



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT COVER SHEET

Cover Sheet is an Internal Document for Business Office Use

Contractor full name: Great Schools Partnership, Inc.

Doing Business As, if applicable: N/A

Business Address: 482 Congress Street, Suite 500, Portland, Maine 04101

Business Phone: 207-773-0505

Business email: dhart@greatschoolspartnership.org

Funding Source & Acct. # 25316425-56694 -0066 (SIG Carryover) for September 1 through Nov. 30

Principal or Supervisor: Cari Strand

Agreement Effective Dates: From 09/01/2023 To 11/30/23.

Hourly rate or Per session rate or Per day rate: GSP's daily rate is \$1,300. This daily rate includes travel costs.

Total amount: \$13,000 (10 days in Contract A 8 hours/day including travel and prep time)

Description of Service: Please provide a one or two sentence description of the service. Please do not write "see attached."

Great Schools Partnership (GSP) staff will provide professional development to faculty at High School in the Community to support continued implementation of a project-based learning curriculum in a mastery-based grading system with a focus on equitable assessment practices. In addition, GSP staff will collaborate to collect data and analyze this information with HSC educators to drive improved instructional practices. Goals for this contract include identifying and implementing strategic approaches to data monitoring and interventions; increasing fidelity to existing practices related to mastery and project-based learning, particularly in regards to onboarding new teachers and targeted coaching around instructional practice for veteran teachers; and more consistent work around equity in education.

Submitted by: Cari Strand Phone: 475-220-6200



Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Cari Strand, Building Leader at High School in the Community (HSC)
Date: 1 August 2023
Re: SIG-Funded Agreement with Great Schools Partnership, Inc. (GSP)

Please **answer all questions and attach any required documentation as indicated below.** Please have someone **ready to discuss** the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education.

1. **Contractor Name:** Great Schools Partnership (GSP)
2. **Description of Service:** Great Schools Partnership staff will provide professional development to staff at High School in the Community to support continued implementation of a project-based learning curriculum in a mastery-based grading system with a focus on equitable assessment practices. In addition, GSP staff will collaborate to collect data and analyze this information with HSC educators to drive improved instructional practices. Goals for this contract include identifying and implementing strategic approaches to data monitoring and interventions; increasing fidelity to existing practices related to mastery and project-based learning, particularly in regards to onboarding new teachers and targeted coaching around instructional practice for veteran teachers; and more consistent work around equity in education.
3. **Amount** of Agreement and hourly or session cost: \$13,000. 10 days at \$1,300.00 per day
4. **Funding Source** and account number: 25316425-56694 -0066 (SIG Carryover) for September through November 30, 2023 (Contract A)
5. **Continuation/renewal or new Agreement?**
Answer all questions:
 - a. If continuation/renewal, has the cost increased? If yes, by how much? Renewal. Cost has gone down by \$25/day due to GSP's new pricing structure and decreased travel costs, as our only coach is local.
 - b. What would an alternative contractor cost: The most comparable vendor is Expeditionary Learning. EL costs have been quoted at significantly more than GSP's by approximately 25% in the past, though they have not responded to recent requests for an updated quote. PBL Works offers workshops similar to GSP's stand-alone offerings for \$1300 per person for 3-days for both teacher and administrator workshops (\$35,100 to train all HSC classroom teachers and leaders); they do not offer coaches embedded

within the school or on-going support, however, so this lower price reflects considerably fewer services and no meaningful understanding of HSC's specific needs. Similarly, Instructional Coaching Group quoted us between \$99 and \$6500, but they explained that they "do not provide professional development around curriculum, assessment, or grading" and do not offer the on-going relationship GSP does. BetterLesson.com has a menu of options, including a workshop model, coaching, and learning walks, but they do not provide the depth or the breadth of GSP's work, particularly in the areas of project-based learning, mastery-based learning, and equity in education nor do they have the relationships with teachers and students that GSP has established at HSC. Their lower priced options are virtual rather than in-person and will not, therefore, lead to the level of understanding of HSC's specific needs that GSP has established. Further, they lack the capacity to provide the quantity of PD and coaching that GSP is able to provide, as their initial quote of \$48,700 reflects fewer than 30 hours provided via a mix of virtual and in-person contact time versus the 8 hours a day for 80 days (640 hours) in-person and on-site that GSP is able to provide.

- c. If this is a continuation, when was the last time alternative quotes were requested? Quotes were requested in 2022. Amounts are provided above and in documentation in the materials at the end of this pdf.
- d. For new or continuation: is this a service existing staff could provide. If no, why not? No. HSC teachers have developed considerable skills around creating project-based learning units and implementing mastery-based learning best practices, but this learning was impacted by onboarding during the pandemic and recent teacher turnover. New and returning teachers alike need to focus on high quality instruction with continued attention to equity and students' affective needs. GSP coaches have the skills and knowledge to support HSC teachers as they increase fidelity to practices across classrooms and build sustainable systems that will allow us to continue this work beyond the scope of this contract. Outcomes for this agreement include project-based learning and inquiry in all units, attention to individual student needs as identified by data monitoring, more strategic scaffolding within departments and across grade levels, stronger systems for ensuring student mastery of core content and skills leading to improved performance on all assessments (school-based and standardized) and beyond HSC in college and career, and more equitable systems in all areas of our programming.

6. Type of Service:

Answer all questions:

- a. Professional Development?
 - i. If this is a professional development program, can the service be provided by existing staff? If no, why not? No. GSP is able to provide focused PD, individualized coaching, and support for best practices as their sole responsibility at our school, which is not possible for those of us who must attend to a wide range of issues and needs in addition to PD. We are looking to refine and strengthen existing systems of mastery-based learning and project-based learning while also incorporating our work around culturally responsive educational practices particularly in areas related to equity in data monitoring and strategic interventions.
- b. After School or Extended Hours Program? No
- c. School Readiness or Head Start Programs? No

d. Other: (Please describe)

7. Contractor Classification:

Answer all questions:

- a. Is the Contractor a Minority or Women Owned Business? No
- b. Is the Contractor Local? No, they are based in Maine
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national? Regional (New England)
- d. Is the Contractor a public corporation? No
- e. Is this a renewal/continuation Agreement or a new service? Our previous work with GSP was connected to our Federal Magnet School Program Grant; this agreement is part of our state School Improvement Grant and aligned to new goals.
- f. If it is a renewal/continuation has cost increased? If yes, by how much? Renewal. Costs have decreased by \$25 per day.
- g. Will the output of this Agreement contribute to building internal capabilities? If yes, please explain: Yes, ultimately it is training NHPS teachers in project-based learning, mastery grading, the integration of the magnet school theme in curricular units, and equitable educational practices. All of this will be used to build internal capabilities.

