



***New Haven Public Schools
Reading and Mathematics Plan
2022-2023***

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***Dr. Iline Tracey, Superintendent
Keisha Redd-Hannans, Assistant Superintendent of Curriculum, Instruction,
and Assessment***

***Lynn Brantley, Supervisor of Literacy
Monica Joyner, Supervisor of Mathematics***



STRATEGIC PLAN : SY 2020-2024



NEW HAVEN PUBLIC SCHOOLS

Core Values

We believe...

1 Equitable opportunities create the foundation necessary for every child to succeed

3 High expectations and standards are necessary to prepare students for college and career

2 A culture of continuous improvement will ensure that all staff are learners and reflective practitioners

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

- 1 Academic Learning**
- 3 Youth & Family Engagement**
- 5 Operational Efficiencies**

- 2 Culture & Climate**
- 4 Talented Educators**

WWW.NHPS.NET

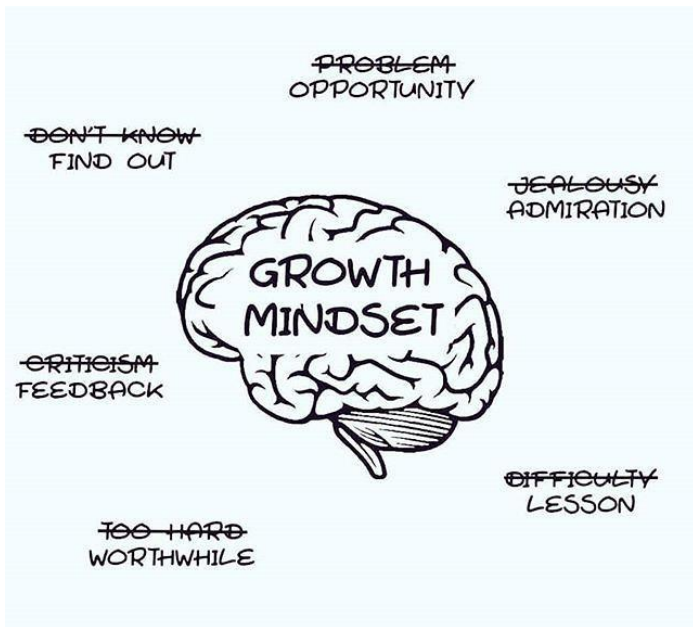
The Problem - THE OPPORTUNITY

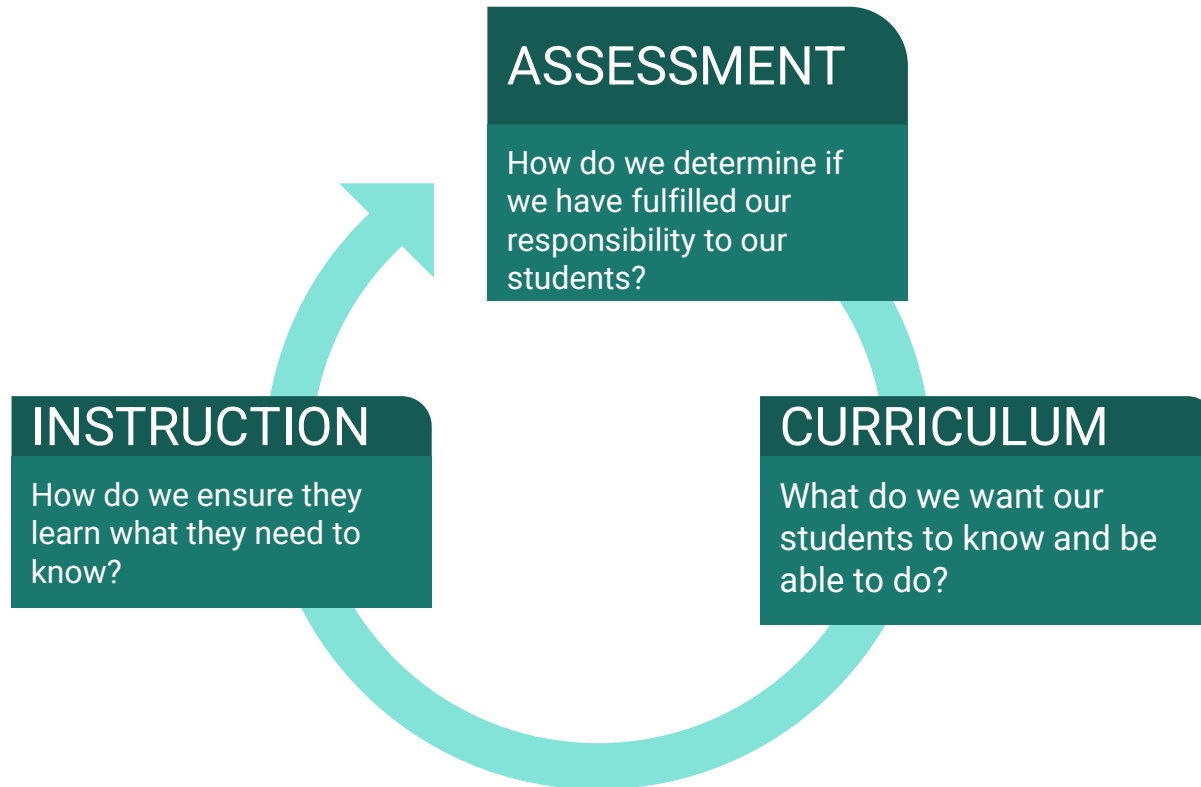


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Our scores demonstrate that our students have not yet realized their potential.

This provides us with an amazing opportunity for growth!





