

ABSTRACT

SPECIAL FUND PROPOSAL

Section I. BASIC INFORMATION

Proposed Project Title: Commissioners' Network - Wexler-Grant Community School - Year 3

Grant Source and Agency: Connecticut State Department of Education (CSDE)

Total Amount Requested: \$500,000 **Due Date of Application:** 7/1/2020

System Contact: David Diah – Principal of Wexler-Grant Community School

Telephone #:
475-220-5600

Description of Project: Provide a brief description below. Use Section VI to outline specific objectives and strategies relating to goals described in the application.

This is year three of a multi-year grant awarded to Wexler-Grant Community School by the CSDE. The purpose of this grant is to increase academic achievement among the students at Wexler-Grant Community School. We will achieve this by implementing a Service-Based Learning Model (Blended Learning). In order to implement this instructional change with fidelity and to have an impact on students' learning, we will refocus our instruction to a student-centered model where the teacher is a facilitator. This model will also be supported through technology and our Extended Learning Day Program. In year three of the grant the state will pay for 25% of salaries of personnel positions and the district will be responsible for the other 75%.

TARGET: Schools/Unit: Wexler-Grant Community School
No. of Students: 365 **Grade Level(s):** K-8
Eligibility Criteria: N/A

GRANT PERIOD:	
From: (07/1/2020):	
To: (06/30/2021):	
<input type="checkbox"/> New	
<input checked="" type="checkbox"/> Continuation	
Previous Bd. of Ed. Approval:	
<hr/> <hr/>	
<input type="checkbox"/> Planning	
<input checked="" type="checkbox"/> Operational	
Bd. of Ed. Information	
<input checked="" type="checkbox"/> Action	
<input type="checkbox"/> Information	
<input type="checkbox"/> Support	
<input type="checkbox"/> Competitive	
<input type="checkbox"/> Entitlement	
<input checked="" type="checkbox"/> Grant	

PROPOSAL DEVELOPERS:
David Diah

CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1	
<p style="text-align: center;">ABSTRACT TIMETABLE</p> <p>Return to: _____</p> <p>Received: _____</p> <p>Board of Education FINANCE & OPERATIONS Meeting Date <u>8/17/20</u></p> <p>Board of Education Meeting Date: <u>8/24/20</u></p> <p>Due Date to Grantor: _____</p>	<p style="text-align: center;">REVIEW</p> <p>Grants Manager Patricia DeMaio _____</p> <p>Finance Manager Human Resource _____</p> <p>Manager _____</p>

Proposed Project Title: Commissioners' Network-Wexler-Grant Community School – Year 3 (2020-2021)

Total Amount Requested: \$500,000.00

Proposed Grant Receiving Agency: CSDE

SECTION II: FISCAL INFORMATION

PERSONNEL

# FT	#PT		COST
		Administrators	\$
2		Teachers	\$27,026
		Management	\$
		Paraprofessionals	\$
		Clerks	\$
	5	Others - Tutors	\$20,222
32		Stipends	\$196,800
		Longevity	
		SUBTOTAL	\$244,048

NON PERSONNEL

	COST
Supplies & Materials	\$88,714
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$132,055
Equipment	\$
Other	\$
Indirect Costs, if allowed	\$
TOTAL NON- PERSONEL	\$220,769

FIXED COSTS:

Health Benefits	\$28,732
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$4,793
Workmen's Compensation	\$1,658
SUBTOTAL	\$35,183
TOTAL PERSONNEL & FIXED COSTS	\$279,231

Notes:

- 1) Total Personnel and Non Personnel columns must equal grant total.**
- 2) The Abstract budget must be aligned with the Grant Application budget/ED114.**
- 3) All applications should budget for staff development (stipends) and evaluation wherever appropriate.**

SECTION IIA: BUDGET EXPLANATION

The following categories must be explained:

All Personnel: explain positions; **Salary:** if the grant pays a percent of salary and fixed costs, please describe below, breaking down **percentages and amounts to be paid by grant and by NHPS**. **Other;** and **All Non- Personnel items**. If additional space is needed, continue to next page.

According to our Commissioner's Network Grant in year three of the grant, New Haven Public Schools is obligated to fund 75% of all personnel with the CSDE funding 25%. At the end of the three year grant the district is responsible for 100% of staff funding and additional supports if needed.

For Benefits - New Haven Public School will fund 75% and CSDE will fund 25%.

For Teacher Stipends - CSDE is responsible for 100% of funding the salaries and benefits.

Culture and Climate/Family Engagement and Operations Coordinator was hired to support student behaviors, PBIS, Restorative Practices, and Attendance Initiatives. Also to support students and families around behavior – Implement the 'Therapeutic' Refocus Room. This individual will work with members of the leadership team to continue to implement our Positive Behavior Intervention and Supports model and introduce and sustain the Restorative Practices initiative. The Coordinator (1) will work to increase attendance and decrease chronic absenteeism by working with our district appointed attendance counselor, attendance team, and families; (2) will be responsible for developing school-based family engagement systems and activities that create strong partnerships that support teaching,

learning, and student achievement. This Coordinator will also establish the Parent Team/Teacher Organization in outreach to families, communicating priorities and goals of the school, and engaging parents in the decision-making processes within the school. This individual will also collaborate with community partners to coordinate afterschool enrichment programming; (3) will work with Wexler-Grant's principal, leadership team, teachers/staff and parents to ensure that all students rise, academically and socially, and that the school environment is positive, structured, consistent, caring, and disciplined. The person will provide professional learning and support to teachers dealing with children with challenging behaviors. Salaries - \$59,204 (CSDE funding 25% - \$14,801 and NHPS funding 75% - \$44,403). Benefits - \$6,385.

