

**NEW HAVEN PUBLIC SCHOOLS  
NEW HAVEN, CONNECTICUT**

**INFORMATION ONLY: PERSONNEL REPORT OF THE SUPERINTENDENT**

**April 25, 2022**

**RETIREMENT – Teachers:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Linda Whiteley Foster	Instructional Math Coach Jepson Magnet School <b>Inter-District Funds</b> <b>27041118-50115</b>	06/30/2022
Jeffrey Lowell	School Psychologist Itinerant <b>General Funds</b> <b>19049198-50115</b>	06/30/2022
Mary Segal	Magnet Resource Teacher Jepson Magnet School <b>Inter-District Funds</b> <b>27041018-50115</b>	06/30/2022

**RETIREMENT – Non- Instructional Staff:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Zulma Roldan	Administrative Assistant – 10 Months F.A.M.E <b>General Funds</b> <b>19041041-50124</b>	04/15/2022

**RESIGNATION – Teachers:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Ana Rasetti-Pacios	Engineer Teacher ESUMS <b>Inter-District Funds</b> <b>27041117-50115</b>	05/06/2022

**NEW HAVEN PUBLIC SCHOOLS  
NEW HAVEN, CONNECTICUT**

**CORRECTION/CHANGE ITEMS:**

The following items are previous Board Actions approved. The action items below represent all the necessary changes and/or corrections.

**CORRECTION CHANGE IN FUNDING - Teacher**

<b><u>Name</u></b>	<b><u>From</u></b>	<b><u>To</u></b>	<b><u>Effective Date</u></b>
Dana Sherwonit	Physical Education Itinerant <b>ECS Alliance – Culture &amp; Climate 25476108-50115</b>	Physical Education/Health Teacher ESUMS <b>General Funds 19040317-50115</b>	01/14/2022

**FAMILY & MEDICAL LEAVE ACT: LEAVE OF ABSENCE REPORT**

The following are listed for information only, having met the requirements for absence under the Family & Medical Leave Act. The dates listed are estimates only. They will remain on payroll so long as they have accrued sick days.

**FMLA LEAVE OF ABSENCE – Administrators:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
David Diah	Principal Wexler Grant School <b>General Funds 19044032-50113</b>	04/11/2022-05/06/2022
Eric Yuhas	Assistant Principal Sound School <b>General Funds 19042867-50113</b>	04/04/2022 – 06/22/2022

**NEW HAVEN PUBLIC SCHOOLS  
NEW HAVEN, CONNECTICUT**

**FMLA LEAVE OF ABSENCE – Teachers:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Jessica Attruia	Integrated Language Arts Teacher Hill Central School <b>General Funds</b> <b>19041607-50115</b>	04/06/2022-06/22/2022
Kristina Crivellone	Grade 1 Troup School <b>General Funds</b> <b>19041015-50115</b>	03/30/2022-04/13/2022
Nikkina Osei Holden	Social Worker Itenerate <b>General Funds</b> <b>19049398-50115</b>	04/25/2022-06/22/2022
Nicole Maldonado	Pre-K Teacher Barnard Magnet School <b>Inter-District Funds</b> <b>27041002-50115</b>	03/21/2022-06/20/2022
Katelyn Milliken	Music Teacher Brennan Rogers Magnet School <b>General Funds</b> <b>19042221-50115</b>	03/07/2022-06/06/2022
Karissa O'keefe	Grade 2 Barack H. Obama Magnet School <b>General Funds</b> <b>19041028-50115</b>	04/01/2022-06/22/2022
Carla Perone	Grade 2 Clemente Leadership Academy <b>General Funds</b> <b>19041042-50115</b>	04/11/2022-05/27/2022
Melanie Rodriguez Thomas	Bilingual Grade 3 Teacher Truman School <b>General Funds</b> <b>19041229-50115</b>	03/01/2022-05/31/2022

**NEW HAVEN PUBLIC SCHOOLS  
NEW HAVEN, CONNECTICUT**

Caroline Salierno	Teacher – TESOL Clinton Avenue School General Funds 19041006-50115	03/21/2022-06/20/2022
David Stewart	Music Teacher Grades K-8 Engineering & Science University Magnet School <b>Inter-District Funds</b> <b>27042217-50115</b>	03/28/2022-04/08/2022

**INTERMITTENT FMLA LEAVE OF ABSENCE – Administrators:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
David Diah	Principal Wexler Grant School <b>General Funds</b> <b>19044032-50113</b>	05/09/2022-06/22/2022
Tracey Philpot	Assistant Principal Engineering & Science University Magnet School <b>General Funds</b> <b>19044017-50113</b>	03/23/2022-05/06/2022

**INTERMITTENT FMLA LEAVE OF ABSENCE – Teachers:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Kathleen O’Donnell-Moss	Pre K Teacher Early Childhood Assessment Team <b>General Funds</b> <b>19049800-50115</b>	03/09/2022-06/22/2022
Adina Ness	Special Education Teacher Gateway <b>General Funds</b> <b>19049000-50115</b>	03/07/2022-06/22/2022
Erin Frank	Math Coach L.W. Beecher School <b>Priority Schools</b> <b>25795319-08-50115</b>	03/22/2022-06/22/2022

**NEW HAVEN PUBLIC SCHOOLS  
NEW HAVEN, CONNECTICUT**

**INTERMITTENT FMLA LEAVE OF ABSENCE – Non-Instructional Staff:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Ann Casey	Accounting Manager Gateway <b>General Funds</b> <b>19043000-50118</b>	04/04/2022-04/04/2023

**MEDICAL LEAVE OF ABSENCE – Teachers:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Amy Binkowski	Grade 6 Teacher East Rock Community Magnet School <b>General Funds</b> <b>19041046-50115</b>	12/06/2021-04/03/2022
Shefau Dabre	Grade 6 Teacher Brennan Rogers Magnet School <b>General Funds</b> <b>19041021-50115</b>	02/28/2022-03/25/2022

**RETURN OF LEAVE OF ABSENCE – Administrators:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Eric Yuhas	Assistant Principal Sound School <b>General Funds</b> <b>19042867-50113</b>	04/04/2022

**NEW HAVEN PUBLIC SCHOOLS  
NEW HAVEN, CONNECTICUT**

**RETURN OF LEAVE OF ABSENCE – Teachers:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Amy Binkowski	Grade 6 Teacher East Rock Community Magnet School <b>General Funds</b> <b>19041046-50115</b>	04/04/2022
Shefau Dabre	Grade 6 Teacher Brennan Rogers Magnet School <b>General Funds</b> <b>19041021-50115</b>	03/28/2022
Chamone Dobbs	Social Worker Brennan Rogers Magnet School <b>General Funds</b> <b>19049321-50115</b>	04/06/2022
Mary Healy	Grade 1 Teacher Wexler Grant School <b>General Funds</b> <b>19041032-50115</b>	04/14/2022
Kayla Herlihy	Kindergarten Teacher Conte West Hills School <b>General Funds</b> <b>19041031-50115</b>	04/25/2022
Charquea Tuffuor	Foreign Language Teacher James Hillhouse High School <b>General Funds</b> <b>19041762-50115</b>	04/25/2022

BOE Meeting April 25, 2022

**Dr. Iline Tracey, Ed. D.  
Superintendent of Schools**



NEW HAVEN PUBLIC SCHOOLS  
New Haven, Connecticut

**NEW HAVEN BOARD OF EDUCATION MEETING**

Monday April 25, 2022

**INFORMATION ONLY**

1. Agreement with Phoenix Press, Inc., to produce and distribute Every Door Direct Postcard Mailing Campaign to 30,000 New Haven home for the Head Start program and to provide printing of recruiting materials for the program, from May 10, 2022 to June 30, 2022, in an amount not to exceed \$6,896.00.  
**Funding Source:** Head Start Carryover Program **Acct. #2532-6326-56694-0443**



NEW HAVEN PUBLIC SCHOOLS  
New Haven, Connecticut

**NEW HAVEN BOARD OF EDUCATION FINANCE & OPERATIONS COMMITTEE MEETING**

Monday, April 18, 2022  
MINUTES

**Present:** Mr. Matthew Wilcox, Dr. Orlando Yarborough  
**Staff:** Dr. Paul Whyte, Ms. Viviana Conner, Mr. Thomas Lamb, Ms. Patricia DeMaio, Ms. Cari Strand, Mr. Greg Baldwin, Ms. Mary Derwin, Ms. Shubra Gupta, Mr. Joseph Barbarotta, Mr. Justin Harmon, Attorney Elias Alexiades  
Closed Captioner

**Call to Order:** Mr. Wilcox called the meeting to order at 4:32 p.m.

**Summary of Motions:**

1. **Motion to Approve Action Items:** A motion by Mr. Wilcox, seconded by Dr. Yarborough to Recommend Approval of 1 Abstract, 4 Agreements and 4 Contracts, passed by Roll Call Vote: Dr. Yarborough, Yes; Mr. Wilcox, Yes.
2. **Motion to Adjourn:** A motion by Mr. Wilcox seconded by Dr. Yarborough to adjourn the meeting at 4:58 p.m., passed by Roll Call Vote: Dr. Yarborough, Yes; Mr. Wilcox, Yes.