*The **assessment** determines whether or not students have attained the knowledge and skills outlined in the **curriculum**.*

***Instruction** is the mechanism by which students access the knowledge and skills.*

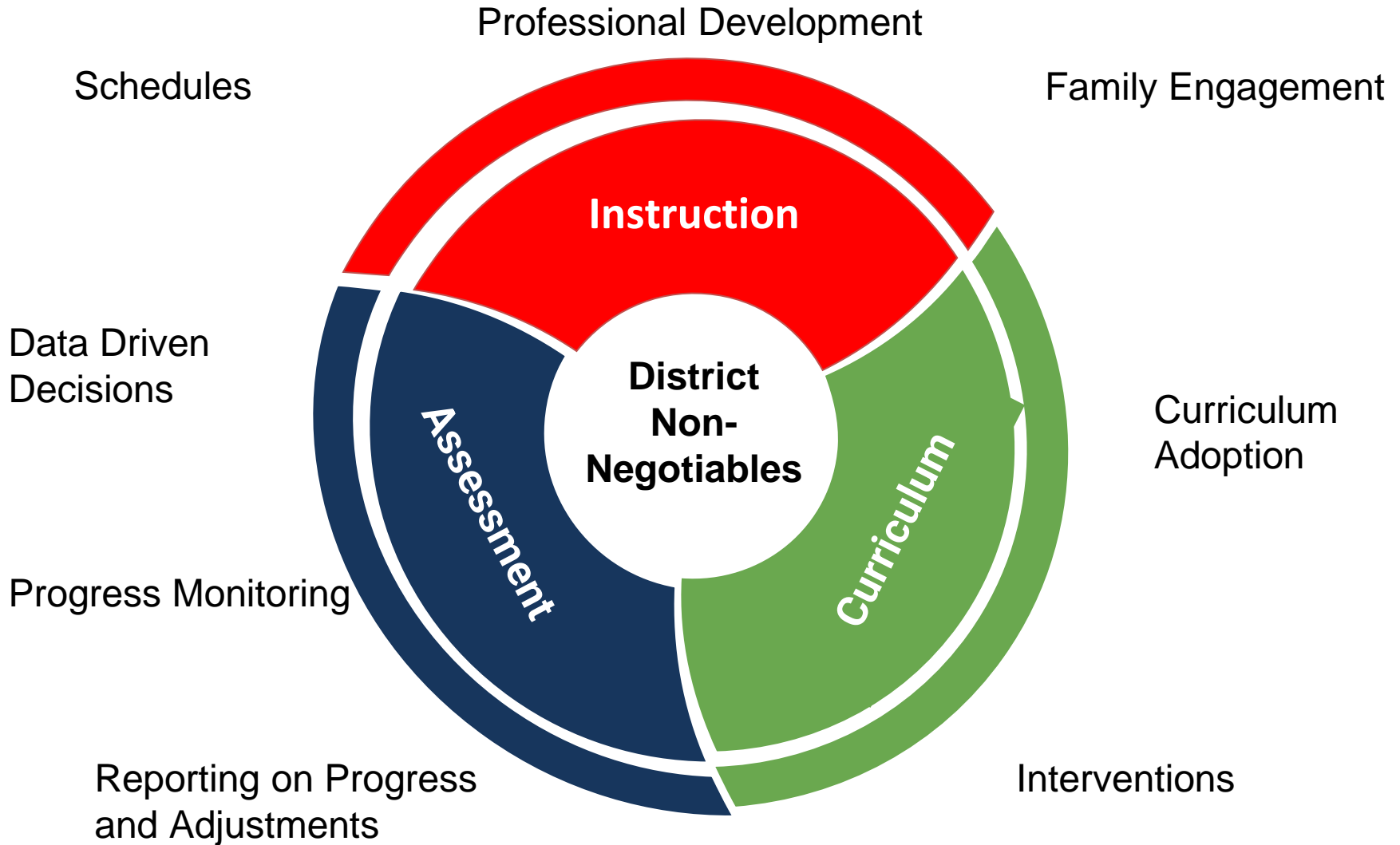
- I. **Comprehensive Core Program** with detailed framework for instruction with Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Letter Name Fluency, and Reading Comprehension
- II. **Systems of Assessment for PreK-5th inclusive of Progress Monitoring** protocols and data analysis.
- III. Ongoing collaboration and **professional learning** for all educators.
- IV. Communication and Partnering with **Parents.**
- V. **Intervention** Plan (TBD in 2023-24)



The Reading Plan



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7 Components of Reading



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*The Reading Plan will ensure that all Teachers and Administrators will be trained to be **experts** in delivering the **7 Components of Reading**.*

