

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

**INFORMATION ONLY: PERSONNEL REPORT OF THE SUPERINTENDENT      September 26, 2022**

**RETIREMENT – Teachers:**

| <b><u>Name</u></b>            | <b><u>Assignment:</u></b>                                                                                | <b><u>Effective Date</u></b> |
|-------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------|
| Valerie Arrington-Steele      | Business<br>James Hillhouse High School<br><b>General Funds</b><br><b>19042362-50115</b>                 | 06/30/2022                   |
| Domenico Dugo                 | Math<br>COOP Arts & Humanities<br><b>General Funds</b><br><b>19041164-50115</b>                          | 06/30/2022                   |
| Jason Lybeck                  | Math<br>Mauro/Sheridan Magnet School<br><b>Inter-District Funds</b><br><b>27041119-50115</b>             | 09/07/2022                   |
| Kimberley Georgia –<br>Steele | Math- Grade 5/8<br>Betsy Ross Arts Magnet School<br><b>Inter-District Funds</b><br><b>27041155-50115</b> | 08/02/2022                   |
| Maria Vece                    | Special Education<br>Adult Education<br><b>General Funds</b><br><b>19049053-50115</b>                    | 06/30/2022                   |

**RETIREMENT – Non-Instructional Staff:**

| <b><u>Name</u></b> | <b><u>Assignment:</u></b>                                                                    | <b><u>Effective Date</u></b> |
|--------------------|----------------------------------------------------------------------------------------------|------------------------------|
| Frederick Jenkins  | Building Manager<br>Grade Schools-Custodial<br><b>General Funds</b><br><b>19047498-50121</b> | 08/22/2022                   |

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

**RESIGNATIONS – Teachers:**

| <b><u>Name</u></b>   | <b><u>Assignment:</u></b>                                                                          | <b><u>Effective Date</u></b> |
|----------------------|----------------------------------------------------------------------------------------------------|------------------------------|
| Aaron Brenner        | English<br>COOP Arts & Humanities<br><b>General Funds</b><br><b>19041664-50115</b>                 | 09/16/2022                   |
| Melissa Cardosi      | Science<br>Mauro/Sheridan Magnet School<br><b>Inter-District Funds</b><br><b>27041419-50115</b>    | 09/02/2022                   |
| Andre Celestino      | Computer Education<br>Clemente Leadership Academy<br><b>General Funds</b><br><b>19041042-50115</b> | 08/24/2022                   |
| Nicole Escarfullery  | English<br>Wilbur Cross High School<br><b>General Funds</b><br><b>19041661-50115</b>               | 08/19/2022                   |
| Angelie Santos-Haase | Art<br>Jepson Magnet School<br><b>Inter-District Funds</b><br><b>27042118-50115</b>                | 08/15/2022                   |
| Bushra Hanaif        | Read<br>Mauro/Sheridan Magnet School<br><b>Inter-District Funds</b><br><b>27041319-50115</b>       | 09/12/2022                   |
| Daniel Jack          | Math<br>Wilbur Cross High School<br><b>General Funds</b><br><b>19041161-50115</b>                  | 09/27/2022                   |
| Angela Markiewicz    | Pre -K<br>Jepson Magnet School<br><b>Inter-District Funds</b><br><b>27041018-50115</b>             | 08/24/2022                   |

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

**RESIGNATIONS -Teachers  
(Continued)**

|                  |                                                                                                               |            |
|------------------|---------------------------------------------------------------------------------------------------------------|------------|
| Jasmine Morrison | Special Education<br>James Hillhouse High School<br><b>General Funds</b><br><b>19049062-50115</b>             | 10/07/2022 |
| Matthew Niebels  | Music<br>Clemente Leadership Academy<br><b>General Funds</b><br><b>19042242-50115</b>                         | 09/13/2022 |
| Rachael Parrott  | Pre-K<br>Dr. Reginald Mayo Early Learning Center<br><b>Head Start PA 22 Basic</b><br><b>25325279-81-50115</b> | 08/12/2022 |
| Omayra Perez     | Special Education<br>Fair Haven School<br><b>General Funds</b><br><b>19049016-50115</b>                       | 08/19/2022 |
| Najla Staggers   | Set for Success<br>Gateway<br><b>ESSER II Funds</b><br><b>25526363-00-50115</b>                               | 09/19/2022 |
| Weston Thomas    | Grade 5<br>Davis Street Magnet School<br><b>Inter-District Funds</b><br><b>27041009-50115</b>                 | 08/02/2022 |
| Andria West      | Grade 3<br>Mauro/Sheridan Magnet School<br><b>Inter-District Funds</b><br><b>27041119-50115</b>               | 09/09/2022 |
| Sean Whelan      | Special Education<br>Clemente Leadership Academy<br><b>General Funds</b><br><b>19049042-50115</b>             | 08/19/2022 |

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

**RESIGNATIONS – Paraprofessional Staff:**

| <b><u>Name</u></b> | <b><u>Assignment:</u></b>                                                                                                        | <b><u>Effective Date</u></b> |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Saige Bell         | Grade 1 Assistant Teacher<br>Beecher Magnet School<br><b>General Funds</b><br><b>19041003-50128</b>                              | 08/26/2022                   |
| Brenee Darden      | Grade 1 Assistant Teacher<br>East Rock Magnet School<br><b>General Funds</b><br><b>19041046-50128</b>                            | 08/25/2022                   |
| Valerie Fagin      | Special Education Assistant Teacher<br>James Hillhouse High School<br><b>Idea Part B Entitlement</b><br><b>25045034-62-50128</b> | 08/01/2022                   |
| Andre Fisher       | Pre-K Assistant Teacher<br>King/Robinson Magnet School<br><b>Title 1 Schools</b><br><b>25315256-30-50128</b>                     | 09/06/2022                   |
| Burcu Gokkiyas     | Assistant Teacher<br>Dr. Reginald Mayo Early Learning Center<br><b>Head Start PA 22 Basic</b><br><b>25325279-81-50128</b>        | 09/02/2022                   |
| Danielle Hunter    | Kindergarten Assistant Teacher<br>Lincoln Bassett School<br><b>Pre School Incentive</b><br><b>25045035-20-50128</b>              | 08/15/2022                   |
| Aysia Reese        | Special Education Assistant Teacher<br>Edgewood Magnet School<br><b>General Funds</b><br><b>19049012-50128</b>                   | 09/30/2022                   |
| Camille Sosa       | Assistant Teacher<br>Barnard Magnet School<br><b>Inter-District Funds</b><br><b>27041002-50128</b>                               | 09/16/2022                   |

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

**RESIGNATION – Non-Instructional Staff:**

| <b><u>Name</u></b> | <b><u>Assignment:</u></b>                                                                                       | <b><u>Effective Date</u></b> |
|--------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------|
| Lee Foreman        | School Security Officer<br>Gateway<br><b>General Funds</b><br><b>19047360-50127</b>                             | 09/23/2022                   |
| Celestine Lawton   | Administrative Assistant<br>Brennan Rogers Magnet School<br><b>General Funds</b><br><b>19041021-50124</b>       | 10/07/2022                   |
| Jill Pepe          | School Business Manager<br>Mauro/Sheridan Magnet School<br><b>Inter-District Funds</b><br><b>27041019-50118</b> | 09/30/2022                   |
| Natasha Verab      | Administrative Assistant<br>Truman School<br><b>General Funds</b><br><b>19041029-50124</b>                      | 09/16/2022                   |

**TRANSFERS – Teachers:**

| <b><u>Name</u></b> | <b><u>From</u></b>                                                            | <b><u>To</u></b>                                                          | <b><u>Effective Date</u></b> |
|--------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------|
| Emily Lynch        | Grade 2<br>Truman School<br><b>ESSER II Funds</b><br><b>25526363-29-50115</b> | Grade 3<br>Truman School<br><b>General Funds</b><br><b>19041029-50115</b> | 09/12/2022                   |

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

**TRANSFERS – Paraprofessional Staff:**

| <b><u>Name</u></b> | <b><u>From</u></b>                                                                        | <b><u>To</u></b>                                                                                                                        | <b><u>Effective Date</u></b> |
|--------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Phillip Counsel    | Head Start Teacher<br>Troup School<br><b>School Readiness Troup<br/>25236140-15-50128</b> | Assistant Teacher – Grade 1<br>Edgewood Magnet School<br><b>Priority Schools<br/>25795319-12-50128</b><br>\$24,926<br>(Group 1, Step 2) | 10/17/2022                   |
| Cassandra Diaz     | Pre-K Assistant Teacher<br>John C. Daniels<br><b>General Funds<br/>19041013-50128</b>     | Bilingual Assistant Teacher – Grade 1<br>John C. Daniels<br><b>Inter-District Funds<br/>27041013-50128</b>                              | 08/29/2022                   |

