

ABSTRACT

SPECIAL FUND PROPOSAL

Section I. BASIC INFORMATION

Proposed Project Title: School Improvement Grant - Cohort 2

Grant Source and Agency: Federal Grant through Connecticut State Department of Education – SIG 1003g

Total Amount Requested: \$355,000 **Due Date of Application:** October 1, 2021

System Contact: Cari Strand, Principal, HSC

Telephone #: 475-220-6200

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

HSC's SIG funding will be used to improve differentiation, alignment of curriculum and instruction with state standards, and student attendance. By using grant funds to provide increased SEL support through the ALIVE program, resources for math and science classes, teacher professional development, targeted data monitoring, and college and career planning support, we expect to see improved math SAT scores, more students meeting both SAT benchmarks, and improved attendance.

TARGET: Schools/Unit: HSC
No. of Students: 267 **Grade Level(s):** 9-12
Eligibility Criteria: Focus and Turn Around Schools

GRANT PERIOD:

From: (mm/dd/year): 7/1/21

To: (mm/dd/year): 6/30/22

☒ **New**

☐ **Continuation**

Previous Bd. of Ed. Approval:

☐ **Planning**

☒ **Operational**

Bd. of Ed. Information

☒ **Action**

☐ **Information**

☐ **Support**

☐ **Competitive**

☐ **Entitlement**

☒ **Grant**

PROPOSAL DEVELOPERS:

Cari Strand

CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1

ABSTRACT TIMETABLE

Return to: _____

Received: _____

Board of Education FINANCE & OPERATIONS Meeting Date 10/4/21

Board of Education Meeting Date: 10/13/21

Due Date to Grantor: _____

REVIEW

Grants Manager 

Finance Manager 

Human Resource Manager _____

Proposed Project Title: HSC, School Improvement Grant Funding for 2021-22 (SIG) Cohort 2

Total Amount Requested: \$355,000

Proposed Grant Receiving Agency: NHPS

SECTION II: FISCAL INFORMATION

PERSONNEL

# FT	#PT		COST
		Administrators	\$
	17	Teachers	\$27,840
		Management	\$
		Paraprofessionals	\$
		Clerks	\$
		Others	\$
		Stipend	\$
		Longevity	
		SUBTOTAL	\$27,840

NON PERSONNEL

	COST
Supplies & Materials	\$100,381
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$170,000
Equipment	\$54,050
Other	\$
Indirect Costs, if allowed	\$
TOTAL NON- PERSONEL	\$324,431

FIXED COSTS:

Health Benefits	\$
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$2534
Workmen's Compensation	\$195
SUBTOTAL	\$2,729
TOTAL PERSONNEL & FIXED COSTS	\$30,356

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.

Personnel:

- 15 teachers will attend training and create rigorous, relevant, and engaging PBL units based on PD. This work will complement our current Federal Magnet Schools Assistance Program (MSAP) Project-Based Learning (PBL) initiative. 15 teachers x 15 hrs. x \$32 x2 yrs. = \$14,400
- An HSC teacher will monitor and analyze data from our during- and after-school intervention times. Will focus on student attendance/participation, current gradeas/mastery levels/Grade Level Team (GLT) tracker data, and effectiveness of strategies (work will complement GLT 7-week data monitoring process). 1 teacher x 5 hrs./week (4 wk/mth for 10 mth) x \$32 x2 yrs. = \$12,800
- School Counselor will develop and facilitate events to promote college and career planning. 1 counselor x 10 hrs./year x \$32 x 2 yrs. = \$640

- Personnel Services-Benefits/Fixed Costs = \$2729

Non-Personnel:

- Professional Development: Teachers will select and attend PD from organizations such as PBL Works, Great Schools Partnership (GSP), MakerBot, Yale, Appalachian Mountain Club, Narrative 4 or other reputable professional development providers related to our goals to ensure high-quality and engaging learning experiences for students. Cost will vary but are generally between \$200--\$800 per workshop (e.g., PBL Works PD is between \$200--\$599/workshop and GSP between \$150--\$600) allowing for a minimum of 10 and a maximum of 35 teachers to access professional development through this grant. Total = \$5000
- Guest speakers will present at and lead sessions at our "Beyond HSC" events (15--20 speakers with honorariums of between \$350--\$500). 15--20 speakers with honorariums of between \$350--\$500 to equal \$5000.
- ALIVE/Arts & Trauma clinicians will provide direct services to students (15 min./session), "push in" to Freshman Seminar classes to provide SEL instruction for all 9th grade students, serve on the Student and Staff Services Team (SSST), and provide support as needed for educators. Monday--Friday, 9:00 a.m.--1:00 p.m. (20 hr/wk). \$80,000/year x 2 yrs = \$160,000
- Math Project-Based Learning (PBL) materials and resources to support mathematical thinking across disciplines, PBL materials and resources other high interest areas of study aligned with our school theme (Leadership, Social Justice, Public Policy and Service), and math games to build problem solving and number sense for all classrooms across disciplines. We will purchase **a variety of games and math manipulatives to distribute throughout the building in each classroom** (as we've done with Sustained Silent Reading books) such as multiplication machines for \$21.99 each, 'Smath (math Scrabble) for \$16.99 each, fraction tile sets at \$99 for 10, Common Core Collaborative Cards - Fractions for \$22.70 each, Learning Wrap-ups Math Intro Kit for \$38.00 each, Math Vocabulary Flash Cards for \$13.33 a set, Math Fact Oh! Fractions \$19.16 each, Math Magic KidzLabs for \$14.99/set. Math PBL materials will include such resources as the Crayola STEAM 21st Century Family Project Kit for \$25.13/kit, Foam Pattern Blocks for \$11.99/set, Makedo Invent for \$150/set, Four-Pan Algebra Balance for \$44.99/scale, Giant GeoSolids (shapes) for \$72.03/set. Total: \$8806
- PBL materials, resources, and authentic learning experiences to support STEM/mathematical thinking across disciplines (\$10,000), resources for urban outdoor experiences (\$20,000), crime scene investigation field equipment (\$4000), equipment and materials to explore and experiment with alternative energy sources and energy storage (\$18000), climate study investigation materials (\$15,000), resources for studying genetics, and other high interest areas of study in math and science aligned with our school theme (\$18,000) (Leadership, Social Justice, Public Policy and Service). Total: \$85,000
- College and career planning guides and other materials that can be used to promote our "Beyond HSC" events and provide students and families with tangible resources that they can use after the events. Materials will include promotional materials from colleges and universities, as well as books such as *The College Bound Organizer: The Ultimate Guide to Successful College Applications* by Anna Costaras & Gail Liss (\$19.95/book), *The 7 Habits of Highly Effective Teens Personal Workbook* by Sean Covey (\$17.99/book), and Princeton Review: SAT Premium Prep (\$35.99), 65 copies of each. Total: \$5000
- All teachers will learn and practice strategies to meet the needs of all students via a faculty book study and related PD. Text: Joyful Learning: Active and Collaborative Strategies for Inclusive Classrooms Second Edition (Revised Edition) by Alice Udvari-Solner and Paula M. Kluth \$35/copy + tax and shipping. Total: \$1575