Oral Language

Phonemic
Awareness

Phonics

Rapid Letter
Naming
Fluency

Vocabulary

Reading
Fluency

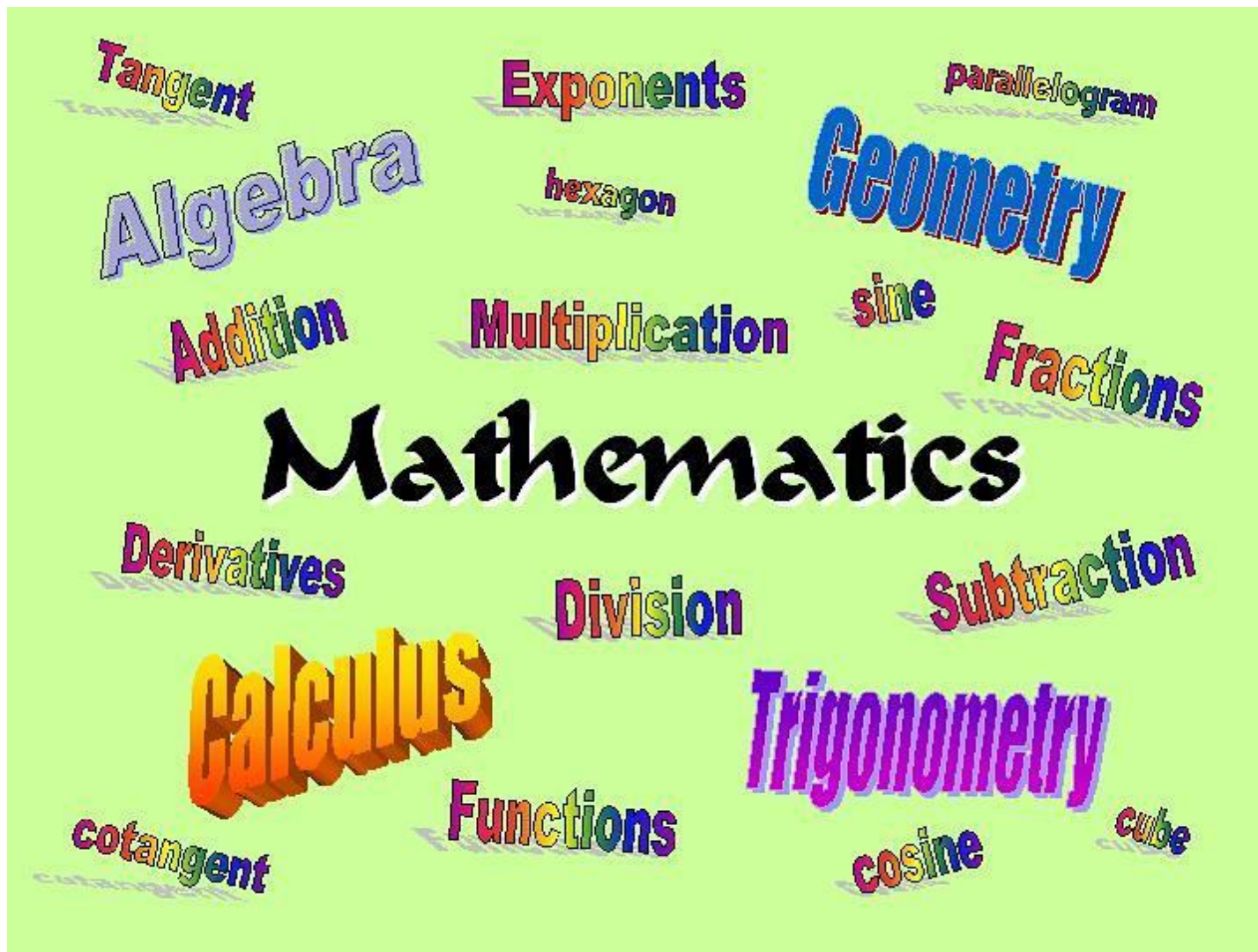
Comprehension

What will be Different?



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<u>Before the Implementation of the September 2022 Reading Plan</u>	<u>After the Implementation of the September 2022 Reading Plan</u>
Various reading programs used across schools	District Wide Comprehensive Reading Program
Two phonics program used in NHPS (Foundations, Words Their Way)	One District Wide Program (Foundations)
Various levels of mastery in delivering Phonics Component	Foundations Training for Literacy Coaches, K-3 Teachers, and Paraprofessionals
Only 6 Professional Development District Wide opportunities allotted in a school year	Monthly opportunities for professional development in various formats meeting the recipient need
Inconsistent teacher collaboration time embedded in school schedules	Time for collaboration built into schedules and will occur regularly



8 Standards of Mathematical Practice



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Make sense of problems and persevere in solving them

Reason abstractly and quantitatively

Construct viable arguments and critique the reasoning of others

Model with mathematics

Use appropriate tools strategically

Attend to precision

Look for and make use of structure

Look for and express regularity in repeated reasoning



		EVALUATE & REVISE	*PROVIDE LEARNING OPPORTUNITIES	IMPLEMENT & ASSESS
1	CURRICULUM	<ul style="list-style-type: none"> ● Summer 2022 Alg 1, Geom, Alg 2, Pre-Cal drafts completed with SPED/ML strategies embedded ● K-5 curriculum writing teams created monthly pacing guides and pre made “open and teach” morning meeting guides. ● 6th - 8th grade next up 	<p>AUDIENCE: Teachers Coaches Administrators</p> <p>PROVIDERS: Curriculum writing teams Teachers & Coaches</p>	<ul style="list-style-type: none"> ● Non-negotiable adherence to curriculum ● Ongoing input from teachers ● Teachers and Coaches assess impact ● Curriculum Teams revise as necessary

**PD will be determined both through asking teachers, coaches and administrators what they want/need, as well as observance of areas in need of improvement that they may not be aware of.*