**I. INFORMATION ONLY & ACTION ITEMS:**

**A. INFORMATION ONLY:** Committee members did not have questions about the following Information Only Item approved by the Superintendent:

1. Agreement with Phoenix Press, Inc., to produce and distribute Every Door Direct Postcard Mailing Campaign to 30,000 New Haven home for the Head Start program and to provide printing of recruiting materials for the program, from May 10, 2022 to June 30, 2022, in an amount not to exceed \$6,896.00.  
**Funding Source:** Head Start Carryover Program **Acct. #2532-6326-56694-0443**

**B. ABSTRACTS:**

1. Head Start State Service G1 Expansion – Lincoln Bassett Program Grant in the amount of \$130,759.00 for July 1, 2022 to June 30, 2023 was presented by Ms. Derwin who answered questions about the grant.  
**Funding Source:** Connecticut State Department of Education

**C. AGREEMENTS:**

1. Amendment #1 to Agreement #95384158 with Advance Child Care Center, to terminate the Agreement by reducing the number of School Readiness slots from 5 to 0 and to decrease funding balance of \$11,152.60 to \$0 with no further payments as of March 25, 2022 due to compliance issues with School Readiness requirements, was presented by Ms. Gupta.  
**Funding Source:** School Readiness Program **Acct. #2523-5384-56697-0442**
2. Agreement with Southern Connecticut State University, (SCSU), to provide 3-credit Environmental Science 101 college classes for New Haven Academy Students through the SCSU Early College Experience



Program, from July 5, 2022 to August 8, 2022, in an amount not to exceed \$5,491.35 was presented by Mr. Greg Baldwin who explained that the classes are held virtually and in person at New Haven Academy.

**Funding Source:** ARP ESSER Program **Acct. #2553-6398-56694-0070**

3. Agreement with Higher Heights Youth Empowerment Programs, Inc., to provide college access programming for juniors and seniors at HSC, as well as facilitating guest speakers for careers to motivate and inform students, from January 11, 2022 to June 30, 2022, in an amount not to exceed \$20,700.00 was presented by Ms. Strand who apologized for the late submission. Mr. Wilcox reminded those present that Agreements must be approved prior to starting service.

**Funding Source:** SIG 1003 Program **Acct. #2531-6393-56694-0066**

4. Agreement with Public Good, LLC to develop, design, coordinate and deliver all creative content for the 2022 Head Start Recruitment Campaign, including Bus Ads, online advertisements, postcard mailing, billboard advertisements, lawn signs, flyers and project management, from May 10, 2022 to June 30, 2022, in an amount not to exceed \$60,755.00 was presented by Ms. Derwin.

**Funding Source:** Head Start Carryover Program **Acct. #2532-6326-56694-0443**

#### D. CONTRACTS:

Prior to reviewing the following contracts, Mr. Barbarotta provided an overview of the bid process for initial contracts and the renewal process. In response to a request, Mr. Barbarotta indicated he could provide original information for the initial contracts and that, in future, he will include it for all renewals:

1. Award of Contract #21708-3-4 to All American Waste, LLC for On Call Dumpster Rental Services from July 1, 2022 to June 30, 2023, in an amount not to exceed \$50,000.00  
**Funding Source:** 2022-2023 Operating Budget **Acct. #190-47400-56662**
2. Award of Contract #21682-3-5 to Consolidated Electric for On Call PA System repairs from July 1, 2022 to June 30, 2023, in an amount not to exceed \$60,000.00.  
**Funding Source:** 2022-2023 Operating Budget **Acct. #190-47400-56624**
3. Award of Contract #21679-3-4 to CT Controls Corp for On Call HVAC control services from July 1, 2022 to June 30, 2023, in an amount not to exceed \$200,000.00.  
**Funding Source:** 2022-2023 Operating Budget **Acct. #190-47400-56624**
4. Award of Contract #21683-3-5 to Tri State Maintenance Service LLC for On Call generator maintenance and testing from July 1, 2022 to June 30, 2023, in an amount not to exceed \$50,000.00.  
**Funding Source:** 2022-2023 Operating Budget **Acct. #190-47400-56624**

**Adjournment:** Mr. Wilcox noted that there were no discussion items for this meeting and no further business. A motion by Mr. Wilcox, seconded by Dr. Yarborough to adjourn the meeting at 4:58 p.m., passed by Roll Call Vote: Dr. Yarborough, Yes; Mr. Wilcox, Yes.

Respectfully submitted,  
Patricia A. DeMaio

# A TITLE I PRIMER (Title I in a Nutshell)

## TITLE I HISTORY:

- Title I program is 41 years old (Title I, Chapter 1, Title I again).
- Title I started in 1965, with Lyndon Johnson's "Great Society Concept".
- The focus of the program has always been on supporting economically and educationally disadvantaged children.

## TITLE I LEGISLATION:    **Public Law 107-110 - *No Child Left Behind Act of 2001***

Reauthorized in January of 2002 - Title I - Improving the Academic Achievement of the Disadvantaged

- Part A:     Improving the Basic Programs Operated by Local Educational Agencies
- Part B:     Student Reading Skill Improvement Grants
  1. Reading First
  2. Early Reading First (federally administered)
  3. Even Start Family Literacy
  4. Improving Literacy Through School Libraries (federally administered)
- Part C:     Education of Migratory Children
- Part D:     Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk of Dropping Out (Programs at State and Local Levels).
- Part E:     National Assessment of Title I (federally administered)
- Part F:     Comprehensive School Reform
- Part G:     Advanced Placement Programs – Ken Relihan – 271-6151
- Part H:     School Dropout Prevention (federally administered)
- Part I:     General Provisions

## TITLE I FUNDS:

- **Basic Grant Funds** - distributed through a formula to all eligible school districts
- **Concentration Funds** - distributed through a formula to only those districts with poverty counts or percentages that exceed the state's average low-income count and the state's average percentage.
- **Targeted Grants and Education Finance Incentive Grants** – distributed through a formula to only those school districts with greater than 5% poverty. Built in weights so that districts with larger percents of children in poverty get more dollars. Use these dollars in exactly the same way as Basic and Concentration funds.
- **School Support Funds** - These funds are targeted to schools identified as Title I Schools in Need of Improvement.
- **Part D Funds** - for State Agencies and LEAs to run programs for children and youth in delinquent institutions and also for dropout prevention.

## PART A: HELPING DISADVANTAGED CHILDREN MEET HIGH STANDARDS

### INTENT AND PURPOSE:

The purpose of Title I, Part A is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the State's challenging content and performance standards that all children are expected to meet.

Title I programs must supplement a child's basic educational program. In no case should Title I supplant, take the place of, the services provided by the district to all children.

### INTENDED BENEFICIARIES OF THE PROGRAM:

- Title I is designed to help disadvantaged children meet challenging content and student performance standards.
- Title I provides financial assistance to LEAs to meet the educational needs of children who are failing or most at risk of failing to meet a State's challenging content and student performance standards in school attendance areas and schools with high concentrations of children from low-income families and in local institutions for neglected or delinquent (N or D) children.

### ALLOCATIONS TO DISTRICTS:

- Dollars follow poverty. District allocations are based on a district's low-income count. This count includes the number of children between the ages 5-17, inclusive, from families
  - a) below the poverty level determined census data and free and reduced lunch for small school districts.
  - b) families receiving AFDC payments above the poverty level;
  - c) in foster homes in the district; and
  - d) in institutions for neglected children.

### DISTRICTS INELIGIBLE FOR TITLE I BASIC FUNDS:

**Reason #1:** A district's low-income count (see above) is less than ten.

**Reason #2:** A district's low-income count (see above) is equal to two percent or less of the total school age population.

### LOCAL EDUCATION AGENCY PLAN PROVISIONS:

Each LEA must include the following:

1. A description of additional high-quality student assessment, if any, other than the State Assessment, that the LEA and school served will use to
  - a) determine the success of children served in meeting the State's student performance standards and provide information to teachers, parents, and students on the progress being made toward meeting the State student performance standards;
  - b) assist in the diagnosis, teaching, and learning in the classroom ; and
  - c) determine what revisions are needed to Title I projects.
2. A description of any other indicator(s) that will be used in addition to the assessments described above. (This is an optional provision.)
3. A description of the strategy the LEA will use to provide professional development for teachers, and, where appropriate, pupil services personnel, administrators, parents, and other staff.
4. A description of how the LEA will coordinate Title I services and other services at the LEA or individual school level, such as
  - a) Head Start, Even Start and other preschool programs, vocational education programs and school-to-work transition programs; and
  - b) services for children with limited English proficiency or with disabilities, migratory children, neglected or delinquent youth, homeless children and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.
5. A description of the poverty criteria that will be used to select school attendance areas.
6. A description of how teachers, in consultation with parents, administrators, and pupil service personnel, in targeted assistance schools (TAS) will identify the eligible children most in need of services under this part.
7. A general description of the nature of the programs to be conducted by the LEA.

