

ABSTRACT

SPECIAL FUND PROPOSAL

Section I. BASIC INFORMATION

Proposed Project Title: Commissioners' Network - Wexler-Grant Community School - Year 5

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

Total Amount Requested: \$334,000 Due Date of Application: 8/16/2022

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 five 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: (09/13/2022): To: (06/30/2023):
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 9/6/22
Board of Education Meeting Date: 9/12/22
Due Date to Grantor:
REVIEW
Grants Manager
Finance Manager 8/25/22
Human Resource Manager

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## SECTION II: FISCAL INFORMATION

### PERSONNEL

# FT	#PT		COST
		Administrators	\$
		Teachers	\$
		Management	\$
		Paraprofessionals	\$
		Clerks	\$
		Others - Tutors	\$
35		Stipends	\$215,250
		Longevity	
		<b>SUBTOTAL</b>	<b>\$215,250</b>

### NON PERSONNEL

	COST
Supplies & Materials	\$
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$25,910
Equipment	\$
Other	\$
Indirect Costs, if allowed	\$
<b>TOTAL NON- PERSONEL</b>	<b>\$25,910</b>

### FIXED COSTS:

Health Benefits	\$88,253
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$3,123
Workmen's Compensation	\$1,464
<b>SUBTOTAL</b>	<b>\$92,840</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>\$308,090</b>

### 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 2022- June 2023. 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: Curriculum Associates LLC to support teachers with iReady classroom and iReady Math Core. 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 Curriculum Associates, and ACES IT support. Salaries - \$215,250; Benefits - \$88,253.

**Consultants – Professional Development: Curriculum Associates LLC**

Curriculum Associates LLC will provide Professional Development i-Ready Classroom and i-Ready Math Core Tailored Support Session (two 6-hour sessions @ \$1,750.00, not to exceed 30 attendees) to teachers and staff..

**Professional Development**

<b>Date</b>	<b>Description</b>	<b>Cost</b>
September – June 2022/2023	Professional Development i-Ready Classroom and i-Ready Math Core Tailored Support Session (two 6-hour sessions @ \$1,750.00, not to exceed 30 attendees)  Item # 24416.0  Qty 2  List Price \$2,000.00  Net Price \$1,750.00	\$3,500.00
	<b>Total</b>  <b>List Total = \$4,000</b>  <b>Savings = \$500</b>	<b>\$3,500.00</b>

Total amount: \$3,500

**Consultant: ACES – Professional Development & School Improvement**

From September 15, 2022 to June 14, 2023, – Wexler-Grant is requesting support services with their technology as well as their educational technology integration for the 2022-2023 academic year. See below for description and proposal costs.

IT tech: 3 hours a day

- Half day IT support at the rate of \$255 (half day per week for tech support on Thursdays) except on holidays or when there is no school.
- Half day IT support would be for 37 weeks and starting tentatively on Thursday, September 15th, 2022 and end on Wednesday, June 14th, 2023 which is the last day of school for NHPS.
- Half day IT support times on Thursdays would be from 9:00 am - 12:00 pm.
- Total half day IT support for the 37 weeks every Thursday from 9 am - 12 pm @ \$255 = \$9,435.

Outcomes:

1. On-site IT tech support
2. Increased teacher capacity to meet the learning needs of students

**Amount** of Agreement and hourly or session cost:

### Field Trips

Field Trips – Funding allocated for culture and climate events of doing PBIS Trips for students in improve attendance and positive behaviors:

- PBIS Trips have been coordinated for the purpose of providing incentives for students who exhibit positive behaviors consistently.
- In order to maintain a positive school climate, we will use these field trips to encourage students to come to school and excel academically.
- These trips have been selected based on students' interest, family need, and to allow all students opportunities to participate. Teachers will be enhancing new learning through real life hands on opportunities by going on these academic field trips.

- Holiday Hill Total cost = \$3,700

Grades 7-8 (60 students @ \$47 = \$2,820)

Staff: (5 adults @ \$22 = \$110)

Buses: (2 busses @ \$385 = \$770)

- Urban Air Total cost = \$9,275

Grades K-6 (265 students @ \$30 = \$7,950)

Food (265 students @ \$5 = \$1,325)

Total amount: \$12,975

**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 \$2,500; Math instructional supplies \$2,500. Total = \$1,096 Service Based Learning supplies (manipulative/materials to enhance ELA/Math instruction; service based learning bags; presentation boards, project binders, poster boards for the entire school community to be involved in the Service Based Learning Projects - **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 = \$2,000. Grand Total = 0 (Currently, funding for supplies/materials is \$0).

