

ABSTRACT

SPECIAL FUND PROPOSAL

Section I. BASIC INFORMATION

Proposed Project Title: Commissioner's Network Grant – Clinton Avenue School – Year 5

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

Total Amount Requested: \$ 400,000 **Due Date of Application:**

System Contact: Jamie E. Coady—Principal, Clinton Avenue School

Telephone #:
475-220-3300

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 Clinton Avenue School by the CSDE. The purpose of this grant is to increase academic achievement among the students at Clinton Avenue School. We will achieve this by continuing a Project/Inquiry Based Learning Model (Blended Learning). In order to continue to implement this instructional change with fidelity and continue to have an impact on students' learning, we will continue to focus our instruction to a student-centered model where the teacher is a facilitator. This model will also be supported through technology and adapted to meet the needs of remote and hybrid learning. In addition, we will continue to focus on both Literacy and Math with a strong emphasis on individualized student learning plans.

TARGET: Schools/Unit: Clinton Avenue School
No. of Students: 445 **Grade Level(s):** K-8

GRANT PERIOD:

From: 08/30/2020

To: 6/30/2021

New

Continuation

Previous Bd. of Ed. Approval:

Planning

Operational

Bd. of Ed. Information

Action

Information

Support

Competitive

Entitlement

Grant

PROPOSAL DEVELOPERS:



Jamie E. Coady

CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1

ABSTRACT TIMETABLE

Return to: _____
Received: _____
Board of Education FINANCE & OPERATIONS Meeting Date 10/5/20
Board of Education Meeting Date: 10/13/20
Due Date to Grantor: _____

REVIEW

Grants Manager 
Finance Manager 
Human Resource Manager _____

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SECTION II: FISCAL INFORMATION

PERSONNEL

# FT	#PT		COST
		Administrators	\$
3		Teachers	\$ benefits only
		Management	\$
		Paraprofessionals	\$
		Clerks	\$
		Others	\$
43		Stipend	\$ 257,197.75
		Longevity	
		SUBTOTAL	\$ 257,197.75

NON PERSONNEL

	COST
Supplies & Materials	\$ 9,645
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$ 9,400
Equipment	\$
Other	\$ 26,935
Indirect Costs, if allowed	\$
TOTAL NON- PERSONEL	\$ 45,980

FIXED COSTS:

Health Benefits	\$ 93,020
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$ 3,802.25
Workmen’s Compensation	\$
SUBTOTAL	\$ 96,822.25
TOTAL PERSONNEL & FIXED COSTS	\$ 354,020

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.

Teacher Stipends: staff will participate in three morning meetings per week. These meetings will be designated for Data team, SRBI, Curriculum Meetings, and Grade Level meetings. This overall plan will support our instructional model and have a direct impact on student outcomes. We will use student baseline data to track the results of our efforts in focusing our instruction and our use of data to drive our instruction.

Teacher Health Benefits: The health benefits for three full-time staff members are included in the grant budget proposal. These three full-time staff members also receive the stipend for morning meetings.

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SECTION III: SYSTEM OBLIGATIONS

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

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

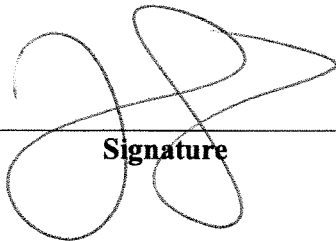
Local Fiscal costs, (include renovation): None Yes **Explain:**

Future local personnel obligations: None Yes **Explain:** According to our Commissioner's Network Grant, the New Haven Public Schools is obligated to fund 75% of all personnel with the CSDE funding 25%. At the end of the grant the district is responsible for 100% of staff funding and additional supports if needed.