8. A description of how the LEA will ensure that migratory children and formerly migratory children who are eligible to receive Title I services are selected to receive such services on the same basis as other children.
9. Where appropriate, a description of how the LEA will use Title I funds to support pre-school programs.

### **ONCE A DISTRICT GETS AN ALLOCATION – GENERAL NEXT STEPS**

- Districts with multiple attendance areas (more than one school at same grade level) identify eligible schools using low-income data. The most common data used for this purpose is free and reduced lunch data. Schools with a poverty level equal to or greater than district or grade level averages are eligible to receive Title I funds. In districts with single attendance areas, one school at a grade level, all schools are eligible.
- Districts with multiple attendance areas distribute dollars to schools using the same low-income data used to determine eligibility. Single attendance districts have flexibility on how they distribute their Title I dollars.
- Districts with private schools must work with private schools to identify the number of low-income children from eligible attendance areas. After dollars have been determined, LEA and private school officials work together to determine the following:
  - a) how the children’s needs will be identified;
  - b) what services will be offered;
  - c) how and where services will be provided;
  - d) how the services will be assessed; and
  - e) the size and scope of the equitable services to be provided eligible private school children, and the amount of funds to be used for those services.

### **ONCE A DISTRICT GET AN ALLOCATION – GENERAL NEXT STEPS**

- There are two types of Title I schools:
 

Schoolwide Schools (greater than 50% poverty)
Targeted Assistance Schools (non-schoolwides).
- Each Title I school must annually write a plan detailing the required components of their Title I program at that school. (Schoolwides generally go through a year of planning before writing their plan and operating as a schoolwide.)
- In Targeted Assistance Schools (TAS) – children are selected through a process that identifies first who is in the pool of educationally deprived children, and then selects those most in need. You do not need to be economically disadvantaged to receive services. Economic factors disappear once the school receives its Title I allocation.
- LEAs review school plans and determine if they address all required components adequately and look at the effectiveness of program design. LEAs need to provide ongoing support.
- LEAs compile all the information regarding their schools into the Consolidated Application.

### **8 COMPONENTS OF A TITLE I PROGRAM IN A TARGETED ASSISTANCE SCHOOL (TAS):**

The program must:

1. Use the resources to help *participating children* meet the State’s student performance standards expected for all children.
2. Be based on effective means for improving achievement.
3. Ensure that planning for participating students is incorporated into school planning.
4. Use effective instructional strategies that consider extended learning time, accelerated, high quality curriculum and minimize pullouts.
5. Coordinate with and support the regular education program.
6. Provide instruction by highly qualified staff.
7. Provide professional development opportunities.
8. Provide strategies to increase parental involvement.

### **8 COMPONENTS OF A TITLE I SCHOOLWIDE PROGRAM:**

A schoolwide program must include the following eight components:

1. A comprehensive needs assessment of the entire school.
2. Schoolwide reform strategies that:
  - provide opportunities for all children to meet the State’s proficient and advanced levels of student performance;
  - are based on effective means of improving children’s achievement;
  - are based effective instructional strategies that increase the amount and quality of learning time; help provide an enriched and accelerated curriculum; and meet the educational needs of historically underserved populations;

- address the needs of all children in the school, but particularly the needs of children of target populations of any school that is included in the schoolwide programs, and address how the school will determine if these needs are met;
- are consistent with, and are designed to implement, the State and local improvement plans, if any approved under Title III of Goals 2000;
- instruction by highly qualified staff;
- professional development for teachers, aides and other staff to enable all children in the schoolwide to meet the State's student performance standards;
- strategies to increase parental involvement;
- strategies for assisting preschool children in transition from early childhood programs;
- steps in include teachers in the decisions regarding the use of assessments; and
- activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance.

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NEW HAVEN PUBLIC SCHOOLS

## Domestic Out-of-State Trips Travel Request Form

Requested Date(s) of Trip	June 7, 2022 – June 8, 2022
Destination and Short Description	Two Day Providence College Trip
School Name	High School in the Community
Grade Level(s)	11
Anticipated # of Students	30
Anticipated # of Chaperones:	4
Mode(s) of Transportation	Coach Bus
Accommodations	Hotel
Estimated Costs	\$20,448.00
Fundraising Plans What will you do for students who cannot afford the trip?	Title 1 Funds: Acct. #: 2531-0066-56694-0066
<b>Academic Connection &amp; Objectives</b> (consult your Curriculum Supervisor with questions)	
<p>This trip will expose students to higher education and offer engaging learning experiences. Offering curricula and programs that connect schoolwork with college and career success is a <b>STRONG</b> intervention per the ESSA Evidence-Based Guide for On Track Graduation. Source: Preventing Dropout in Secondary Schools (NCEE 2017-4028). Providing engaging learning experiences <b>DEMONSTRATES A RATIONALE</b> 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).</p>	



NEW HAVEN PUBLIC SCHOOLS

## Domestic Out-of-State Trips Travel Request Form

Requested Date(s) of Trip	June 8, 2022 – June 9, 2022
Destination and Short Description	Two Day Boston College Trip
School Name	High School in the Community
Grade Level(s)	9
Anticipated # of Students	30
Anticipated # of Chaperones:	4
Mode(s) of Transportation	Coach Bus
Accommodations	Hotel
Estimated Costs	\$21,986.00
Fundraising Plans What will you do for students who cannot afford the trip?	Title 1 Funds: Acct. #: 2531-0066-56694-0066
<b>Academic Connection &amp; Objectives</b> (consult your Curriculum Supervisor with questions)	
<p>This trip will expose students to higher education and offer engaging learning experiences. Offering curricula and programs that connect schoolwork with college and career success is a <b>STRONG</b> intervention per the ESSA Evidence-Based Guide for On Track Graduation. Source: Preventing Dropout in Secondary Schools (NCEE 2017-4028). Providing engaging learning experiences <b>DEMONSTRATES A RATIONALE</b> 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).</p>	



NEW HAVEN PUBLIC SCHOOLS

## Domestic Out-of-State Trips Travel Request Form

Requested Date(s) of Trip	June 9, 2022 – June 10, 2022
Destination and Short Description	Two Day Washington D.C. College Trip
School Name	High School in the Community
Grade Level(s)	11
Anticipated # of Students	30
Anticipated # of Chaperones:	4
Mode(s) of Transportation	Coach Bus
Accommodations	Hotel
Estimated Costs	\$23,124.00
Fundraising Plans What will you do for students who cannot afford the trip?	Title 1 Funds: Acct. #: 2531-0066-56694-0066
<b>Academic Connection &amp; Objectives</b> (consult your Curriculum Supervisor with questions)	
<p>This trip will expose students to higher education and offer engaging learning experiences. Offering curricula and programs that connect schoolwork with college and career success is a <b>STRONG</b> intervention per the ESSA Evidence-Based Guide for On Track Graduation. Source: Preventing Dropout in Secondary Schools (NCEE 2017-4028). Providing engaging learning experiences <b>DEMONSTRATES A RATIONALE</b> 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).</p>	





# Strategies for Improvement



**Board Of Education**

**April 25, 2022**

**Dr. Iline Tracey, Superintendent**

**Viviana Conner and Keisha Redd-Hannans, Assistant Superintendents**

**Medria Blue-Ellis, Robert McCain, and Luis Menacho, Principals**



## Core Values

We believe...