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

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

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

**FAMILY MEDICAL LEAVE – Teachers:**

| <b><u>Name</u></b> | <b><u>Assignment</u></b>                                                                      | <b><u>Effective Date:</u></b> |
|--------------------|-----------------------------------------------------------------------------------------------|-------------------------------|
| Lynnell Evans      | Math<br>Hill Central School<br><b>General Funds</b><br><b>19041107-50115</b>                  | 08/24/2022-11/23/2022         |
| Kelly Casey        | Guidance Counselor<br>Truman School<br><b>General Funds</b><br><b>19042029-50115</b>          | 08/24/2022-10/19/2022         |
| Kristen Delgrego   | School Social Worker<br>Jepson Magnet School<br><b>General Funds</b><br><b>19049318-50115</b> | 08/24/2022-11/23/2022         |
| Jane Limauro       | Pre-K<br>Jepson Magnet School<br><b>Inter-District Funds</b><br><b>27041018-50115</b>         | 08/24/2022-09/28/2022         |
| Mary Ellyn Maresca | Grade 3<br>Davis Street Magnet School<br><b>Inter-District Funds</b><br><b>27041009-50115</b> | 08/24/2022-11/23/2022         |
| Cristina Venditti  | Grade 4<br>Wexler Grant School<br><b>General Funds</b><br><b>19042032-50115</b>               | 08/24/2022-11/23/2022         |

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

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

| <b><u>Name</u></b> | <b><u>Assignment</u></b>                                                             | <b><u>Effective Date:</u></b> |
|--------------------|--------------------------------------------------------------------------------------|-------------------------------|
| Sergio Rodriguez   | Restorative Practice Coach<br>Gateway<br><b>ESSER II Funds<br/>25526363-00-50118</b> | 08/16/2022-10/11/2022         |

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

| <b><u>Name</u></b> | <b><u>Assignment</u></b>                                                          | <b><u>Effective Date:</u></b> |
|--------------------|-----------------------------------------------------------------------------------|-------------------------------|
| Brigid Holms       | School Guidance Counselor<br>Itinerant<br><b>General Funds<br/>19042098-50115</b> | 08/24/2022-06/14/2023         |

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

| <b><u>Name</u></b> | <b><u>Assignment</u></b>                                                                                    | <b><u>Effective Date:</u></b> |
|--------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------|
| Brenda Moore       | Account Clerk IV<br>Business Office/Gateway<br><b>Magnet 17-22 Indirect Costs C/O<br/>25176264-00-56900</b> | 08/01/2022-08/01/2023         |

**MEDICAL LEAVE OF ABSENCE – Paraprofessional Staff:**

| <b><u>Name</u></b> | <b><u>Assignment</u></b>                                                                                     | <b><u>Effective Date:</u></b> |
|--------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------|
| Theresa Lomax      | Kindergarten Assistant Teacher<br>Barack Obama Magnet School<br><b>Title 1 Schools<br/>25315256-28-50128</b> | 08/29/2022-09/10/2022         |

**RETURN LEAVE OF ABSENCE – Paraprofessional Staff:**

| <b><u>Name</u></b> | <b><u>Assignment</u></b>                                                                                     | <b><u>Effective Date:</u></b> |
|--------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------|
| Theresa Lomax      | Kindergarten Assistant Teacher<br>Barack Obama Magnet School<br><b>Title 1 Schools<br/>25315256-28-50128</b> | 09/12/2022                    |



**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.

**OFFERS RESCINDED —Teachers:**

| <b><u>Name</u></b> | <b><u>From</u></b>            | <b><u>To</u></b> |
|--------------------|-------------------------------|------------------|
| Jeffrey Peterson   | Speech – Language Pathologist | Rescinded        |
| Amna Tahir         | Physics                       | Rescinded        |

**CORRECTION CHANGE IN RESIGNATION DATE —Teacher:**

| <b><u>Name</u></b> | <b><u>From</u></b> | <b><u>To</u></b> | <b><u>Effective Date</u></b> |
|--------------------|--------------------|------------------|------------------------------|
| Meaghan Choisnet   | 06/30/2022         | 08/26/2022       | 08/26/2022                   |

**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> |
|--------------------|--------------------|------------------|------------------------------|
| Cynthia Andrien    | 190490461-50115    | 19046191-50115   | 09/12/2022                   |
| Michele Anes       | 2552-6363-50115    | 2511-5678-50115  | 08/24/2022                   |
| Elizabeth Black    | 2517-6261-50115    | 270 41009-50115  | 08/24/2022                   |
| Brianna Marchitto  | 2552-6363-50115    | 190 42061-50115  | 08/24/2022                   |
| Maria Rivera       | 19041642-50115     | 19041229-50115   | 08/24/2022                   |
| Vanessa Rosa       | 2552-6363-50115    | 190 41012-50115  | 08/24/2022                   |
| Hailey Young       | 2552-6363-50115    | 190 42032-50115  | 08/24/2022                   |

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

**CORRECTION CHANGE IN STEP AND SALARY —Teacher:**

| <b><u>Name</u></b> | <b><u>From</u></b>                                                                         | <b><u>To</u></b>                                                                           | <b><u>Effective Date</u></b> |
|--------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------|
| Brianna Rivera     | \$23,397<br>(Group 1, Step 1)<br>Local 3429<br>Head Start PA 22 Basic<br>25325279-29-50128 | \$30,343<br>(Group 1, Step 4)<br>Local 3429<br>Head Start PA 22 Basic<br>25325279-29-50128 | 08/30/2022                   |

**CHANGE IN START DATE—Teacher:**

| <b><u>Name</u></b> | <b><u>From</u></b> | <b><u>To</u></b> | <b><u>Effective Date</u></b> |
|--------------------|--------------------|------------------|------------------------------|
| Michelle Phelps    | TBD                | 09/07/2022       | 09/07/2022                   |
| Kyler Miller       | TBD                | 09/06/2022       | 09/06/2022                   |

**CORRECTION CHANGE IN SALARY & GROUP —Paraprofessional Staff:**

| <b><u>Name</u></b> | <b><u>From</u></b>            | <b><u>To</u></b>              | <b><u>Effective Date</u></b> |
|--------------------|-------------------------------|-------------------------------|------------------------------|
| Tamia Scott        | \$45,055<br>(Step 2, Group 3) | \$24,926<br>(Step 2, Group 1) | 09/12/2022                   |

**RESIGNATION RESCINDED —Paraprofessional Staff:**

| <b><u>Name</u></b> | <b><u>From</u></b> | <b><u>To</u></b> |
|--------------------|--------------------|------------------|
| Tamia Scott        | 07/15/2022         | Rescinded        |

**OFFERS RESCINDED —Paraprofessional Staff:**

| <b><u>Name</u></b> | <b><u>From</u></b>     | <b><u>To</u></b> |
|--------------------|------------------------|------------------|
| Ruslan Mathews     | Special Education Para | Rescinded        |
| Yanping Shi        | Assistant Teacher      | Rescinded        |

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



NEW HAVEN PUBLIC SCHOOLS  
New Haven, Connecticut

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

Monday, September 19, 2022

**ACTION ITEMS**

**A. INFORMATION ONLY:**

1. Agreement with New Haven Reads to provide an after school tutoring program for Bishop Woods students, from September 13, 2022 to June 17, 2023, in an amount not to exceed \$10,000.00.  
**Funding Source:** ARP ESSER III Carryover Program **Acct. #2553-6399-56694-0043**
2. Amendment #1 to Agreement #96398058 with Common Ground, to change the funding from ARP ESSER II Program, Acct. # 2553-6398-56694-0041 to ARP ESSER III Carryover Program, Acct. #2553-6399-56694-0041, with no change in funding amount of \$17,000.00.  
**Funding Source:** ARP ESSER III Carryover Program **Acct. #2553-6399-56694-0041**
3. Agreement with Common Ground to create and support outdoor learning places and provide classes for students and teachers at Edgewood School, from October 12, 2022 to June 30, 2023, in an amount not to exceed \$11,380.00.  
**Funding Source:** Magnet 17-22 Edgewood Program **Acct. # 2517-6260-56694-0012**
4. Agreement with Flow Tech, Inc. to provide Aircuity air monitoring system for MBA High school from July 1, 2022 to June 30, 2023, in an amount not to exceed \$8,240.00.  
**Funding Source:** 2022-2023 Operating Budget **Acct. #3C20-2071-58101**



NEW HAVEN PUBLIC SCHOOLS  
New Haven, Connecticut

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

**MINUTES**

**Monday September 19, 2022**

**Present:** Mr. Matthew Wilcox, Dr. Orlando Yarborough  
**Staff:** Dr. Ilene Tracey, Dr. Finley, Dr. Paul Whyte, Mr. Thomas Lamb,  
Ms. Patricia DeMaio, Ms. Typhanie Jackson, Ms. Keisha Redd -Hannans, Ms. Linda  
Hannans, Ms. Gemma Joseph Lumpkin, Ms. Pamela Augustine-Jefferson, Ms. Michele  
Bonanno, Ms. Rebecca Hunt, Attorney Elias Alexiades  
**Guest:** Ms. Anna Masoutis, Footsteps2 Brilliance Representative

**Call to Order:** Mr. Wilcox called the meeting to order at 4:34 p.m.

**Summary of Motions:**

**#1 Motion to Recommend Approval of Action Items:** After presentation of the Action Items, a motion by Mr. Wilcox, seconded by Dr. Yarborough to Recommend Approval of 1 Abstract, 7 Agreements, 2 Purchase Orders and 1 Change Order, passed by Roll Call Vote: Dr. Yarborough, Yes; Mr. Wilcox, Yes.