A Math 180 Teacher was hired: Due to State focus for Wexler-Grant for Math and a need to support students struggling in math. Salaries - \$48,901 (CSDE funding 25% - \$12,225 and NHPS funding 75% - \$36,676). Benefits - \$5,272.

Five Part-Time Interventionists (Tutors): Interventionists (Literacy and Math Tutors) - Will assist and support students with Tier 2/3 Intervention in both literacy and math by using SRBI. The Leadership Team will work with the tutors (5). Tutors will be trained to support tier 1 instruction. Tutoring presents a great opportunity to have a win-win for students. Interventionists will provide progress monitoring using LLI running records and reports from Math Inventory, Reflex Math and Moby Max at the Tier 2 level. The SRBI team will meet every 6-8 weeks to assess students' progress towards their goals by analyzing student work and running records. Teachers/Interventionists providing a Tier 3 intervention will use Flyleaf decodable texts, CORE Assessments, student work, word lists, and other software reports such as Lexia, Moby Max, and Reflex Math to assess progress on a weekly basis. Salaries - \$80,886 (CSDE funding 25% - \$20,222 and NHPS funding 75% - \$60,664). Benefits - \$1,685.

Teacher Stipends: staff planning, extended days and service days – yearlong - September 2019- June 2020. Extended time for Teachers to attend After School Professional Learning. Various professional development opportunities will be held outside of the traditional work day inclusive of afterschool times. These include the following professional learning: Houghton Mifflin Harcourt (HMH) to support teachers with Math curriculum and researched based instructional strategies, professional development in Service Based Learning facilitated by the Wexler-Grant’s Leadership Team. Implementing the SBL model will support students with acquiring the critical thinking and other 21st century skills needed for college and career. The focus will be to plan service based projects with students that will serve the local community. Professional Learning conducted by Literacy How, Inc, Collaborative Classrooms, HMH, and Big Ideas Math. Salaries - \$196,800; Benefits - \$21,841.

Consultants – Professional Development: Houghton Mifflin Harcourt:

Professional Development – Job-Embedded Coaching for Teachers, Instructional Coaches, and Building Administrators.

Instructional coaching lessons support teachers to implement the strategies introduced in professional learning experiences. Teachers work side-by-side with a Math Solutions consultant to review highly-effective instructional practices and collaborate with colleagues to implement mathematics tasks that align to their Standards. Participating teachers have the opportunity to discuss the effect of instructional strategies on student learning as observed in the classroom and analyze the connection between tasks, active student engagement, reasoning and problem solving. The most effective coaching occurs over time. Key to its effectiveness is the involvement of the principal, including a schedule that provides adequate time for teacher learning. Inherent in these experiences is a ‘gradual release of responsibility’ from the coach to the classroom teacher.

VIRTUAL PROFESSIONAL LEARNING

Date	Description	Cost
September – March 2020/2021	<p><i>Virtual Job-embedded Coaching</i> <i>10 sessions of six hours each scheduled over school year</i></p> <ul style="list-style-type: none"> o 30 Two-hour sessions o 40 Ninety-minute sessions o 60 One-hour sessions 	\$32,400
	Total	\$32,400

Community Partnership – The Kids Kraze After-School Program

The Kids Kraze mission is to engage our participants in a variety of activities that promote healthy learning in a safe environment, while having fun and creating memories and lasting friendships. It is our goal to provide on-site afterschool programming for up to 40 students in Grades K through 3, five days per week between 2 PM and 5:30 PM. The Kids Kraze will provide homework support and enrichment in culinary and karate. These enrichment courses will stimulate student engagement and interdisciplinary connections. The Kids Kraze will work in collaboration with other community partners and Wexler Grant’s faculty and staff to ensure that these extended day programs align to and reinforce core instruction delivered during the school day.

The Kids Kraze/ Wexler Grant basketball team will be organized and operated by 2 coaches appointed by Wexler Grant administration. The team will focus on leadership, commitment and social inclusion.

Afterschool Program Details

Students will be grouped by grade in groups of up to 10 students for homework completion, reading and literacy games. During the enrichment blocks, grades K and 1 will become one group and grades 2 and 3 will become one group.

- Program hours: 2 p.m. - 5:30 p.m. Monday through Friday
- 40 participants – grades K through 3
- staff/child ratio – 2:10 (1 senior counselor, 1 junior counselor)
- Location of service – on-site