- To support students' ability to access curricular and enrichment learning materials in classrooms across disciplines including but not limited to IXL, NewsELA, LucidChart, My AP digital resources (College Board Advanced Placement), digital media art to support Project-Based Learning, communication to support Capstone. \$227/Chromebook. Total: \$34,050
- Four 3-D printers for use in classrooms (math, science, & library media center makerspace) to support student development and design of models and for use in PBL units across disciplines Two printer set ups from MakerBot **start at** \$1,849 (x2 = 4 printers). We will also purchase PLA filament (\$260/pack x10), Tough PLA filament (\$245/pack x 10), cooling fans--\$9.57x4, tool kits--\$49 x4, printer carts--\$1460.23 x4, filament dryer box--\$66.00 x4, software (prices vary), designs (prices vary), related makerspace materials (prices vary), MakerCare 3-year extended service plans--\$350 x4. Total: \$20,000

Proposed Project Title: HSC, School Improvement Grant Funding for 2021-22 (SIG) Cohort 2

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Proposed Grant Receiving Agency: NHPS

SECTION III: SYSTEM OBLIGATIONS

Project support from other programs: ☒ None ☐ Yes **Explain:**

Linkage with other programs: ☐ None ☒ Yes **Explain:** The SIG is aligned to the Strategic Operating Plan and HSC School Continuous Improvement Plan

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

Future local personnel obligations: ☒ None ☐ Yes **Explain:**

PROJECT OR GRANT REQUIREMENTS

- | | | |
|---|---|---|
| <input type="checkbox"/> Local Maintenance | <input type="checkbox"/> Replication | <input type="checkbox"/> Parent Involvement |
| <input type="checkbox"/> In-Service Training | <input type="checkbox"/> Advisory Committee | <input type="checkbox"/> Linkage w/other Programs |
| <input type="checkbox"/> Non-Public School Involved | | <input type="checkbox"/> Dissemination |

ADDITIONAL RESTRICTIONS OR CONCERNS

SUBMITTING ADMINISTRATOR:  October 4, 2021
Signature Date

Proposed Project Title: HSC, School Improvement Grant Funding for 2021-22 (SIG) Cohort 2,

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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
	15	Teacher	Curriculum Writing	15 hours/year per teacher (x2 years)	HSC teachers	Yes	Varied/ TBD
	1	Teacher	Data monitoring for intervention blocks	5 hr/week (x2 years)	HSC teacher	Yes	TBD
	1	School Counselor	Planning and facilitating "Beyond HSC" college & career planning events	10 hr/year (x2 years)	Jessica Domotor	Yes	38475

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
Contractors TBA: Professional Development for HSC teachers	Teacher-selected PD from organizations such as PBL Works, Great Schools Partnership (GSP), MakerBot, Yale, Appalachian Mountain Club, Narrative 4 or other reputable professional development providers related to our goals to ensure high-quality and engaging learning experiences for students.	\$200--\$800 per workshop allowing for a minimum of 10 and a maximum of 35 teachers to access professional development through this grant.	\$5,000
Contractors TBA: College and career planning professionals and related guest speakers	These individuals will speak at and lead sessions at our "Beyond HSC" events	\$350--\$500 allowing for 15--20 speakers' honorariums within this range	\$5,000
ALIVE/Arts & Trauma	Clinicians provide direct services to students (15 min./session), "push in" to Freshman Seminar classes to provide SEL instruction for all 9th grade students, serve on the Student and Staff Services Team (SSST), and provide support as needed for educators. Monday--Friday, 9:00 a.m.--1:00 p.m. (20 hr/wk x 2 years).	\$80,000 per year	\$160,000

VI. ADDITIONAL INFORMATION:

Please Answer All Questions -- Use Additional Pages if Necessary

- Please state specific goals for this grant or the grant period.**

Goal #1: The percentage of students achieving Level 3 or 4 in Math on SAT will increase from 5% in 2019-2020 to 20% in 2022-2023

Goal #2: The percentage of students meeting both benchmarks on the SAT will increase from 6% in 2021 to 20% in 2023 and 35% in 2024 (percentage of students achieving Level 3 or 4 in Math on SAT was 5% in 2019-2020; ELA level 3 or 4 was 20% in 2018-2019)

Goal #3: The percentage of chronic absenteeism will decrease from 35.3% in 2019-2020 to 20% in 2022-2023

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

This is a new grant.

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

All aspect of this plan reflect the local, state, and federal standards integrated into assessment vehicles used in NHPS. As specified by Federal/CSDE standards, we will keep pertinent information and data which shows linkages to improved student performance. Accordingly, different strategies and activities will be included to meet the needs of those involved. Adequate records for all programs are mandated in this proposal, including local, state, and other assessments and include attendance statistics. HSC's SIG goals align with district priority areas, specifically Academic Learning (improved SAT outcomes and college and career preparation) and Culture and Climate (improved social emotional learning). The supplies, equipment, and professional development will also support the work of Talented Educators, another district priority area.

4. **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)**

All activities are aligned to New Haven Public Schools Strategic Operating Plan. Specifically, the SIG will support educators at HSC in ensuring high achievement for all learners (NHPS Strategic Plan Goal 2); development of the whole child (NHPS Strategic Plan Goal 3); and preparation for college, career, and life (NHPS Strategic Plan Goal 4).