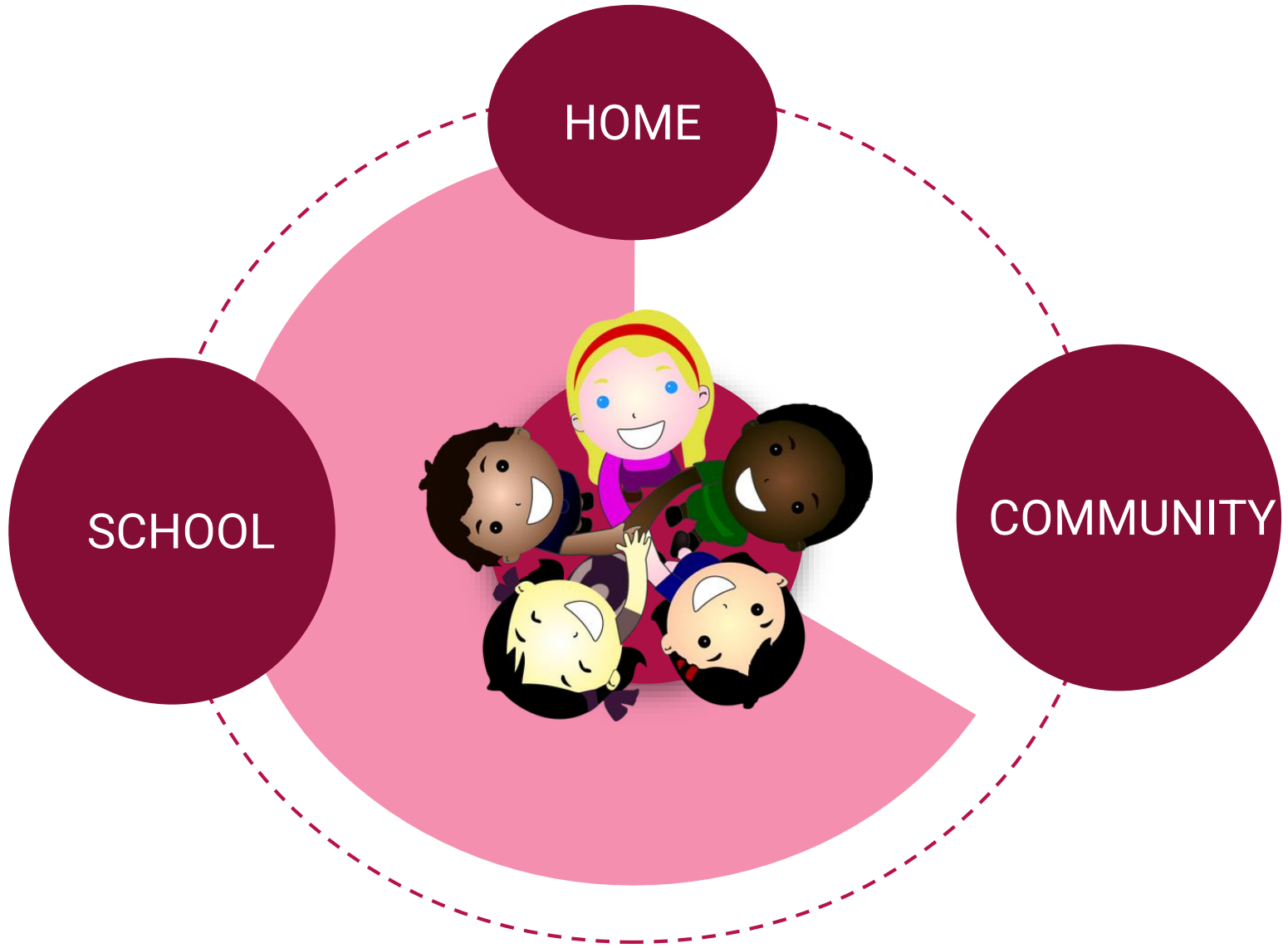
		EVALUATE & REVISE	*PROVIDE LEARNING OPPORTUNITIES	IMPLEMENT & ASSESS
2	INSTRUCTION	<ul style="list-style-type: none"> • 2nd year of iReady adoption K-5 • Piloting 2 Comprehensive MS programs: iReady & enVisions • 1st year of enVisions adoption in HS • Attention needs to be paid to ensuring equity across the district as far as availability of intervention programs.. 	<p>AUDIENCE: Teachers Coaches Administrators Parents</p> <p>PROVIDERS: Text resource companies Coaches Modern Classroom Family STEM Nights</p>	<ul style="list-style-type: none"> • Multiple research based intervention programs (iReady, IXL, Frax, Math 180) • FOCUS AREAS: <ul style="list-style-type: none"> ○ Small Group Instruction ○ Mathematical Discourse • Provide administrative “Look Fors” • Maximize technology usage, esp calculators for • Provide “Parent Pointers”

**PD will be determined both through asking teachers, coaches and administrators what they want/need, as well as observance of areas in need of improvement that they may not be aware of.*



		EVALUATE & REVISE	*PROVIDE LEARNING OPPORTUNITIES	IMPLEMENT & ASSESS
3	ASSESSMENT	<ul style="list-style-type: none"> ● Evaluate current district assessments across all grade levels ● Revise as needed to ensure the following: <ul style="list-style-type: none"> ○ curriculum & pacing alignment ○ focus on HOT and application ○ scaffolded tools towards success on state assessments ● Create HS assessments (unit or quarterly) that align with the newly revised curricula 	<p><i>*Depending on the assessment tool, PD may be needed on technology implementation and reporting</i></p> <p>AUDIENCE: Teachers Coaches Administrators</p>	<ul style="list-style-type: none"> ● Minimize the amount of testing while adhering to state requirements ● Non-negotiable adherence to assessment administration and reporting (especially at the HS level) ● Assess impact, revise as necessary

**PD will be determined both through asking teachers, coaches and administrators what they want/need, as well as observance of areas in need of improvement that they may not be aware of.*



- Math handouts for K and 9th grade shared with families during canvass
- Develop and disseminate literature that includes strategies for developing/practicing mathematical thinking and application outside of school
- School and/or Community based family STEM events
- Applications of learning, games, and projects
- How can parents promote STEM learning at home?
- Provide “Parent Pointers” for varied age levels
- Flood the community with math learning - churches, barber shops & beauty salons, grocery stores, pediatrician’s offices, etc.

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**Please share your thoughts on
our plan. Feedback is a gift!**



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Reading Plan

September 2022

Dr. Iline Tracey, Superintendent

Ms. Keisha Redd-Hannans, Assistant Superintendent of Curriculum, Instruction, and Assessment

Ms. Lynn Brantley, Literacy Supervisor

K - 3

Components of Reading	What data is being collected?	Assessment Type	How is the data being collected?	How often is the data being collected?
Oral Language	<ul style="list-style-type: none"> Information concerning the strengths and weaknesses of what a student is able to listen to and understand of the complex structures of English spoken by adults Biliteracy schools collect this information in both English and Spanish 	<ul style="list-style-type: none"> Diagnostic 	<ul style="list-style-type: none"> Data Tracker 	Determined by Schools/Departments (ELA/MLL)
Phonemic Awareness	<ul style="list-style-type: none"> PSF which assesses a student's ability to segment three- and four- phoneme words into their individual phoneme fluently Biliteracy schools use both PFS and DSA to collect this information in Spanish 	<ul style="list-style-type: none"> Diagnostic 	<ul style="list-style-type: none"> NHPS Early Literacy Data Portal District Data Tracker to SDE 	Fall, Winter, Spring
Phonics	<ul style="list-style-type: none"> Unit assessments for Foundations WADE (Wilson) defined by need DSA-(Spanish)biliteracy schools 	<ul style="list-style-type: none"> Formative Formative 	<ul style="list-style-type: none"> Schools define collection Data tracker 	Varies from 1- 4 weeks correlated to the scope and sequence