**#2 Motion to Adjourn:** A motion by Dr. Yarborough, seconded by Mr. Wilcox, to adjourn the meeting at 6:14 p.m., passed by Roll Call Vote: Dr. Yarborough, Yes; Mr. Wilcox, Yes

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

**A. INFORMATION ONLY:** As noted below, Committee members questioned the end date of Agreement #1. The date was corrected below and on the Information Only document for the Board of Education. In addition, as noted below, Committee members had questions about the air quality testing in Agreement #4.

1. Agreement with New Haven Reads to provide an after school tutoring program for Bishop Woods students, from September 13, 2022 to June 17, 2023, in an amount not to exceed \$10,000.00.  
**Funding Source:** ARP ESSER III Carryover Program **Acct. #2553-6399-56694-0043**  
**Correction:** Dr. Yarborough noted that the end date of service was a typo. The correction changed date from June 17, 2022 to June 17, 2023.
2. Amendment #1 to Agreement #96398058 with Common Ground, to change the funding from ARP ESSER II Program, Acct. # 2553-6398-56694-0041 to ARP ESSER III Carryover Program, Acct. #2553-6399-56694-0041, with no change in funding amount of \$17,000.00.  
**Funding Source:** ARP ESSER III Carryover Program **Acct. #2553-6399-56694-0041**
3. Agreement with Common Ground to create and support outdoor learning places and provide classes for students and teachers at Edgewood School, from October 12, 2022 to June 30, 2023, in an amount not to exceed \$11,380.00.

**Funding Source:** Magnet 17-22 Edgewood Program      **Acct. #** 2517-6260-56694-0012

4. Agreement with Flow Tech, Inc. to provide Aircuity air monitoring system for MBA High school from July 1, 2022 to June 30, 2023, in an amount not to exceed \$8,240.00 was presented by Ms. Hunt.

**Funding Source:** 2022-2023 Operating Budget      **Acct. #**3C20-2071-58101

**Discussion:** Committee members asked if a bulk rate purchase was possible if multiple schools will be tested. Ms. Hunt explained that Metropolitan is the only school tested because of its close proximity to the Pearl Harbor Memorial Bridge.

## B. ABSTRACTS:

1. Infant/Toddler Grant in the amount of \$3,611,290.62 for a two year grant, of which \$1,789,847.40 is designated for July, 1, 2022 to June 30, 2023 was presented by Ms. Augustine-Jefferson.

**Funding Source:** State of Connecticut Office of Early Childhood

## C. AGREEMENTS:

1. Agreement with State of Connecticut Office of Early Childhood to provide full time and part time infant/toddler child day care services, in the amount of \$3,611, 290.62 for June 27, 2022 to June 30, 2024, in an amount not to exceed \$3,611,290.62, of which \$1,789,847.40 is allocated for July 1, 2022 to June 30, 2023 was presented by Ms. Augustine-Jefferson.

**Funding Source:** Infant Toddler Program      **Acct. #**2090-6430

2. Agreement with S.P.O.R.T Academy Est.2013 Inc., to provide an after-school tutoring and activity program for 50 students from Roberto Clemente School, from September 27, 2022 to June 30, 2023, in an amount not to exceed \$64,000.00 was presented by Ms. Joseph- Lumpkin, who provided an overview of the program.

**Discussion:** Committee members asked about the evaluation process used for youth programs, Ms. Joseph-Lumpkin indicated that the district is in the process of implementing the National Institute on Out-of-School Time program evaluation tool. She explained that providers would be trained in the model and it will be implemented this year.

**Funding Source:** ESSER II Program      **Acct. #**2552-6363-56694-0444

3. Agreement with Bilingual Special Education Services of Connecticut, to provide psychological, speech and language evaluation for eligible Special Education students from September 13, 2022 to June 30, 2023, in an amount not to exceed \$78,500.00 was presented by Ms. Jackson who answered questions about the services.

**Funding Source:** ESSER II – ARP IDEA Program      **Acct. #**2554-6404-56903-0490

4. Agreement with Psychological Assessment Services, LLC, to provide psych-educational evaluations, including cognitive functioning, achievement testing and behavior rating, from September 13, 2022 to June 30, 2023, in an amount not to exceed \$30,000.00 was presented by Ms. Jackson.

**Funding Source:** ESSER II – ARP IDEA Program      **Acct. #** 2554-6404-56903-0490

5. Agreement with Achievement First, to provide Special Education services to New Haven Public School students attending Amistad Academy Charter School and Elm City Chart School, to comply with their Individualized Education Plan, (IEP) from August 29, 2022 to June 30, 2023, in an amount not to exceed

\$482,926.00 was presented by Ms. Jackson, who provided an overview of the Charter School funding process. **Funding Source:** 2022-23 Operating Budget **Acct. #**190-494-56694-0490

6. Agreement with Scenario Learning, LLC dba Vector Solutions to provide SafeSchools Training online staff training for 5,000 clients, from August 29, 2022 to June 30, 2023, in an amount not to exceed \$20,000.00 was presented by Ms. Jackson.

**Funding Source:** Alliance Program **Acct. #**2547-6105-56694

7. Agreement with Footsteps2Brilliance, Inc., Clever Kids University, to provide an expansion of the Footsteps2Brilliance digital bilingual language and literacy platform for K-3<sup>rd</sup> students, from July 1, 2022 to June 30, 2023, in an amount not to exceed \$80,843.00 was presented by Ms. Redd-Hannans who introduced Ms. Masoutis, a representative for the contractor.

**Funding Source:** ESSER II – ARP Program **Acct. #**2553-6399-55100

#### D. PURCHASE ORDER

1. Purchase Order with Utility Communications, Inc. for upgrade radio equipment order to replace outdated radios for security staff, from July 1, 2022 to July 30, 2023, in an amount not to exceed \$61,523.28 was presented by Ms. Hunt.

**Funding Source:** 2022-2023 Operating Budget **Acct. #**190-47300-54411

2. Purchase Order with Brightly Software for facilities work order software and support from July 1, 2022 to June 30, 2023, in an amount not to exceed \$40,472.10 was presented by Ms. Hunt

**Funding Source:** 2022-2023 Operating Budget **Acct. #**3C22-2261-58101

#### E. CHANGE ORDERS:

1. Change Order #1 to Contract #21749A-2-4 with Tucker Mechanical to increase funding amount from \$200,000.00 by \$855,238.00 for a total amount of \$1,055,238.00, to cover costs for continuation of monthly chiller rentals and bring cooling systems up to date at various locations within the district was preceded by Mr. Lamb who explained that the District is renting chillers due to a back order for parts to repair existing chillers. He indicated that chillers at Beecher and Clinton Avenue Schools will require replacement. In response to questions, Mr. Lamb indicated that new chillers will be replaced with equipment that are environmentally friendly with updated efficiencies.

**Funding Source:** 2022-2023 Capital Projects **Acct. #**3C20-2073-58708 (\$85,788.93)  
 2022-2023 Capital Projects **Acct. #**3C22-2261-58101(\$114,211.08)  
 ESSER – ARP Program **Acct. #**2553-6399-56697 (\$855,238.00)

#### II. DISCUSSION:

- **ESSER Update:** Ms. Bonanno reviewed a PowerPoint presentation detailing grant expenditures by the District's Priority Areas. She explained that the grant funding ends June 2023 and that the District is on track for spending with \$17 million available balance through June 2023. A discussion ensued about one time and ongoing expenses. Committee members requested that the presentation contain detail of location of positions and that the updated presentation be included in the Board of Education packets.

- **Final FY 2021-22 Financial Report:** Ms. Hannans reviewed the PowerPoint presentation covering both General Funds and Special Funds. She reported a small unaudited surplus of \$47,688.00 but noted there remain factors which may reduce or change the surplus to deficit. A discussion ensued.
- **Defining the Gap Project:** Mr. Wilcox expressed interest in identifying gaps in service and staffing for development of a budget that goes beyond the bare bones model. He indicated interest in identifying actual numbers for a fully funded model based on number of students and costs, information that would help inform the public and legislators of actual need. Ms. Hannans indicated that the District has a staffing model but it needs to be updated to reflect current needs. A discussion ensued. Mr. Wilcox and Ms. Hannans concurred that it would be helpful to establish a committee to work on this project. Mr. Wilcox will contact Ms. Hannans to discuss details.
- **Student Climate Change Resolution:** Mr. Wilcox reported he is working on a motion to bring the Resolution to the full Board of Education. He will continue to meet with students to discuss and asked that Dr. Yarborough join the meeting.

**Adjournment:** A motion by Dr. Yarborough, seconded by Mr. Wilcox, to adjourn the meeting at 6:14 p.m., passed by Roll Call Vote: Dr. Yarborough, Yes; Mr. Wilcox, Yes



# FINANCIAL REPORTS

Final FY 2021-22

New Haven Board of Education  
Finance & Operations Committee Meeting

*September 19, 2022*



## 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>      |                                |

- Fiscal Year 2021-22 General Funds Year End Report
- Fiscal Year 2021-22 Special Funds Year End Report

- Total expenditures through close of fiscal year 2021-22 are \$291,601,098 million.
- General Fund expenditures incurred through 06/30/22 are \$190,671,009 million or 99.97% of the adopted budget.
- Grant expenditures incurred through 06/30/22 are \$100,930,089 million or 49% of the current grant revenue.