8. Contractor Selection:

Answer all questions

- a. What specific skill set does this contractor bring to the project? If a new contractor, please attach a copy of the contractor's resume. GSP is nationally recognized for their work with personalized learning through the development of multiple pathways (including project-based learning) and mastery-based education. Further, GSP has extensive experience supporting teachers to become facilitators of school-based professional learning groups to share and refine best instructional practices such as what HSC needs to develop to integrate their project-based learning focus with an SAT impact. Finally, direct experience in New Haven with HSC and other magnet schools demonstrates GSP's capacity to facilitate high-quality professional learning seminars and their understanding of and commitment to the context of New Haven.
- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source? GSP was selected as part of HSC's School Improvement Grant (SIG) proposal. GSP has an extensive partnership with HSC and the district and is very familiar with our needs and past efforts. In addition, with a staff of 28 people, GSP has the capacity to bring in additional help as needed (for example, with data collection and analysis or community engagement) that is usually not available from single organizations.
- c. Please describe the selection process including other sources considered and the rationale for selecting this Contractor: GSP was named in HSC's School Improvement Grant (SIG) proposal to the state of Connecticut based upon the alignment of GSP's expertise and the specific goals of the SIG: improved attendance through engaging lessons and programming, strong 4-year graduation rate as a result of rigorous and engaging learning experiences, improved academic outcomes as measured by the ELA and Math school performance indexes (SPI). We also reached out to organizations that offer similar services, but none could offer the level of support that GSP is able to provide (described in section 5 above).

9. Evidence of Effectiveness & Evaluation

Answer all questions

- a. What specific need will this contractor address and how will the contractor's performance be measured and monitored to ensure that the need is met?
In order to support HSC's work to improve outcomes as measured by School Performance Indexes (SPI) and to increase fidelity to high-leverage instructional practices and other best practices, GSP will:
1. In collaboration with HSC leadership, design a responsive professional development calendar that is clearly aligned with school goals and collaborates with other outside consultants.
 2. Support data driven decision-making culture through the facilitation of data inquiry cycles with NHPS data monitoring systems and any additional data sources.
 3. Support the onboarding of new staff and continued implementation of a project based learning curriculum in a mastery system with a focus on equitable grading practices.
 4. Build a program of studies and a curriculum map for NHPS cross-curricular indicators.
 5. Serve as a thought partner for the HSC school leadership team.
 6. Assess impact by surveying teachers and engaging in on-going conversations with HSC's leadership team
- b. If this is a renewal/continuation service attach a copy of the evaluation or archival data that demonstrates effectiveness.
The external evaluator from the Federal Magnet School Assistance Program (MSAP) Grant (a 5-year grant that ended on 9/30/22) consistently gave HSC high marks for our work which was, in large part, done in partnership with GSP. Project Year 4 evaluation is attached. Relevant indicators on the rubric are student engagement, magnet theme curriculum, portfolios and student work, magnet theme implementation, magnet unit planning, unit quality, discrete magnet classes, professional development sections, as well as commendations and recommendations. The recommendation, "There are a number of systemic reforms available that will increase the quality of instruction for students. There were few units that included more than two reforms. Revisit the systemic reforms included in the units to determine if there are additional reforms that would enhance the units/instruction" will drive our new work with GSP around equity and strategic interventions.
- Further, teachers continue to request support from GSP, including individual observations and coaching sessions, indicating their satisfaction with the services provided. In a PD exit ticket for a GSP-run session, one teacher noted, "One thing that I can take away from work today is the fact that we created a safe environment for sharing ideas and strategies, the mutual respect for everyone's opinions, ideas and perspectives."
- c. How is this service aligned to the District Continuous Improvement Plan?
High School in the Community has made great strides in the past 6 years by dramatically improving its graduation rate, increasing applications from both New Haven and suburban families, and significantly increasing the percentage of students who move

successfully from grades 9 to 10. All of these are strategic priorities for the District and align with Goal 2: High Achievement for all Learners; Goal 4: Preparation for College, Career, and Life; and Goal 5: Unwavering Commitment to Equity, Growth, and Progress. While we are proud of the work and systems the school has built to continue this improvement, there remain areas that need attention and support to ensure improved outcomes for students.

10. Why do you believe this Agreement is fiscally sound? GSP remains competitively priced as a PD provider and our improvement on key school metrics demonstrates dramatic effectiveness.
11. What are the implications of not approving this Agreement? Teachers will not receive as much support around key initiatives and programs. As HSC works to address students' academic and affective needs, it is particularly important that our teachers have the kind of intensive support that GSP can provide to ensure equity of programming and to build and implement rigorous learning opportunities for all students.



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND

Great Schools Partnership

FOR DEPARTMENT/PROGRAM:

High School in the Community

This Agreement entered into on the 21th day of August 2023, effective (*no sooner than the day after Board of Education Approval*), the 1st day of September 2023, by and between the New Haven Board of Education (herein referred to as the “Board” and, Great Schools Partnership located at 482 Congress Street, Suite 500, Portland, Maine 04101 (herein referred to as the “Contractor).

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of \$1,300 per day, for a total of 10 days.

The maximum amount the contractor shall be paid under this agreement: Thirteen thousand dollars (\$13,000). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

Fiscal support for this Agreement shall be by CT School Improvement Grant (SIG) **Program** of the New Haven Board of Education, **Account Number:** 25316425-56694 **Location Code:** 0066 (carryover)

This agreement shall remain in effect from 09/01/23 to 11/30/2023.

SCOPE OF SERVICE: *Please provide brief summary of service to be provided.*

Great Schools Partnership staff will provide professional development to staff at High School in the Community to support continued implementation of a project-based learning curriculum in a mastery-based grading system with a focus on equitable assessment practices. In addition, GSP staff will collaborate to collect data and analyze this information with HSC educators to drive improved instructional practices. Goals for this contract include identifying and implementing strategic approaches to data monitoring and interventions; increasing fidelity to existing practices related to mastery and project-based learning, particularly in regards to onboarding new teachers and targeted coaching around instructional practice for veteran teachers; and more consistent work around equity in education.


Exhibit A: Scope of Service: Please attach contractor's detailed Scope of Service on contractor letterhead with all costs for services including travel and supplies, if applicable.

Exhibit B: Student Data and Privacy Agreement: Attached

APPROVAL: This Agreement must be approved by the New Haven Board of Education *prior to service start date*. Contractors may begin service no sooner than the day after Board of Education approval.

HOLD HARMLESS: The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

TERMINATION: The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.



Contractor Signature

President
New Haven Board of Education

8/1/23

Date

Date

David J. Ruff, Executive Director

Contractor Printed Name & Title

Revised: 11/27/19



NEW HAVEN PUBLIC SCHOOLS

EXHIBIT B

STUDENT DATA PRIVACY AGREEMENT SPECIAL TERMS AND CONDITIONS

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. § 10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant to this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student-generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.



To: Cari Strand, High School in the Community

From: Paulina Murton, Great Schools Partnership

Re: Proposal of Great School Partnerships supports for High School in the Community '23-24

Date: July 20, 2023

I. Overview

On behalf of the Great Schools Partnership (GSP), I am pleased to present this outline of proposed coaching services and resources specifically related to the continued coaching and support effort at High School in the Community. The following coaching and support activities build upon work of the '22-23 school year with continued support to build a strong project-based learning curriculum in a mastery system with a focus on equitable grading practice. GSP is honored to be a long-term partner in these efforts. The following coaching activities and technical support is based on our recent conversations, our past collaboration and our emerging sense of the assets and unique challenges within the school next school year. They are also informed by efforts we are supporting in schools engaged in similar efforts across the country.