Rapid Letter Naming Fluency	<ul style="list-style-type: none"> ● Letter ID assesses the students knowledge/identification of letters ● Letter ID- Spanish- biliteracy schools collect this information in both languages 	<ul style="list-style-type: none"> ● Diagnostic 	<ul style="list-style-type: none"> ● Weekly in small group 	TBD
Vocabulary	<ul style="list-style-type: none"> ● RI (Reading Inventory) is a computer-based assessment that measures a student's reading level in Lexile 	<ul style="list-style-type: none"> ● Universal Screener 	<ul style="list-style-type: none"> ● NHPS Early Literacy Data Portal ● District Data Tracker to SDE 	Fall, Winter, Spring
Reading Fluency	<ul style="list-style-type: none"> ● ORF which assesses the accuracy and fluency with connected text ● Recording Students' Reading is an assessment of student oral reading rate, oral reading fluency and comprehension ● FLO- (Spanish- Biliteracy schools) which assesses the accuracy of fluency in Spanish 	<ul style="list-style-type: none"> ● Universal Screener ● Formative 	<ul style="list-style-type: none"> ● NHPS Early Literacy Data Portal ● District Data Tracker to SDE 	Fall, Winter, Spring
Comprehension	<ul style="list-style-type: none"> ● Recording Students' Reading is an assessment of student oral reading rate, oral reading fluency and comprehension ● SEL- biliteracy schools use this Spanish assessment of student oral reading rate, oral reading fluency and comprehension 	<ul style="list-style-type: none"> ● Formative 	<ul style="list-style-type: none"> ● Small Group Lesson Plan ● NHPS Early Literacy Data Portal 	Daily Observation (focus student)

3 - 8

Progress Monitoring Tool	What data is being collected?	Assessment Type	How is the data being collected?	How often is the data being collected?
Read-180	<ul style="list-style-type: none"> RI (Reading Inventory) is a computer-based assessment that measures a student's reading level in Lexile 	<ul style="list-style-type: none"> Universal Screener 	<ul style="list-style-type: none"> NHPS Early Literacy Data Portal (Gr. 3) District Data Tracker to SDE District tracker 	Fall, Winter, Spring
Interim Assessment Blocks (IABs)	<ul style="list-style-type: none"> Read Literary Text Informational Text Vocabulary 	<ul style="list-style-type: none"> Formative 	<ul style="list-style-type: none"> School based collections 	Fall, Winter, Spring
Reading Fluency	<ul style="list-style-type: none"> ORF which assesses the accuracy and fluency with connected text (Gr 3) Recording Students' Reading FLO- (biliteracy schools) assesses the accuracy and fluency in Spanish 	<ul style="list-style-type: none"> Universal Screener Formative 	<ul style="list-style-type: none"> NHPS Early Literacy Data Portal (Gr. 3) District Data Tracker to SDE 	Fall, Winter, Spring
Comprehension	<ul style="list-style-type: none"> Recording Students' Reading is an assessment of student oral reading rate, oral reading fluency and comprehension SEL- biliteracy schools use this Spanish assessment of student oral reading rate, oral reading fluency and comprehension EDL-(Evaluación de Lectura) is an assessment that measures a student's reading levels in Spanish 	<ul style="list-style-type: none"> Formative 	<ul style="list-style-type: none"> Small Group Lesson Plan NHPS Early Literacy Data Portal (Gr. 3) 	Monthly

9 - 12

Progress Monitoring Tool	What data is being collected?	Assessment Type	How is the data being collected?	How often is the data being collected?
Read-180	<ul style="list-style-type: none"> RI (Reading Inventory) is a computer-based assessment that measures a student's reading level in Lexile 	<ul style="list-style-type: none"> Universal Screener 	<ul style="list-style-type: none"> On line/In Program District Data Tracker to SDE 	Fall, Winter, Spring
Achieve 3000	<ul style="list-style-type: none"> Level Set to review student's mastery of comprehension skills 	<ul style="list-style-type: none"> Screener 	<ul style="list-style-type: none"> On line/ In Program 	Monthly
Common Reading and Writing Assessments	<ul style="list-style-type: none"> Claim and Organization (C & EC 1) Evidence (C & EC 3) (indicators from Cross Curricular Rubric) 	<ul style="list-style-type: none"> Formative 	<ul style="list-style-type: none"> Schoolnet 	Fall, Winter, Spring
ML Literacy Portfolio	<ul style="list-style-type: none"> Writing samples with rubric Readings 	<ul style="list-style-type: none"> Formative 	<ul style="list-style-type: none"> Individual portfolios 	Fall, Winter, Spring

K-12 Data Analysis and Decision-Making

Data Analysis and Decision Making			
How often is the data being reviewed and by whom?	What solution-oriented processes are in place to make decisions?	What steps is the District taking to see building and classroom level data? How is the District sharing findings with individual schools?	Who at the District level is responsible for providing plan implementation support and follow-up?
Weekly K - 8 Grade Level Meetings Monthly Department Meetings in grades 9 - 12 School Quality Reviews (twice a year)	Data Teams Building Leadership Data Teams District Data Teams State Monitoring Meetings Scientific Research-Based Interventions	Implementation of DecisionEd (Projected Jan 2023) <ul style="list-style-type: none"> All staff will have access to data daily Sharing <ul style="list-style-type: none"> Bi-Annual Principals and Assistant Principals Meetings Superintendent's annual data meeting 	Literacy Supervisor Assistant Superintendents District Literacy Coaches