# **Financial Report – General Fund Fiscal Year 2021-22**



**Fiscal Year 2021-2022  
Education Operating Fund (General Fund)  
EOY Report (Unaudited) Fiscal Year 2022**

|                                    | FY2022 BUDGET<br>(A) | FINAL EXPENSES<br>(B)  | YTD %          | BALANCE<br>(A-B+C)   |
|------------------------------------|----------------------|------------------------|----------------|----------------------|
| <b>Salaries</b>                    |                      |                        |                |                      |
| Teacher Full-Time                  | \$77,262,874         | (\$75,418,844)         | 97.61%         | \$1,844,030          |
| Admin & Management Full-Time       | 14,585,631           | (18,042,908)           | 123.70%        | (3,457,277)          |
| Paraprofessionals                  | 3,049,145            | (3,389,910)            | 111.18%        | (340,765)            |
| Support Staff Full-Time            | 10,422,818           | (11,503,090)           | 110.36%        | (1,080,272)          |
| Part Time & Seasonal               | 3,438,137            | (1,781,756)            | 51.82%         | 1,656,381            |
| Substitutes                        | 1,650,000            | (1,900,259)            | 115.17%        | (250,259)            |
| Overtime, Benefits, Other          | 3,728,650            | (4,274,703)            | 114.64%        | (546,053)            |
| <b>Total Salaries and Benefits</b> | <b>\$114,137,255</b> | <b>(\$116,311,470)</b> | <b>101.90%</b> | <b>(\$2,174,215)</b> |
| <b>Supplies and Services</b>       |                      |                        |                |                      |
| Instructional Supplies             | \$3,522,554          | (\$2,134,302)          | 60.59%         | \$1,388,252          |
| Tuition                            | 20,669,657           | (22,110,665)           | 106.97%        | (1,441,008)          |
| Utilities                          | 10,777,000           | (8,957,202)            | 83.11%         | 1,819,798            |
| Transportation                     | 24,644,728           | (27,230,916)           | 110.49%        | (2,586,188)          |
| Maintenance, Property, Custodial   | 2,350,770            | (1,913,606)            | 81.40%         | 437,164              |
| Other Contractual Services         | 14,616,733           | (12,012,847)           | 82.19%         | 2,603,886            |
| <b>Total Supplies and Services</b> | <b>\$76,581,442</b>  | <b>(\$74,359,539)</b>  | <b>97.10%</b>  | <b>\$2,221,903</b>   |
| <b>General Fund Totals</b>         | <b>\$190,718,697</b> | <b>(\$190,671,009)</b> | <b>99.97%</b>  | <b>\$47,688</b>      |

# Mitigation Efforts That Contributed to the balanced budget



NEW HAVEN PUBLIC SCHOOLS

- We reviewed all open purchase orders and agreements and cancelled the unused balance
- We reviewed all open purchase orders and cancelled the orders not filled
- We reviewed grants and reprogrammed funds wherever possible
- We reviewed request to hire ensuring that the new hires are not coming in at top step on a case by case basis
- We requested all new grant applications that allow Indirect Costs to be included in the application going forward
- We received authorization to include previously disallowed costs within the ARP ESSER grant which have reduced costs in the General Funds
  - Substitutes \$384K
  - Bus Monitors \$336K
  - Extra cleaning due to COVID(Buses & Buildings) \$1.1m buses - \$166K cleaning
  - Adult Education State eliminated the cap which resulted in \$147,537 being reduced from the local share
  - Open Choice \$428k
  - Services on agreements came in lower due to contracts not able to provide services
  - Excess Cost increased by \$275 more from original forecast (changes come in late spring (may increase or decrease))

# Mitigation Efforts That Contributed to the balanced budget



NEW HAVEN PUBLIC SCHOOLS

- **Received \$2.4m more for the Alliance Grant, original forecast \$8.9m received \$2.4m more**
- **Various unfilled vacancies across the district**
- **Previous years Food Services ran operating deficit which required to be absorbed by City/BOE this year one time reimbursement \$600,000**

# Unknowns which may add additional costs to the current financial status



NEW HAVEN PUBLIC SCHOOLS

- **Late Billing of Outplacement/Open Choice Students and SPED Services from outside district**

**While we currently have a small unaudited surplus of \$47,688 we still have factors which may reduce this balance or change the surplus to a deficit.**





# **Financial Report – Grants**

## **Fiscal Year 2021-22**



## Fiscal Year 2021-2022 Special Funds YEAR TO DATE

|                                       | Budget             | YTD Actuals        | Encumbered | Available          |
|---------------------------------------|--------------------|--------------------|------------|--------------------|
| Full Time Salaries                    | 58,584,596         | 41,992,126.00      | 0.00       | 16,592,470         |
| Employee Benefits                     | 14,971,176         | 9,969,470.00       | 0.00       | 5,001,706          |
| Part Time Personnel                   | 26,513,374         | 7,878,165.00       | 0.00       | 18,635,209         |
| Travel/Mileage                        | 98,379             | 30,192.00          | 0.00       | 68,187             |
| Equipment/Technology                  | 19,089,533         | 5,092,858.00       | 0.00       | 13,996,675         |
| Materials/Supplies                    | 32,128,658         | 11,754,551.00      | 0.00       | 20,374,107         |
| Purchased Property Services           | 1,539,436          | 752,359.00         | 0.00       | 787,077            |
| Other Professional/Technical          | 17,931,947         | 8,672,775.00       | 0.00       | 9,259,172          |
| Transportation/Field Trips            | 2,636,525          | 1,316,945.00       | 0.00       | 1,319,580          |
| Other Purchased Services              | 29,313,588         | 11,841,033.00      | 0.00       | 17,472,555         |
| Parent Activities                     | 160,424            | 89,753.00          | 0.00       | 70,671             |
| Fixed Costs                           | 3,404,603          | 1,494,842.00       | 0.00       | 1,909,761          |
| Fees/Misc Expenses/Student Activities | 195,020            | 45,020.00          | 0.00       | 150,000            |
| <b>Grand Total</b>                    | <b>206,567,259</b> | <b>100,930,089</b> | <b>0</b>   | <b>105,637,170</b> |

## How to read the grant revenue exhibit (letters refer to column letters on the prior page):

- A The total amount we were awarded for the grant in 2020-21
- B Because of Covid-19, we are permitted to carryover unexpended money in some grants in 2020-21. It ‘carries over’ to the next fiscal year.
- C This is new funding we were awarded in 2021-22
- D Funding we haven’t received yet, but expect to receive.
- E C+D. The total new money we’ll receive for the grant this year.
- F B+E. The sum of the carryover funds and the new money. This is what’s available to spend in 2021-22.
- G E-A. This measures the change in new money only, and excludes the effect of the carryover.
- H G/A. Calculates, on a percentage basis, the change in the new money year over year.