Afterschool Program Anticipated Cost Models

Assumptions:	
After school student participation (Grades K-3)	40 to 45
Number of Enrichment Instructors (EI) - Karate, Culinary	2
Number of Senior Counselors (SC)	4
Number of Junior Counselors (JC)	4
Days of programming	145
Hourly rate for Enrichment Instructors	\$20
Hourly rate for Senior Counselors	\$14
Weekly rate for Junior Counselors	\$75
Senior and Junior Counselors hours per day	3
Enrichment Instructors (EI) hours per week	4
Expenditures:	
Costs:	
Fixed Costs:	
The Kids Kraze Program Supervisor	\$22,000
Variable Costs:	
Senior Counselors (2 SC x 3 hr/day x 146 days x \$14/hr) + (18 hr PD/events x \$14/hr x 2 SC) = \$	\$12,264
Junior Counselors (4 JC x 15 hr/wk x 29 weeks x \$75/wk) + (14 hr PD/events x \$75/wk x 4 JC) = \$	\$8,700
Specials Instructors (2 EI x 2 hr/day x 63 days x \$20/hr) + (12 hr PD/events x \$20/hr x 2 EI) = \$	\$5,040
(A) Afterschool supplies	\$5,496
(B) Business office expenses	\$6,500
Total Cost	\$60,000
District In-Kind Program Contributions:	
<ul style="list-style-type: none"> • Facilities • Daily snacks for students • Security staff 	<ul style="list-style-type: none"> • Custodial staff • Access to Administrative Equipment (copy machine, fax machine) • School access, key, badge

Afterschool Budget:

Item/description and Quantity	Cost	Vendor
Arts and Craft Supplies	\$1666	Multiple Sources
Food items	\$1000	Multiple sources
First Aid	\$200	Walmart.com
Kinderlime Technology	\$1800	Kinderlime.com
Sports Supplies	\$830	Multiple sources
TOTAL	\$5496	

Center for Collaborative Classroom – Support teacher practice and deepen understanding of reading instruction in Making Meaning. Also to ensure successful implementation of Making Meaning and Being a Writer.

Plan A – In-Person Return to School

PROFESSIONAL LEARNING SYSTEM	
<i>Use the Professional Learning System for Collaborative Literacy Leader’s Guide and the Recommended Implementation Pathway document to support phase specific planning conversations.</i>	
Re-Launch PHASE	
Professional Learning Activities	Notes
<p>PL Activity:</p> <p>Professional Learning Sessions – Virtual *Prior to these sessions, the Wexler-Grant leadership team will provide teachers with schedules for their literacy block and message the implementation of the programs as intended. Program Overviews – 1/2 Day Sessions</p> <ul style="list-style-type: none"> • <i>Making Meaning & Being a Writer K/1</i> • <i>Making Meaning & Being a Writer 2-4</i> 	<p>Date: August 2020</p>

<p>Session Outline:</p> <ol style="list-style-type: none"> 1. Welcome/Team-Builder 2. Beginning of Year Guidance <ul style="list-style-type: none"> - Goals - Scheduling & Program Considerations <ol style="list-style-type: none"> 3. Reconnecting & Rebuilding Toolkit 4. Program Overview <ul style="list-style-type: none"> - Integration of Academics and SEL - Coordinating Elements Across Programs - Unit/Week/Day Structure 	
Implementation Renewal PHASE	
Professional Learning Activities	Notes

<p>Lesson Study</p>	<p>Date: October 2020</p>
<p>Learning Walks:</p> <p>Focus Outcomes: The teacher has prepared instructional materials with notes and highlighting.</p> <ul style="list-style-type: none"> • teacher follows the lesson as written. • teacher paces the lesson appropriately. • teacher clearly states the purpose of the lesson. • teacher maintains student partnerships for the duration of the • students carry out classroom procedures independently. • students know what is expected of them and are on task. students demonstrated their learning through reading and writing. 	<p>Date: November 2020</p>
<p>PL Activity:</p> <p>Professional Learning Sessions *Prior to these sessions, the Wexler-Grant leadership team will provide teachers with the “Fall Teacher Reflection” tool and collect data. Depending on the data collected, the following topics may be covered: § <i>Making Meaning</i> Individualized Daily Reading § <i>Being a Writer Skill Practice Teaching Guide</i></p>	<p>Date: December 2020</p>
<p>Lesson Study</p>	<p>Date: January 2021</p>
<p>Learning Walks:</p> <p>Focus Outcomes:</p> <ul style="list-style-type: none"> • § The teacher asks open-ended questions, uses wait-time, and uses other facilitation techniques that have been introduced. • § The teacher considers both the academic and social purposes of each lesson to plan and guide instruction. • § The teacher refers to charts generated from previous lessons when appropriate. • § The students reflect on their social and academic work. • § The students respond to one another in a respectful way. • § The students give evidence from the text to support their thinking. 	<p>Date: February 2021</p>

PL Activity: Professional Learning Sessions § K-2 <i>Being a Writer Assessment Resource Book</i> § <i>Assessment Resource Book: Class Assessments</i> § 3/4 <i>Making Meaning Reading Assessment Preparation Guide</i> or § <i>Being a Writer Writing Performance Task Preparation Guide</i>	Date: March 2021
Lesson Study	Date: April 2021
Learning Walks and Data Review Focus Outcomes: <ul style="list-style-type: none"> • The teacher utilizes the program assessments to inform re-teaching and decision-making. • The teacher confers with students on their reading and writing. • Students work independently while the teacher works with small groups or confers with individual students. • The students take responsibility for their learning and behavior. 	Date: May 2021

Plan A – Cost Outline

Format	Number of Days	Cost Per Day	Total
Virtual	1	\$1000/day	\$1,000
In-Person	8	\$2600/day	\$20,800
Proposed Professional Learning Charges			\$21,800

Curriculum Designers, Inc

Proposal for Professional Services

Services to be rendered:

Curriculum development for leadership teams and faculty:

- Develop service learning projects on a school-wide level
- Develop service learning projects for grade-levels and teams
- Reviewing current practice through the lens of equity to include all learners with an eye to language capacity and needs
- Crafting assessment tasks both formative and summative to provide evidence of meeting standards and service learning targets.
- Integrating digital literacy, media savvy, and global connections into the units
- Providing direct feedback on SBL projects designed by faculty based on criteria from our workshop through virtual editing.