REQUIRED:

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

School Data

New Haven School District (093-000) Public School District - FY 2022 - Opportunity District ESSA SIG - Cohort 2
- Rev 0 - Opportunity District ESSA SIG - Cohort 2 - High School In The Community (093-6611) -

*** Principal Name**

Cari Strand

*** Principal Email**

cari.strand@new-haven.k12.ct.us

Click here to view your school's latest data:

Step 1: Complete your Target based on your school's latest Connecticut Report Card data and ESSA Milestones targets

School Data	2021-22 Target
Grades Served	9-12
Student Enrollment	267.00
Percentage Eligible for Free/Reduced Price Meals	72.7 %
Percentage of Students with Disabilities	18.3 %
Percent of English Learner Students	13.7 %
Percentage of Students Chronically Absent	22.0 %
Teacher Average Daily Attendance	12.30

Suspension/Expulsion Rate	10.20
School Performance Index (SPI) for ELA	57.50
Smarter Balanced Growth ELA	0.00
School Performance Index (SPI) for Math	53.20
Smarter Balanced Growth Math	0.00
School Performance Index (SPI) for Science	
High School Only: Meeting Benchmark on College Readiness Exam	
High School Only: College-and-Career-Readiness Course-Taking	
High School Only: Four-Year Cohort Graduation Rate	70.30
Next Generation Accountability Index	65.20

Needs Assessment

New Haven School District (093-000) Public School District - FY 2022 - Opportunity District ESSA SIG - Cohort 2 - Rev 0 - Opportunity District ESSA SIG - Cohort 2 - High School In The Community (093-6611) -

Step 2: Needs Assessment: Using the Needs Assessment Tool, identify the school's level of implementation for each of the talent, academics, culture and climate, and operations indicators. The needs assessment must be completed and school plans developed in partnership with stakeholders. To develop a high-quality sustainable improvement plan, schools should gather meaningful input from an array of key stakeholders, incorporate that input into their plan, and continue to regularly share progress with and elicit input from stakeholders as the plan is implemented.

For more information on stakeholder engagement, please see Five Criteria for Effective Stakeholder Engagement in Education Discover the key criteria to effective stakeholder engagement in education. In addition, for information specifically on engaging families, please see Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement.

 *** The needs assessment was completed with stakeholder engagement.**

Talent Indicators	Assessment Score
1.1 Instructional Practice	Proficient ▼
1.2 Evaluation and Professional Culture	Proficient ▼
1.3 Recruitment and Retention	Proficient ▼
1.4 Professional Development	Proficient ▼
1.5 Leadership Effectiveness	Proficient ▼
1.6 Instructional Leadership	Proficient ▼

Academics Indicators	Assessment Score
2.1 Academic Rigor	Proficient ▼
2.2 Student Engagement	Proficient ▼
2.3 Differentiation and Checking for Understanding	Developing ▼
2.4 Curriculum and Instruction Aligned to Connecticut Core Standards	Developing ▼
2.5 Support for Special Populations	Proficient ▼
2.6 Assessment Systems and Data Culture	Developing ▼
Climate and Culture Indicators	Assessment Score
3.1 School Environment	Proficient ▼
3.2 Student Attendance	Below Standard ▼
3.3 Student Behavior	Proficient ▼
3.4 Interpersonal Interactions	Exemplary ▼
3.5 Family and Community Engagement	Developing ▼
3.6 Community Partners and Wraparound Strategy	Exemplary ▼
Operations Indicators	Assessment Score
4.1 Adequate Instructional Time	Proficient ▼

4.2 Use of Instructional Time	Proficient ▼
4.3 Use of Staff Time	Proficient ▼
4.4 Routines and Transitions	Proficient ▼
4.5 Financial Management	Proficient ▼

Significant Strengths, Growth Areas and Resource Inequities

New Haven School District (093-000) Public School District - FY 2022 - Opportunity District ESSA SIG - Cohort 2
- Rev 0 - Opportunity District ESSA SIG - Cohort 2 - High School In The Community (093-6611) -

Click here to view your school's latest data:

Step 3. Significant Strengths, Growth Areas and Resource Inequities: Identify the three most significant strengths and three most significant growth areas identified in the needs assessment from Step 2, citing the root cause for each selected growth area and specific data and evidence sources. Identify specific resource inequities discovered during the needs assessment. Identified growth areas and resource inequities will become the school's reform priorities.

Strengths	Data to Substantiate
* Strength: 3.4 Interpersonal Interactions	At HSC, we live by five core values called the CRAIGs: compassion, respect, action, integrity, and greatness. These values are aligned with Social Emotional Learning (SEL) skills and have rubrics so that we can provide feedback. Our primary goal for students and staff is that they be "CRAIGy," strive for greatness each day, and have a growth mindset that allows them to set goals and accept feedback. We also have branding throughout the building defining and promoting the CRAIGs, and we discuss them regularly in our Flight Crew SEL blocks four times a week. As a result, our students develop the skills necessary to demonstrate and promote these values with classmates and teachers, and teachers consciously model the values in accordance with the scoring criteria. Our faculty are unfailingly supportive of one another, cooperative and helpful, and students take note of these behaviors. On the whole, interactions are positive and polite and our community is welcoming to new members and guests. Further, our theme of leadership and social justice supports an inclusive and affirming community. Our 20-21 Climate Survey results indicate that students believe 89% of students treat people from different races, ethnicities, or cultures fairly and 90% said that adults do the same.

<p>Strength: 3.6 Community Partners and Wraparound Strategy</p>	<p>HSC has both a SSST (Student and Staff Support Team) and a MMT (Moving the Mass in the Middle Team). Our highly effective SSST attends to students in need or crisis and ensures our students receive wraparound services as appropriate. The team includes our Co-Building Leader, School Counselor, School Social Worker, Dropout Prevention Specialist, Retention Specialist, PPT (Planning and Placement Team) Chair, a Care Coordinator from Clifford-Beers, and representatives from the ALIVE/Arts & Trauma program. The members of the team are also highly visible and active in the day-to-day operations of the school. Students know and trust the team members, and in general, are open to the services and supports provided. The MMT is a proactive team meant to both support students who are doing fine but not excelling in their journey to find a passion and purpose to drive their educational paths. The members of the team select students with whom they meet regularly in order to build new connections to support students and demonstrate that adults are invested in them. The MMT often leads to early identification of students in need of SSST support and, by creating new connections and opportunities for engagement, has played a significant role in the increased graduation rate at HSC, which grew from 45.8% in 2016 to 98.5% in 2020.</p>
<p>Strength: 4.3 Use of Staff Time</p>	