## Fiscal Year 2021-2022 Special Funds Revenue

|                                      | A                             | B                            | C                                         | D                            | E                                            | F                                                | G                                     | H                       |
|--------------------------------------|-------------------------------|------------------------------|-------------------------------------------|------------------------------|----------------------------------------------|--------------------------------------------------|---------------------------------------|-------------------------|
| <b>Common Titles</b>                 | <b>FY 2020-21<br/>Funding</b> | <b>Carryover<br/>Funding</b> | <b>Received<br/>FY2021-22<br/>Funding</b> | <b>Pending<br/>Approvals</b> | <b>Total<br/>Anticipated<br/>New Funding</b> | <b>Total<br/>Available Funds<br/>for 2021-22</b> | <b>YOY \$ Change<br/>in New Funds</b> | <b>YOY<br/>% Change</b> |
| Law Education/School Security        | \$0                           | \$0                          | \$787,061                                 |                              | \$787,061                                    | \$787,061                                        | \$787,061                             | 0.0%                    |
| Impact Aid                           | \$27,185                      | \$0                          | \$10,303                                  |                              | \$10,303                                     | \$10,303                                         | (\$16,882)                            | -62.1%                  |
| Adult Education/Homeless*            | \$3,180,547                   | \$0                          | \$3,242,672                               |                              | \$3,242,672                                  | \$3,242,672                                      | \$62,125                              | 2.0%                    |
| IDEA*                                | \$7,213,711                   | \$565,695                    | \$6,766,739                               |                              | \$6,766,739                                  | \$7,332,434                                      | (\$446,972)                           | -6.2%                   |
| Perkins*                             | \$711,892                     | \$67,969                     | \$584,104                                 |                              | \$584,104                                    | \$652,073                                        | (\$127,788)                           | -18.0%                  |
| Title II A/Student Support*          | \$2,787,681                   | \$1,168,635                  | \$1,861,656                               |                              | \$1,861,656                                  | \$3,030,291                                      | (\$926,025)                           | -33.2%                  |
| School Based Health/Parenting        | \$1,394,318                   | \$4,865                      | \$1,394,594                               |                              | \$1,394,594                                  | \$1,399,459                                      | \$276                                 | 0.0%                    |
| Federal Magnet Grant*                | \$5,544,881                   | \$1,973,382                  | \$2,999,277                               |                              | \$2,999,277                                  | \$4,972,659                                      | (\$2,545,604)                         | -45.9%                  |
| State Bilingual/Title III/Immigrant  | \$972,821                     | \$346,600                    | \$714,018                                 |                              | \$714,018                                    | \$1,060,618                                      | (\$258,803)                           | -26.6%                  |
| School Readiness/Family Resource     | \$8,868,998                   | \$54,085                     | \$9,670,781                               |                              | \$9,670,781                                  | \$9,724,866                                      | \$801,783                             | 9.0%                    |
| Private Foundation                   | \$510,734                     | \$10,268                     | \$425,605                                 |                              | \$425,605                                    | \$435,873                                        | (\$85,129)                            | -16.7%                  |
| Title I/SIG*                         | \$15,483,447                  | \$3,218,540                  | \$13,498,860                              |                              | \$13,498,860                                 | \$16,717,400                                     | (\$1,984,587)                         | -12.8%                  |
| Head Start - Federal*                | \$6,464,922                   | \$820,404                    | \$6,865,794                               |                              | \$6,865,794                                  | \$7,686,198                                      | \$400,872                             | 6.2%                    |
| Medicaid Reimbursement               | \$212,318                     | \$134,573                    | \$85,069                                  |                              | \$85,069                                     | \$219,642                                        | (\$127,249)                           | -59.9%                  |
| School Improvements                  | \$385,122                     | \$0                          | \$0                                       |                              | \$0                                          | \$0                                              | (\$385,122)                           | -100.0%                 |
| Alliance/Comm Network/Low Performing | \$19,895,551                  | \$146,089                    | \$20,730,589                              |                              | \$20,730,589                                 | \$20,876,678                                     | \$835,038                             | 4.2%                    |
| State Misc Education Grants          | \$35,870                      | \$5,017                      | \$24,400                                  |                              | \$24,400                                     | \$29,417                                         | (\$11,470)                            | 100.0%                  |
| Open Choice                          | \$452,353                     | \$0                          | \$483,941                                 |                              | \$483,941                                    | \$483,941                                        | \$31,588                              | 7.0%                    |
| Head Start - State                   | \$248,714                     | \$0                          | \$248,714                                 |                              | \$248,714                                    | \$248,714                                        | \$0                                   | 0.0%                    |
| Priority/21st Century*               | \$5,892,037                   | \$385,862                    | \$5,652,043                               |                              | \$5,652,043                                  | \$6,037,905                                      | (\$239,994)                           | -4.1%                   |
| Jobs for CT Youth                    | \$6,385                       | \$6,385                      | \$22,922                                  |                              | \$22,922                                     | \$29,307                                         | \$16,537                              | 259.0%                  |
| Youth Services Prevention            | \$90,000                      | \$0                          | \$0                                       |                              | \$0                                          | \$0                                              | (\$90,000)                            | -100.0%                 |
| ESSER*                               | \$10,226,325                  | \$1,750,667                  | \$0                                       |                              | \$0                                          | \$1,750,667                                      | (\$10,226,325)                        | -100.0%                 |
| ESSER II                             | \$37,716,245                  | \$37,398,032                 | \$0                                       |                              | \$0                                          | \$37,398,032                                     | (\$37,716,245)                        | -100.0%                 |
| ARP ESSER                            | \$0                           | \$0                          | \$80,017,233                              |                              | \$80,017,233                                 | \$80,017,233                                     | \$80,017,233                          | 0.0%                    |
| ARP ESSER Special Education          | \$0                           | \$0                          | \$1,951,134                               |                              | \$1,951,134                                  | \$1,951,134                                      | \$1,951,134                           | 0.0%                    |
| ARP ESSER Homeless Youth             | \$0                           | \$0                          | \$472,682                                 |                              | \$472,682                                    | \$472,682                                        | \$472,682                             | 0.0%                    |
|                                      | \$128,322,057                 | \$48,057,068                 | \$158,510,191                             | \$0                          | \$158,510,191                                | \$206,567,259                                    | \$30,188,134                          | 23.5%                   |

\*As a result of Covid 19 federal grants were awarded an extension to spend funds in fiscal year 2020-21, 2021-22 and recently received extension into FY23





NEW HAVEN PUBLIC SCHOOLS

# **ESSER II GRANT: Finance and Operations Meeting**

**Elementary and Secondary School Emergency Relief Fund (ESSER II):**

**Coronavirus response and Relief Supplemental Appropriates (CRRSA) Act, 2021**

Finance and Operations Committee

September 19, 2022



NEW HAVEN PUBLIC SCHOOLS

# ESSER II Priority Highlights

# Priority 1: Highlights



NEW HAVEN PUBLIC SCHOOLS

## Academic Supports, Learning Loss, Learning Acceleration and Recovery

72 Grades 1-3 Teachers to Reduce Class Size

1 Manufacturing Pathway Teacher

Multi-Tiered System of Supports

K-8 Summer Camps

High School Summer Credentialing Programs

Promising Practice Grants

Extended Day Academies

Leadership Institutes



# Priority 2: Highlights



NEW HAVEN PUBLIC SCHOOLS

## Family and Community Connections

**5 Care Coordinators\***

**2 Restorative Coaches\***

**Family Academies**

**Professional Development on Restorative Practices**

# Priority 3: Highlights



NEW HAVEN PUBLIC SCHOOLS

## School Safety and Social-Emotional Well-being of the “Whole Student” and School Staff

3 Counselors\*

1 Psychologists\*

3 Social Workers\*

SEL Curriculum Materials

SEL Institutes

Wellness Opportunities for Staff

Water Bottles

PPE

CO2 Sensors

Control Systems Upgrade

Conversion of Water Fountains to Water Bottle Filling Stations

\*The positions expire June 2023

# Priority 4: Highlights



NEW HAVEN PUBLIC SCHOOLS

## Remote Learning, Staff Development & Digital Divide

Data Dashboard

Google Advance

Teacher PCs and Monitors

Headphones

Document Cameras

Chrome Tablets

Professional Development for Remote/Blended Learning



NEW HAVEN PUBLIC SCHOOLS

# ESSER II F/T Staff by School location

[https://docs.google.com/spreadsheets/d/1LdovuzlCUE\\_ymCHjTKGP0ZWjQSxemNvx/edit?usp=sharing&oid=117994454574351410270&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1LdovuzlCUE_ymCHjTKGP0ZWjQSxemNvx/edit?usp=sharing&oid=117994454574351410270&rtpof=true&sd=true)



# ESSER II Approved Budget

|                                                     | ESSER II Funds | ESSER II SSA | Total         |
|-----------------------------------------------------|----------------|--------------|---------------|
| Personal Services > Salaries - 100                  | 16,647,568.00  | 0            | 16,647,568.00 |
| Personal Services > Employee Benefits - 200         | 3,918,039.00   | 2,112,449.00 | 6,030,488.00  |
| Purchased Professional and Technical Services - 300 | 500,000.00     | 0            | 500,000.00    |
| Purchased Property Services - 400                   | 620,592.00     | 0            | 620,592.00    |
| Other Purchased Services - 500                      | 6,675,000.00   | 0            | 6,675,000.00  |
| Supplies - 600                                      | 5,901,770.83   | 0            | 5,901,770.83  |
| Property - 700                                      | 1,340,826.17   | 0            | 1,340,826.17  |
| Total                                               | 35,603,796.00  | 2,112,449.00 | 37,716,245.00 |



NEW HAVEN PUBLIC SCHOOLS

# QUESTIONS??

| TOTAL BUDGET ALLOCATIONS                           | 2022-23 Salaries | Health (41%)   | Medicare (1.45%) | FICA (7.65%) | Worker's Comp. (.68%) | Totals         |
|----------------------------------------------------|------------------|----------------|------------------|--------------|-----------------------|----------------|
| Teachers                                           | \$4,282,555.00   | \$1,755,847.55 | \$62,097.05      |              | \$29,121.37           | \$6,129,620.97 |
| Management (Care Coordinators/Restorative Coaches) | \$425,122.00     | \$174,300.02   |                  | \$32,521.83  | \$2,890.83            | \$634,834.68   |
|                                                    | \$4,707,677.00   | \$1,930,147.57 | \$62,097.05      | 32521.83     | \$32,012.20           | \$6,764,455.65 |
| AUGUSTA L. TROUP                                   | 3                |                |                  |              |                       |                |
| BARACK H. OBAMA                                    | 4                |                |                  |              |                       |                |
| BARNARD                                            | 3                |                |                  |              |                       |                |
| BENJAMIN JEPSON                                    | 3                |                |                  |              |                       |                |
| BISHOP WOODS                                       | 3                |                |                  |              |                       |                |
| BRENNAN/ROGERS                                     | 3                |                |                  |              |                       |                |
| CELENTANO                                          | 3                |                |                  |              |                       |                |
| CLINTON AVE                                        | 2                |                |                  |              |                       |                |
| CONTE/WEST HILLS                                   | 1                |                |                  |              |                       |                |
| DAVIS                                              | 2                |                |                  |              |                       |                |
| EAST ROCK                                          | 3                |                |                  |              |                       |                |
| EDGEWOOD                                           | 2                |                |                  |              |                       |                |
| F.A.M.E                                            | 3                |                |                  |              |                       |                |
| FAIR HAVEN                                         | 2                |                |                  |              |                       |                |
| HILL CENTRAL                                       | 3                |                |                  |              |                       |                |
| J.C. DANIELS                                       | 2                |                |                  |              |                       |                |
| J.S. MARTINEZ                                      | 2                |                |                  |              |                       |                |
| KING/ROBINSON                                      | 4                |                |                  |              |                       |                |
| L.W. BEECHER                                       | 2                |                |                  |              |                       |                |
| LINCOLN BASSETT                                    | 3                |                |                  |              |                       |                |
| MAURO/SHERIDAN                                     | 2                |                |                  |              |                       |                |
| NATHAN HALE                                        | 3                |                |                  |              |                       |                |
| ROBERTO CLEMENTE                                   | 3                |                |                  |              |                       |                |
| ROSS/WOODWARD                                      | 3                |                |                  |              |                       |                |
| TRUMAN                                             | 2                |                |                  |              |                       |                |
| WEXLER                                             | 4                |                |                  |              |                       |                |
| WILBUR CROSS                                       | 1                |                |                  |              |                       |                |
| WORTHINGTON HOOKER                                 | 1                |                |                  |              |                       |                |
| <b>TOTAL TEACHERS</b>                              | <b>72</b>        |                |                  |              |                       |                |