- Follow up support for instructional coaches to build capacity to move the work forward

Service formats:

- Virtual workshops
- Virtual coaching sessions
- Editing hours to provide feedback

Dates for Services: TBD

FEES:

- 11 virtual workshop - @ \$500 hourly rate = \$5500
- 5 hours of editing @ \$100 per hour = \$500
- **Total = \$6,000**

Elm Village & CHAV Inc:

ELM VILLAGE will partner with CHAV Inc. to provide mentorship to youth struggling with trauma, using the power of positive engaged adult relationships to promote student achievement and enhance school climate. Through these mentoring relationships, the facilitator will promote mental health and well-being while improving academic performance, attendance, and community engagement.

ELM VILLAGE and CHAV INC will provide mentorship to youth struggling with trauma. Through these mentoring relationships, we will promote mental health and well-being while improving academic performance, attendance, and community engagement by focusing on their physical, psychological, and emotional safety. We believe all children have a voice, and all children are capable of kindness, empathy, and success.

Proposal

In this proposal, Elm Village and CHAV Inc will be providing mentorship, mentorship crisis intervention, and institutional development to the students and staff of Wexler Grant School for 6 hours per day for 180 days. Our primary on-site facilitator Patrick Robertson will spend, on average, 4 hours per day on mentorship, 2 hours on mentorship crisis intervention, and 1 hour on institutional development. We will offer students individualized strategies of dealing with trauma, crisis interventions, and one-on-one mentorship. We will also work with staff to help them identify and deal with the trauma responses of students. In order to maintain our up to date understanding of trauma, our facilitator will engage in 10 hours of on-going development to ensure their understanding is up to date.

<u>Line Item</u>	<u>Amount</u>
Mentorship 900 Hours at \$32.50/Hour	\$29,250.00
Mentorship Crisis Intervention 150 Hours at \$32.50/Hour	\$ 4,875.00
Institutional Development 30 Hours at \$32.50/Hour	\$ 975.00
CHAV Inc. Administration Costs	\$ 6,755.00
Subtotal	\$ 41,855.00
Trauma Coalition Payment	\$ 30,000.00
Total	\$ 11,855.00

Supplies:

Curriculum Resources: Math, ELA, Science and Social Studies K-8
Attendance Team

Proposed Project Title: Commissioners' Network-Wexler-Grant Community School – Year 3 (2020-2021)

Total Amount Requested: \$500,000.00

Proposed Grant Receiving Agency: CSDE

SECTION III: SYSTEM OBLIGATIONS

Project support from other programs: None Yes **Explain:** According to our Commissioner's Network Grant in year two of the grant New Haven Public Schools is obligated to fund 75% of all personnel with the CSDE funding 25%.

Linkage with other programs: None Yes **Explain:**

Local Fiscal costs, (include renovation): None Yes **Explain:**

Future local personnel obligations: None Yes **Explain:** According to our Commissioner's Network Grant in year two of the grant, New Haven Public Schools is obligated to fund 50% of all personnel with the CSDE funding 50%.

PROJECT OR GRANT REQUIREMENTS

- Local Maintenance
- Replication
- Parent Involvement
- In-Service Training
- Advisory Committee
- Linkage w/other Programs
- Non-Public School Involved
- Dissemination

ADDITIONAL RESTRICTIONS OR CONCERNS

SUBMITTING ADMINISTRATOR: *DDiah* 7/31/2020
Signature **Date**

Proposed Project Title: Commissioners’ Network-Wexler-Grant Community School – Year 3 (2020-2021)

Total Amount Requested: \$500,000.00

Proposed Grant Receiving Agency: CSDE

SECTION IV: PROPOSED PERSONNEL

List, **individually**, each position proposed by this grant application. **If no personnel**, please indicate **N/A** in the chart below

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
1		Teacher	Math 180 Teacher	Aug. 2020 - June 2021	Lisa Balzano	Yes	28992
1		Teacher	Climate & Culture Coordinator	Aug. 2020 - June 2021	TBD	Yes	N/A
	5	Teacher	Interventionist (Tutors with Degrees)	Aug. 2020 - June 2021	Jimmy Lee Moore, Jessica Alfano, Mary Amter, Tracey Fox, TBD	Yes	3141 30057 28993 30204

V. PROPOSED CONTRACTS

List **individually**, each contract that will be prepared by this proposed project. If contractors will not be utilized, please indicate **N/A** in the chart below.