- 1 Equitable opportunities** create the foundation necessary for every child to succeed
- 2 A culture of continuous improvement** will ensure that all staff are learners and reflective practitioners
- 3 High expectations** and standards are necessary to prepare students for college and career
- 4 Collaboration** and partnerships with families and the New Haven community will enhance learning and achievement



## Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

## Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

## Priority Areas for 2020-2024

- |  |                                |
|--|--------------------------------|
| <b>1 Academic Learning</b>             | <b>2 Culture &amp; Climate</b> |
| <b>3 Youth &amp; Family Engagement</b> | <b>4 Talented Educators</b>    |
| <b>5 Operational Efficiencies</b>      |                                |



# BARNARD

ENVIRONMENTAL SCIENCE  
& TECHNOLOGY SCHOOL

## Strategies for Improvement



**Board Of Education**

**April 25, 2022**

**Dr. Iline Tracey, Superintendent**

**Viviana Conner and Keisha Redd-Hannans, Assistant Superintendents**

**Robert McCain, Principal**

# A Picture is Worth a Thousand Words



NEW HAVEN PUBLIC SCHOOLS



*Vision isn't forecasting the future. It is creating the future by taking action in the present*

# A Picture is Worth a Thousand Words



NEW HAVEN PUBLIC SCHOOLS



Schoolyard  
Habitat  
Grades 3-5

**Other Spaces**

Nature Center/West River: (Across the bridge) Grade 7,8 TBD

Rooftop: (Rooftop) Grade 5

Hydroponics: Lettuce (Room 201) Grade 5,6 Science

Hydroponics: Fruit (Foyer) TBD Enviro STEM & Grade 6

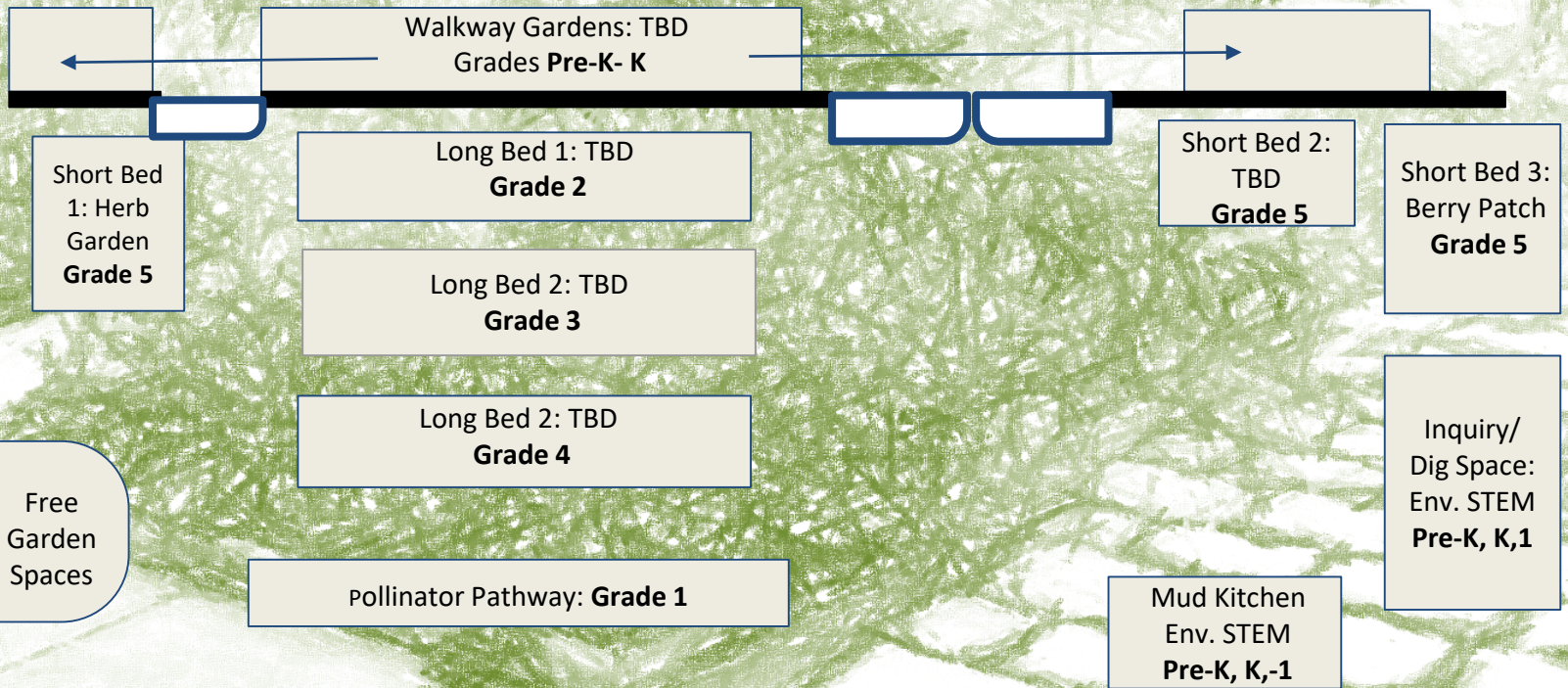
Aquaponics: Fruit & Lettuce (Room 101) Grade 7,8

Seedlings: (Room 101) Grade 7,8

Seedlings: (Hallways) Enviro.STEM

Entrance Gardens: (Front of Building) PTO(?)