FIRST DRAFT

# ATTENDANCE INFOGRAPH

# ATTENDANCE REPORT

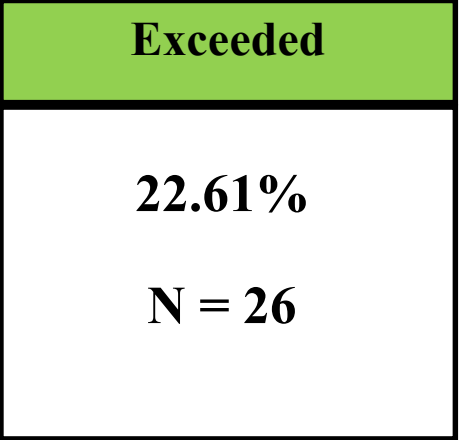
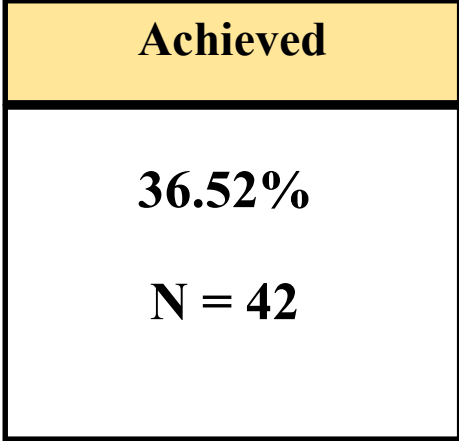
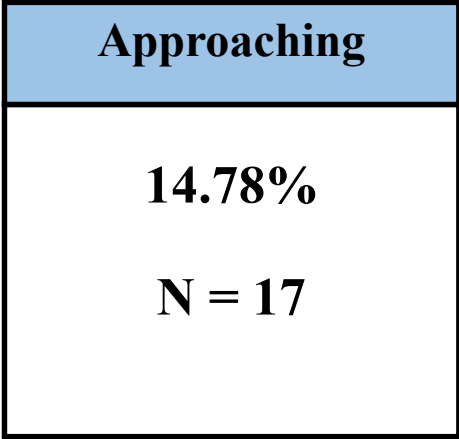
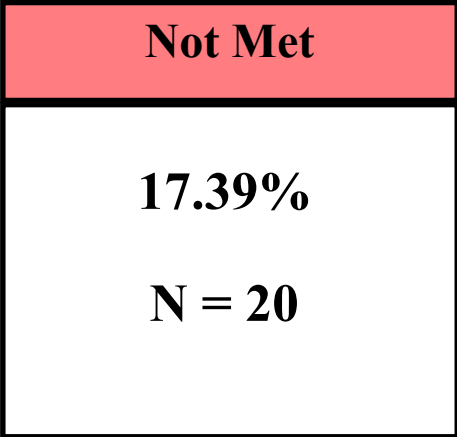
Prosperity Hills Public Schools| East Cupcake Elementary School

(\*)MONTHLY REPORT

| <b>More than two (2) days<br/>absent<br/>Below Pace</b> | <b>Two (2) days absent<br/>Approaching Pace</b> | <b>One (1) day absent<br/>On Pace</b> | <b>Zero (0) days absent<br/>Exceed Pace</b> |
|---------------------------------------------------------|-------------------------------------------------|---------------------------------------|---------------------------------------------|
| N =<br><br>% =                                          | N =<br><br>% =                                  | N =<br><br>% =                        | N =<br><br>% =                              |

- (\*) Same form for quarterly and end-of-year report. Needs classroom, school, and district reporting.

**ELA Academic Profile**  
Smarter Balance  
Writing | Grade 3 Cohort  
2023





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

**DRAFT**

**DRAFT**

***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

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- 2 A culture of continuous improvement** will ensure that all staff are learners and reflective practitioners
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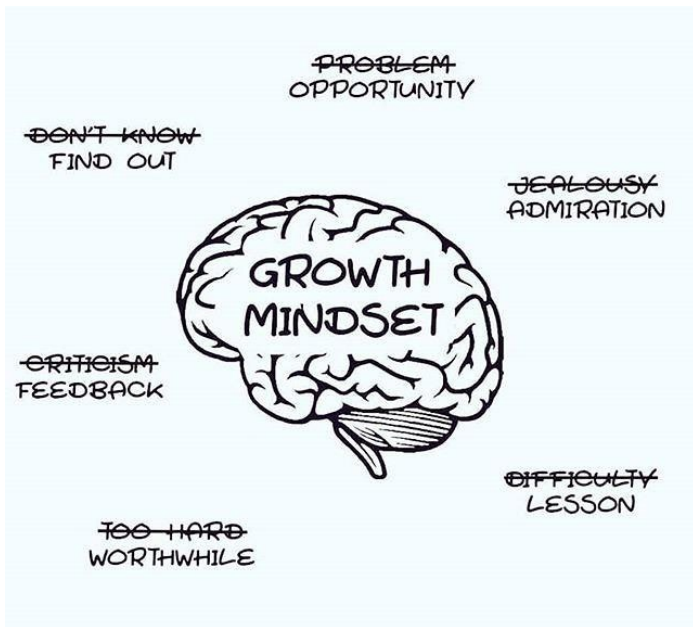
## Priority Areas for 2020-2024

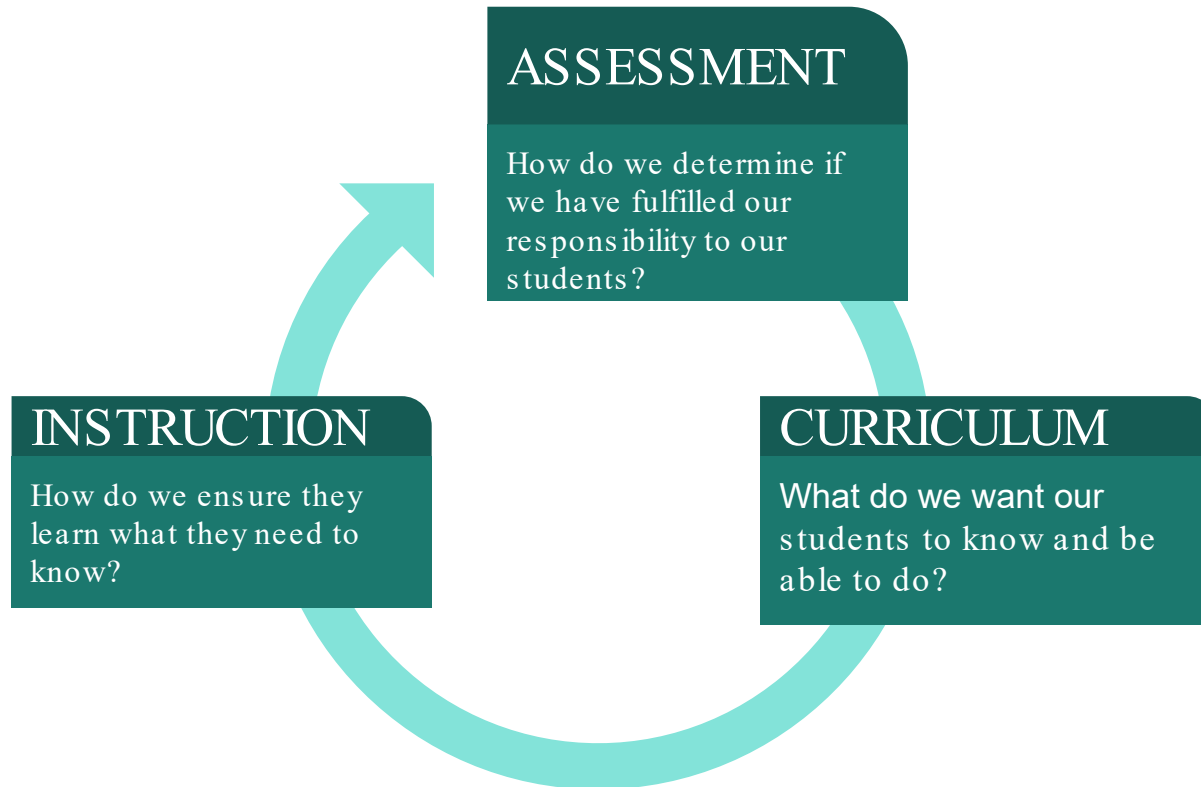
- |                                        |                                |
|----------------------------------------|--------------------------------|
| <b>1 Academic Learning</b>             | <b>2 Culture &amp; Climate</b> |
| <b>3 Youth &amp; Family Engagement</b> | <b>4 Talented Educators</b>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