II. GSP Coaching Activities

Contract A:

September 1, 2023 – Nov. 30, 2023

10-days* of coaching and support at a cost of \$13,000 (inclusive of all travel expense). The '23-24 daily rate for services is \$1,300.

- Great Schools Partnership (GSP) staff will collaborate to design a responsive professional development calendar that is clearly aligned with High School in the Community (HSC) goals and collaborates with other outside consultants;
- GSP staff will provide ongoing professional development to staff at HSC to support continued implementation of a project-based learning curriculum in a mastery system with a focus on equitable grading practices;
- GSP staff will support in the onboarding of new staff with a focus on building skill and understanding of strong instructional practice, project-based learning and equitable grading practice within a mastery system;
- GSP staff will provide responsive training, resources and coaching to inform strong instructional practice in a mastery system;
- GSP staff will collaborate to collect data and analyze this with HSC educators to drive better practice; and,

- GSP staff will provide regular thought partnership, coaching and support to HSC leadership team.
-

Contract B:

December 1, 2023 – June 30, 2024

40-days* of coaching and support a cost of \$52,000 (inclusive of all travel expense). The '23-24 daily rate for services is \$1,300.

Scope of services:

- Great Schools Partnership (GSP) staff will collaborate to design a responsive professional development calendar that is clearly aligned with High School in the Community (HSC) goals and collaborates with other outside consultants;
- GSP staff will provide ongoing professional development to staff at HSC to support continued implementation of a project-based learning curriculum in a mastery system with a focus on equitable grading practices;
- GSP staff will support in the onboarding of new staff with a focus on building skill and understanding of strong instructional practice, project-based learning and equitable grading practice within a mastery system;
- GSP staff will provide responsive training, resources and coaching to inform strong instructional practice in a mastery system;
- GSP staff will collaborate to collect data and analyze this with HSC educators to drive better practice; and,
- GSP staff will provide regular thought partnership, coaching and support to HSC leadership team.

*Note: The days of the contract include time spent in the following three areas:

- Direct support (in-person and virtual): Skill, knowledge, and capacity-building for teachers and leaders particularly around curriculum, instruction, assessment, and student learning supports as well as our work to help build the development of systems and leadership moves to sustain the improvement efforts.
- Design of learning and development of professional learning resources and meeting materials: Building of materials and resources specifically grounded in the unique needs of the school in our direct support with educators.
- Travel: Time spent traveling to and from the school (or other agreed upon location) in order to provide direct support.

Contract Costs

20 Days	\$29,000
30 Days	\$42,000
40 Days	\$54,000
50 Days	\$65,000
60 Days	\$78,000
80 Days*	\$104,000

Coaching contract days include both on-site support and off-site preparation, as well as travel time. Travel expenses, including but not limited to mileage, as well as meals and lodging, are not included in our pricing and must be reimbursed by the school. Depending on the size of a contract, each school or district is assigned a coach or team of coaches. It is important to underscore that your relationship is with the Great Schools Partnership as an organization; when deemed appropriate, other staff members may be available to provide additional guidance and assistance depending on the nature of the work.

* For contracts greater than 80 days, please contact us.

The days of the contract include time spent in the following three areas:

Direct support (in-person and virtual): Skill, knowledge, and capacity-building for teachers and leaders particularly around curriculum, instruction, assessment, and student learning supports as well as our work to help build the development of systems and leadership moves to sustain the improvement efforts.

Design of learning and development of workshop materials: Building of materials and resources specifically grounded in the unique needs of the school in our direct support with educators.

Travel: Time spent traveling to and from the school (or other agreed upon location) in order to provide direct support.

Learn More

To learn more about how GSP can work with you, please visit:

www.greatschoolspartnership.org/work/what-we-do/

School: High School in the Community	District: NEW HAVEN
Site Visitor: Jill R. Naraine	Date: 4/1/2022

Site Visit

This site visit was conducted remotely. In attendance was Jill Naraine (Site Visitor), Michele Bonanno (Magnet School Coordinator), Cari Strand (Co-Building Leader), Dianna Carter (Magnet Resource Teacher).

Item	No Evidence	Beginning	Medium Implementation	Well Implemented
Score	0	1	2	3
1. School Hallways and Entrance	There is little or no evidence of the magnet theme in the entrance or hallways.	The evidence of the theme is mostly in the entrance area of the school.	The entrance and hallways show evidence of the theme, but it is not school-wide and/or there is little student work displayed.	The entrance and hallways show evidence of the magnet theme school-wide including the extensive display of student work related to units. X
<p>Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations: Even though this site visit was conducted remotely, I was able to see the many displays of student work related to the magnet theme via Zoom. The majority of the displays were project based culminating activities and cross curricular connections. For example, there is a Social Justice display that captures the gun violence that is happening in New Haven and the effect it is having on their student population. It has been a place for students to show their love and feelings toward people who were directly affected by this violence. Other displays include posters from the 9th, 10th, 11th, and 12th grade seminar research projects.</p> <p>Recommendations: It is recommended that the displays include an explanation and standards, essential questions, and rubric where applicable.</p>				

2. Classroom Environments	There is little or no evidence of the magnet theme in classrooms.		20%-50% of classrooms show evidence of magnet theme including the display of student work related to magnet units.	51%-90% of classrooms show evidence of magnet theme including display of student work related to magnet units.	More than 90% of classrooms show evidence of magnet theme including the display of student work related to magnet units.
	Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations: Unable to determine the extent to which classrooms show evidence of magnet theme including the display of student work related to the magnet units as the visit was conducted remotely and we did not visit any classrooms.				
Recommendations: The September 2022 site visit should be conducted while students are receiving instruction. It was agreed that the September 2022 would occur on a Monday, Wednesday or Thursday.					
3. Heterogeneous Classes and Diversity in the Student Population	Less than half the classes reflect the racial diversity of the school.		50%-70% of the classes reflect the racial diversity of the school.	71%-90% of the classes reflect the racial diversity of the school.	More than 90% of the classes reflect the racial diversity of the school, including honors/gateway classes.
	Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations: Unable to determine the percentage of classes that reflect the racial diversity of the school as the visit was conducted remotely and we did not visit any classrooms.				
Recommendations: The September 2022 site visit should be conducted while students are receiving instruction. It was agreed that the September 2022 would occur on a Monday, Wednesday or Thursday.					
4. MSAP Classroom Resources	There is no evidence of magnet funded resources in most classrooms.		20%-50% of classrooms show evidence of magnet funded resources in use.	51%-90% of classrooms show evidence of magnet funded resources in use.	More than 90% of classrooms show evidence of magnet funded resources in use.
	Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations: Unable to determine as the visit was conducted remotely and we did not visit any classrooms. However, it was indicated in the report that flexible seating (soft cubs and wedges) for all ELA classrooms and "fidget stools" for other classrooms were purchased using MSAP funds during PY5.				
Recommendations: The September 2022 site visit should be conducted while students are receiving instruction. It was agreed that this visit would occur on a Monday, Wednesday or Thursday.					