School Level Leadership

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data collected?	How often is the data being reviewed and by whom?	How is the data being shared and by whom?
Classroom Walkthroughs	Executive Team and school level leadership set the purpose for walkthroughs to align with professional development and district reading plan.	<p>The Content Supervisor met with the Executive Team to review the K-12 Reading Plan to identify the year around the 7 Components of Reading, and the district focus of small group instruction. School level leadership teams then will meet and ensure the school staff will be informed.</p> <p>The “Look Fors 2.0” document will provide guidance</p>	<ul style="list-style-type: none"> • TBD by school • Daily logs • Monthly coaching logs 	<ul style="list-style-type: none"> • TBD by school • Weekly • Bimonthly 	<ul style="list-style-type: none"> • Bldg Leadership Team Meetings. to share school wide trends • Trends addressed at Grade Level Team Meetings. • Data from schools are shared through District Literacy Coach Meetings
Feedback on Data and Practice	Assistant Superintendents and school leadership teams will define how feedback is shared with school teams to set clear goals for growth.	School leadership will leverage the 7 Week Progress Monitoring schedule and weekly grade level meetings to review data sets, create growth plans and clearly articulate expectations for best practice strategies taught within PD	<ul style="list-style-type: none"> • TBD by school schedule for Bldg. Leadership • Every 7 Weeks 	<ul style="list-style-type: none"> • TBD by school • Every 7 Weeks 	<ul style="list-style-type: none"> • Leadership shares at school wide meetings, grade level meetings and with SPMT.

<p>Monitoring of Plan Implementation</p>	<p>Content Supervisor will set the plan and criteria for reviewing alignment to the reading plan.</p>	<p>School leadership teams will monitor school plans for alignment to the reading plan. Coach Meetings will have allotted time to review evidence of instructional alignment to the reading plan. Superintendent Meetings will have an allotted time to review evidence of instructional alignment to the reading plan.</p>	<ul style="list-style-type: none"> • Weekly • Bimonthly • Monthly 	<ul style="list-style-type: none"> • Weekly • Bimonthly • Monthly 	<ul style="list-style-type: none"> • The data is reviewed continually by district and school leadership through school visits, reviews and ongoing professional development and small group meetings.
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Professional Development

Topic	Audience	Timeline	Expected Outcome
<p>7 Components of Reading Series with an emphasis on the Foundational Skills (Oral Language, Phonemic Awareness and Phonics/Word Works)</p>	<p>Principals, AP, Coaches, All Teachers and Paraprofessionals</p>	<p>9/13, 11/1, 1/9, 3/6, 5/11 Monthly Superintendent</p>	<p>Improve the knowledge base and skill set of all educators in order to improve the quality and fidelity of instructional implementation, resulting in improved outcomes for students.</p>
<p>Multilingual Learners (Biliteracy Schools)</p>	<p>Principals, AP, Coaches, All Biliteracy teachers and</p>	<p>9/13, 11/7, 1/9, 3/6, 5/11</p>	<p>Improve the knowledge base and skills of all biliteracy educators in</p>

<ul style="list-style-type: none"> • 7 Components of Reading with an emphasis of Foundational skills (Oral Language, Phonemic Awareness and Phonics/Word Works) when teaching the Spanish component to address the needs of the dual language schools • Emergent bilingual students and Reading 	Paraprofessionals		order to improve the quality and fidelity of the instructional implementation in the dual language schools so that students become biliterate in both languages: Spanish and English
<p>Multilingual Learners (ESOL Program)</p> <ul style="list-style-type: none"> • Differentiated instruction for multilingual learners specifically for students who are less than 30 months in USA • Effective small group instruction • Progress monitoring 	ESOL Teachers, and staff	9/13, 11/7, 1/9, 3/6, 5/11	Improve the knowledge about differentiated instruction, effective small group instruction so that multilingual learners improve in the areas of literacy in the second language.
Structured Literacy	Special education teachers, select Literacy and ML coaches/staff	Cohort 1: 10/26, 12/7, 1/11, 2/8 Cohort 2: 10/27, 12/13, 1/17, 2/9	Improve the knowledge base and skill set of teachers around the components of structured literacy. Structured Literacy training is the systematic teaching of basic literacy skills.
Wilson	Special education teachers, select Literacy and ML coaches/staff	9/27, 9/28, 9/29	Improve the knowledge and skill set on the explicit teaching of decoding and encoding. Specifically, Wilson Reading Program is a structured literacy program based on phonological-

			coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery.
<p>A guide to the implementation of NHPS Units of Study</p> <ul style="list-style-type: none"> ● Reading and Writing Workshop Model ● Book Clubs ● Small Group Instruction ● Progress monitoring 	Coaches, and Teachers	9/13, 11/1, 1/9, 3/6, 5/11	Improve the knowledge base and skill set of all educators in order to improve the quality and fidelity of instructional implementation, resulting in improved outcomes for students.
<p>On-going professional development provided at the district and/or school levels in order to provide a menu of interventions</p> <ul style="list-style-type: none"> ● Lexia ● Structured Literacy ● LLI ● READ 180 ● System 44 ● Achieve 3000 	Interventionists	9/13, 11/1, 11/21, 1/9, 1/23, 3/6, 3/13, 5/11, 5/22	Improve the knowledge base and skill set of all educators in order to improve the quality and fidelity of instructional implementation, resulting in improved outcomes for students.
<p>Differentiated professional development on</p> <ul style="list-style-type: none"> ● Calibrating common writing assessment and performance task writing ● Independent reading in the classroom ● Supporting reluctant readers and writers ● Progress monitoring 	Principals, AP, High School ELA Teachers	9/13, 11/21, 1/23, 5/22	Improve the knowledge base and skill set of all educators in order to improve the quality and fidelity of instructional implementation, resulting in improved outcomes for students.

