

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

**Proposed Project Title:** School Improvement Grant 1003 Brennan Rogers

**Grant Source and Agency:** Title 1 Part A School Improvement Grant Section  
1003 Grant-Brennan Rogers  
Source-CT Dept of Education

**Total Amount Requested:** \$197,147.00      **Due Date of Application:**

**System Contact:** Laura A. Roblee-Principal-Brennan Rogers

**Telephone #:**  
475-220-2210

**Description of Project:**

This is year three of a multi-year grant awarded to Brennan Rogers by the CSDE. The purpose of this grant is to increase academic achievement among the students at Brennan Rogers School. This will be achieved by the continuation of creating a collaborative learning environment where students understand how to learn and work together with each other; thus, creating a safe learning environment which results in an increase in Literacy and Math scores. We will be completing the Social Emotional Learning Curriculum Framework that drives our CREW or student advisory instruction, training staff on how to work with students who have experienced trauma and providing in class support for students to thrive academically and socially.

**TARGET: Schools/Unit:** Brennan Rogers  
**No. of Students:** 383      **Grade Level(s):** PreK3-8  
**Eligibility Criteria:** \_\_\_\_\_

<b>GRANT PERIOD:</b>	
From: (mm/dd/year): 7/1/2020	
To: (mm/dd/year): 6/30/2021	
<input type="checkbox"/> New	
<input checked="" type="checkbox"/> Continuation	
<b>Previous Bd. of Ed. Approval:</b>	
<hr/> <hr/>	
<input type="checkbox"/> Planning	
<input checked="" type="checkbox"/> Operational	
<b>Bd. of Ed. Information</b>	
<input checked="" type="checkbox"/> Action	
<input type="checkbox"/> Information	
<input type="checkbox"/> Support	
<input type="checkbox"/> Competitive	
<input type="checkbox"/> Entitlement	
<input checked="" type="checkbox"/> Grant	

**PROPOSAL DEVELOPERS:**  
Laura A. Roblee

CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1	
ABSTRACT TIMETABLE	REVIEW
Return to: _____	
Received: _____	<b>Grants Manager</b>
<b>Board of Education FINANCE &amp; OPERATIONS Meeting Date</b> <u>10/19/20</u>	<b>Finance Manager</b>
<b>Board of Education Meeting Date:</b> <u>10/26/20</u>	<b>Human Resource Manager</b> _____
<b>Due Date to Grantor:</b> _____	

**Proposed Project Title:** School Improvement Grant-Part A 1003-Brennan Rogers

**Total Amount Requested:** \$197,147.00

**Proposed Grant Receiving Agency:** CSDE

**SECTION II: FISCAL INFORMATION**

**PERSONNEL**

# FT	#PT		COST
		Administrators	\$
<del>30</del>	<b>30</b>	Teachers	\$19200
		Management	\$
		Paraprofessionals	\$
		Clerks	\$
		Others	\$
		Stipend	\$
		Longevity	
		<b>SUBTOTAL</b>	<b>\$19,200</b>

**NON PERSONNEL**

	COST
Supplies & Materials	\$ 111,638.00
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$ 35,900
Equipment	\$ 30,000
Other	\$
Indirect Costs, if allowed	\$
<b>TOTAL</b>	<b>\$ 177,538</b>
<b>NON- PERSONEL</b>	

**FIXED COSTS:**

Health Benefits	\$
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$278
Workmen's Compensation	\$131
<b>SUBTOTAL</b>	<b>\$409</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>\$19,609</b>

**Notes:**

- 1) Total Personnel and Non Personnel columns must equal grant total.
- 2) The Abstract budget must be aligned with the Grant Application budget/ED114.
- 3) All applications should budget for staff development (stipends) and evaluation wherever appropriate.

**SECTION IIA: BUDGET EXPLANATION**

The following categories must be explained:

**All Personnel:** explain positions; **Salary:** if the grant pays a percent of salary and fixed costs, please describe below, breaking down **percentages and amounts to be paid by grant and by NHPS**. **Other;** and **All Non- Personnel items**. If additional space is needed, continue to next page.

**Salary** will be paid to up to 30 teachers to engage in before and/or after school learning and curriculum integration and unpacking. The training that we will be engaging this year will need to be brought back to the school and unpacked by the staff to incorporate the learning into our daily practice. Grade level teams will be able to engage in further collaboration and learning while incorporating the strategies learned into lesson plans. Teachers who attend the workshops will be training the staff in the building. 30 teachers will be paid hourly rate \$32/hour for two hours per week for

**Non-Personnel**

This training plan is designed to provide all staff with the training and resources that they require for our students to build upon their 21<sup>st</sup> Century Learning to prepare them for post-secondary education. This year we will expand upon previous training and include Wilson Training for Special Education teachers to assist with strategies in word-level deficits who are making sufficient progress through current intervention. This will help to close the gap and assure more students are on or close to grade level.

This grant will also allow us to focus on our magnet theme of media and communications. We will be able to purchase tools, equipment and supplies that will help to increase student engagement and interest while allowing teachers to concentrate on the fundamentals of literacy and math. Focusing on students 21<sup>st</sup> Century Skills with fidelity will also help them to prepare for high school and post-secondary learning. Teachers will work with our math, literacy and special education coaches to further their learning in order to deliver lessons that incorporate higher level objects/learning targets and activities that will ensure the learning of these.