5. Student Engagement	Students are not engaged in learning directly related to the curriculum.	Most students are on task but some are clearly not. Instruction is teacher led/centered. Use of critical thinking/ problem solving skills not evident.	Students are on task & engaged, but instruction is teacher led/centered (e.g., lecture, Q & A).	Students are engaged in active learning (e.g., inquiry, PBL, coop. learning)
<p>Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations: I was unable to determine whether students were engaged in active learning as no classrooms were available to visit during this timeframe. However, it was noted during the visit that the teachers have returned to functioning as facilitators as oppose to giving direct instruction and independent practice assignments to students.</p>				
<p>Recommendations: The September 2022 site visit should be conducted while students are receiving instruction. It was agreed that the September 2022 would occur on a Monday, Wednesday or Thursday.</p>				
6. Magnet Theme Curriculum. (MRT interview item.)	The magnet curriculum is not appropriately archived.	The magnet curriculum is appropriately archived, but not available to all teachers.	The magnet curriculum is appropriately archived and available to all teachers, but not accessed to refine units.	The magnet curriculum is appropriately archived, available to all teachers, and accessed to continuously refine units.
				X
<p>Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations: The magnet theme curriculum is appropriately archived, available to all teachers, and accessed to continuously refine the units. The units continue to be archived using Google. As units are completed, they are added to a Goggle spreadsheet that indicate whether all steps are completed, if tasks or the unit is incomplete or whether the unit needs feedback, tuning, or revisions.</p>				
<p>Recommendations:</p>				
7. Portfolios and Student Work (MRT interview item.)	No portfolios or student work are available.	Portfolios and/or student work are available but have no examples of magnet integration or theme.	Portfolios and/or student work are available and show a few examples of magnet integration or theme.	Portfolios and/or student work are available and show ongoing examples of magnet theme.
<p>Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations: The 9th grade portfolio has been completed. Now, digital portfolios that include examples of magnet theme work are in place for all grades. Guidelines for the number of samples varies by grade. 9th and 10th graders continue to defend their portfolios virtually. 9th graders share their portfolios with the Flight Crew teachers during student-led conferences which will count as a graded portfolio defense. Flight Crew teachers will provide a score of pass/fail after the 9th and 11th graders share their portfolios with one another and provide feedback.</p>				
<p>Recommendations:</p>				

During the site visit, there will be a discussion and clarification of the Fidelity Assessment (review of the submitted documentation and documentation addendum) that was done prior to the visit; and how the recommendations from this site visit report will be shared and used to drive the development and implementation of the magnet theme and the attainment of performance measures. Beginning in September, the site visitor will discuss the Fidelity of Implementation (FOI) Summary, including if FOI is improving and why. The site visitor might also discuss how consistent the walkthrough was with the documentation and addendum.

Fidelity Assessment

Item	No Evidence	Beginning	Medium Implementation	Well Implemented
Score	0	1	2	3
8. MRT roles and schedule: systemic reform, CPT (collaborative planning time) & magnet theme development & implementation support.	MRT spends 0-10% of time with teachers on magnet theme work or does not support systemic reforms ¹ or CPT.	MRT spends 11-20% of time with teachers on magnet theme work, and supports systemic reforms ¹ and CPT.	MRT spends 21-50% of time with teachers on magnet theme work, and supports systemic reforms ¹ and CPT.	MRT spends >50% of time with teachers on magnet theme work, and supports systemic reforms and CPT.
	MRT 1			X
	MRT 2			

Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations:

MRT spends greater than 50% of her time with teachers on magnet theme work, supporting systemic reforms, and collaborative planning time (CPT). She spends 25% of her time in each of the following areas: magnet theme development, magnet theme implementation, and systemic reforms.

The MRT supports the teacher with magnet theme development by exploring ways to integrate the magnet theme into core subjects and school structures, unit development and implementation of PBL, providing resources and connecting with partnerships for PD. Magnet theme implementation is supported through observations and walk throughs, providing coaching support to teachers, evaluating program components and thematic elements in collaboration with teachers and administrators, and ensuring that discrete courses are offered. Systemic reforms are supported through recruitment activities, participating in the school leadership team, analyzing data pertaining to student achievement, and observing and monitoring the implementation of SEL activities.

Although the MRT makes every effort to follow the typical schedule indicated in Activity 2, Table 3, as a result of the current climate issues such as staffing, student crisis situations, etc., the MRT has had to pick up some tasks that are not on her job description.

Recommendations:

As the school rebounds from the impact of the pandemic, find ways to spend more time with teachers on magnet theme work, supporting systemic reforms, and collaborative planning time (CPT).

9. MRT roles and schedule: reach – classroom teachers	Spends time with 0-25% of classroom teachers.		Spends time with 26-50% of classroom teachers.	Spends time with 51-90% of classroom teachers.	Spends time with >90% of classroom teachers.
	MRT 1				
	MRT 2				
					X

Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations:

The MRT spend time with 100% of the classroom teachers. These interactions include professional development sessions, observations and coaching, and common and collaborative planning time.

Recommendations:

10. Magnet Unit Implementation (Hrs include discrete courses + integrated units)	Units were not implemented, or dosage will be less than 10 hrs./wk through September 2022	Units were (will be) implemented for some grades and magnet dosage will be 10-11	Units were (will be) implemented for all grades and magnet dosage will be 11-12 hrs./wk through September 2022	Units were (will be) implemented for all grades and magnet dosage will be 12 hrs./wk. or more through September 2022
		X		

Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations:

Units were (will be) implemented for all grades and magnet dosage will be 10.6 hours/week through September 2022. All full year and spring discrete courses are indicated in Activity 5, Table 5. HSC teachers just completed a round of unit writing. Teachers will be working with Great Schools Partnership to fine-tune these units. Some units have been written but not implemented. The MRT indicated that HSC expects 70 units to be taught during the 2022-2023 school year.

Recommendations:

Keep in mind, when planning for the end of PY5, the discrete courses and integrated units' dosage goal is 12 hours/week.