<ul style="list-style-type: none"> • AP course implementation 			
<p>Ongoing professional development to leverage, at the district level and/or school level, in order to improve student and teacher ability to use materials supporting their research needs, educational needs across all curricula, and pleasure reading.</p>	<p>Library Media Specialists</p>	<p>8/24, 9/13, 11/7, 11/21, 1/9, 1/18. 1/23, 3/6, 3/13, 4/5, 5/8, 5/22, 6/1</p>	<p>Increase the usage of materials and resources provided by the district to support learning including:</p> <ul style="list-style-type: none"> • Book checkouts (schools with libraries) • E-book checkouts • Database usage

Literacy Coaches provide support by doing the following:

- Provide professional development for teachers by giving them the additional support needed to implement various instructional programs and practices
- Provide essential leadership for a school’s entire literacy program
- Coach teachers to improve instruction in all areas of the language arts – reading, writing, and oral language development
- Assist teachers in the design and teaching of lessons in other content disciplines where students continue to develop and use their literacy skills
- Participate in the Building Leadership Team
- Participate/chair SRBI Team
- Participate in SPMT
- Facilitate grade level meetings
- Co-lead 7 Week Progress Monitoring meetings
- Provide small group instruction for intervention students

Family Engagement

- ELA handouts for K and 9th grade shared with families during canvass
- Develop and disseminate literature that includes strategies for developing/practicing reading skills
- School and/or Community based family literacy events
- Applications of learning, games, and projects
- How can parents promote literacy at home?
- Provide “Parent Pointers” for varied age levels
- Flood the community with math learning - churches, barber shops & beauty salons, grocery stores, pediatrician’s offices, etc.

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- Quarterly family engagement activities

District Non-Negotiables

- Small group instruction
- Progress monitoring of small groups
- Collaboration time for all teachers
- WIN (What Students Need) Block within daily schedule



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**Math Plan
September 2022**

Dr. Iline Tracey, Superintendent

Ms. Keisha Redd-Hannans, Assistant Superintendent of Curriculum, Instruction, and Assessment

Ms. Monica Joyner, Math Supervisor

Standards of Mathematical Practice	
Make sense of problems and persevere in solving them	Use appropriate tools strategically
Reason abstractly and quantitatively	Attend to precision
Construct viable arguments and critique the reasoning of other	Look for and make use of structure
Model with mathematics	Look for and express regularity in repeated reasoning

K - 12

Progress Monitoring Tool	What data is being collected?	Assessment Type (screener, diagnostic, formative, summative, etc.)	How is the data being collected?	How often is the data being collected?
iReady Math (K-5) Includes 6th grade in schools using iReady for grade 6	The benchmark assessments are given to students to gather baseline data and then to monitor growth over a period of time toward	Progress monitoring for mathematical standards		

	standard-based learning. The results are used to determine the skills to be tracked for each individual learner.			
IXL Universal Screener (7-12) Includes 6th grade for schools using enVisions for grade 6	The benchmark assessments are given to students 7-12 to gather baseline data and then to monitor growth over a period of time toward standard-based learning. The results are used to determine the skills to be tracked for each individual learner.	Diagnostic	IXL Snapshot Diagnostic on ixl.com	3x/year (fall, winter, spring)
District Unit or Quarterly Assessments	Item-analysis of student performance	Formative, summative		
Interim Assessment Blocks (IABs)	The IABs are given to students in grades 3-8 to gather information about students' content knowledge of specific concepts.	summative	CT Portal System	3x/year (Q1, Q2, Q3)

K-12 Data Analysis and Decision-Making

How often is the data being reviewed and by whom?	What solution-oriented processes are in place to make decisions?	What steps is the District taking to see building and classroom level data? How is the District sharing findings with individual schools?	Who at the District level is responsible for providing plan implementation support and follow-up?
<p>Weekly K - 8 Grade Level Meetings</p> <p>Monthly Department Meetings in grades 9 - 12</p> <p>School Quality Reviews (twice a year)</p>	<p>Data Teams</p> <p>Building Leadership Data Teams</p> <p>District Data Teams</p> <p>State Monitoring Meetings</p> <p>Scientific Research-Based Interventions</p>	<p>Implementation of DecisionEd (Projected Jan 2023)</p> <ul style="list-style-type: none"> • All staff will have access to data daily <p>Sharing</p> <ul style="list-style-type: none"> • Bi-Annual Principals and Assistant Principals Meetings • Superintendent's annual data meeting 	<p>Math Supervisor</p> <p>Assistant Superintendents</p> <p>District Math Coaches</p>

School Level Leadership

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data collected?	How often is the data being reviewed and by whom?	How is the data being shared and by whom?
Classroom Walkthroughs	Executive Team and school level leadership set the purpose for walkthroughs to align with professional development and district math plan.	<p>The Content Supervisor met with the Executive Team to review the K-12 Math Plan to identify the year around the 8 Standards of Mathematical Practice, and the district focus of small group instruction. School level leadership teams then will meet and ensure the school staff will be informed.</p> <p>The “Look Fors 2.0” document will provide guidance</p>	<ul style="list-style-type: none"> ● TBD by school ● Daily logs ● Monthly coaching logs 	<ul style="list-style-type: none"> ● Bldg Leadership Team Meetings. to share school wide trends ● Trends addressed at Grade Level Team Meetings ● Data from schools are shared through District Math Coach Meetings 	<ul style="list-style-type: none"> ● TBD by school ● Weekly ● Bimonthly

<p>Feedback on Data and Practice</p>	<p>Assistant Superintendents and school leadership teams will define how feedback is shared with school teams to set clear goals for growth.</p>	<p>School leadership will leverage the 7 Week Progress Monitoring schedule and weekly grade level meetings to review data sets, create growth plans and clearly articulate expectations for best practice strategies taught within PD</p>	<ul style="list-style-type: none"> • TBD by school schedule for Bldg. Leadership • Every 7 Weeks 	<ul style="list-style-type: none"> • Leadership shares at school wide meetings, grade level meetings and with SPMT. 	<ul style="list-style-type: none"> • TBD by school • Every 7 Weeks
<p>Monitoring of Plan Implementation</p>	<p>Content Supervisor will set the plan and criteria for reviewing alignment to the reading plan.</p>	<p>School leadership teams will monitor school plans for alignment to the math plan. Coach Meetings will have allotted time to review evidence of instructional alignment to the math plan. Superintendent Meetings will have an allotted time to review evidence of instructional alignment to the math plan.</p>	<ul style="list-style-type: none"> • Weekly • Bimonthly • Monthly 	<ul style="list-style-type: none"> • The data is reviewed continually by district and school leadership through school visits, reviews and ongoing professional development and small group meetings. 	<ul style="list-style-type: none"> • Weekly • Bimonthly • Monthly

