

ABSTRACT

SPECIAL FUND PROPOSAL

Section I. BASIC INFORMATION

Proposed Project Title: Commissioners' Network - Wexler-Grant Community School - Year 4

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

Total Amount Requested: \$400,000 **Due Date of Application:** 8/17/2021

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 four 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. At the end of the three year grant the district is responsible for 100% of staff funding and additional supports if needed.

TARGET: Schools/Unit: Wexler-Grant Community School
No. of Students: 402 **Grade Level(s):** K-8
Eligibility Criteria: N/A

GRANT PERIOD:

From: (09/14/2021):

To: (06/30/2022):

New

Continuation

Previous Bd. of Ed. Approval:

Planning

Operational

Bd. of Ed. Information

Action

Information

Support

Competitive

Entitlement

Grant

PROPOSAL DEVELOPERS:
David Diah

CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1

ABSTRACT TIMETABLE

Return to: _____

Received: _____

Board of Education FINANCE & OPERATIONS Meeting Date 9/7/21

Board of Education Meeting Date: 9/13/21

Due Date to Grantor: _____

REVIEW

Grants Manager 

Finance Manager _____

Human Resource Manager _____

Proposed Project Title: Commissioners' Network-Wexler-Grant Community School – Year 4

Total Amount Requested: \$400,000.00

Proposed Grant Receiving Agency: CSDE

SECTION II: FISCAL INFORMATION

PERSONNEL

# FT	#PT		COST
		Administrators	\$
		Teachers	\$
		Management	\$
		Paraprofessionals	\$
		Clerks	\$
		Others - Tutors	\$
36		Stipends	\$221,400
		Longevity	
		SUBTOTAL	\$221,400

NON PERSONNEL

	COST
Supplies & Materials	\$40,208
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$116,025
Equipment	\$
Other	\$
Indirect Costs, if allowed	\$
TOTAL NON- PERSONNEL	\$156,233

FIXED COSTS:

Health Benefits	\$17,651
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$3,210
Workmen's Compensation	\$1,506
SUBTOTAL	\$22,367
TOTAL PERSONNEL & FIXED COSTS	\$243,767

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.

Note: In Year 3: 25 percent paid through Commissioners Network funding and 75 percent paid through alternative funding. Should the CSBE approve participation in the Network beyond Year 3, Network funding cannot be used to support salaries and benefits.%.

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

Teacher Stipends: staff planning, extended days and service days – yearlong - September 2021- June 2022. 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 Hill for Literacy, Collaborative Classrooms, Curriculum Designers, Inc, HMH, and IReady Math. Salaries - \$221,400; Benefits - \$22,367.

Consultants – Professional Development: Houghton Mifflin Harcourt (Math Solutions):

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 AND IN-PERSON PROFESSIONAL LEARNING

Date	Description	Cost
September – June 2021/2022	HMH Professional Learning Live Online Course and Coaching Grades K-12 – Quantity 1	\$3,570
	Math Solutions SAP 1.0 Follow-Up In-Person 1-Day Grades K-12	\$7,140
	Total	\$10,710

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.

Virtual and In-Person Professional Learning

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
Essentials for Getting Started <ul style="list-style-type: none"> Teachers will understand the essential teaching practices of the programs and consider the practical aspects of implementation including scheduling, classroom organization, and planning. 	Date: August 27, 2021 1 Day

Implementation Renewal PHASE	
Professional Learning Activities Coaching – Grade Level Team Meetings & Lesson Observations – Focus on K-2 Focus Outcomes: <ul style="list-style-type: none"> • The teacher has prepared instructional materials with notes and highlighting. • The teacher follows the lesson as written. • The teacher paces the lesson appropriately. • The teacher clearly states the purpose of the lesson. • The teacher maintains student partnerships for the duration of the unit. • The students carry out classroom procedures independently. • The students know what is expected of them and are on task. • The students demonstrated their learning through reading and writing. 	Date: Week of September 20, 2021 12 Hours