11. Magnet Unit (& or discrete magnet course) Planning	All Units for every grade are not planned to the date of the site visit.	Units planned for all grades to the date of the site visit only.	Units are planned for all grades beyond the site visit date but not to the end of the project year.	Units are planned for all grades through the end of project year 5 and average 12 hrs/week magnet theme dosage
<p>Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations:</p> <p>Units are planned for all grades beyond the site visit date but not to the end of the project year. The units and discrete courses indicated in the documentation do not include the four weeks in September. HSC keeps track of the progress on the units on a spreadsheet entitled HSC PBL Units (Compiled) which was included in the documentation. The chart indicates the following completion of units:</p> <ul style="list-style-type: none"> ● 62% of Unit 1 ● 62% of Unit 2 ● 48% of Unit 3 ● 1% of Unit 4 <p>As indicated in #10 above, there are plans to continue writing and fine-tuning units. HSC anticipates implementing additional units in September.</p>				
<p>Recommendations:</p> <p>When planning for the end of PY5, keep in mind the discrete courses and integrated units' dosage goal is 12 hours/week.</p>				
12. Unit Quality. Units clearly: 1) reflect the magnet theme. 2) incorporate systemic reforms 3) are aligned with key content standards 4) include sample learning goals, student success criteria and culminating tasks 5) attain peer review rubric targets	Units meet 3 or fewer criteria.	Nearly all units meet 3 of 5 criteria.	Nearly all units meet 4 of 5 criteria.	Nearly all units meet all 5 criteria.
<p>Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations:</p> <p>All units that have been completed meet all 5 criteria.</p> <p>HSC's documentation indicates that 79 units have been written to date and 55 units have been planned for implementation. Peer reviews have been conducted on 56 units of which all have received a passing score. The building co-leader, MRT, and GSP facilitate the peer review process. GSP provided PD to all teachers regarding unit development, culminating task rubrics, and feedback forms. The number of units vary by teacher and should be whatever it takes for their course to 100%. Some units are quarterly and some are mini units. However, the MRT indicated that 100% of HSC's curriculum is magnet theme-based. HSC's teachers are engaged in discourse and learning about social justice issues in relation to the content course work. It appears that the modifications created during remote/distance learning have been eliminated and units are being taught as prior to the pandemic.</p> <ol style="list-style-type: none"> 1) The units submitted reflect the magnet theme: Public Policy, Leadership and/or Early College. 2) Systemic reforms are incorporated into the units. Many units include at least two of the systemic reforms. However, many only include one. In reviewing the units' summaries and links to the planning document it appears that some units include additional reforms but they are not indicated in the Unit Summary documentation. In addition, there may be other reforms that can be included to enhance the unit and/or learning experience for the students. 3) The units are aligned with key content standards. 4) The units include sample learning goals, student success criteria and culminating tasks. 				

5) The units that have received peer review have passed the rubric targets.

Recommendations:

- Continue writing, fine-tuning, and peer reviewing the magnet theme units. Ensure that all units include the Unit Quality indicators indicated above.
- There are a number of systemic reforms available that will increase the quality of instruction for students. There were few units that included more than two reforms. Revisit the systemic reforms included in the units to determine if there are additional reforms that would enhance the units/instruction.

13a. Discrete (Separate) Magnet Classes	No magnet theme classes were implemented.	Magnet theme classes were/are being implemented for less than half of students	Magnet theme classes were/are being implemented for more than half of students, but not all students	Magnet theme classes were and are implemented for all students
				X

13b. Was table completed correctly? (Yes/No)

Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations: (For elementary schools or grades, this item should not be completed if magnet discrete courses are not being implemented.)
Magnet theme classes were and are implemented for all students. There is a total of 30 discrete classes. The classes being taught at this time are indicated by full year or spring. The students are receiving 6.5 hours of discrete classes per week.

Recommendations:

Continue to provide magnet theme discrete classes. When a class is eliminated, consider adding another one in order to meet the dosage goals.

14. Collaborative Planning Time	Collaborative planning time was/is not implemented or is not used for magnet theme development/implementation on a regular basis.	Collaborative planning time was/is implemented but in accordance with the grant proposal.	Collaborative planning time was/is implemented in accordance with the grant proposal but not for all teachers.	Collaborative planning time was/is implemented for all teachers in accordance with the grant proposal.
				X

Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations:

Collaborative planning time was/is implemented for all teachers and includes magnet theme support. This time is scheduled and unscheduled. Collaborative time is as follows:

- Whole staff PD occurs two times per month.
- Departmental PLCs meet once a month and rotate with GLT (Grade Level Teams) and PBL (Project Based Learning) support.
- Grade Level Team PLCs meet once a month and rotate with Department and PBL support.
- MMT/TePortfolio Team meets 4-6 times per year.

Teachers have an opportunity to receive individual PBL support from admin, MRT and/or GSP. Additional opportunities to collaborate include Pop-up PD, GSP coaching, and observations followed by feedback. GSP is providing individualized coaching and information pertaining to mastery-based learning, PBL, existing units and revisions, and the creation of new units to HSC's six newest teachers. Attendance is taken by the co-leader at each meeting which is one way of documenting collaborative time with teachers. The MRT keep track of PD sessions using an agenda and notes she creates from the meetings. She tracks her interactions with the teachers on a spreadsheet. The spreadsheet entries end on 2/19/22. Based on this documentation, it does not appear that two hours a day are spent observing or meeting with teachers. However, these interactions are scheduled in the MSAP Funded Staff Typical Schedule, Table 3.

The MRT indicated that she wants to create more systems to make it easier for teachers to communicate that something exciting is happening. Currently, she stops into classes and sees exciting things happening everywhere. The MRT is trying to document these happenings.

Recommendations:

The MRT should look into an informal way to document her coaching/co-teaching interactions with the teachers that include a snapshot of the purpose of the interaction. Perhaps the schedule provided in MSAP Funded Staff Typical Schedule, Table 3 can be used to note this information.

15a. Professional Development (PD) Documentation: Systemic Reform Dosage per Teacher *Implemented*

0	1-25 Hours	26-50 Hours	>50 Hours
		X	

Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations:

HSC implemented 25.8 hours of systemic reforms PD per teacher. An additional 9.4 hours are planned making the total systemic dosage 35.2 hours per teacher. The dosage goal is a total of 50 hours of Systemic Reform PD (implemented and planned) for PY5. At this time, HSC is 14.8 hours shy of the dosage goal for systemic reform PD.

Recommendations:

- When planning for PD related to systemic reform for PY5, ensure that it includes at least 50 hours of PD per teacher in order to meet the dosage goal.
- Any Systemic Reform PD anticipated from July to October should be included as planned.

15b. PD Documentation: Systemic Reform Dosage per Teacher *Planned*.

0	1-25 Hours	26-50 Hours	>50 Hours
	X		

Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations

No Systemic Reform PD is planned after June 2022 in the documentation. It was indicated during the site visit that there will possibly be PD provided in the summer and October 2022. Any Systemic Reform PD anticipated from July to October should be included as planned.

Recommendations:
See 15a above.

16a. PD Documentation: Magnet Theme Dosage per Teacher <u>Implemented</u> .	0	1-25 Hours	26-50 Hours	>50 Hours
			X	

Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations
HSC implemented 25.2 hours of magnet theme PD per teacher. An additional 8.3 hours are planned making the total magnet theme dosage 33.5 hours per teacher. The dosage goal is a total of 50 hours of Magnet Theme PD (implemented and planned) for PY5. At this time, HSC is 16.5 hours shy of the dosage goal for magnet theme PD.

Recommendations:
When planning for PD related to magnet theme for PY5, ensure that it includes at least 50 hours of PD per teacher in order to meet the dosage goal. Any Magnet Theme PD anticipated from July to October should be included as planned.