Though shared planning periods are difficult to ensure in a small high school, we have created opportunities for teachers at each grade level to connect. Because students who experience success in 9th grade are more likely to graduate on time, we have protected two prep periods for the 9th grade core academic team (science, math, social studies, and English). The teachers frequently use those periods to discuss student progress and to reach out as a team to families of students struggling in multiple areas in order to streamline communication and provide support without an overwhelming number of calls. Our 10th grade team uses their shared prep period to ensure that our Social Justice Symposium project is supported by all four core academic teachers. The 11th grade STEM (science, technology, engineering, math) team (Algebra 2 and Chemistry) has a shared prep, as does the 11th grade humanities team (English 3/AP English Language and Civics/AP U.S. Gov. & Politics). Because 12th grade students are less cohorted, the shared prep for that team is reserved for the Senior Seminar Project HSC Capstone team. The growth in our graduation rate and our CCR (College & Career Readiness) rate are both related to these team structures, as is the development of a scaffolded schoolwide formative assessment system consisting of ePortfolios (all grades), Student-Led Conferences (all grades), National History Day projects (9th grade), Social Justice Symposium (10th grade), SAT and ePortfolio Presentations (11th grade), and the Project HSC Capstone (12th grade). These initiatives are further supported by monthly department and grade level team (GLT) meetings, and twice monthly whole faculty professional development focused on the intersection of culturally responsive teaching, project-based learning, and mastery-based learning. Departments focus on identifying power standards, developing scaffolding between grade levels, collecting and analyzing data from shared assessments and related data (e.g., PSAT/SAT, Reading Inventory, Math Inventory, NextGen Science). GLTs used color-coded trackers to monitor student progress using evidence from student progress on cross-curricular performance indicators (drawn from the New Haven Public Schools Graduation Competencies), subject-area performance indicators (discipline-specific and aligned with Common Core State Standards), and SEL/CRAIG (social emotional learning/HSC's core values) performance indicators (habits of work and SEL), as well as student progress on the grade level assessments listed above. 100% of HSC students participate in these experiences unless exempted by an Individualized Education Program (IEP)

Growth Areas

+ Root Cause and Resource Inequities (Include data to substantiate)

<p>* Growth Area 2.3 Differentiation and Checking for Understanding</p>	<p>"HSC teachers excel at adjusting pacing and using baseline data to adjust instruction, but they do not consistently use formative assessments to differentiate for individual students and do not regularly differentiate the learning process based upon the data from those formative assessments. The root cause is that our PD has focused primarily on writing and planning project-based learning units and culminating tasks without enough time spent on teachers learning strategies for interventions intended for specific students based upon demonstrated needs or assessing the impact of strategies. Further, we are currently reviewing and revising our Response to Intervention (RtI) systems, and need to develop new and more effective systems for monitoring our use of interventions and their impact on student outcomes. That the percentage of students meeting benchmark on the math SAT has not reached 20% in the years documented in this report is evidence of a significant need to more effective interventions and support for students, particularly around mathematical thinking, number sense, and problem solving across disciplines. To address this issue, we will engage in a book study to provide new strategies and will fund extra hours for a lead teacher to monitor our existing but underutilized intervention blocks during and after school. This teacher will monitor student participation, related outcomes, and interventions used, and will process this data to determine what is working and to recommend additional strategies to address student needs. "Although sound instruction is paramount to successful implementation of RTI, assessment data should drive decision making [..] careful progress monitoring aids teachers and student support teams in making instructional decisions throughout all levels of the RTI system" (Stecker, Fuchs, & Fuchs 2017). This work will support the initiatives established by our Federal MSAP grant (PBL, mastery-based learning, culturally responsive instructional practice, and SEL supports and instruction), as well as our ARP ESSER funding. As a result, our Math SPI will increase to 53.2 in 2022, 55.9 in 2023, 58.7 in 2024, and 64.1 in 2025 and 2026 (per HSC's CSDE ESSA milestones) and the percentage of students meeting both benchmarks on the SAT will increase from 6% in 2021 to 20% in 2023 and 35% in 2024. Stecker, P.M., Fuchs, D., Fuchs, L.S. Progress monitoring as an essential practice with response to intervention. Rural Special Education Quarterly. April 12, 2017. https://doi.org/10.1177/875687050802700403 "</p>
	<p>"At HSC, our curriculum is grounded in graduation competencies, content area competencies, and SEL/CRAIG (social emotional learning/core values/habits of work) competencies. The academic competencies are aligned with the Common Core, and the SEL competencies with the "CASEL wheel" SEL framework. However, implementation is inconsistent leading and students continue to fall below goal on state assessments in ELA and math. The root cause of this is a move to project-</p>

<p>Growth Area: 2.4 Curriculum and Instruction Aligned to Connecticut Core Standards</p>	<p>based learning without appropriate curricular materials and supplies. While we have been able to address some of these needs with other grant money (specifically the Federal Magnet Schools Assistance Program (MSAP) and ARP ESSER), supporting materials for math and our science facilities, materials, and projects have remained unaddressed. Kelley and Knowles (2016) determined that "students are often disinterested in science and math when they learn in an isolated and disjointed manner missing connections to crosscutting concepts and real-world applications." Therefore, we plan to modernize and revolutionize our Math and Science programs to offer more opportunities for inquiry, problem solving, and mathematical thinking and processes in addition to more high-interest experiential and authentic learning experiences that follow the model of STEM (science, technology, engineering, math) education as "an effort to combine some or all of the four disciplines of science, technology, engineering, and mathematics into one class, unit, or lesson that is based on connections between the subjects and real-world problems" (Kelley and Knowles 2016). We will also invest in mathematical games to distribute throughout our school, as we have with high interest reading books. These materials will be available in every classroom, regardless of subject area. A meta-cognitive study done in Turkey in 2017 supports the use of "the effects of using game on academic achievement is medium and positive in mathematics teaching process" (Turgut and Temur 2017). Further, "mathematics' enjoyment and attitude significantly predicted students' performance" (Mazana et al. 2019). These strategies will support the initiatives established by our Federal MSAP grant (PBL, mastery-based learning, culturally responsive instructional practice, and SEL supports and instruction), as well as our ARP ESSER funding, and because we will use a STEM approach, will impact ELA outcomes, as well. As a result, our Math SPI will increase to 53.2 in 2022, 55.9 in 2023, 58.7 in 2024, and 64.1 in 2025 and 2026 (per HSC's CSDE ESSA milestones) and the percentage of students meeting both benchmarks on the SAT will increase from 6% in 2021 to 20% in 2023 and 35% in 2024. (per HSC's CSDE ESSA milestones). Mazana, M.Y., Montero, C.S., Casmir, R.O. Investigating students' attitude towards learning mathematics. International Electronic Journal of Mathematics Education. e-ISSN: 1306-3030. 2019, Vol. 14, No. 1, 207-231 https://doi.org/10.29333/iejme/3997 Kelley, T.R., Knowles, J.G. A conceptual framework for integrated STEM education. IJ STEM Ed 3, 11 (2016). https://doi.org/10.1186/s40594-016-0046-z Turgut, S., Temur, Ö.D. The effect of game-assisted mathematics education on academic achievement in Turkey: a meta-analysis study. International Electronic Journal of Elementary Education. 10, 2 (2017). DOI: 10.26822/iejee.2017236115 "</p>
<p>Growth Area: 4.2 Student Attendance</p>	<p>"Though chronic absenteeism was on a steady decline at HSC from 2015-2016 when it was 33% to 2018-2019 when it was at 24%, we saw an increase to 35.30% in 2019-2020. The root causes of this are the loss of our Parent Liaison in 2018, the reduction in hours by our Future Project</p>

