the K grade level which results in significant gaps in learning, students to struggle at Level 1's & 2's, & potential future retentions. The Safe School Climate Committee will develop and assist all teachers in implementing a research based a.m. playgroups for K, and Restorative practices framework "circles" in the a.m. class opener for all 1st - 5th.
<b>OPERATIONS</b>
Student Behavior and Routines and Transitions: The Needs Assessment revealed a below standard mark for student behavior due to the lack of systems and coherence that exist within the school. Each school day will begin with planned restorative circles in each classroom to foster and building positive relationships amongst students with staff and students with students. Training will be provided to model, monitor and support implementation.