16b. PD Documentation: Magnet Theme Dosage per Teacher <u>Planned</u> .	0	1-25 Hours	26-50 Hours	>50 Hours
		X		

Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations:
No Magnet Theme PD is planned after June 2022 in the documentation. It was indicated during the site visit that there will possibly be PD provided in the summer and October 2022.
Any Magnet Theme PD anticipated from July to October should be included as planned.

Recommendations:
See 16a above.

17. Professional Development (PD) Documentation: Systemic Reform Fidelity	Generally, the documentation does not address systemic reforms from the grant proposal.	The documentation addresses systemic reforms but some <u>core</u> systemic reform PD activities in the grant proposal are not yet adequately addressed (e.g., few types of delivery, few experts).	The documentation addresses most systemic reform PD activities described in the grant proposal but uses a <u>limited</u> range of delivery activities or experts, has low dosage or inadequate reach.	The documentation addresses all systemic reform PD activities described in the grant proposal, uses a <u>variety</u> of delivery methods & experts, and has adequate dosage and reach.
			X	

Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations:

The documentation addresses most systemic reform PD activities described in the grant proposal. The Systemic Reforms PD for the 2021-2022 school year included RTI, SEL, SLC, Academic Interventions, social, emotional, behavioral practices and interventions, and data monitoring with a racial equity lens. The systemic reform PD did not meet the dosage goal of 50 hours per teacher. (See 15a above.)

Recommendations:

- Review the systemic reform PD initiatives included in the grant proposal to ensure that PD has been provided in each area(s).
- Consider ways to incorporate any Systemic Reforms PD in the area(s) that have not been addressed during PY5.

18. PD Documentation: Magnet Theme Fidelity	Generally, the documentation does not address magnet PD activities from the grant.	The documentation addresses magnet PD, but some <u>core</u> magnet PD activities in the grant are not yet adequately addressed (e.g., few types of delivery, few experts).	The documentation addresses most magnet PD activities in the grant proposal, but uses a <u>limited</u> range of delivery activities and/or experts, has low dosage, and/or inadequate reach.	The documentation addresses all magnet theme PD activities in the grant proposal, uses a <u>variety</u> of delivery methods and experts, and has adequate dosage and reach.
			X	

Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations:

The documentation addresses all Magnet Theme PD activities described in the grant proposal. The limitations created by the pandemic that discontinued in person support from partners/experts appear to be decreasing. HSC indicates that more partnerships are being used now they are able to get into the community, and organizations have the capacity to expand their services. For example, the Appalachian Mountain Club provided in person training. This year HSC partnered with Yale Lit Mag, Yale Japanese classes, and Students for Educational Justice. The Magnet Theme PD for the 2021-2022 school year included PBL, MBL, magnet theme coaching to new teachers, and other MSAP initiatives. Several of the activities indicated in Table 7 appear to be systemic reforms. For example, work with the Racial Equity Coach. The Magnet Theme PD did not meet the dosage goal of 50 hours per teacher. (See 16a above.)

Recommendations:

- Review the Magnet Theme PD provided on the MSAP PD, Table 7 ensure that the activities pertain to magnet theme PD.
- Consider ways to incorporate Magnet Theme PD in the area(s) that have not been addressed during PY5. For example, the grant proposal indicates that the New Haven Mayor's Office and City Council, Yale Civic Leadership Initiative, and Quinnipiac University School of Law will support the creation and implementation of thematic units in the core content areas.

19. Parent Involvement Activities	Parent activities have not been implemented.	Few parent activities are implemented but not in accordance with the grant proposal	Parent activities are implemented as described in the grant proposal, attained this year's benchmarks but may not attain the grant performance measure	Parent activities are implemented as described in the grant proposal, attained this year's benchmarks, and most likely will attain the grant performance measure.
				X

Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations:

Parent activities have been implemented during the 2021-2022 school year. The pandemic restrictions were in place with regards to in person activities. Two weeks prior to the site visit, the district gave permission to resume in person activities. Some parent involvement programs and workshops included, MSAP Orientation, Student-Led Conferences, Report Card Conference Night, PTSO and SPMT meetings, Game Night, Arts Show, Social Justice Symposium, and Capstone Night. The Year 5 benchmark for parent involvement is 381. HSC is currently at 224. There are additional parent involvement activities planned for the remainder of the 2021-2022 school year. Participation in these activities should result in meeting the parent involvement benchmark. It was indicated that parents appear to be fatigued.

Recommendations:

As you plan for the end of PY5, keep in mind that the Parent Involvement Plans should address activities in five areas: health and safety, communication, involvement in classroom, learning activities at home, and governance and advocacy.

Fidelity of Implementation Summary

20. Implementation Plan Fidelity	Many important Implementation Plan activities are not being implemented and many important milestones are not being attained on time.	Some important Implementation Plan activities are not being implemented and some important milestones are not being attained.	Most but not all Implementation Plan activities are being implemented on time and most milestones are being attained.	All Implementation Plan activities are being implemented on time and milestones are being attained.
<p>Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations. This item is not being "scored". The site visitor is offering observations and analyses that we hope are helpful and are not intended to contradict or supersede the U.S. Department of Education or its designated representatives.</p> <p>A formal implementation plan has been completed by the district in collaboration with the MSAP Center.</p>				
<p>Recommendations:</p>				
21. FOI Magnet Theme	Most or all core grant activities are poorly or not implemented	Some important core activities described in the grant were poorly or not implemented	Most, and all important, core grant activities were well implemented	All core grant activities were well implemented
<p>Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations:</p> <p>HSC has implemented many of the important core grant activities well as they are described in items 8, 9,10,12,13,14, and 16a.</p> <p>8. MRT roles and schedule: systemic reform, CPT (collaborative planning time) & magnet theme development & implementation support.</p> <p>9. MRT roles and schedule: reach classroom teachers</p> <p>10. Magnet Unit Implementation</p> <p>12. Unit Quality</p> <p>13. Discrete Magnet Classes</p> <p>14. Collaborative Planning Time</p> <p>16a.PD Documentation: Magnet Theme Dosage per Teacher</p>				
<p>Recommendations:</p> <p>The following is a recap of the recommendations pertaining to FOI of the magnet theme:</p> <p>8. MRT roles and schedule: systemic reform, CPT, & magnet theme development</p> <ul style="list-style-type: none"> As the school rebounds from the impact of the pandemic find ways to spend more time with teachers on magnet theme work, supporting systemic reforms, and collaborative planning time (CPT). <p>9. MRT roles and schedule: reach classroom teachers</p> <p>The MRT spend time with 100% of the classroom teachers. These interactions include professional development sessions, observations and coaching, and common and collaborative planning time.</p> <p>10. Magnet Unit Implementation</p> <ul style="list-style-type: none"> Keep in mind, when planning for the end of PY5, the discrete courses and integrated units' dosage goal is 12 hours/week. 				