Implementation Renewal PHASE	
Coaching – Grade Level Team Meetings & Lesson Observations –Focus on 3-6 Focus Outcomes: <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. 	Date: Week of October 18, 2021 12 Hours
In-Person Lesson Study Focus Outcomes: <ul style="list-style-type: none"> • The teacher utilizes the program assessments to inform reteaching 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: Week of November 15, 2021 3 Days
In-Person Lesson Study 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: Week of February 7, 2021 3 Days
In-Person Lesson Study Focus Outcomes TBD	Date: Week of April 11, 2021 3 Days
Grade Level Meetings Focus Outcomes: <ul style="list-style-type: none"> • Teachers reflect on changes to their practice over the course of the year. • Teachers reflect on the impact of those changes on student learning. • Teachers set goals for next year’s implementation and professional learning. 	Date: Week of May 23, 2021 6 Hours

Cost Outline

Format	Number of Days	Cost Per Day	Total
Virtual - Daily	1	\$1000/day	\$1,000
Virtual - Hourly Rate of \$250/hour	24	\$250/hour	\$6,000
Virtual - Hourly Rate of \$400/hour	6	\$400/hour	\$2,400
In-Person (3 Consecutive Days)	9	\$2200/day	\$19,800
Proposed Professional Learning Charges			\$29,200

Curriculum Designers, Inc

Proposal for Professional Services

Services to be rendered:

Curriculum development for leadership teams and faculty:

- Develop service-learning projects with three teams of teachers representing primary grades, upper elementary, and middle school.
- Reviewing current practice through the lens of equity to include all learners with an eye to language capacity and needs
- Integrate skills and content from the ongoing curriculum into the SBL projects whenever possible.
- Crafting assessment tasks both formative and summative to provide evidence of meeting standards and service learning targets.
- Provide coaching and 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:

- 12 virtual workshop - @ \$500 hourly rate = \$6000
- 5 hours of editing @ \$100 per hour = \$500
- **Total = \$6,500**

ACES - Proposal of Services (2021-2022)

Title: Wexler-Grant Educational Technology Integration Support

Description: Wexler-Grant is requesting support services with their technology as well as their educational technology integration for the 2021-2022 academic year. Proposal costs are based on 35 weeks to account for school breaks and other scheduling anomalies that may occur through the year. If requested, additional time will be added via an addendum to the agreement.

Total Proposal Cost: \$69,615

<p>Technology Support Services</p>	<p>Cost: \$30,240</p>
<p>Description: ACES Technology Services will support the maintenance and repair of school-based devices and infrastructure, as requested. A plan for communication of needs and expected response times will be established between ACES and the LMS and/or the principal (or his designee).</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> Reliable technology support to supplement that which is currently provided by the building LMS 	<p>Rate: \$72 hourly (on-site or remote) x 420 hrs.</p>
<p>Requested Schedule/Frequency:</p> <ul style="list-style-type: none"> 4 days per week, 3 hours per day, 35 weeks (academic year less school breaks) Total 420 Hours 	

<p>School-Based Coaching: Technology Integration</p>	<p>Cost: \$39,375</p>
<p>Description: Instructional coaching would begin with each grade level PLC, and progress to individualized coaching. The integration coach would attend weekly grade-level PLC meetings and design additional coaching and/or professional development based on needs identified by the team. Virtual coaching options will be provided utilizing the Sibme platform, as requested or desired.</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> Increased capacity of teachers to effectively integrate technology into lesson design that supports learning for all students. Teachers develop shared understanding of digital citizenship. Experience a myriad of technological platforms for instruction and assessment. Increase capacity to design instruction that leverages educational technology for engagement, learning and assessments. Increased reflection on instructional practice and its impact on student outcomes. 	<p>Rate: \$1125/day X 35 days (inclusive of mileage, copying, platform usage, etc.)</p>
<p>Requested Schedule/Frequency:</p> <ul style="list-style-type: none"> 1 days per week, 35 weeks 	