Proposed Independent Contractor	Brief Description of Service	Proposed Pay Rate	Proposed Total
Houghton Mifflin Harcourt Math Solutions	<p>Virtual Professional Learning</p> <p>Rationale: The school closures and unclear details regarding school openings are requiring that Professional Learning for teachers be provided in virtual sessions.</p> <p>Virtual Coaching for teachers:</p> <p>Virtual Job-embedded Coaching <i>10 sessions of six hours each scheduled over school year</i></p> <ul style="list-style-type: none"> o 30 Two-hour sessions o 40 Ninety-minute sessions o 60 One-hour sessions 	See pg. 4-9 for Proposed Rates	\$32,400
Community Partnership - Kid Kraze - After School Enrichment Program	Afterschool Enrichment Program – Oct. 2020 – Jun. 2021 After School Enrichment Program will offer multiple opportunities for students to partake in enrichment, service-based projects and extracurricular activities.	See pg. 4-9 for Proposed Rates	\$60,000
Center for Collaborative Classroom	Collaborative Learning – Making Meaning and Being a Writer – Sept. 2020 – Jun. 2021.	See pg. 4-9 for Proposed Rates	\$21,800
Elm Village and CHAV Inc	In this proposal, Elm Village and CHAV Inc will be providing mentorship, mentorship crisis intervention, and institutional development to the students and staff of Wexler Grant School for 6 hours per day for 180 days. Our primary on-site facilitator Patrick Robertson will spend, on average, 4 hours per day on mentorship, 2 hours on mentorship crisis intervention, and 1 hour on institutional development. We will offer students individualized strategies of dealing with trauma, crisis interventions, and one-on-one mentorship. We will also work with staff to help them identify and deal with the trauma responses of students. In order to maintain our up to date understanding of trauma, our facilitator will engage in 10 hours of on-going development to ensure their understanding is up to date. Sep. 2020 – Jun. 2021	See pg. 4-9 for Proposed Rates	\$11,855
Curriculum Designers, Inc	Curriculum 21 – Supporting Wexler with implementing the Service-Based Learning Theme. S3 On-site days -curriculum unit development. Service formats: <ul style="list-style-type: none"> • Virtual workshops • Virtual coaching sessions • Editing hours to provide feedback Sep. 2020 – Jun.2021	See pg. 4-9 for Proposed Rates	\$6,000

VI. ADDITIONAL INFORMATION:
Please Answer All Questions -- Use Additional Pages if Necessary

1. Please state specific goals for this grant or the grant period.

This plan is designed to improve student achievement and guide our students as they acquire 21st century skills necessary to be successful in post-secondary education and careers. Wexler-Grant Community School (WGCS) will adopt the Service-based Learning Model: Service-based learning (SBL) is an educational approach to teaching and learning in which students use academic knowledge and skills to address genuine community needs. This "experiential learning" is student-led and the process helps children personally discover how the educational, emotional and psychological benefits of their individual and collective efforts can boost their own sense of self-worth and self-esteem.

SBL will foster collaboration among colleagues, parents, community partners and provide opportunities to build relationships with students. Additionally, SBL will accommodate our diverse learners by introducing a wider range of learning opportunities into the classroom. SBL will also lend itself to opportunities for our teachers to authentically assess their students providing them with multiple opportunities to assess. SBL combines instruction with meaningful community service experiences and reinvigorates the linkages between students and the school that serve the broader community.

In addition, we will continue to employ Culture and Climate, Family Engagement and Operations Coordinator: This individual will work with members of the leadership team to continue to implement our Positive Behavior Intervention and Supports model and introduce and sustain the Restorative Practices initiative. The Coordinator (1) will work to increase attendance and decrease chronic absenteeism by working with our district appointed attendance counselor, attendance team, and families; (2) will be responsible for developing school-based family engagement systems and activities that create strong partnerships that support teaching, learning, and student achievement. This Coordinator will also establish the Parent Team/Teacher Organization in outreach to families, communicating priorities and goals of the school, and engaging parents in the decision-making processes within the school. This individual will also collaborate with community partners to coordinate afterschool enrichment programming; (3) will work with Wexler-Grant's principal, leadership team, teachers/staff and parents to ensure that all students rise, academically and socially, and that the school environment is positive, structured, consistent, caring, and disciplined. Wexler-Grant will also hire a Math 180 Teacher: Due to State focus for Wexler-Grant for Math and a need to support students struggling in math

All K-8 teachers will continue to participate in on site Math training, provided by Houghton Mifflin Harcourt, in order to support their conceptual understanding of Math concepts and skills in order to provide instruction of these skills and concepts and meaningful understanding to their students. This Math training will help K-8 teachers deepen their understanding of mathematics through hands-on problem-solving. Teachers will work through concrete, pictorial, and abstract concepts to better instruct students in Math. In addition, teachers in K-8 will have a better understanding of the scope and sequence of our curriculum in order to plan for more rigorous and individualized instruction.

a. If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed:

In the 2018-2019 School Year we saw an overall 3.5% gain in ELA in grades 3-8 on the Smarter Balance Assessment achievement of proficiency levels or higher. In addition, we saw an overall 11% gain in Math in grades 3-8 on Smarter Balance achievement levels of proficiency or higher. Our out of school suspension data decreased from 50% in 2017-18 to 37% in 2018-2019. Teachers are now learning how to implement the Serviced based learning model and the use of technology in the classroom lessons. In addition, we saw a slight increase of parents in attendance to school-wide events. Due to COVID-19, student SBA etc were suspended for the SY 19-20. We have set targets around our ESSA goals this year as follows: SMART Goal: In alignment with ESSA goal targets, SPI for English Language Arts (ELA) from 57.1 in 2018-2019 to 59.8 (+2.7) in 2020-2021. In alignment with ESSA goal targets, SPI for Math from 46.7 in 2018-2019 to 50.7 (+4.0) in 2020-2021. In alignment with ESSA goal targets, Wexler-Grant School will see a decrease in chronic absenteeism from 32.8% in 2018-2019 to 22.9% in 2020-2021.