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**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: *DDial* 8/16/2022  
Signature Date

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**SECTION IV: PROPOSED PERSONNEL**

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

<b>F/T</b>	<b>P/T</b>	<b>Classification</b>	<b>Position Description</b>	<b>Duration of Proposed Service</b>	<b>Proposed Employee</b>	<b>Current NHPS Employee Yes/No</b>	<b>If Yes Current Employee Number</b>
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
Curriculum Associates LLC	<p><b>Virtual and In-Person Professional Learning</b></p> <p>Professional Development i-Ready Classroom and i-Ready Math Core Tailored Support Session (<i>two 6-hour sessions @ \$1,750.00, not to exceed 30 attendees</i>)</p> <p>Item # 24416.0</p> <p>Qty 2</p> <p>List Price \$2,000.00</p> <p>Net Price \$1,750.00</p>	See pg. 3-4 for Proposed Rates	\$3,500
Field Trips	<p>Field Trips – Funding allocated for culture and climate events of doing PBIS Trips for students in improve attendance and positive behaviors:</p> <ul style="list-style-type: none"> <li>• Holiday Hill Total cost = \$3,700               <ul style="list-style-type: none"> <li>Grades 7-8 (60 students @ \$47 = \$2,820)</li> <li>Staff: (5 adults @ \$22 = \$110)</li> <li>Buses: (2 busses @ \$385 = \$770)</li> </ul> </li> <li>• Urban Air Total cost = \$9,275               <ul style="list-style-type: none"> <li>Grades K-6 (265 students @ \$30 = \$7,950)</li> <li>Food (265 students @ \$5 = \$1,325)</li> </ul> </li> </ul> <p>Sep. 2022 – Jun.2023</p>	See pg. 3-4 for Proposed Rates	\$12,975
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>Sep. 2022 – Jun.2023</p>	See pg. 3-4 for Proposed Rates	\$9,435

## Wexler Grant Commissioners Network Budget Page

In addition, below is the eGMS grant application (a) Budget Page and (b) Program Page.  
**Budget**

New Haven School District (0000000093-00) Public School District - FY 2023 - Commissioner's Network S1 - Rev 0 - Commissioner's Network S1

Go To

[Download Budget Data](#)

Budget by Purpose

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### Funded School

New Haven School District - FY - Rev 0 -

Action	Object	Total	
View	100 - Personal Services > Salaries	\$215,250.00	
View	200 - Personal Services > Employee Benefits	\$92,840.00	
View	300 - Purchased Professional and Technical Services	\$12,935.00	District (0000000093-00) Public 2023 - Commissioner's Network S1
View	400 - Purchased Property Services	\$0.00	Commissioner's Network S1
View	500 - Other Purchased Services	\$12,975.00	
View	600 - Supplies	\$0.00	
View	700 - Property	\$0.00	
View	800 - Debt Service and Miscellaneous	\$0.00	
<b>Total</b>		\$334,000.00	
<b>Allocation</b>		\$334,000.00	
<b>Remaining</b>		\$0.00	



**Funded School**

School Code: 093-3211

School Name: Wexler/Grant Community School

School Amount: \$334,000.00

**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 21<sup>st</sup> 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

**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 to 63.1 (+1.6) in 2022-23. In alignment with ESSA goal targets, SPI for Math from 45.3 in 2018-2019 to 50.7 (+4.0) in 2020-2021 to 53.4 (+2.7) in 2021-2022 to 56.1 (+2.7) in 2022-23. In alignment with ESSA goal targets, Wexler-Grant School will see a decrease in chronic absenteeism from 32.8% in 2018-2019 to 26.1% in 2019-2020 to 20.9% in 2021-2022 to 18.9% in 2022-23.

**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.

**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.

**REQUIRED:**

**A COPY OF THE GRANT APPLICATION MUST BE ATTACHED TO THE ABSTRACT.**

View 700 - Property

View 800 - Debt Service and Miscellaneous

## Funded School

New Haven School District (0000000093-00) Public School District - FY 2023 - Commissioner's Network S1 - Rev 0 - Commissioner's Network S1

• Go To

### Funded School

School Code: 093-3211

School Name: Wexler/Grant Community School

School Amount: \$334,000.00

If there is anything else on my end that needs to be done, please let me know.

Regards,

**David Diah**

**Principal**

**Wexler-Grant Community School**

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New Haven, CT 06511

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"Legends are made by those who are not afraid and by those who are sometimes scared." Blessed - Diah