Field



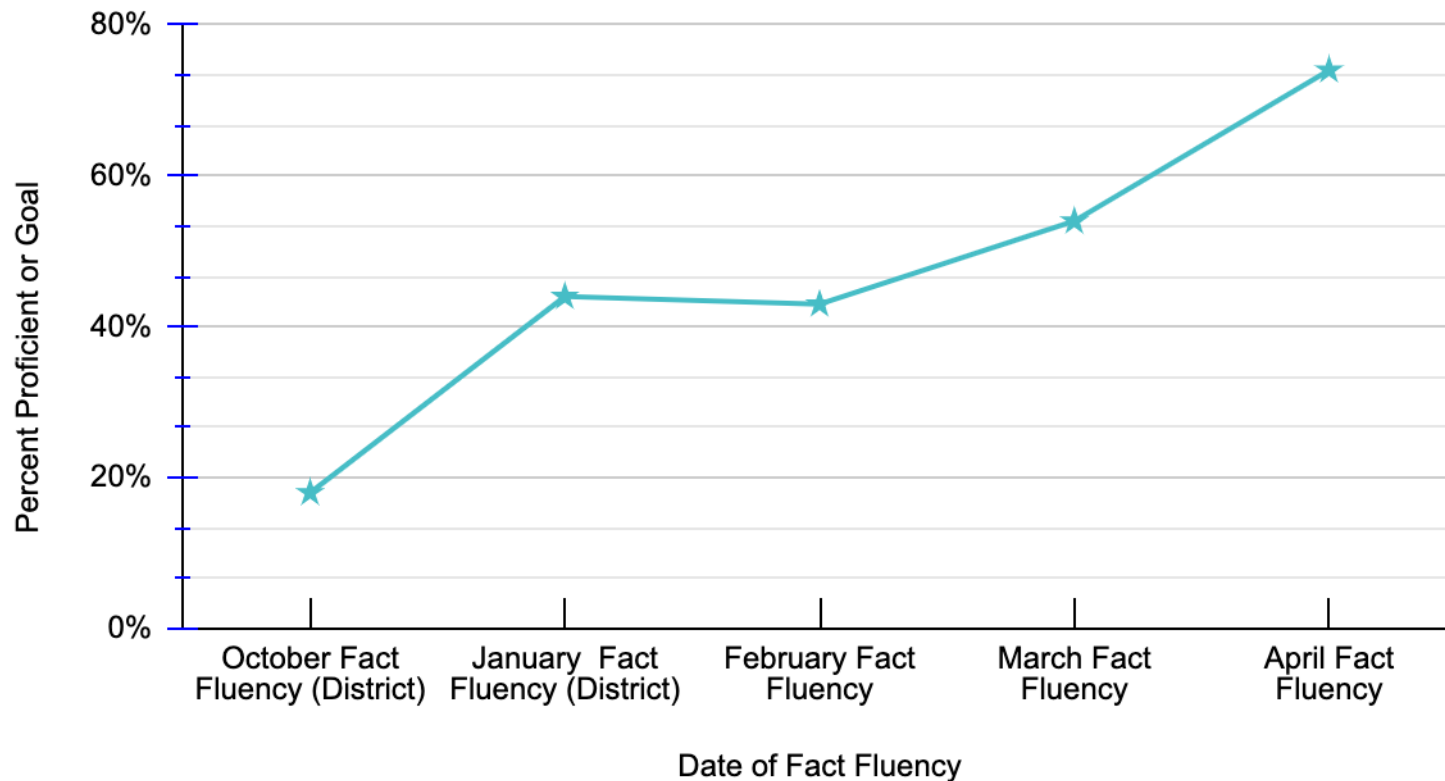
School

# Grade 1 - Math Fluency Oct - April



NEW HAVEN PUBLIC SCHOOLS

## 1st Grade Fact Fluency

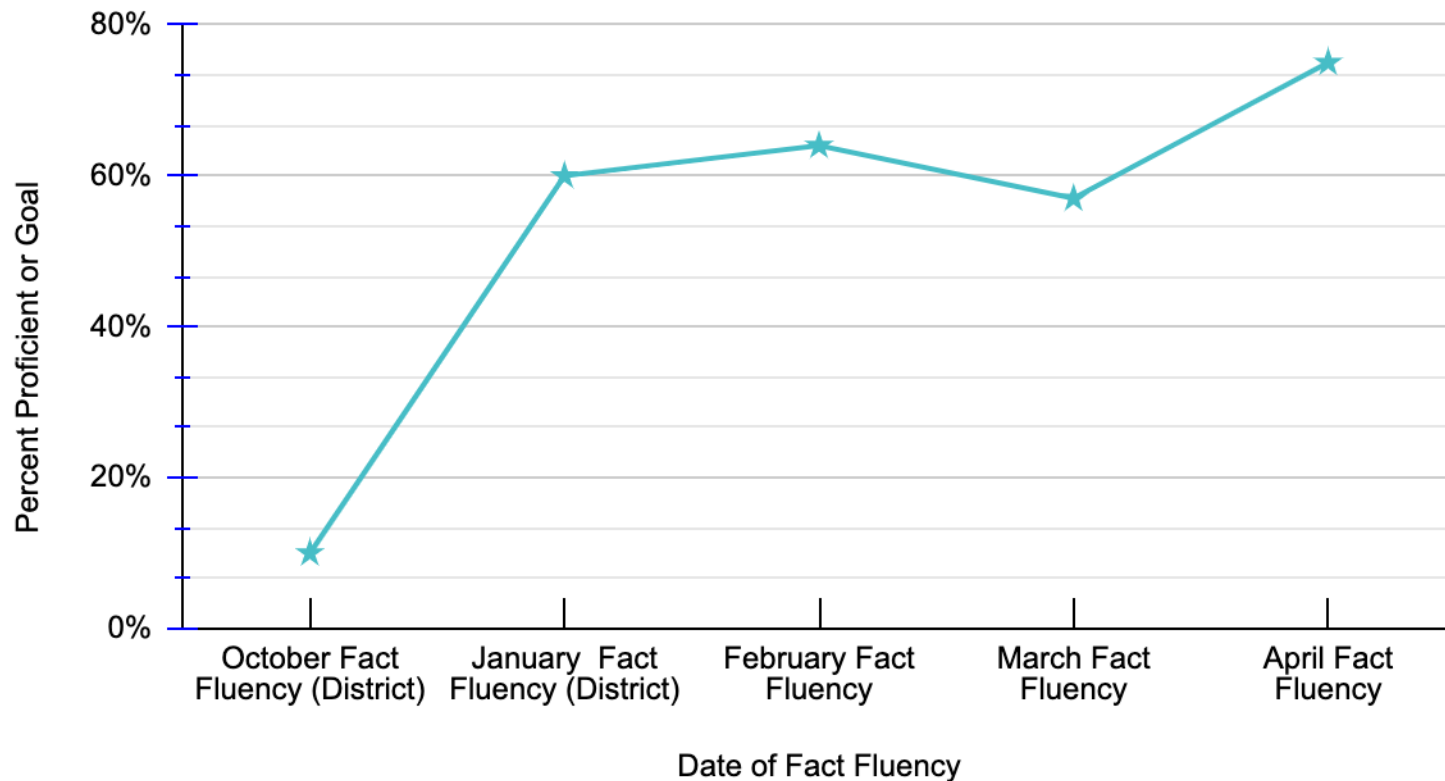


# Grade 2 - Math Fluency Oct - April



NEW HAVEN PUBLIC SCHOOLS

## 2nd Grade Fact Fluency



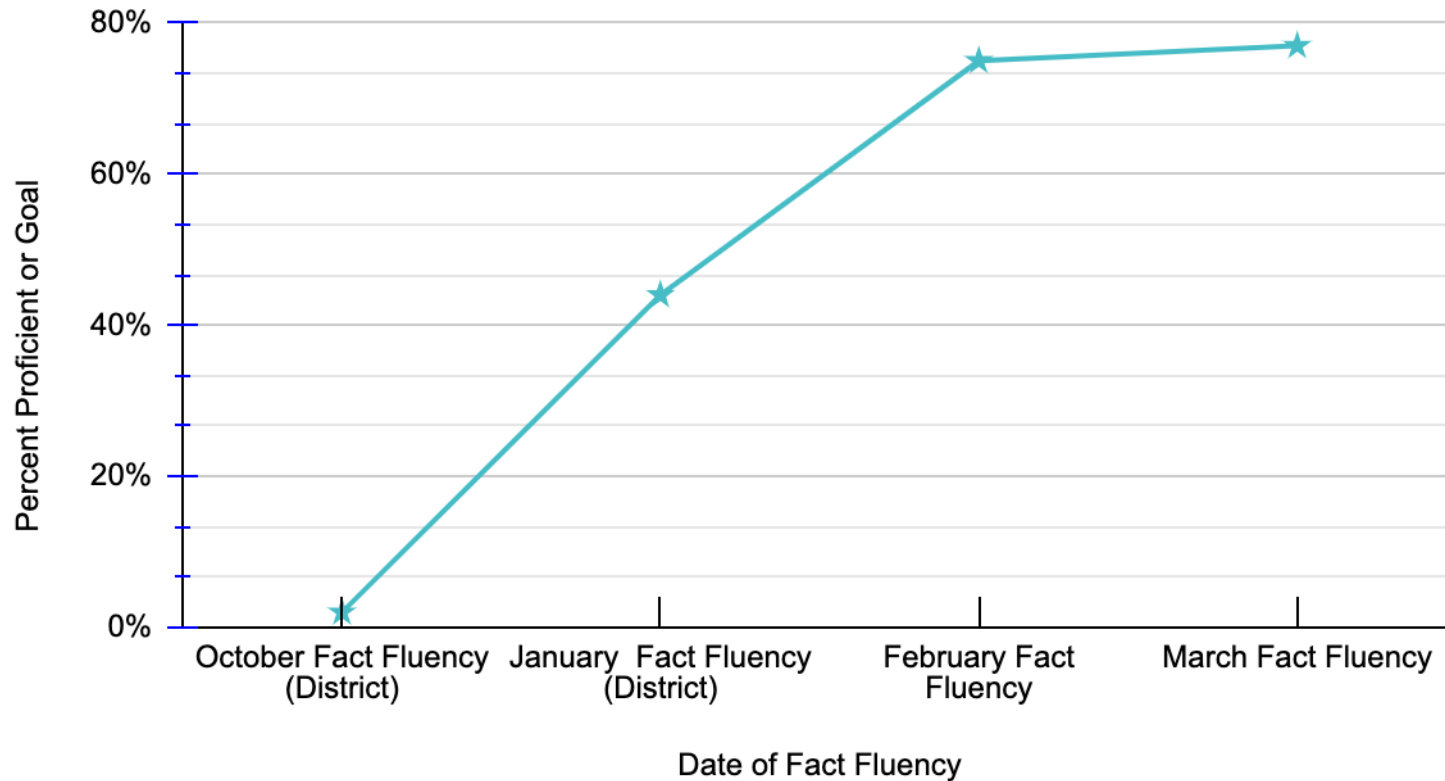


# Grade 3 - Math Fluency Oct - April



NEW HAVEN PUBLIC SCHOOLS

## 3rd Grade Fact Fluency

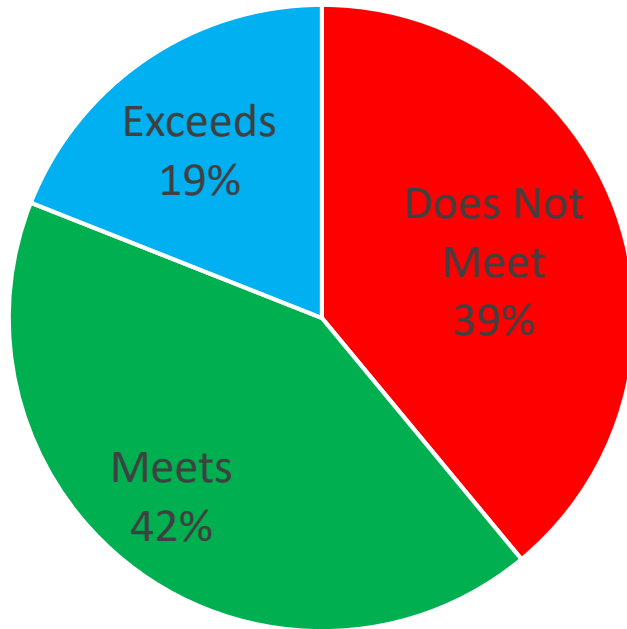


# Kindergarten Letter Identification

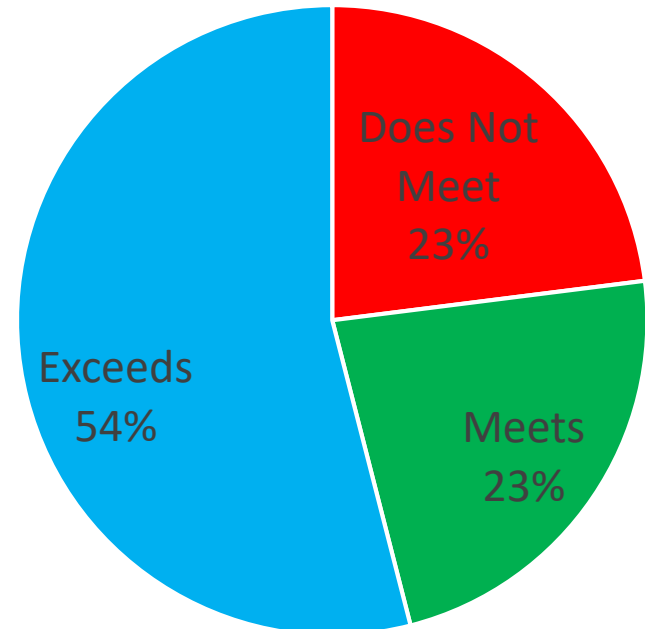


NEW HAVEN PUBLIC SCHOOLS

## Winter, 2021



## Winter, 2022

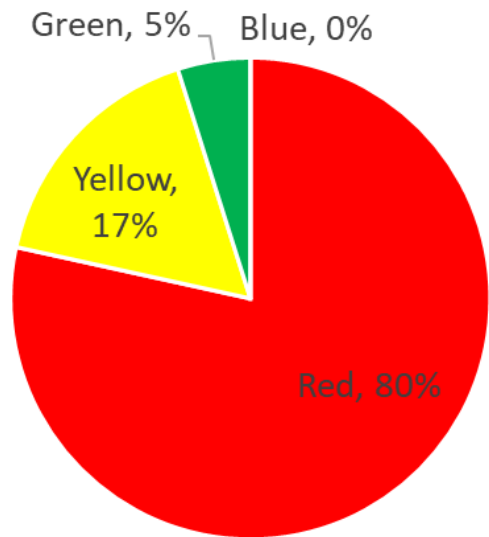


# 1<sup>st</sup> Grade Phoneme Segmentation Fluency

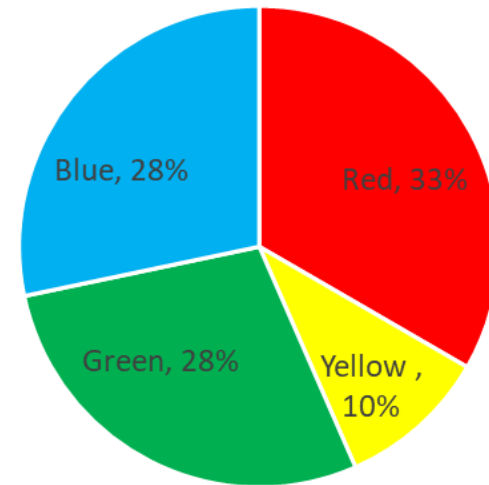


NEW HAVEN PUBLIC SCHOOLS

## Winter, 2021



## Winter, 2022

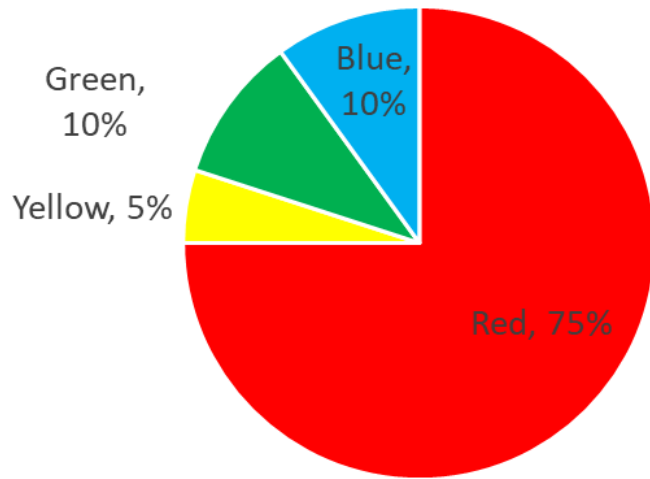


# 1<sup>st</sup> Grade Oral Reading Fluency

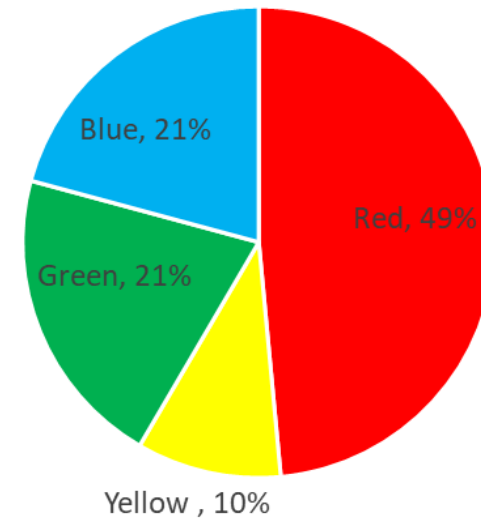


NEW HAVEN PUBLIC SCHOOLS

## Winter, 2021

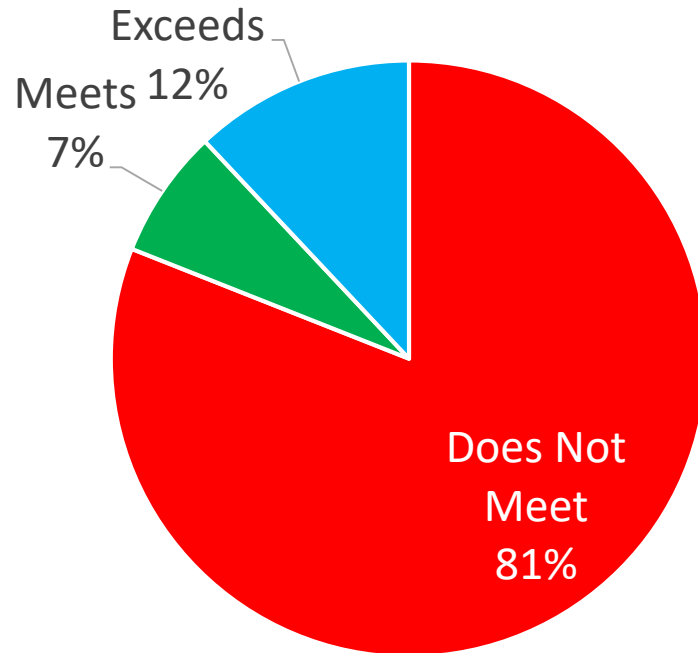


## Winter, 2022

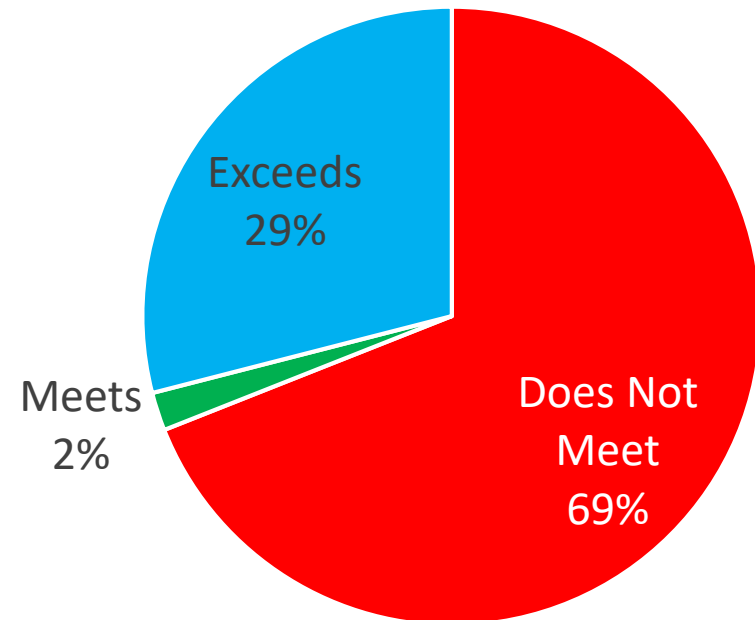




## Winter, 2021



## Winter, 2022



# 3<sup>rd</sup> Grade Oral Reading Fluency



NEW HAVEN PUBLIC SCHOOLS

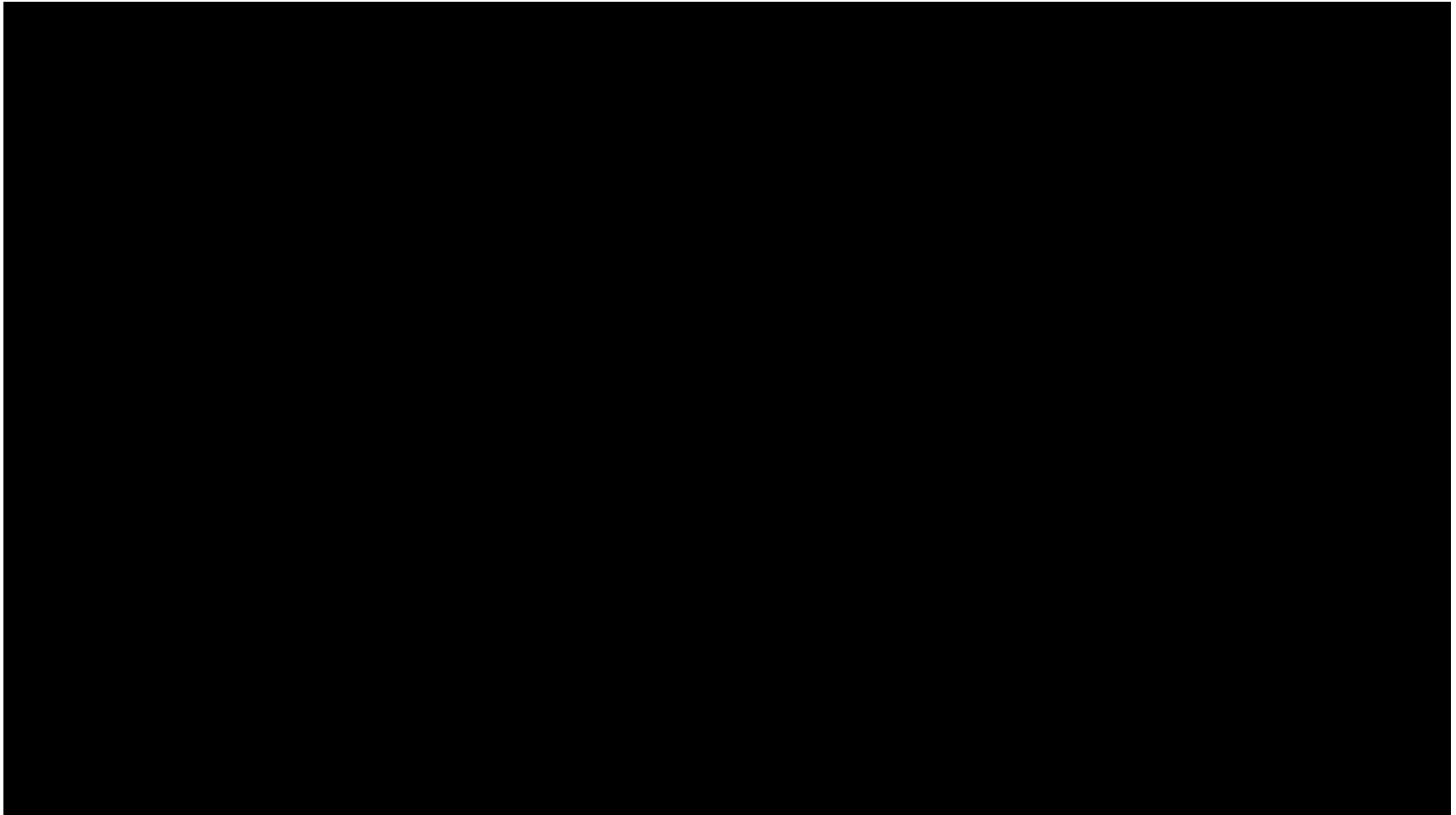


		1st Grade BOY ORF (old DIBELS)	2nd Grade BOY ORF	3rd Grade BOY ORF	MOY ORF WRC	MOY ORF Accuracy	ORF 3.8 WRC 4/6-4/8	ORF 3.8 Accuracy 4/6-4/8
Student	ML-1	0	5	17	59	94%	73	94%
Student				25	67	79%	100	99%
Student		0	56	44	62	97%	129	100%
Student		0	16	30	34	83%	72	96%
Student		3	12	34	64	93%		
Student	ML-1	0	0	4	21	70%	41	93%
Student		10	14	27	70	95%	81	97%
Student	ML-2	3	7	36	76	95%	130	98%
Student				32	53	98%	112	97%
Student	ML-2	0	17	23	58	91%	80	99%
Student		8	23	48	75	99%	116	98%

# A Picture is Worth a Thousand Words



NEW HAVEN PUBLIC SCHOOLS