Dream Director who served as the lead on initiatives designed to create a joyful school community, and a series of disruptions that impacted events intended to increase school culture, starting with a power outage leading to the cancelation of the very popular Halloween dance and ending with a global pandemic and the shutdown of our school buildings for over a year. The transition to remote learning without much warning or preparation created a chaotic learning environment from which we are still recovering. To address this increase in absenteeism, we are hiring a part-time Community Liaison with our ARP ESSER funds, and plan to use SIG funding to build upon the efforts of that individual. Since the drop in our chronic absenteeism rate coincides with our transition to Project-Based Learning (PBL) as a result of the start of the Federal Magnet Schools Assistance Program (MSAP) grant funding, our increased focus on PBL in our math and science classes as supported by SIG should lead to similar results. "Findings suggest when considering attendance rates, there is substantial evidence to support the use of PjBL as making a positive impact on the school attendance of economically disadvantaged students. Study findings also lend positive support for teachers and administrators who are seeking to implement a PjBL environment in their school systems to assist in addressing the attendance needs of this student population" (Cregghan 2015). As a result of improved instruction through professional development, more engaging materials, relevant and meaningful field work and trips, and stronger RTI practices, we will see a decrease in chronic absenteeism as follows: 22.0% in 2022, 19.9% in 2023, 17.8% in 2024, 15.6% in 2025, and 13.5% in 2026 (per CSDE ESSA milestones). Further, we will expand our partnership with ALIVE/Arts & Trauma Foundation to ensure that our students' Social Emotional Learning (SEL) needs are met. ALIVE is designed to help students, classrooms and schools become responsive to the effects of negative experiences on the educational mission. Through individual or small group stress reduction sessions, classroom-based psychoeducation, and school-wide early detection and screening, ALIVE aims to create an open conversation about the effects of stress and link the student's lived experiences with curricular material. Their work has been aligned with improved attendance, decreased stress, higher SEL skills, and decreased disciplinary interventions. As we cope with the ongoing global pandemic, we must support all students so that they are able to strive for greatness during incredibly challenging times and circumstances. ALIVE has worked with NHPS for many years and has collected significant data to support their practices. Cregghan, C. , & Adair-Cregghan, K. (2015). The Positive Impact of Project-Based Learning on Attendance of an Economically Disadvantaged Student Population: A Multiyear Study. *Interdisciplinary Journal of Problem-Based Learning*, 9(2). <https://doi.org/10.7771/1541-5015.1496>

+ Definition of Root Cause: For the purpose of this grant, the root cause is the most basic cause (or causes) that can reasonably be identified that school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence.

Definition of Resource Inequity: Unequal or unfair distribution of resources that leads to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of quality teaching staff, technology, interventions for students with disabilities and English Learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc.

School Improvement Plan, Overarching School Improvement Goals

New Haven School District (093-000) Public School District - FY 2022 - Opportunity District ESSA SIG - Cohort 2 - Rev 0 - Opportunity District ESSA SIG - Cohort 2 - High School In The Community (093-6611) -

Click here to view your school's latest data:

Step 4. School Improvement Plan, Overarching School Improvement Goals: Identify two or three overarching school improvement goals to advance the school's reform priorities (identified in Step 3). Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals aligned to each reform priority. Overarching school improvement goals must focus on student outcomes. Whenever possible, ESSA Milestone indicators and targets should be utilized.

Goals	
Sample Overarching Goal	In alignment with ESSA targets, Sample Schools ELA SPI will increase from 64.2 in 2018-19 to 67.1 in 2021-22.
Goal 1	* Goal #1: The percentage of students achieving Level 3 or 4 in Math on SAT will increase from 5% in 2019-2020 to 20% in 2022-2023
Goal 2	* Goal #2: The percentage of students meeting both benchmarks on the SAT will increase from 6% in 2021 to 20% in 2023 and 35% in 2024 (percentage of students achieving Level 3 or 4 in Math on SAT was 5% in 2019-2020; ELA level 3 or 4 was 20% in 2018-2019)
Goal 3	* Goal #3: The percentage of chronic absenteeism will decrease from 35.3% in 2019-2020 to 20% in 2022-2023

School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

New Haven School District (093-000) Public School District - FY 2022 - Opportunity District ESSA SIG - Cohort 2 - Rev 0 - Opportunity District ESSA SIG - Cohort 2 - High School In The Community (093-6611) -

Step 5. School Improvement Plan, Specific Interventions to Address Identified School Reform Priorities

Identify a core set of interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding. Interventions must be aligned to the Overarching School Improvement Goals identified in Step 4. Selected interventions must also be evidence-based according to the Elementary and Secondary School Act, as amended by Every Student Succeeds Act. (See Below) Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities from Step 3 and to the overarching school improvement goals in Step 4.

Special Considerations for Using Title I Funds in Schools Identified for Support and Improvement

Identify the level of the evidence-base (strong, moderate, promising) and provide information to substantiate why the evidence is identified at the selected level. Add rows as necessary.

Specific Talent Priorities and Strategies	S.M.A.R.T. Goal	Evidence-Base	Evidence Level
	Sample: In alignment with ESSA targets, the ELA School Performance Index (SPI) will increase from 52.2% in 2018-19 to 57.0% in 2021-22.		

Sample: Reading Interventions: Because the needs assessment revealed a need to improve student performance in reading, the school will provide intensive, systematic instruction at least three times weekly for approximately 20-40 minutes on up to three foundational reading skills in small groups of students who score below the benchmark on school screening. The school will contract with an external partner who will assist in revising the school schedule to build in time for teachers to provide reading interventions and enrichment, to build collaboration time for teachers to plan interventions and to build the capacity of teachers to effectively develop collaborative reading interventions/enrichment plans across grades.