The equipment will enable us to replace older chromebooks that are outdated and non-functioning in order to maintain our one-to-one status for technology with grades 1-8.

**Proposed Project Title:** School Improvement Grant-Part A 1003-Brennan Rogers

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**SECTION III: SYSTEM OBLIGATIONS**

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

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

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

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

**PROJECT OR GRANT REQUIREMENTS**

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> Local Maintenance   | <input type="checkbox"/> Replication        | <input checked="" type="checkbox"/> Parent Involvement |
| <input checked="" 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: \_\_\_\_\_ *Laura A. Roblee* \_\_\_\_\_ 9/29/2020 \_\_\_\_\_  
 Signature Date

Proposed Project Title: School Improvement Grant-Part A 1003-Brennan Rogers

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Proposed Grant Receiving Agency: CSDE

**SECTION IV: PROPOSED PERSONNEL**

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

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
30		Curriculum & Training	Teacher	November 2020-June 2021	TBD	YES	TBD

**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
Wilson	K-2 teacher training in strategies in word-level deficits for students not currently making progress.	\$1800	\$1800
Gillingham Institute Training	Staff training for reading, letter identification, phonemics awareness for	\$5100	\$5100

	teaching beginning reading strategies		
Yale Center for Emotional Intelligence	RULER training; systemic approach to SEL	\$9000	\$9000
Various Vendors TBD	Small group instruction, differentiation and hands on learning training for all grade level teachers	\$20,000	\$20,000

**VI. ADDITIONAL INFORMATION:**

**Please Answer All Questions -- Use Additional Pages if Necessary**

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

**Goal: In alignment with ESSA goal targets, ELA achievement as measured by the School Performance Index (SPI) ESSA milestone will be 61.5% by June 2021; 2018-2019 actual SPI was 51.4% Due to COVID we didn't test students and have no data for June 2020. By June 2021, Math achievement as measured by the School Performance Index (SPI) ESSA Milestone will be 56.8%.; 2018-2019 actual SPI was 44.6%; Due to COVID we didn't test students and have no data for June 2020.**

- a. **If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed:  
SBA Growth scores fell in the area of ELA from 24.5% in 2017-2018 to 21.8% in 2018-2019. However, SBA Growth Rate scores in Math increased from 23.7% in 2017-2018 to 31.2 % in 2018-2019. This decrease in ELA was due to the lack of Literacy Coaching Staff and tutors in the area of Literacy for the majority of last year. During 2019-2020 our literacy coach was able to conduct with fidelity the SRBI and Grade level team meeting cycle.**

**Our Math Coach worked continuously with our teachers to ensure that data teams were done with fidelity and that students had the proper supplies and equipment. We have worked with Teachers College in August 2019 in the area of Readers Workshop to ensure that teachers are conducting the small group learning with fidelity and are working towards imbedding the workshop model with fidelity on a daily basis. We have also purchased Moby Max, Raz Kids Learning A-Z and other online programs that will assist our students during remote learning and allow our teachers to provide better differentiation of instruction.**

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

This plan is designed to provide all staff with the training and resources that they require for our students to build upon their 21<sup>st</sup> Century Learning to prepare them for post-secondary education. Teachers have been implementing the Reader’s Workshop Model that they were trained on in 2019-2020. This year we will expand upon previous training and include Wilson Training for Special Education teachers to assist with strategies in word-level deficits who are making sufficient progress through current intervention. This will help to close the gap and assure more students are on or close to grade level.

This grant will also allow us to focus on our magnet theme of media and communications. We will be able to purchase tools, equipment and supplies that will help to increase student engagement and interest while allowing teachers to concentrate on the fundamentals of literacy and math. Focusing on students 21<sup>st</sup> Century Skills with fidelity will also help them to prepare for high school and post-secondary learning. Teachers will work with our math, literacy and special education coaches to further their learning in order to deliver lessons that incorporate higher level objects/learning targets and activities that will ensure the learning of these.

**3. Please explain why this proposal is significant and important in relation to improving student and/or staff performance, as well as any additional pertinent information that is specific and relevant: (Include resume of person(s) providing service for contracts \$10,000 and over)**

Over the last two years, we were focused on ensuring the proper literacy materials in classrooms and staff was trained in an efficient implementation for the readers workshop model. In this school year, administration walkthroughs of classrooms, are showing readers workshop is being implemented in the K-5 classrooms with fidelity. This proposal is significant because it will allow us to build capacity in creating more collaborative classroom environment to continue this work. The leadership team will continue to focus our coaching and support of the collaborative model in assisting teachers with preparing students to embark higher order thinking and engaging conversations. The training this year will focus on reading strategies, differentiation, writing and phonemic awareness to help to close the achievement gap.

We will also be continuing our learning in the SEL approach by sending a group of teachers and leadership team members to Yale to participate in RULER training. This emotional intelligence work will be turnkeyed in the building and teachers will be able to work before and after school to ensure that it is incorporated into our curriculum and it becomes part of the way that we approach teaching and learning at Brennan Rogers.

**REQUIRED:**

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