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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)

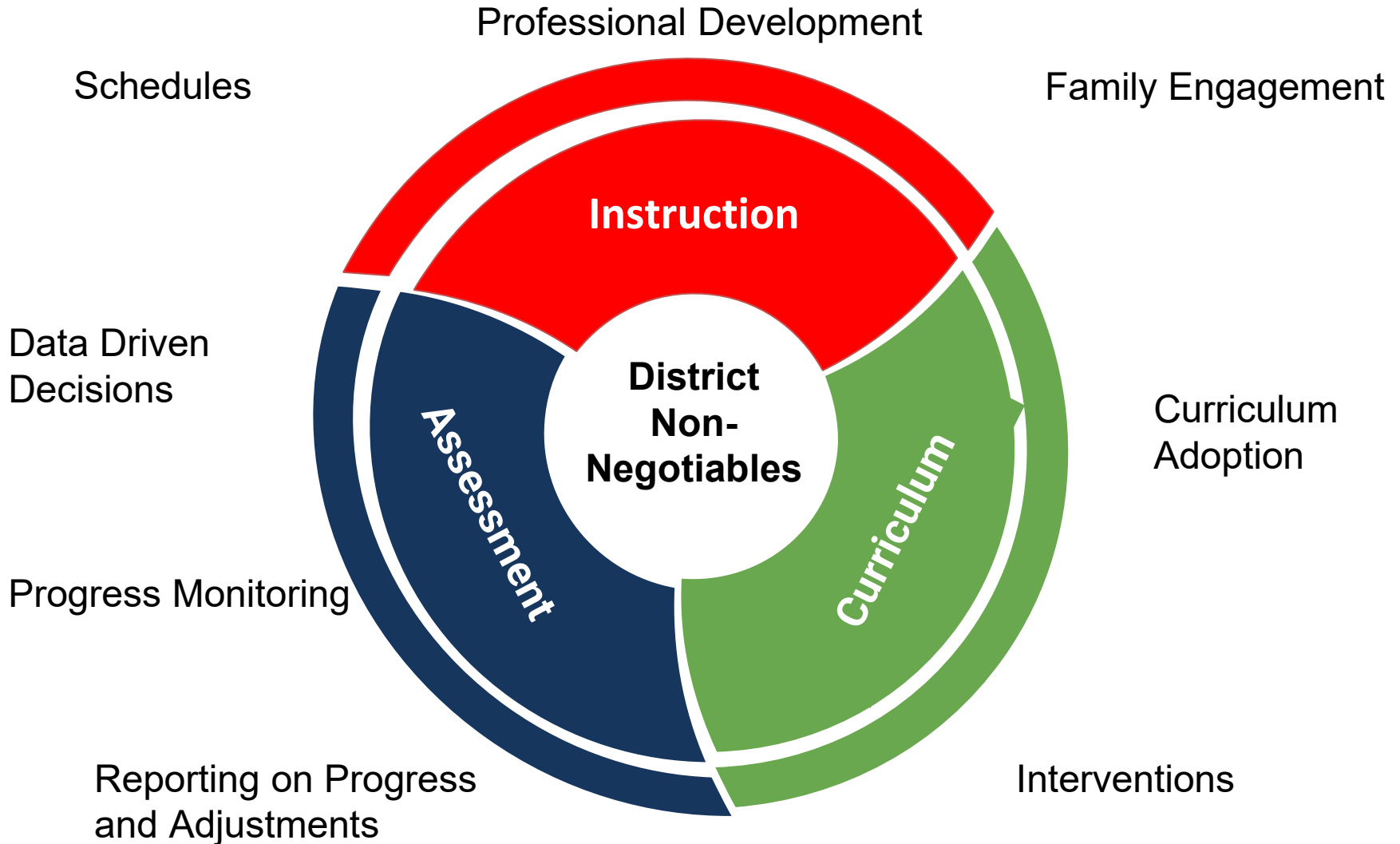




# The Reading Plan



NEW HAVEN PUBLIC SCHOOLS



# 7 Components of Reading



NEW HAVEN PUBLIC SCHOOLS

*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

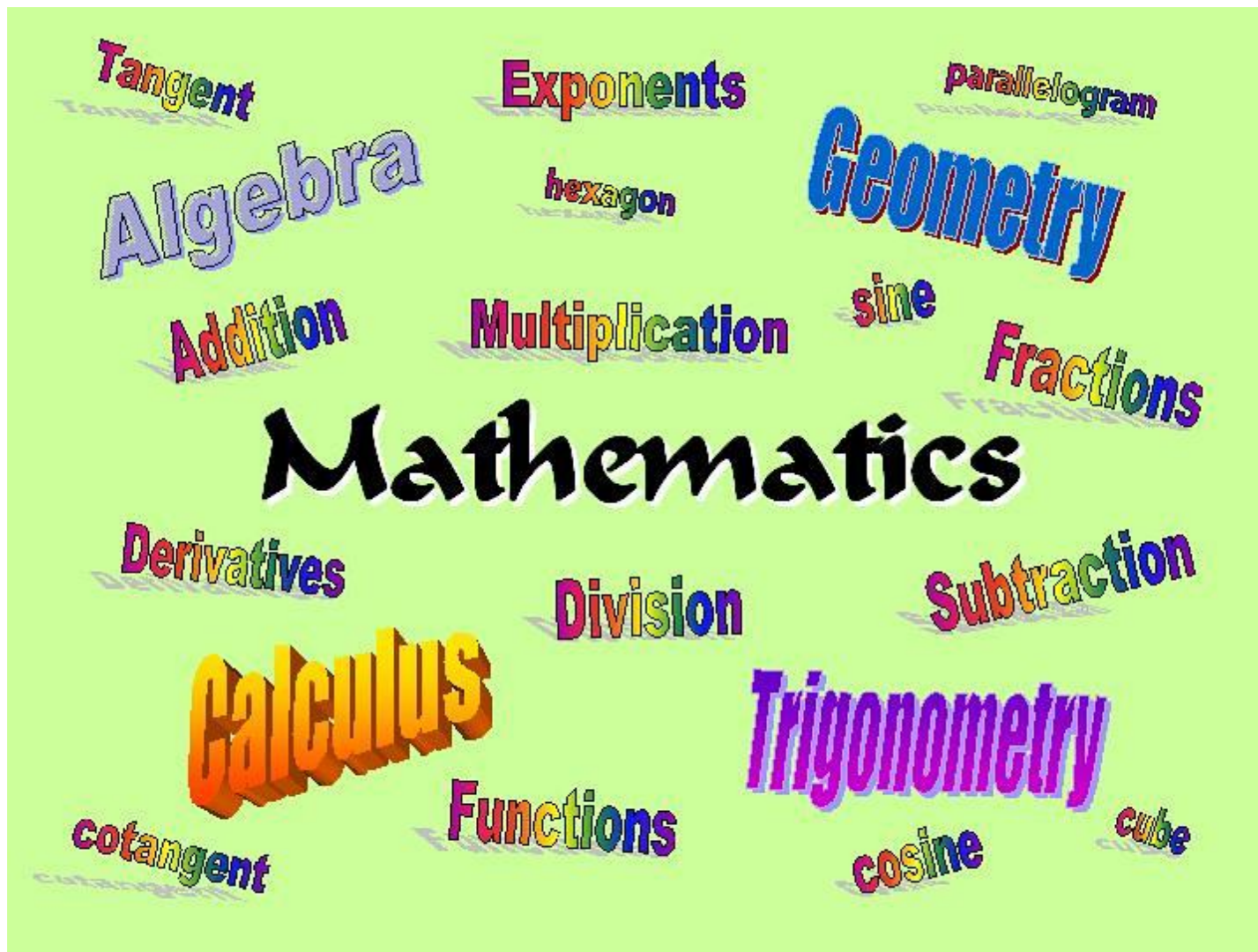
Comprehension

# What will be Different?



NEW HAVEN PUBLIC SCHOOLS

| <b><u>Before the Implementation of the September 2022 Reading Plan</u></b>            | <b><u>After the Implementation of the September 2022 Reading Plan</u></b>                        |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 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