2. **How does this grant address School Reform goals?**

This proposal will continue to allow teachers to become facilitators in their students learning. Service-based learning (SBL) is an educational approach to teaching and learning in which students use academic knowledge and skills to address genuine community needs. This "experiential learning" is student-led and the process helps children personally discover how the educational, emotional and psychological benefits of their individual and collective efforts can boost their own sense of self-worth and self-esteem.

SBL will foster collaboration among colleagues, parents, community partners and provide opportunities to build relationships with students. Additionally, SBL will accommodate our diverse learners by introducing a wider range of learning opportunities into the classroom. SBL will also lend itself to opportunities for our teachers to authentically assess their students providing them with multiple opportunities to assess. SBL combines instruction with meaningful community service experiences and reinvigorates the linkages between students and the school that serve the broader community.

Our staff will also participate in on site Math training, provided by Houghton Mifflin Harcourt, in order to support their conceptual understanding of Math concepts and skills in order to provide instruction of these skills and concepts and meaningful understanding to their students. This Math training will help K-8 teachers deepen their understanding of mathematics through hands-on problem-solving. Teachers will work through concrete, pictorial, and abstract concepts to better instruct students in Math. In addition, teachers in K-8 will have a better understanding of the scope and sequence of our curriculum in order to plan for more rigorous and individualized instruction.

3. **Please explain why this proposal is significant and important in relation to improving student and/or staff performance, as well as any additional pertinent information that is specific and relevant: (Include resume of person(s) providing service for contracts \$10,000 and over)**

Wexler-Grant Community School students learning through SBL will not only retain content longer and have a deeper understanding of what they are learning but will be provided the opportunities to make valuable contributions to communities through active participation in organized service experiences coordinated with the school and community.

WGCS students will attend SBL classes that is integrated into the core curriculum. Each grade will focus their time on projects associated with a theme. Teachers and students will be encouraged to come up with their own project idea—or find one that they truly support—and to connect that project to the curriculum in multiple ways.

In specific content areas, SBL will be more effective than traditional methods for teaching math, economics, language, science, and other disciplines because students will be partaking in hands-on research based and service-based learning. SBL will help our students master the key competencies (21st Century Skills) identified as essential for college and career readiness. Research has also shown that students demonstrate better problem-solving skills in Project Based Learning in which SBL is a big component than in more traditional classes and are able to apply what they learn to real-life situations and serving their communities. In a SBL model our WGCS students will show an increase in their critical thinking ability, their ability to work collaboratively, and their ability to resolve conflicts. SBL will provide our students with an authentic learning experience utilizing all learning modalities in the process of researching and solving a problem, then communicating the solutions. In addition, SBL supports the Connecticut Core Standards (CCS) which emphasize real-world application of knowledge and the skills highlighted helping students to meet the goals of the CCS.

Houghton Mifflin Harcourt (HMH) Math Solutions:

During the summer of 2018, HMH Math Solutions developed a professional learning plan for WGCS designed to help teachers maximize every students' potential to meet and exceed academic standards. This support will begin with a full day professional learning session, before the start of school. This session will introduce participants to the Standards for Mathematical Practice, with particular emphasis on the role of reasoning and discourse in mathematics.

HMH will also provide job-embedded instructional coaching in mathematics. This side-by-side, individual coaching will help educators integrate new skills immediately into their practice. Individual coaching will include lesson modeling, which will provide teachers with professional learning before, during, and after lesson delivery. HMH Consultants will help teachers develop instructional expertise by answering program questions, modeling effective instruction, leading grade-level program sessions centered on evidence of student learning, and helping teachers select and achieve instructional goals.

Network School Profile

School:		Principal:			Cohort:
Wexler-Grant Community School		David Diah			VII
District:		Street Address:			
New Haven Public Schools		55 Foote Street New Haven, CT 06511			
School Data:	2017-18	2018-19	2019-20 Target	2019-20 Actual:	2020-21 Actual
Grades served	K-8	K-8	K-8	K-8	K-8
Student enrollment	425	373	360	361	
Percentage of students qualifying for FRL	59%	81.5%	81.5%	78.0%	
Percentage of students with disabilities	15%	15.0%	15%	18.0%	
Percent of English learner students	5%	4.8%	4%	4.0%	
Average daily student attendance	93.7%	90.7%	95%	92.1%	
Student chronic absenteeism	24.7%	32.8%	24.8%	27.4%	
Teacher average daily attendance	93.7%	91.6%	95%	91.3%	
Number of in-school suspensions	5	1	30	16	
Number of out-of-school suspensions	50	37	30	26	
Number of expulsions	1	1	0	0	
Percent of students scoring Level 3 or above in ELA on SBAC	21.8	24	24	0	
Percent of students scoring Level 3 or above in Math on SBAC	4	11	10	0	
Percent of students scoring at/above proficiency on CMT science	NA	NA	NA	NA	NA
Four year cohort graduation rate	NA	NA	NA	NA	NA
School accountability index score	52.8	58.9	NA	NA	NA
2017 Operations and Instructional Audit:					
Talent:			Academics:		
1.1. Instructional practice	2 - Developing	2.1. Academic rigor	2 - Developing		
1.2. Leadership effectiveness	2 - Developing	2.2. Student engagement	2 - Developing		
1.3. Instructional leadership	2 - Developing	2.3. Supports for special populations	3 - Proficient		
Culture and Climate:			Operations:		
3.1. School environment	3 - Proficient	4.1. Adequate instructional time	3 - Proficient		
3.2. Student attendance	2 - Developing	4.2. Use of instructional time	2 - Developing		
3.3. Student behavior	2 - Developing	4.3. Financial management	3 - Proficient		
3.4. Family and community engagement	2 - Developing				