# **John S. Martinez Magnet**

## **Strategies for Improvement**

**Luis Menacho, Principal**



## Interdisciplinary, Hands-On, Student-Led Curriculum:

- Quarterly units that integrate all academic content areas as well as Social Emotional/CELP Standards with an overarching theme of human impact/advocacy weaved throughout
- Collaborative discourse/talk moves with integration of higher order thinking
- Focus on student-led approach rooted in inquiry based instruction
- Real-world connections as well as application to foster authentic experiential learning opportunities

## Fidelity to Curriculum/Pedagogical Beliefs:

- Use of hands-on materials/realia to reinforce skills and concepts within a real-world, authentic context
- Capitalizing on our outdoor learning spaces to enhance themes and strengthen our connection to the environment
- Field trips and experiential learning outside of the building
- Clear, high expectations/magnet standards for all learners
- Supports for all learners such as visuals, TPR, vocabulary development, sentence starters, anchor charts, etc.
- Access to resources/text in native language as well as ability to use native language
- Instructional strategies and varied groupings are used to maximize participation: small group, partner work, etc.
- Focus on oral language and the development of academic discourse in all learners



**John S. Martinez**  
Sea & Sky STEM Magnet School



# Data to Support Improvement



NEW HAVEN PUBLIC SCHOOLS

## Smarter Balanced Data:

Next Generation Science Standards Assessment

Grade 5:

- John S. Martinez 43% Level 3 & 4
  - 12% Higher than District Average
  - Grade 8:
- John S. Martinez 36% Level 3 & 4
  - 7% Higher than District Average



**John S. Martinez**  
Sea & Sky STEM Magnet School

## Professional Development Related to Improvement of Curriculum, Instruction, and Magnet Theme Development/Integration:

- CT Science Center: Introduction to Inquiry
- CT Science Center: NGSX
- New England Air Museum: The Science of Flight
- Common Ground: Outdoor Classroom