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:  9/30/2020
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

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
X		Teacher	Morning Meetings	9 months	Doreen Canzanella	Y	2133
X		Teacher	Morning Meetings	9 months	Pamela Stricker	Y	2865
X		Teacher	Morning Meetings	9 months	Katie Spinato	Y	9308
X		Teacher	Morning Meetings	9 months	Dianne Ceneri	Y	10396
X		Teacher	Morning Meetings	9 months	Jenifer Macauley	Y	12432
X		Teacher	Morning Meetings	9 months	Marilyn Ciarlegio	Y	14889
X		Teacher	Morning Meetings	9 months	Brittany Ducran	Y	16546
X		Teacher	Morning Meetings	9 months	Kimberly Shirvis	Y	18259
X		Teacher	Morning Meetings	9 months	Jennifer Bush	Y	18338
X		Teacher	Morning Meetings	9 months	Lisa Pereira	Y	19844
X		Teacher	Morning Meetings	9 months	Jennifer Martinez	Y	22831
X		Teacher	Morning Meetings	9 months	Kelly Chasanoff	Y	23953
X		Teacher	Morning Meetings	9 months	Caroline Johnson	Y	26054
X		Teacher	Morning Meetings	9 months	Chastity Berrios-Hernandez	Y	27149
X		Teacher	Morning Meetings	9 months	Lauren Sepulveda	Y	30695
X		Teacher	Morning Meetings	9 months	Donata Dziejma	Y	32077
X		Teacher	Morning Meetings	9 months	John Liscio	Y	32273
X		Teacher	Morning Meetings	9 months	Allison French	Y	33752
X		Teacher	Morning Meetings	9 months	Nicole Cassidy	Y	33796
X		Teacher	Morning Meetings	9 months	Kristina Polaski	Y	36150
X		Teacher	Morning Meetings	9 months	Michelle	Y	36291

					Wingreen		
X		Teacher	Morning Meetings	9 months	Melissa Deroche	Y	37085
X		Teacher	Morning Meetings	9 months	Brenna Roberts	Y	37323
X		Teacher	Morning Meetings	9 months	Gloree Mercado	Y	37359
X		Teacher	Morning Meetings	9 months	Julia Evola	Y	37626
X		Teacher	Morning Meetings	9 months	Memelia Martinez-Pillot	Y	37668
X		Teacher	Morning Meetings	9 months	Bobbie Davis	Y	37915
X		Teacher	Morning Meetings	9 months	Kattie Konno Leonffu	Y	38629
X		Teacher	Morning Meetings	9 months	Margaret Hughes	Y	38923
X		Teacher	Morning Meetings	9 months	Jeff Crisafi	Y	39032
X		Teacher	Morning Meetings	9 months	Melanie Rodriguez-Lapman	Y	39711
X		Teacher	Morning Meetings	9 months	Benjamin Carter	Y	39829
X		Teacher	Morning Meetings	9 months	Patricia Perez	Y	40649
X		Teacher	Morning Meetings	9 months	Jennifer Lipinsky	Y	40757
X		Teacher	Morning Meetings	9 months	Anthony Marsillo	Y	41534
X		Teacher	Morning Meetings	9 months	Sara Goldstein-Stoll	Y	41536
X		Teacher	Morning Meetings	9 months	Kim DiGiovanna	Y	41537
X		Teacher	Morning Meetings	9 months	Elena Pradith	Y	42318
X		Teacher	Morning Meetings	9 months	Elisabeth Kurzawa	Y	41562
X		Teacher	Morning Meetings	9 months	Madison Correia	Y	41612
X		Teacher	Morning Meetings	9 months	Katherine Pena-Martinez	Y	41646
X		Teacher	Morning Meetings	9 months	Sarah Hall	Y	42299
X		Teacher	Morning Meetings	9 months	Lizeth Restrepo	Y	41065