Professional Development

Topic	Audience	Timeline	Expected Outcome
Using Reflective Practices to Enhance Instruction	Math Coaches	August, 2022	<ul style="list-style-type: none">-Describe productive actions and beliefs about teaching and learning math and how they come to life in <i>i-Ready Classroom Mathematics</i>.-Critically reflect on their practice and characterize strengths to build on and shifts they might want to make.-Identify steps to take and tools to use to enhance instruction.
Promoting Strong Mathematical Conversations	K-5 Math Teachers		<ul style="list-style-type: none">-Use the Try–Discuss–Connect routine to build student ownership, perseverance, and a deep understanding of mathematics.-Create a mathematics community where students justify their reasoning and respond to the reasoning of their peers.-Plan to elevate mathematical conversations by implementing Teacher Moves.

Building Inclusive/Productive Math Communities	Still exploring	TBD	Teachers will learn strategies to support building inclusive and productive math communities in their classrooms.
EnVisions training (in-person)	6-12 math teachers	September, 2022 - June, 2023	Outcomes TBD based on teacher and coach need
<p>EnVisions training (online tutorials and webinars)</p> <p>https://mysavvastraining.com/products/envision-2018-aga-cc/tutorials</p> <p>Topics are grouped in the following categories:</p> <p>Virtual Program Activation (2) Getting Started (7) Using Savvas Realize (4) Recorded Webinars (4) Ready for Instruction (2) Assessments and Reporting (2) Additional Resources (4)</p>	6-12 math teachers and coaches	August, 2022 - June, 2023	<p>Outcomes include:</p> <ul style="list-style-type: none"> ● Dive in to print components and digital resources on Savvas Realize; Learn the key elements of the enVision Mathematics topic and lesson structure through planning a lesson; Explore innovative ways to strengthen your instruction and increase student engagement through classroom observations and program components. ● Dive in to digital

			<p>resources on Savvas Realize; Learn the key elements of the enVision A G A lesson structure; Explore innovative ways to strengthen your instruction and increase student engagement through classroom observations and program components.</p> <ul style="list-style-type: none">● Explore enVision © 2018 A G A Common Core program components, instructional design, resources, and teacher support tools.● Learn more about Savvas Realize navigation, Realize and Google Classroom Integration, Realize Reader, and Progress Monitoring and Reporting Tools on the Savvas Realize platform.
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iReady training	K-6 math teachers	August 2022 - June, 2023	
Monthly New Teacher PLC's	New (1st year in New Haven) Math Teachers grades 6-12	October, 2022 - June, 2023	<ul style="list-style-type: none"> -deliver rigorous, standards-based instruction -implement math curriculum with fidelity -use researched based instructional strategies for classroom management, discourse, student engagement, problem solving, etc.
Monthly New Coach PLC's	New Math Coaches	September, 2022 - June, 2023	<ul style="list-style-type: none"> -Use the cognitive coaching cycle to support teachers in their classroom -Use best practices to effectively communicate with peers -Be an active and effective part of a school-wide leadership team -
Additional PD TBD	Teachers, coaches, administrators, parents	September, 2022 - June, 2023	Outcomes TBD

Math Coaches provide support by doing the following:

- Modeling lessons for teachers
- Observing teachers and providing actionable feedback
- Lesson planning with teachers
- Facilitating Data Team Meetings
 - Analyzing data
 - Keep administrators informed of math data
 - Partner with teachers to use data to inform instruction
- Working with students in small groups
- Providing site based math PD
- Conduct coaching cycles

Family Engagement

- Math handouts for K and 9th grade shared with families during canvass
- Develop and disseminate literature that includes strategies for developing/practicing mathematical thinking and application outside of school
- School and/or Community based family STEM events
- Applications of learning, games, and projects
- How can parents promote STEM learning at home?
- Provide “Parent Pointers” for varied age levels
- Flood the community with math learning - churches, barber shops & beauty salons, grocery stores, pediatrician’s offices, etc.
- Quarterly family engagement activities

District Non-Negotiables

- Small group instruction
- Progress monitoring of small groups
- Adherence to the curriculum
- Mathematical discourse



NEW HAVEN PUBLIC SCHOOLS

Teaching and Learning Broad Goals

1. Identify and align core reading, writing, and computational skills in all content areas with assessment and instruction

Develop a checklist of administrative procedures and assign responsibility.

Student

Parent

Teacher

Support staff

Building leader

Central office staff

Board

2. Set districtwide standards for instruction (teaching models) and assessment (formative and summative assessments) of student learning in all content areas.

Develop a checklist of administrative procedures and assign responsibility.

Student

Parent

Teacher

Support staff

Building leader

Central office staff

Board

3. Set and enforce standards of student behavior and decorum within classrooms and schools.

Develop a checklist of administrative procedures and assign responsibility.

Student

Parent

Teacher

Support staff

Building leader

Central office staff



4. Create classroom, building level, and districtwide data collection, analysis, and reporting protocols that provide early warning of student academic, attendance, and behavioral progress or regression.

Develop a checklist of administrative procedures and assign responsibility.

Student
Parent
Teacher
Support staff
Building leader
Central office staff

5. Develop targeted academic and behavioral interventions for students within each quartile of the scales used to rate students' academic achievement and conduct. See attachment A

Develop a checklist of administrative procedures and assign responsibility.

Student
Parent
Teacher
Support staff
Building leader
Central office staff

6. Identify the training and professional development necessary to help staff develop the skills and dispositions to teach urban learners effectively as measured by local, state, and national assessments.

Develop a checklist of the resources and institutional arrangements necessary for a state-of-the-art professional development department.

Develop a timetable for development and implementation.

7. Create the policy support for all of the above.