- Talk Moves and The Art of Discourse
- Columbia: UbD/Unit Writing
- Columbia: STEM/Engineering Design Process
- Incorporating Engaging Technology in Science
- Designing Hands-on Learning

	Grade	Number of Students	Avg. Scale (0-100)	% Level 3 & 4	% Level 2
NHPS	5	1567	42.5	31%	73%
NHPS	8	1460	42.5	29%	69%
NHPS	All 5/8	3027	42.5	30%	71%
John S. Martinez	5	53	46.0	43%	87%
John S. Martinez	8	53	45.5	36%	83%
John S. Martinez	All 5/8	106	45.8	40%	85%



# Highlights and Celebrations



NEW HAVEN PUBLIC SCHOOLS

## Partnerships/Community Outreach:

- Common Ground: K-8 Outdoor Classroom
- New England Science & Sailing: Experiential Learning
- New England Air Museum: Experiential Learning
- Project Water: Experiential Learning
- Yale Code Haven: Grades 3-5 Coding
- Urban Resources Initiative: Trees for Life Campaign
- Lots of Fish: Environmental Education
- Afterschool Programs: Title 1, Arte, Inc., 21st Century, Yale Mathcounts, Squash Haven, Hopkins Pathfinder, Yale Pathways to Science

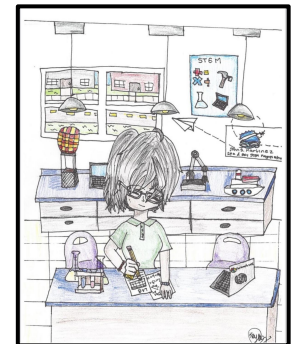


**John S. Martinez**

Sea & Sky STEM Magnet School

## Celebrations:

- Magnet Schools of America National Award of Merit- School of Excellence 2022
- Magnet Schools of America National Award of Merit- School of Distinction 2020
- Office of Choice and Enrollment Scream the Theme Art Contest 2nd Place Winner





# Engineering and Science University Magnet School

Engineering & Science University Magnet School



**Top 10%**

**Nation's Best High Schools**

*Of the 24,000+ High Schools in the Country*

**BEST  
HIGH SCHOOLS**

**U.S. News**  
& WORLD REPORT

**RANKINGS**

**2021**



Engineering & Science University Magnet School

is

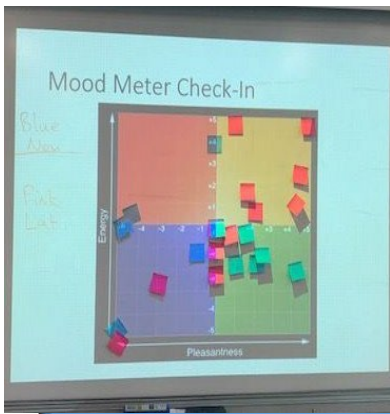
**Ranked #5**

**Best Magnet School in Connecticut**

2021 BEST  
SCHOOLS



*Niche ranks nearly 100,000 schools and districts based on millions of opinions from students and parents.*