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
Dr. Dee Cole	This individual will work with the Clinton Avenue School leadership and staff around rigorous classroom instruction and the implementation of effective interventions. The Leadership Advisor will continue to assist in gathering and analyzing student instructional data and assessment outcomes and to assist the leadership team and coaches in making instructional decisions school-wide. As a result of her support students at Clinton Avenue School students saw another 5% in ELA growth on SBA. In the 2018-2019 40% of students scored 3 or higher on SBA.	\$440.00 x 10 days	\$4,400
Eureka Math Consultant/Math Support and Coaching	Funding is for 10 Virtual PD session for a dministration and teaching staff. Coaching is grade-band specific (K-5 or 6-8) and session requires a pre-determined host grade level. Administration and coaches will also participate in these virtual sessions in order to continue to improve instructional leaders' ability to support effective classroom practice. Session will help to improve educators' understanding of how to effectively and efficiently prepare and teach a Eureka Math lesson. Throughout this sessions educators collaborate to analyze teaching and learning in their school community A Eureka Math trainer will guide small groups in order to analyze and customize a selected lesson based on student data. Professional Development around grade band content - a deep dive into the instruction and the content in each module.	10 Virtual Sessions	\$5,000

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 continue to improve student achievement and guide our students as they acquire 21st century skills necessary to be successful in post-secondary education and careers. Clinton Avenue School's teachers, who will continue to be trained in and implement Project Based Learning (PBL) methods, will devote more class time to teaching 21st century skills; our students will perform better on standardized tests than students engaged in traditional instruction. PBL will continue to foster collaboration among colleagues, and provide opportunities to build relationships with students and their families. Additionally, the PBL model will continue to accommodate our diverse learners by introducing a wider range of learning opportunities into the classroom. Students learning through the Project Based Learning model (PBL) will retain content longer and have a deeper understanding of what they are learning. Project Based Learning (PBL) is a strategy we will use to close the achievement gap by engaging all students, and especially lower-achieving students, in their learning. With additional technology, our teachers and students will find resources and information to create products and collaborate more effectively with their peers, connect with experts, partners, and audiences around the world. In our PBL classrooms, our students will demonstrate improved attitudes toward learning, student engagement will be high, and students will become more self-reliant and have better attendance than in more traditional settings. These strategies will be adapted to meet the needs of remote and hybrid learners. Teachers will utilize various technology platforms to fully engage students in their learning, provide materials/supplies as needed, and encourage inquiry-based thinking.

The Leadership Advisor will work with the Clinton Avenue School leadership and staff around rigorous classroom instruction and the implementation of effective interventions. The Leadership Advisor will continue to assist in gathering and analyzing student instructional data and assessment outcomes and to assist the leadership team and coaches in making instructional decisions school-wide. This individual will also participate in data team meetings with all grade levels, attend grade level and vertical team meetings when necessary, and work specifically with identified teachers to support instruction. The Leadership Advisor will meet remotely and participate in classroom observations through Google Meets.

All K-8 teachers will participate in on site Math training, provided by Eureka/Great Minds, 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. This training will include the online learning component for both students and teachers.

In 2020-2021 school year, Clinton Avenue School will focus on supporting identified students with attendance concerns, continue the work to improve culture and climate by the implementation of PBIS and Restorative Practices, and adapt professional responsibilities to meet the expectations of remote, hybrid, and/or full in-person instruction.

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

Due to a lack of data for the 2019-2020 school year due to Covid-19, we are utilizing the data from 2018-2019. In the 2018-2019 school year we saw an additional 15% gain in ELA in grades 3-8 on the Smarter Balance Assessment achievement of proficiency levels or higher (17.3% over the course of three years). Our out of school suspension data for the 2018-2019 school year decreased from 2% to 1%. 100% of our teachers implemented the Project and Inquiry based learning model and the use of technology in the classroom also increased by 100%. In addition, we saw an overall increase of 18% in parent attendance to school-wide events. We have set targets around our ESSA goals this year as follows:

In alignment with ESSA goal targets, Clinton Avenue will see an increase for the School Performance Index (SPI) for English Language Arts (ELA) from 62.5 in 2018-2019 to 62.9 (+.4) in 2020-2021.