12. Unit Quality				
<ul style="list-style-type: none">Continue writing, fine-tuning, and peer reviewing the magnet theme units. Ensure that all units include the Unit Quality indicators indicated above.There are a number of systemic reforms available that will increase the quality of instruction for students. There were few units that included more than two reforms. Revisit the systemic reforms included in the units to determine if there are additional reforms that would enhance the units/instruction.				
13. Discrete Magnet Classes				
<ul style="list-style-type: none">Continue to provide magnet theme discrete classes. When a class is eliminated, consider adding another one in order to meet the dosage goals.				
14. Collaborative Planning Time				
<ul style="list-style-type: none">The MRT should look into an informal way to document her interactions with the teachers that includes a snapshot of the purpose of the interaction. Perhaps the schedule provided in MSAP Funded Staff Typical Schedule, Table 3 can be used to note this information.				
16a. PD Documentation: Magnet Theme Dosage per Teacher				
<ul style="list-style-type: none">When planning for PD related to magnet theme for PY5, ensure that it includes at least 50 hours of PD per teacher in order to meet the dosage goal. Any Magnet Theme PD anticipated from July to October should be included as planned.				
22. FOI Systemic Reform (including Academic Interventions)	Most or all core grant activities are poorly or not implemented.	Some important core activities described in grant were poorly or not yet implemented.	Most, and all important, core grant activities were well implemented.	All core grant activities were well implemented.
			X	
Evidence/notes based on documentation and interviews including strengths, weaknesses, and recommendations: HSC has implemented many of the important core grant activities well as they are described in items 8, 9, 10, 12, 13, 14, and 15a. 8. MRT roles and schedule: systemic reform, CPT (collaborative planning time) & magnet theme development & implementation support. 9. MRT roles and schedule: teach classroom teachers 10. Magnet Unit Implementation 12. Unit Quality 13. Discrete Magnet Classes 14. Collaborative Planning Time 15a. PD Documentation: Systemic Reform Dosage per Teacher				
<ul style="list-style-type: none">HSC implemented 25.8 hours of systemic reforms PD per teacher. An additional 9.4 hours are planned making the total systemic dosage 35.2 hours per teacher. The dosage goal is a total of 50 hours of Systemic Reform PD (implemented and planned) for PY5. At this time, HSC is 14.8 hours shy of the dosage goal for systemic reform PD.No Systemic Reform PD is planned after June 2022 in the documentation. It was indicated during the site visit that there will possibly be PD provided in the summer and October 2022.				
Recommendations: See recommendation in #21 above for 8, 9, 10, 12, 13, and 14. 15a. PD Documentation: Systemic Reform Dosage per Teacher				
<ul style="list-style-type: none">When planning for PD related to systemic reform for PY5, ensure that it includes at least 50 hours of PD per teacher in order to meet the dosage goal.Any Systemic Reform PD anticipated from July to October should be included as planned.				

Summary

1. What are the barriers to implementation?

Overall, people are still highly stressed about COVID. There has been a need to switch the focus of the school to address the overwhelming student mental health crisis. The students returned from remote learning with behavior issues that were not present prior to the pandemic. Students are exhibiting unusual and more violent behaviors. Acts of vandalism have occurred, which were not present in the past. It's as if the students lost their self-management skills. Having the MSAP grant to purchase instructional materials, supplies, etc. has allowed HSC to use other funds to attend mental health workshops and get support. Recently there has been a clinician from Clifford Beer's, which offers outpatient mental health services, in the building two days per week. One of the things the HSC staff and administration have noticed is that giving students choices and PBL has been "really good for behavior".

Students appear to be deeply impacted by the racial awakening of our country. Prior to the pandemic, if there was an issue of concern, they were able to talk to the staff about it the next day they returned to school. During the pandemic, the students were left to their own interpretation without having the opportunity to be exposed to various viewpoints. Some students seem to have lost trust in the adults in the building. In previous years it was a given and now the adults are trying to earn that trust back.

There were issues initially with staff turnover. However, this has been resolved and support is being provided to get the six newest teachers up to speed on the implementation of the grant. In addition, HSC did not have a nurse. With regards to the students, there are more students on the chronic absenteeism list mainly due to being out with COVID. There was a need to send the message that if they were ill, they should not be in school and need to stay home. Students with spotty attendance worsened. Strategies to combat this issue include calls homes, letters, teacher talking about attendance at student led conferences, the co-principal includes a letter to inform parents of concerns in progress reports, and report cards conference includes talking about the importance of being at school. HSC also has a dropout prevention specialist and a SST that have been the backbone of the work in this area. They meet every Wednesday.

2. Summary of Commendations

1. As indicated in previous reports, the HSC school environment has a plethora of magnet theme related bulletin boards and displays.
2. The HSC leadership and MRT continue to exhibit an excitement regarding the great things that are happening in the school despite repercussions from remote learning they are encountering. The MRT plans are to create a system to make it easier for teachers to notify her of the when something exciting is happening in their classroom.
3. The 2021-2022 school year grant implementation activities have begun to look like pre pandemic times. HSC has been able to write more curriculum, teach more units and discrete courses, return to PBL, and provide more leadership opportunities now that they are able interact with more community partners.

3. Summary of Recommendations

1. The September 2022 site visit should be conducted while students are receiving instruction. Conducting the site visit on a Monday, Wednesday or Thursday has been identified as the best time.
2. Continue writing, fine-tuning, and peer reviewing the magnet units. Ensure that all components of the full units are complete, theme is integrated throughout, and it includes the Unit Quality indicator. During the September 2022 site visit please share HSC's progress on the course descriptions.
3. When planning for the end of PY5, the discrete courses and integrated units' dosage goal is 12 hours/week.
4. There are a number of systemic reforms available that will increase the quality of instruction for students. There were few units that included more than two reforms. Revisit the systemic reforms included in the units to determine if there are additional reforms that would enhance the units/instruction.
5. When planning for PD related to the systemic reforms and the magnet theme curriculum for the remainder of PY5 ensure that each include at least 50 hours of PD per teacher. Any PD anticipated from July to October should be included as planned.
6. Consider ways to incorporate Magnet Theme PD in the area(s) that have not been addressed during PY5.
7. As you plan for the end of PY5, keep in mind that the Parent Involvement Plans should address activities in five areas: health and safety, communication, involvement in classroom, learning activities at home, and governance and advocacy.



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What We Do

Designing and implementing an equitable system of education requires context-based and comprehensive solutions that change our beliefs, our culture, and our actions. Over the past 12 years, the Great Schools Partnership has helped hundreds of urban, rural, and suburban schools and districts across the country engage in these improvement efforts.

Together, we can redesign public education and improve learning for all students.

Our coaches are former teachers, principals, and district leaders with years of in-school experience. And we know how different every school and district can be. That is why we tailor our strategies to the needs of your unique school community—no matter where you are in the U.S. Our responsive, adaptable coaching model lends itself to both person and remote school coaching, which means we're never far away.



296 Years

Classroom Teaching
Experience



110 Schools

We Have Coached



14 States

Where We Have Worked

OUR COACHING PROCESS

Our team of senior associates serve as school coaches, who work to build capacity and help educators address inequity and improved learning for all students. We utilize Global Best Practices, a research-based self-assessment tool, as a framework to inform school improvement strategies. Our coaches begin by gaining an understanding of your system, taking into consideration existing teaching and learning practices, organizational design, leadership capacity, and patterns of stakeholder engagement.