Sample: What Works Clearinghouse IES Practice Guide, Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in Primary Grades, identifies a strong evidence-base for providing intensive, systematic instruction through intervention to students below benchmark on school screening with a strong evidence-base.

Select... ▼

Specific Academic Priorities and Strategies	S.M.A.R.T. Goal	Evidence-Base	
<p>Sample: Dual Enrollment Opportunities for Seniors: Because the needs assessment revealed a need to improve graduation rates and student achievement on SAT, the school will develop a partnership with Naugatuck Valley Community College to provide Dual Enrollment Courses for Seniors. This will require providing stipends for eligible, approved classroom teachers to serve as adjunct professors for the college and provide course materials for enrolled students.</p>	<p>Sample: By June 2022, the number of senior students enrolled in dual enrollment courses will increase from 18 in June 2021 to 50 in June 2022.</p>	<p>Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and identifies providing opportunities for dual enrollment with a strong evidence-base.</p>	
<p>Specific Climate and Culture Priorities and Strategies</p>	<p>S.M.A.R.T. Goal</p>	<p>Evidence-Base</p>	<p>Select... ▼</p>

<p>Sample: School Climate and Restorative Practices Training for all staff: Because the needs assessment revealed high numbers of suspensions and high chronic absenteeism directly related to students not feeling connected to the school, all staff will receive training and coaching on creating positive school climate and restorative practices.</p>	<p>Sample: By June 2022, the schools' suspension rate will decrease from 14% in June 2021 to 9% in June 2022.</p>	<p>Sample: According to Klem AM, Connell JP. Relationships matter: linking teacher support to student engagement and achievement. Journal of School Health, 2004; 74(7): 262-273, improving adult support, student belonging to positive peer groups, student commitment to education and the school environment are factors that increase school connectedness. This study supports a strong evidence-base.</p>	
<p>Specific Operations Priorities and Strategies</p>	<p>S.M.A.R.T. Goal</p>	<p>Evidence-Base</p>	<p>Select... ▼</p>
	<p>Sample: The ELA School Performance Index will increase from 45.4% in 2018-19 to 53.6% in 2021-22.</p>		

Sample: Common Planning Time: Because the school has struggled to provide the large numbers of at-risk students with adequate personalized attention and support as evidenced by large numbers of students scoring at Levels 1 and 2 on the SAT for mathematics and literacy and because teachers do not have adequate time to commonly monitor and plan interventions, the school will contract with an external partner who specializes in asset review to assist with reorganizing the school's master schedule with a focus on providing more time for common teacher planning and providing personalized intervention support for students.

Sample: The What Works Clearinghouse practice guide, Preventing Dropouts in Secondary Schools, recommends that schools with many at-risk students, create small, personalized communities to facilitate monitoring and support and identifies creating teams of teachers that share common groups of students and developing a schedule that provides common planning time and ample opportunities for staff to monitor and support students as actions with a moderate evidence-base.

<p>2.3 Differentiation and Checking for Understanding: The needs assessment indicates a need for greater differentiation and more strategic interventions to meet the needs of all students. We will hire an HSC teacher to monitor our Eagle Block (intervention block during the school day) and Eagle Time (after school intervention time) programs and monitor related student outcomes. We will also engage in a whole school read of Joyful Learning: Active and Collaborative Strategies for Inclusive Classrooms by Alice Udvari-Solner and Paula Kluth to further develop teachers' understanding and use of effective interventions.</p>	<p>The percentage of students meeting both benchmarks on the SAT will increase from 6% in Spring of 2021 to 15% in Spring of 2022 to 20% in Spring 2023 and 35% in Spring of 2024. The percentage of students meeting both benchmarks on the PSAT will increase from 7% in Fall 2019 (last reasonable data set for PSAT) to 15% in Fall of 2022, 20% in the Fall of 2023, and 35% in Fall of 2024.</p>	<p>"(2.3) Monitoring attendance, behavior and academic progress of all students and proactively intervening is a STRONG intervention per the ESSA Evidence-Based Guide for On Track Graduation. Source: Preventing Dropout in Secondary Schools (NCEE 2017-4028). Providing intensive and individualized interventions for struggling adolescent readers is a STRONG intervention per the ESSA Evidence-Based Guide for On Track Graduation. Source: Improving Adolescent Literacy: Effective Classroom and Intervention Practices (NCEE 2008-4027)."</p>	<p>Select... ▼</p>
<p>2.4 Curriculum and Instruction Aligned to Connecticut Core Standards: The needs assessment indicates that HSC's standards-based curriculum is not meeting</p>			<p>Select... ▼</p>

<p>the needs of all students. In particular, math and science teachers have written PBL units but not had materials and resources to make them engaging and authentic. In response to this, we will purchase curricular materials aligned with CCSS (to be assessed by student mastery of NHPs Graduation Competencies) and related to our school theme. These materials will address the following areas of study: PBL materials and resources to support mathematical thinking across disciplines, resources for urban outdoor experiences, crime scene investigation field equipment, equipment and materials to explore and experiment with alternative energy sources and energy storage, climate study investigation materials, resources for studying genetics, and other high interest areas of study in math and science aligned with our school theme</p> <p>/Leadership Social</p>	<p>The percentage of students meeting both benchmarks on the SAT will increase from 6% in Spring of 2021 to 15% in Spring of 2022 to 20% in Spring 2023 and 35% in Spring of 2024. The percentage of students meeting both benchmarks on the PSAT will increase from 7% in Fall 2019 (last reasonable data set for PSAT) to 15% in Fall of 2022, 20% in the Fall of 2023, and 35% in Fall of 2024.</p>	<p>"(2.4) Offering curricula and programs that connect schoolwork with college and career success is a STRONG intervention per the ESSA Evidence-Based Guide for On Track Graduation. Source: Preventing Dropout in Secondary Schools (NCEE 2017-4028). Developing and Using Models DEMONSTRATES A RATIONALE per the ESSA Evidence-Based Guide for Mathematics. Source: Rethinking High School: Supporting All Students to be College-ready in Math (2008). "</p>	
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<p>Justice, Public Policy and Service), as well as math games for all classrooms/across disciplines to build problem solving and number sense.</p>			
<p>3.2 Student Attendance: After experiencing steady decline, HSC's chronic absenteeism rate has recently increased. To support the work of our Community Liaison (ARP ESSER funded), HSC teachers will engage in professional learning experiences focused on differentiation and engagement through authentic project-based learning and strong instructional practice. We will also provide additional technology (chromebooks) so that we all students have a device to use for homework, research, projects, and college and career planning in and out of school. Further, we will provide students and their families with "Beyond HSC" programming to</p>	<p>The percentage of chronic absenteeism will decrease from 35.3% in 2019-2020 to 20% in 2022-2023, and the graduation rate will remain above 90%.</p>	<p>"(3.2) Providing engaging learning experiences DEMONSTRATES A RATIONALE for supporting student academic progress per the ESSA Evidence-Based Guide for On Track Graduation. Source: Structuring Out-of-School Time to Improve Academic Achievement (NCEE 2009-012) Aligning professional learning with school priorities and goals is a STRONG intervention per the ESSA Evidence-Based Guide for Mathematics.. Source: Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. Dallas, TX. National Staff</p>	<p>Select... ▼</p>