2019-2020

Talent Priorities:		Owner:	Resources Required:	Total Cost:
1	Math 180 Teacher - The Math 180 teacher will target students' individual needs with differentiated instruction using MATH 180 data/program. The teacher will utilize the data to assess the instructional needs of the students, monitoring progress, and using data to drive instructions to meet students' needs as well as improve achievement, especially for students struggling with math. SMART Goal: In alignment with ESSA goal targets, SPI for Math from 46.7 in 2018-2019 to 50.7 (+4.0) in 2020-2021.	Superintendent, Principal, Assistant Principal, Coaches	Curriculum, Assessment, Professional Workshops and Outside Curricular Resources: Math 180 - \$12,225; Health - \$5,012; Medicare - \$177; Workman's Comp - \$83	\$17,497
2	Teachers will be provided with professional learning opportunities, including coaching, and extended day/time twice per week (Tuesdays/Wednesdays) through our partnership with Literacy How, Collaborative Classroom, Houghton Mifflin Harcourt and the Leadership Team. Through virtual and/or on-site training and embedded opportunities within this partnership, we will focus on the implementation with fidelity and refinement of our Tier 1 Instructional model for all students. Our areas of focus during the 2020-2021 school year will be to enhance learning for all students through the development of lessons aligned to the CCSS with a focus on explicit and intentional vocabulary instruction and questioning that promotes discourse and a deeper understanding of all content areas. SMART Goal: In alignment with ESSA goal targets, SPI for English Language Arts (ELA) from 57.1 in 2018-2019 to 59.8 (+2.7) in 2020-2021. In alignment with ESSA goal targets, SPI for Math from 46.7 in 2018-2019 to 50.7 (+4.0) in 2020-2021.	Principal, Assistant Principal, Coaches, Staff and Literacy How.	CSDE: Teacher Stipends (Extended Day Tues/Wed) - \$196,800; Health - \$17,651; Medicare - \$2,854; Workman's Comp - \$1,336;	\$218,641
3	Interventionists (Literacy and Math Tutors) - Will assist and support students with Tier 2/3 Intervention in both literacy and math by using SRBI. The Leadership Team will work with the tutors (5). Tutors will be trained to support tier 1 instruction. Interventionists will provide progress monitoring using LLI running records and reports from Math Inventory, Reflex Math and Moby Max at the Tier 2 level. The SRBI team will meet every 6-8 weeks to assess students' progress towards their goals by analyzing student work and running records. Teachers/Interventionists providing a Tier 3 intervention will use Flyleaf decodable texts, CORE Assessments, student work, word lists, and other software reports such as Lexia, Moby Max, and Reflex Math to assess progress on a weekly basis. SMART Goal: In alignment with ESSA goal targets, SPI for English Language Arts (ELA) from 57.1 in 2018-2019 to 59.8 (+2.7) in 2020-2021. In alignment with ESSA goal targets, SPI for Math from 46.7 in 2018-2019 to 50.7 (+4.0) in 2020-2021.	Principal, Assistant Principal, Literacy and Math Coach	Intervention Materials, Professional Learning: Interventionist - \$20,222; Medicare - \$1,547; Workman's Comp - \$138	\$21,907
4	Contracted Professional Learning Services: Professional learning to support instruction, curriculum, and program development (Houghton Mifflin Harcourt (HMH) for Math, Center for the Collaborative Classroom-Making Meaning will provide direct support to classroom teachers, coaches and administrators at the building level on their specific content expertise. Resource will include: Professional learning, curriculum support, lesson planning, modeling, co-teaching, reflecting, giving feedback, etc. Provide embedded coaching support for Administrators, Coaches and Teachers. SMART Goal: In alignment with ESSA goal targets, SPI for English Language Arts (ELA) from 57.1 in 2018-2019 to 59.8 (+2.7) in 2020-2021. In alignment with ESSA goal targets, SPI for Math from 46.7 in 2018-2019 to 50.7 (+4.0) in 2020-2021.	Principal, Assistant Principal, Coaches	Professional learning and coaching: HMH \$32,400; Collaborative Classroom \$21,800.	\$54,200
Academic Priorities:		Owner:	Resources Required:	Total Cost:
3	Curriculum Design will continue providing services to design engaging curriculum and projects with a focus on Service Based Learning theme of providing meaningful service to individuals, groups and organizations in need. All work will be aligned directly to Wexler-Grant's school mission and Connecticut State standards. This will include - 1. Integrate school wide service learning projects naturally into the ongoing curriculum to support both learning in the classroom and learning on the school-wide level. 2. Engage in unit design training that emphasizes coherence, alignment to mission, alignment to targeted standards employing a common template. 3. Engage teachers in unit design training that cultivates compelling questions and essential understandings directly aligned to the school's mission 4. Research and develop modern content directly aligned to the school's mission that will be embedded in each unit. 5. Developing a scope and sequence of units that scaffold vertically from year to year in our curriculum. 6. Develop a school wide consistent approach to PBL with common terms and quality standards. 7. Focus on place-based community partnerships in the design of project based learning units resulting in authentic assessments 8. Create digital media formative assessments from podcasts to documentaries. Examples of educational materials that will be used to support student learning - storybooks, videos, photos, fun books, coloring books, purchasing store supplies to assist with donations to others in need etc. SMART Goal: In alignment with ESSA goal targets, SPI for English Language Arts (ELA) from 57.1 in 2018-2019 to 59.8 (+2.7) in 2020-2021. In alignment with ESSA goal targets, SPI for Math from 46.7 in 2018-2019 to 50.7 (+4.0) in 2020-2021.	Principal, Community Partners, Teacher/Staff, Curriculum 21 Director	Curriculum Design - \$6,000.	\$6,000
5	Curriculum Resources - Math, ELA, Science and Social Studies K-8: ELA Curriculum Materials: Materials to support full implementation and fidelity of Reading and Writing Workshop. These materials include more leveled texts for classroom libraries and Take home bags for at home reading program, Book order for Grades 6-8, book shelving, leveled literacy intervention kits, LLI literacy notebooks, LLI purple cartons, take home intervention bags, Service Based Learning Supplies. Math Curriculum Materials: Materials to support full implementation and fidelity of the Math Program: Math manipulatives/materials will support all tiers of instruction and implementation of the math workshop model. SMART Goal: In alignment with ESSA goal targets, SPI for English Language Arts (ELA) from 57.1 in 2018-2019 to 59.8 (+2.7) in 2020-2021. In alignment with ESSA goal targets, SPI for Math from 46.7 in 2018-2019 to 50.7 (+4.0) in 2020-2021.	Principal, Assistant Principal, Literacy Coach, Interventionist (Tutors)	ELA instructional supplies \$22,500; Math instructional supplies \$22,500; McGraw Hill: Online Science and Online Social Studies programming and materials \$25,000; Service Based Learning supplies \$1,122	\$73,714
6				
Climate Priorities:		Owner:	Resources Required:	Total Cost:

FY 21 Network Budget: 2547-6293

Maximum FY 21 Network Grant Allocation: 500,000

Cost:	Network Grant: 25%	Other Funding Source(s): 75%
100: Personnel Services - Salaries		
Culture and Climate Support Family Engagement and Operations Coordinator	\$14,801	\$ 44,403.00
Math 180	\$12,225	\$ 36,676.00
Teacher Stipends - Extended Days (Tues/Wed)	\$196,800	
Interventionists - tutors with degree (5 people)	\$20,222	\$ 60,664.00
100: Personnel Services - Salaries Subtotal:	\$244,048	
200: Personnel Services - Benefits		
Culture and Climate Support Family Engagement and Operations Coordinator		
Health (41% x 59,204 = 24,274) ; state (.25 x 24,274); nhps (.75 x 24,274)	\$6,069	\$ 18,205.00
Medicare (1.45% x 59,204 = 859); state (.25 x 859); nhps (.75 x 859)	\$215	\$ 644.00
Workman's Comp. (.0068 x 59,204 = 403); state (.25 x 403); nhps (.75 x 403)	\$101	\$ 302.00
Math 180		
Health (41% x 48,901 = 20,049.41); state (.25 x 20,049.41); nhps (.75 x 20,049.41)	5,012	\$ 15,037.00
Medicare (1.45% x 48,901 = 709); state (.25 x 709); nhps (.75 x 709)	177	\$ 532.00
Workman's Comp. (.0068 x 48,901 = 332.5); state (.25 x 332.5); nhps (.75 x 332.5)	83	\$ 250.00
Teacher Stipends - Extended Days (Tues/Wed)		
Health: 7 Teachers on Grants (\$43,050): (41% x 43,050)	17,651	
Medicare (1.45% x 196,800)	2,854	
Workman's Comp. (.0068 x 196,800)	1,336	
Interventionists - tutors with degree (5 people)		
Medicare (7.65% x 80,886 = 6,188); state (.25 x 6,187.78); nhps (.75 x 6,187.78)	1,547	\$ 4,641.00
Workman's Comp. (.0068 x 80,886 = 550); state (.5 x 550); nhps (.5 x 550)	138	\$ 412.00
200: Personnel Services - Benefits Subtotal:	\$ 35,183	
300: Purchased Professional and Technical Services Subtotal:		
300: Purchased Professional and Technical Services Subtotal:	\$ -	
400: Purchased Property Services		
400: Purchased Property Services Subtotal:		
500: Other Purchased Services		
HMH	32,400	
Community Partnership - KidCraze - After School Program	60,000	
Center for the Collaborative Classroom - Making Meaning	21,800	
Elm Village/Chav	11,855	
Curriculum Design	6,000	
500: Other Purchased Services Subtotal:	132,055	
600: Supplies		
Curriculum Resources - Math, ELA, Science, Social Studies K-8, SBL Supplies	\$73,714	
Attendance Team	\$15,000	
600: Supplies Subtotal:	\$ 88,714	
700: Property		

700: Property Subtotal:	\$	-	
800: Other Objects			
	\$	-	
	\$	-	
800: Other Objects Subtotal:	\$	-	
Total:	\$	500,000	