No single teacher, administrator, school, district, or community organization can effect the systemic change needed to realize these outcomes if they are working in isolation. And so we gather. We are at our strongest and smartest when we share our learning and challenge ourselves and each other to continuously improve our policies, practices, and community engagement.

Share in the collective knowledge and experience of educators (including GSP staff and school coaches) by attending a **range of events**, both in-person and virtually. As an engaged participant, you will

- ➔ Join a movement dedicated to building a more equitable education system
- ➔ Connect, collaborate, and share resources with others to accelerate change and improve outcomes for all students
- ➔ Learn how to identify, interrupt, and resolve inequities in your own classroom, school, district, or community



School & District Systems

The Great Schools Partnership is here to help develop the practices, policies, structures, and capacity of schools and districts to realize their vision for equitable learning. Our strategies include:

- ✓ Viewing organizational design through an equity lens
- ✓ Developing and refining district policy
- ✓ Auditing school culture and climate
- ✓ Collecting data and data-informed action planning
- ✓ Developing strategic plans



Teaching & Learning

Teaching and learning are at the core of many school or district improvement plans. How do we help? By building educator capacity and providing support in curriculum, assessment, and elements of effective instruction, which leads to rigorous, engaging, and personalized learning for all students. Our strategies include:

- ✓ Implementing proficiency-based education (also known as competency- or mastery-based education)
- ✓ Calibrating assessments and scoring
- ✓ Integrating transferable skills
- ✓ Designing lessons and curriculum
- ✓ Observing classrooms and instructional coaching

Cohort Pricing for 20 teachers Spring 2023:

	Price
Collaborative Learning Pathway	
• 1 Onsite Design Workshop on Authentic Assessment	\$5,500
• 3 Virtual Workshops (2 hours via Zoom for up to 20 participants)	\$6,000
• Onsite Workshop (4-6 hours onsite for up to 20 participants)	
1:1 Spring Coaching for Teachers on Grading for Equity	\$27,000
• Targeted (8 30-minute Zoom sessions for 20 teachers)	
1:1 Coaching for Instructional Coaches & Leaders on using authentic assessment as leaders	\$2,500
• Short Cycle (4 30-minute Zoom sessions for 2 leaders)	
Learning Walk on Formative Assessment	\$5,500
• Onsite (4-6 hours for up to 10 leaders)	
BL Lab and BL Connect for all teachers and leaders	\$2,200
Strategic Planning Support for Building Planning and Data Review	gratis
	\$48,700



Instructional Coaching Group Contact

Nasreen McDowell <Nasreen@instructionalcoaching.com>

Mon 11/28/2022 11:28 AM

To: STRAND, CARI <CARI.STRAND@new-haven.k12.ct.us>

 1 attachments (251 KB)

ICG-Workshops.pdf;

CAUTION:

This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Cari,

Thank you for contacting Instructional Coaching Group. I read your request and wanted to let you know we partner with school districts to provide professional development and support on effective research-based instructional coaching programs. We also provide professional development to teachers and administrators around high-impact instruction. Unfortunately, we do not provide professional development around any curriculum, assessment, or grading. We specialize in instructional coaching, high-impact instruction, and leadership.

We could provide training for your instructional coaches, administrators, and teachers. We have several options in-person or virtually you could participate in for professional development.

Some professional development we offer that sounds like it could help with your needs:

- Creating a research-based instructional coaching program
- High-yield leadership strategies
- High-yield instructional strategies
- Working with adults
- Better Conversations
- And much more! (I have included a PDF of all the workshops we provide.)

Looking at cost, it all can range from \$99 for an online course to \$6,500 for a consultant to come to your school and work with your staff. It all depends on what direction you go.

Please let me know if I can answer any questions you may have. If any of this sounds of interest, I am more than happy to meet with you or have a consultant meet with you!

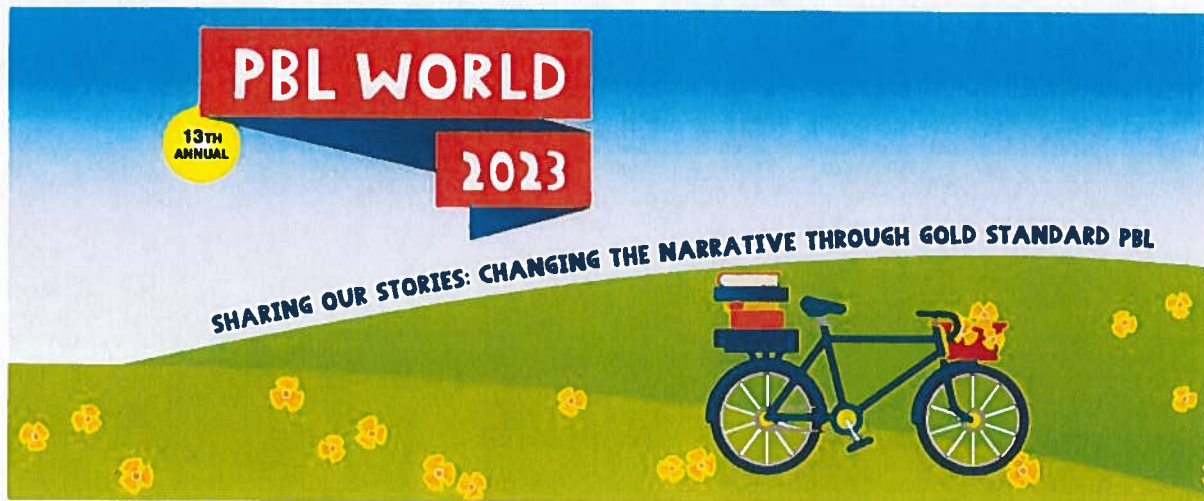
Thanks,

Nasreen McDowell

Manager of Partnerships and Outreach, East Coast

Excellent instruction, every day, in every classroom, for every student.

nasreen@instructionalcoaching.com



PBL World 2023 Workshops & Pricing

Our workshops are designed and facilitated by our PBLWorks staff, including our National Faculty – PBL experts and practitioners — all of whom have deep expertise in PBL and adult learning.

Registration fees for multi-day workshops includes access to all conference events and related materials.

Pricing: \$1,300 (Tuesday-Thursday)
Pre-Conference: \$300 (Monday)

Choose a multi-day workshop.

Our signature PBL workshops are 3 days, and will meet on June 27, 28 & 29 (Tuesday, Wednesday, Thursday). Registration for these workshops is \$1,300 per person.

PBL 101 Workshop
PBL 201: Equity & Gold Standard PBL
PBL 201: Improving the Quality of Student Work
PBL Coaching Workshop
PBL Leadership Workshop*
New! PBLNow Middle School Science
*PBL Leadership Workshop includes a Project Slice workshop

And, add on a one-day pre-conference workshop!