support college and career exploration and planning. Finally, we will expand our partnership with ALIVE/Arts & Trauma Foundation to ensure students have the emotional support and SEL experiences necessary to empower them to strive for greatness.

Development Council. Creating supportive relationships and skill-building to foster resiliency to help children manage stress is a STRONG intervention per the ESSA Evidence-Based Guide for Culture & Climate. Source: National Scientific Council on the Developing Child. (2015). Supportive Relationships and Active SkillBuilding Strengthen the Foundations of Resilience: Working Paper 13. Providing for Maslow's Hierarchy of Needs supports students' ability to learn is a STRONG intervention per the ESSA Evidence-Based Guide for Culture & Climate. Source: Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 370-396. doi: 10.1037/h0054346 "

Budget

**New Haven School District (093-000) Public School District - FY 2022 - Opportunity District ESSA SIG - Cohort 2
- Rev 0 - Opportunity District ESSA SIG - Cohort 2 - High School In The Community (093-6611) -**

Object	Total
100 - Personal Services > Salaries	\$27,840.00
200 - Personal Services > Employee Benefits	\$2,729.00
300 - Purchased Professional and Technical Services	\$170,000.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$100,381.00
700 - Property	\$54,050.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$355,000.00
Allocation	\$355,000.00
Remaining	\$0.00

Budget Detail

New Haven School District (093-000) Public School District - FY 2022 - Opportunity District ESSA SIG - Cohort 2 - Rev 0 - Opportunity District ESSA SIG - Cohort 2 - High School In The Community (093-6611) -

100 - Personal Services > Salaries - \$27,840.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	<p>Training & Curriculum Writing - Hourly rate for teachers to attend training and create rigorous, relevant, and engaging PBL units based on PD. This work will complement our current Federal Magnet Schools Assistance Program (MSAP) Project-Based Learning (PBL) initiative. 15 teachers x 15 hrs. x \$32 (x2 yrs.) (2.3, 3.2) - \$14,400</p> <p>Eagle Time and Eagle Block Data Coordinator - An HSC teacher will monitor and analyze data from our during- and after-school intervention times. Will focus on student attendance/participation, current gradeas/mastery levels/Grade Level Team (GLT) tracker data, and effectiveness of strategies (work will complement GLT 7-week data monitoring process) 1 teacher x 5 hrs./week (4 wk/mth for 10 mth) x \$32 (x2 yrs.) (2.3) - \$12,800</p> <p>"Beyond HSC" event planning-School Counselor will develop and facilitate events to promote college and career planning. 1 counselor x 10 hrs./year x \$32 (x 2 yrs.) (3.2) - \$640</p>
Purpose:	01 - Public School Activities	
Focus Area:	<div>Talent - Goal 1.1</div> <div>Academics Goal 2.2</div>	
LEA / School:	High School In The Community (093-6611)	
Quantity:	1.00	
Cost:	\$27,840.00	
Line Item Total:	\$27,840.00	
Total for 100 - Personal Services > Salaries:		\$27,840.00
Total for all other Objects:		\$327,160.00
Total for all Objects:		\$355,000.00
Allocation:		\$355,000.00
Remaining:		\$0.00

Budget Detail

New Haven School District (093-000) Public School District - FY 2022 - Opportunity District ESSA SIG - Cohort 2 - Rev 0 - Opportunity District ESSA SIG - Cohort 2 - High School In The Community (093-6611) -

200 - Personal Services > Employee Benefits - \$2,729.00

Budget Detail		Narrative Description	
Object:	200 - Personal Services > Employee Benefits	Workman's Comp (x.007) - \$195 Medicare (1.45 %) - \$404 FICA (7.65%) - \$2,130	
Purpose:	01 - Public School Activities		
Focus Area:	Talent - Goal 1.1 Academics Goal 2.2		
LEA / School:	High School In The Community (093-6611)		
Quantity:	1.00		
Cost:	\$2,729.00		
Line Item Total:	\$2,729.00		
Total for 200 - Personal Services > Employee Benefits:			\$2,729.00
Total for all other Objects:			\$352,271.00
Total for all Objects:			\$355,000.00
Allocation:			\$355,000.00
Remaining:			\$0.00

Budget Detail

New Haven School District (093-000) Public School District - FY 2022 - Opportunity District ESSA SIG - Cohort 2 - Rev 0 - Opportunity District ESSA SIG - Cohort 2 - High School In The Community (093-6611) -

300 - Purchased Professional and Technical Services - \$170,000.00 ▼

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Professional Development for HSC teachers - Teacher-selected PD from organizations such as PBL Works, Great Schools Partnership (GSP), MakerBot, Yale, Appalachian Mountain Club, Narrative 4 or other reputable professional development providers related to our goals to ensure high-quality and engaging learning experiences for students. Cost will vary but are generally between \$200--\$800 per workshop (e.g., PBL Works PD is between \$200--\$599/workshop and GSP between \$150--\$600) allowing for a minimum of 10 and a maximum of 35 teachers to access professional development through this grant. (3.2)-\$5,000 College and career planning professionals and related guest speakers-These individuals will speak at and lead sessions at our "Beyond HSC" events (15--20 speakers with honorariums of between \$350--\$500) (3.2)-\$5,000 ALIVE/Arts & Trauma - Clinicians provide direct services to students (15 min./session), "push in" to Freshman Seminar classes to provide SEL instruction for all 9th grade students, serve on the Student and Staff Services Team (SSST), and provide support as needed for educators. Monday--Friday, 9:00 a.m.--1:00 p.m. (20 hr/wk x 2 years). (3.2) - \$160,000
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	High School In The Community (093-6611)	
Quantity:	1.00	
Cost:	\$170,000.00	
Line Item Total:	\$170,000.00	
Total for 300 - Purchased Professional and Technical Services:		\$170,000.00
Total for all other Objects:		\$185,000.00
Total for all Objects:		\$355,000.00