In alignment with ESSA goal targets, Clinton Avenue will see an increase in School Performance Index (SPI) for Math from 51.6 in 2018-2019 to 55.2 (+3.6) 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. In a Project Based Learning Model teachers will continue to work collaboratively in order to guide students in answering researched based questions. PBL

will also lend itself to opportunities for our teachers to authentically assess their students providing them with multiple opportunities to evaluate. More importantly, the Project Based Learning Model will continue to accommodate our diverse learners by introducing a wider range of learning opportunities into the classroom. In specific content areas, PBL 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 learning. Research has also shown that students demonstrate better problem-solving skills in the PBL model than in more traditional classes, and are able to apply what they learn to real-life situations. In a PBL model our CAS students will continue to show an increase in their critical thinking ability, their ability to work collaboratively, and their ability to resolve conflicts. PBL 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, PBL supports the Common Core standards which emphasize real-world.

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)

Clinton Avenue School staff launched a Project Based Learning Model (PBL) at the beginning of the 2016-2017 school year. The PBL model provides our students with an authentic learning experience utilizing all learning modalities in the process of researching and solving a problem and then communicating the solutions. In addition, the PBL model supports the Common Core standards which emphasize real-world application of knowledge and the skills highlighted helping students to meet the goals of the Common Core. It is through Project Based Learning (PBL) that students will retain content longer and have a deeper understanding of what they are learning. In specific content areas, PBL will be more effective than traditional methods because students will be participating in hands-on research based learning. On high-stakes tests, CAS students will perform as well or better than traditionally taught students. The PBL model will also help our students' master the key competencies (21st Century Skills) identified as essential for college and career readiness. Student engagement will be high and CAS will create a safe and rigorous learning environment.

Clinton Avenue School leadership and staff will continue to work alongside a leadership advisor around rigorous classroom instruction and the implementation of effective interventions. The Leadership Advisor will continue to assist in gathering and analyzing student instructional data and assessment outcomes and to assist the leadership team and coaches in making instructional decisions school-wide. This individual will also participate in data team meetings with all grade levels, attend grade level and vertical team meetings when necessary, and work specifically with identified teachers to support instruction.

In the 2020-2021 school year, all K-8 teachers will continue to participate in on site Math training, provided by Great Minds/Eureka, 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 the curriculum in order to plan for more rigorous and individualized instruction.

Staff will also continue to participate in three morning meetings per week. These meetings will be designated for Data team, SRBI, Curriculum Meetings, and Grade Level meetings. This overall plan will support our instructional model and have a direct impact on student outcomes. We will use student baseline data to track the results of our efforts in focusing our instruction and our use of data to drive our instruction.

Over the course of the 2020-2021 school year, Clinton Avenue will continue to develop and modify Literacy and Math Frameworks for grades K-8 focusing on aligning with CCS Standards. This framework will continue to assist in prioritizing literacy and math standards for grades K-8 all the while scaffolding instruction to meet the needs of students. Teachers will continue to utilize existing curriculum, resources, develop common formative assessments, and use reflective practices to create, develop and implement the framework. Grades K-8 teachers will also partake in 1/2 day release time as professional development days around the framework and continue their work around these identified priority standards and implement this framework for all subject areas with fidelity. In addition, we will conduct a series of "Learning Walks" in order to build teachers' capacity around planning, rigorous instruction, and differentiation.

Lastly, throughout the 2020-2021 school year teachers will continue to participate in "Learning Walks" in collaboration with administration and coaches in order to support their own instructional practices. Teachers will be able to conduct instructional rounds, participate in collegial conversations, and gain support in implementing "best practices" in rigorous instruction. The "Learning Walks" will be focused to meet the needs of teachers all the while allowing other teachers to showcase their high level of expertise in instruction.

REQUIRED:

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