- | | |
|-----------------|--|
| • Total 35 days | |
|-----------------|--|

Supplies and Materials i.e. 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 i.e. manipulative/materials to enhance ELA/Math instruction, service based learning bags, presentation boards, project binders, poster boards etc. 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. A lot of supplies were distributed and the school's supplies reserves were depleted in order to meet the immediate needs of our students in their homes and at school. Funding will be used to continue purchasing digital curriculum and materials (digital libraries, lessons, learning items, etc.) and Curriculum resources supplies (Math, ELA, Science and Social Studies K-8) - Purchases will be made for Math, ELA, Science, Social Studies K-8, SBL Supplies - ELA instructional supplies \$10,000; Math instructional supplies \$10,000; Online Science and Social Studies programming and materials (Science A-Z.com licenses from Learning A-Z for 4 classrooms @\$612, Science Daybooks @ 35 each/86 students = \$3010; Supplies i.e. Balances and Microscopes @ \$250 per class set/4 class = \$1000; Supplies i.e, child craft-measurement-kit-60 pieces @\$118/3 = \$354; New Textbook matched to NGSS i.e. comparable Person/Savvas Science Elevate program modules @ \$24 for a year digital subscription); Online Social Studies for McGraw Hill @ \$2000; total = \$7,000 Service Based Learning supplies (manipulative/materials to enhance ELA/Math instruction @ \$608; service based learning bags @ \$600; presentation boards, project binders, poster boards for the entire school community to be involved in the Service Based Learning Projects @\$2,000; Total = \$3,208 - TOTAL = \$30,208 **Attendance** - Attendance Team - attendance incentives: gift baskets, raffle/gift cards for parents in helping getting students logged on daily if remote and attending school daily, creative care packages, pencils, pens, stickers, posters, book covers, book marks, video game rewards cards – TOTAL = \$10,000.

Commissioners' Network-Wexler-Grant Community School – Year 4

Proposed Project Title: _____

Total Amount Requested: \$400,000.00 _____

Proposed Grant Receiving Agency: CSDE _____

SECTION III: SYSTEM OBLIGATIONS

Project support from other programs: None Yes **Explain:** Note: In Year 3: 25 percent paid through Commissioners Network funding and 75 percent paid through alternative funding. Should the CSBE approve participation in the Network beyond Year 3, Network funding cannot be used to support salaries and benefits.

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

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

Future local personnel obligations: None Yes **Explain:** Note: In Year 3: 25 percent paid through Commissioners Network funding and 75 percent paid through alternative funding. Should the CSBE approve participation in the Network beyond Year 3, Network funding cannot be used to support salaries and benefits.

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: _____
Jiah
Signature

8/11/2021 _____
Date

Proposed Project Title: Commissioners' Network-Wexler-Grant Community School – Year 4

Total Amount Requested: \$400,000.00

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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 and In-Person Professional Learning</p> <p>September – June 2021/2022</p> <p>HMH Professional Learning Live Online Course and Coaching Grades K-12 – Quantity 1</p> <p>Math Solutions SAP 1.0 Follow-Up In-Person 1-Day Grades K-12</p>	See pg. 2-7 for Proposed Rates	\$10,710
Center for Collaborative Classroom	Collaborative Learning – Making Meaning and Being a Writer – Aug. 2021 – Jun. 2022.	See pg. 2-7 for Proposed Rates	\$29,200
Curriculum Designers, Inc	<p>Curriculum 21 – Supporting Wexler with implementing the Service-Based Learning Theme. S3 On-site days -curriculum unit development. Service formats:</p> <ul style="list-style-type: none"> • Virtual workshops • Virtual coaching sessions • Editing hours to provide feedback <p>Sep. 2021 – Jun.2022</p>	See pg. 2-7 for Proposed Rates	\$6,500
ACES – Professional Development and School Improvement	<p>ACES Technology Services will support the maintenance and repair of school-based devices and infrastructure, as requested. A plan for communication of needs and expected response times will be established between ACES and the LMS and/or the principal (or his designee).</p> <p>Instructional coaching would begin with each grade level PLC, and progress to individualized coaching. The integration coach would attend weekly grade-level PLC meetings and design additional coaching and/or professional development based on needs identified by the team. Virtual coaching options will be provided utilizing the Sibme platform, as requested or desired.</p> <p>Sep. 2021 – Jun.2022</p>	See pg. 2-7 for Proposed Rates	\$69,615

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 to 61.5 (+1.7) in 2021-2022. In alignment with ESSA goal targets, SPI for Math from 46.7 in 2018-2019 to 50.7 (+4.0) in 2020-2021 to 53.4 (+2.7) in 2021-2022. 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 and 20.9% in 2021-2022.

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 (Math Solutions), 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.