# Yearly Themes: Focus & Values



## Going for the Gold

**School-wide Writing Program: all subjects and grades**

**Rigorous & Relevant Curriculum**

**ESUMS POP (Professional Outreach Program) Teacher Leadership**



## Together We Soar

**Global Learning: International Trips 6+ Years**

**Global Cities: 6<sup>th</sup> Grade features an international classroom 5+ years**

**Equity Initiatives: Universal Design For Learning (UDL) 6 years;**



## Emotions Matter

**Restorative Practices (6+ years)**

**Yale Ruler Training & Model School (5+ years)**

**District SEL Days (2+ years)**

**Art Therapist 2022; Dance Therapist 2023**



# Yearly Themes: Values & Actions



## Charting the Course

**Best Curriculum Materials: HMH Science, SAVASS ELA 6+ years; Math pilots (2022)**

**Anti-bias/Antiracist (ABAR) Group 3 years; Harvard Data Wise 3+ years**

**Equity Lab Courses 3 years**

## Champions of Change

**Policy Changes: Math Equity Plan (2023-onward); Grading Policy Change (2021); Graduation Requirement Changes (2+)**

**Art Therapist 2022; Dance Therapist 2023); Global Learning: topics like sustainability & public health**

## Being Our Best Selves

**Blood Drives, Food Drives, Shelter Supply Drives**

**Student Run Help Desk & IT Services**

**Cultural Celebrations: Hispanic Heritage, Black History**

**Aces Project**



# Building Empathy Through Real World Applications

## Solving Real-World Issues in Our Community

- PLTW Engineering Design & Development (EDD) Course
- ACES with programs for special needs students has asked our EDD students to design and build an adult swing
- Swings are essential for students with sensory integration issues



# Equity: What does STEM have to do with it?

## The Digital Divide

- **Cybersecurity**
- **Middle School Technology**
- Revising Tech/Business Classes (2023-24)
- 11+ AP Classes: AP Computer Science; **AP Economics**;
- 7 Project Lead the Way Courses
- Principal's Business Advisory Board

## The College Readiness Divide

- **Howard University**
  - Environmental Justice
- **Wharton School UPENN**
  - Personal Finance
- **University of Pennsylvania**
  - **Grit Lab**: The Psychology of Passion, Perseverance and Success
- 2022, 2021 Equity Lab Courses
  - Arizona State University Poetry in America; Wharton School UPENN Personal Finance; Columbia Grit Lab



# A Few of Our Strategies

## Research Based Practices

- Universal Design for Learning
- Learning Targets
- Writing Across the Curriculum
- Making Thinking Visible
- Global Learning Competencies

## Diversity Among Faculty and Staff

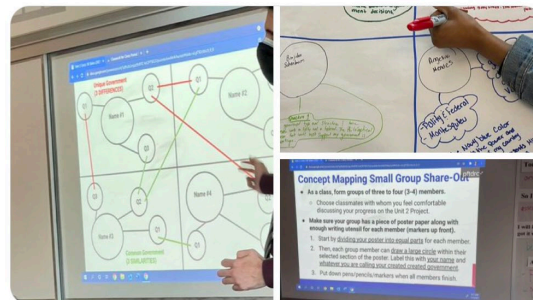
- Faculty Diversity
  - 62% White; 29% Black; 3% Hispanic; 6% Asian
- Study Diversity
  - 34% Black; 28% White; 24% Hispanic; 5% Asian; 5% 2+Races



Medria Blue @MedriaBlue · 11/3/21

#ActiveLearning #compellingquestions

@esumstweet @alico1203 At ESUMS all subject areas engage students in active and meaningful learning and foster critical and creative thinking!



SUSTAINABLE DEVELOPMENT GOALS





# Our Approach Yields Positive Results

## National

- Top 10% of the Nation's 24,000 Public Schools
- Top 20% of ALL Connecticut High Schools #41 out of 556
- Ranked #6 Amongst ALL 47 New Haven County High Schools

## Local: School Level

- Annual Average 100% Graduation Rate
- 81% of students took at least one AP Exam; 42% passed at least one AP Exam (67% of students identify as minority) \* US New World Report
- Connecticut SAT School Day Scores Relative to U.S. News Expectations
  - Percentile Score on Connecticut SAT School Day **57.8%**
  - Percentage of Underserved Students Who Are Proficient **44.5%**
  - Percentage of Non-Underserved Students Who Are Proficient **61.1%**
  - Gap Between School and State Among Underserved Students **0.5%**





# BARNARD

ENVIRONMENTAL SCIENCE  
& TECHNOLOGY SCHOOL

***Vision isn't forecasting the future. It is creating the future by taking action in the present.***

## ***Building the Foundation: Vision***

Barnard Environmental Science School is a dynamic and diverse science and technology-based learning community. Students are inspired and prepared to meet the challenges of the 21st century through a robust academic program where collaboration, innovation, and critical thinking skills ensure that our students will be college and career ready.

## ***Equity for All***

### **Academic Learning**

- Small group Tier I instruction based on student data/needs
- Smaller group Tier II instruction with specific outcomes and attainable goals
- Intentional Teaching with a purpose
- Data Collection, monitoring and adjustments
- Professional development on proven strategies
- Matching student need with teacher strengths

### **Culture and Climate:**

- BARK Model for the School (Belief, Awareness, Respect and Kindness)
- Code of Conduct based on Restorative Justice Model
- Teacher Evaluation Coaching Model
- Outdoor Classrooms
- Student engagement in learning
- Restorative Practices - Reduced suspensions, more peer mediations, reduced absenteeism
- Mindfulness – including yoga at all grade levels

### **Scream Your Theme – Environmental Science, Engineering, Mathematics**

- Inquiry-Based Learning
- Aquaponic Farming
- Hydroponics Farming
- Raised Bed Farming
- Technology
- Robotics/Drones
- Outdoor Learning

### **Celebrate – the little things (they lead to bigger things)**

Safety, Ownership, Attitude, Respect

# JOHN S. MARTINEZ SEA & SKY STEM MAGNET SCHOOL

Together we SOAR to SUCCESS to do our BEST and be EXTRAORDINARY!

## DEVELOPMENT OF WHOLE CHILD (SEL) STRATEGIES:

- SEL standards are evident in lesson plans, as monitored by administrators.
- SOAR pledge, restorative language, and explicit social emotional skills instruction are incorporated into all content areas/classrooms
- Restorative circles are used in all classrooms for both social skills integration and curriculum-based activities
- Classroom incidents are documented in Review 360 and outcomes are restorative practice based
- Tier II and Tier III strategies support academic and behavioral needs
- Class Dojo is used to engage families and translate communication

## HIGH ACHIEVEMENT FOR ALL LEARNERS (ACADEMIC) STRATEGIES:

- EL modifications in lessons such as visuals, TPR, vocabulary development, modified texts
- Promote meaningful student discourse through small groups, talk-moves, DOK questions (Bloom's taxonomy), language anchor charts, sentence starters, Think-Pair-Share, oral presentations
- Allow students to use native language and access Spanish resources/texts in their classroom
- Promote math fact fluency development and problem-solving through student interaction and repeated practice
- Promote reading fluency, comprehension and stamina through student participation in the reading workshop model

## STRONG FOUNDATION IN INQUIRY BASED LEARNING (MAGNET) STRATEGIES:

- Utilize UbD framework when planning for classroom instruction
- Engage in peer review cycles to revise magnet units
- When planning for student-centered, inquiry-based lessons: implement inquiry starters, develop cooperative learning groups, utilize the engineering design process, and make connections to the real-world
- Develop performance tasks using GRASPS framework and corresponding rubrics for assessment of magnet standards



**John S. Martinez**

Sea & Sky STEM Magnet School





## Engineering and Science University Magnet School Fact Sheet

Opened 2008 (14th Year-- 8th graduating classes)  
Magnet Theme: S.T.E.M.; Early College; Grades 6-12  
Principal: Medria Blue-Ellis

**Mission:** A public college preparatory middle and high school, challenging students to imagine, investigate, and invent while preparing them for demanding STEM programs at the collegiate level.

**Vision:** ESUMS will be a school where all students will demonstrate growth in academic and social-emotional targets to be able to matriculate into challenging STEM programs at the collegiate level.

**Curriculum:** We implement a rigorous curriculum; It's real-world, requiring and developing 21st-century skills, and is purpose-driven. Students learn you can acquire skills to help improve others' lives.

### Educate the Whole Child:

- James Comer School Development Program SSST
  - Student and Staff Support Team; SPMT- School Planning Management Team; PTO- Parent Teacher Organization
- Social-Emotional Learning (SEL)
- Restorative Practices
- RULER- Yale Center of Emotional Intelligence
- Non-violent Communication
- Universal Design for Learning (UDL)

### Anti-racism:

- We are equity-driven and acknowledge that being an antiracist requires reflecting on beliefs and behaviors and taking action to fight racism on the interpersonal, institutional, and structural levels. Being anti-racist is a conscious choice to engage in actions that support equality. <https://www.verywellmind.com/what-is-anti-racism-5071426>
  - Anti-racist/Anti-bias (ABAR) Group
  - Harvard Data Wise (an equity-based approach to data-driven decision-making).



**Graduation:** The majority of our students attend community colleges, IVY league universities, HBCUs, and historically women's colleges including MIT, Yale, Harvard, Howard, Simmons, and Virginia Tech. True to our mission, most students major in STEM fields in college. We are now engaged in expanding post-graduate outreach programs and have alumni who are practicing engineers, pilots and scientists.