Allocation: | \$355,000.00

Remaining: | \$0.00

Budget Detail

New Haven School District (093-000) Public School District ESSA SIG - Cohort 2 - FY 2022 - Opportunity District ESSA SIG - Cohort 2 - High School In The Community (093-6611) -

600 - Supplies - \$100,381.00

Budget Detail		Narrative Description
Object:	600 - Supplies	
Purpose:	01 - Public School Activities	
Focus Area:	<div>Academics Goal 2.1</div> <div>Academics Goal 2.3</div>	
LEA / School:	High School In The Community (093-6611)	
Quantity:	1.00	
Cost:	\$100,381.00	
Line Item Total:	\$100,381.00	
		<p>Math manipulatives and learning materials to support PBL-Math Project-Based Learning (PBL) materials and resources to support mathematical thinking across disciplines, PBL materials and resources there high interest areas of study aligned with our school theme (Leadership, Social Justice, Public Policy and Service), and math games to build problem solving and number sense for all classrooms across disciplines. We will purchase a variety of games and math manipulatives to distribute throughout the building in each classroom (as we've done with Sustained Silent Reading books) such as multiplication machines for \$21.99 each, 'Smath (math Scrabble) for \$16.99 each, fraction tile sets at \$99 for 10, Common Core Collaborative Cards - Fractions for \$22.70 each, Learning Wrap-ups Math Intro Kit for \$38.00 each, Math Vocabulary Flash Cards for \$13.33 a set, Math Fact Oh! Fractions \$19.16 each, Math Magic KidzLabs for \$14.99/set. Math PBL materials will include such resources as the Crayola STEAM 21st Century Family Project Kit for \$25.13/kit, Foam Pattern Blocks for \$11.99/set, Makedo Invent for \$150/set, Four-Pan Algebra Balance for \$44.99/scale, Giant GeoSolids (shapes) for \$72.03/set (2.3)-\$8,806</p> <p>Science resources and materials PBL materials, resources, and authentic learning experiences to support STEM/mathematical thinking across disciplines (\$10,000), resources for urban outdoor experiences (\$20,000), crime scene investigation field equipment (\$4000), equipment and materials to explore and experiment with alternative energy sources and energy storage (\$18000), climate study investigation materials (\$15,000), resources for studying</p>

genetics, and other high interest areas of study in math and science aligned with our school theme (\$18,000) (Leadership, Social Justice, Public Policy and Service). (2.3)-\$85,000

Materials related to college and career planning-College and career planning guides and other materials that can be used to promote our "Beyond HSC" events and provide students and families with tangible resources that they can use after the events. Materials will include promotional materials from colleges and universities, as well as books such as The College Bound Organizer: The Ultimate Guide to Successful College Applications by Anna Costaras & Gail Liss (\$19.95/book), The 7 Habits of Highly Effective Teens Personal Workbook by Sean Covey (\$17.99/book), and Princeton Review: SAT Premium Prep (\$35.99), 65 copies of each (3.2)-\$5,000

Text for faculty book study-All teachers will learn and practice strategies to meet the needs of all students via a faculty book study and related PD. Text: Joyful Learning: Active and Collaborative Strategies for Inclusive Classrooms Second Edition (Revised Edition) by Alice Udvari-Solner and Paula M. Kluth \$35/copy + tax and shipping (2.3)-\$1,575

Total for 600 - Supplies:	\$100,381.00
Total for all other Objects:	\$254,619.00
Total for all Objects:	\$355,000.00
Allocation:	\$355,000.00
Remaining:	\$0.00

Budget Detail

New Haven School District (093-000) Public School District ESSA SIG - Cohort 2 - FY 2022 - Opportunity District ESSA SIG - Cohort 2 - High School In The Community (093-6611) -
- Rev 0 - Opportunity District ESSA SIG - Cohort 2 - High School In The Community (093-6611) -

700 - Property - \$54,050.00 ▼

Budget Detail		Narrative Description	
Object:	700 - Property	150 Chromebooks (\$227/chromebook)-To support students' ability to access curricular and enrichment learning materials in classrooms across disciplines including but not limited to IXL, NewsELA, LucidChart, My AP digital resources (College Board Advanced Placement), digital media art to support Project-Based Learning, communication to support Capstone. \$227/Chromebook (3.2, 2.4, 2.3)- \$34,050	
Purpose:	01 - Public School Activities		
Focus Area:	Academics Goal 2.3 Climate Goal 3.2		
LEA / School:	High School In The Community (093-6611)		
Quantity:	1.00		
Cost:	\$54,050.00	3-D printers and supplies-Four 3-D printers for use in classrooms (math, science, & library media center makerspace) to support student development and design of models and for use in PBL units across disciplines Two printer set ups from MakerBot start at \$1,849 (x2 = 4 printers). We will also purchase PLA filament (\$260/pack x10), Tough PLA filament (\$245/pack x 10), cooling fans--\$9.57x4, tool kits--\$49 x4, printer carts--\$1460.23 x4, filament dryer box--\$66.00 x4, software (prices vary), designs (prices vary), related makerspace materials (prices vary), MakerCare 3-year extended service plans x4 (prices vary) (2.4)-\$20,000	
Line Item Total:	\$54,050.00		
Total for 700 - Property:			\$54,050.00
Total for all other Objects:			\$300,950.00
Total for all Objects:			\$355,000.00
Allocation:		\$355,000.00	

Remaining:

\$0.00

Budget Overview

New Haven School District (093-000) Public School District - FY 2022 - Opportunity District ESSA SIG - Cohort 2 - Rev 0 - Opportunity District ESSA SIG - Cohort 2 - High School In The Community (093-6611) -

Filter by Location: All - \$355,000.00 ▼

Purpose	01 - Public School Activities	Total
Object		
100 - Personal Services > Salaries	27,840.00	27,840.00
200 - Personal Services > Employee Benefits	2,729.00	2,729.00
300 - Purchased Professional and Technical Services	170,000.00	170,000.00
600 - Supplies	100,381.00	100,381.00
700 - Property	54,050.00	54,050.00
Total	355,000.00	355,000.00
	Allocation	355,000.00
	Remaining	0.00