NEW HAVEN PUBLIC SCHOOLS

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

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

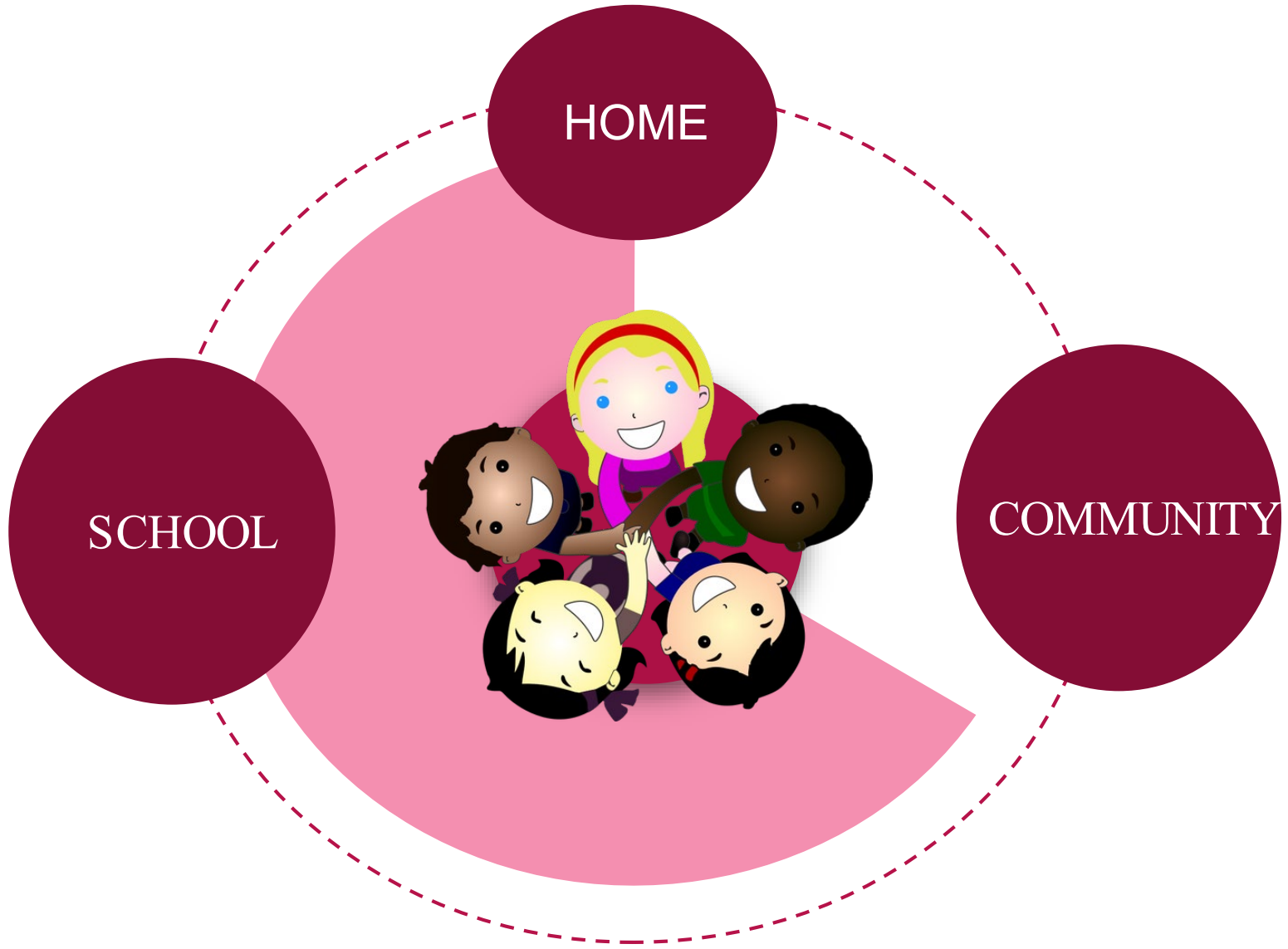
*\*PD will be determined both through asking teachers, coaches and administrators what they want/need, as well as observance of areas in need of improvement that they may not be aware of.*



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

*\*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.

DRAFT



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



NEW HAVEN PUBLIC SCHOOLS

**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"> <li>• <b>Oral Reading Fluency</b> assesses advanced phonics and word attack skills, accurate and fluent reading of connected text by collecting a student’s number of words read correctly in a minute on a grade level passage</li> <li>• <b>SEL</b> (Biliteracy schools) assess this information in both English and Spanish</li> </ul> | <ul style="list-style-type: none"> <li>• Universal Screener</li> <li>• Benchmark</li> <li>• Progress Monitoring</li> </ul> | <ul style="list-style-type: none"> <li>• Data Tracker</li> </ul>                                                            | Determined by Schools/ Departments (ELA/MLL) |
| Phonemic Awareness    | <ul style="list-style-type: none"> <li>• <b>PSF</b> assesses a student’s ability to segment words into individual phonemes by collecting the number of phonemes segmented correctly in a minute</li> <li>• Biliteracy schools assess both <b>PFS/FSF</b> and <b>DSA</b> in both English and Spanish</li> </ul>                                                               | <ul style="list-style-type: none"> <li>• Universal</li> <li>• Benchmark</li> <li>• Progress Monitoring</li> </ul>          | <ul style="list-style-type: none"> <li>• NHPS Early Literacy Data Portal</li> <li>• District Data Tracker to SDE</li> </ul> | Fall, Winter, Spring                         |
| Phonics               | <ul style="list-style-type: none"> <li>• <b>Unit assessments</b> for Foundations</li> </ul>                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Formative</li> </ul>                                                              | <ul style="list-style-type: none"> <li>• Schools define</li> </ul>                                                          | Varies from 1- 4                             |

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                 |                                                                                                              |                                                   |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
|                                                | <p>assesses a student’s mastery of skills taught in the unit; data collected varies by unit and level</p> <ul style="list-style-type: none"> <li>● <b>WADE</b> (Wilson) assesses a students decoding and encoding skills correlated to the word structures taught in Wilson Reading System</li> <li>● <b>DSA</b>-(Spanish) is a feature screener directly connected to a student’s orthographic knowledge by collecting the number of word features and total number of words spelled correctly</li> <li>● <b>Oral Reading Fluency</b> assesses advanced phonics and word attack skills, accurate and fluent reading of connected text by collecting a student’s number of words read correctly in a minute on a grade level passage</li> </ul> | <ul style="list-style-type: none"> <li>● Progress Monitoring</li> </ul>                                         | <p>collection</p> <ul style="list-style-type: none"> <li>● Data tracker</li> </ul>                           | <p>weeks correlated to the scope and sequence</p> |
| Letter Name/<br>Rapid Letter<br>Naming Fluency | <ul style="list-style-type: none"> <li>● <b>Letter ID</b> assesses the students knowledge/ identification of letters by collecting the number of letter identified correctly</li> <li>● <b>Letter ID</b>- Spanish- biliteracy schools assess this information in both languages</li> <li>● <b>Letter Name Fluency</b> assesses the student's knowledge/ identification of letters by collecting the number of letter identified correctly in a minute</li> </ul>                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>● Benchmark</li> <li>● Progress Monitoring</li> </ul>                    | <ul style="list-style-type: none"> <li>● Weekly in small group</li> </ul>                                    | TBD                                               |
| Vocabulary                                     | <ul style="list-style-type: none"> <li>● <b>RI (Reading Inventory)</b> is a computer-based close-reading assessment that assesses readability and text complexity and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>● Universal Screener</li> <li>● Benchmark</li> <li>● Progress</li> </ul> | <ul style="list-style-type: none"> <li>● NHPS Early Literacy Data Portal</li> <li>● District Data</li> </ul> | Fall, Winter, Spring                              |

|                 | provides student Lexile level and growth goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Monitoring                                                                                  | Tracker to SDE                                                                                                              |                                   |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Reading Fluency | <ul style="list-style-type: none"> <li>● <b>ORF</b> assesses advanced phonics and word attack skills, accurate and fluent reading of connected text by collecting a student’s number of words read correctly in a minute on a grade level passage</li> <li>● <b>Recording Students’ Reading</b> is a tool which provides an insight into a student’s reading as it is happening which allows teachers to teach into the points of difficulty by collecting anecdotal notes related to student reading behaviors, fluency, etc.</li> <li>● <b>FLO</b> (Biliteracy schools) assesses the accuracy of fluency in Spanish by collecting a student’s number of words read correctly in a minute on a grade level passage in Spanish</li> </ul> | <ul style="list-style-type: none"> <li>● Universal Screener</li> <li>● Formative</li> </ul> | <ul style="list-style-type: none"> <li>● NHPS Early Literacy Data Portal</li> <li>● District Data Tracker to SDE</li> </ul> | Fall, Winter, Spring              |
| Comprehension   | <ul style="list-style-type: none"> <li>● <b>Recording Students’ Reading</b> is a tool which provides an insight into a student’s reading as it is happening which allows teachers to teach into the points of difficulty by collecting anecdotal notes related to student reading behaviors, fluency, etc.</li> <li>● <b>SEL</b> (Biliteracy schools) assesses a student using a Spanish text to collect student oral reading rate, oral reading fluency and comprehension</li> </ul>                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>● Formative</li> </ul>                               | <ul style="list-style-type: none"> <li>● Small Group Lesson Plan</li> <li>● NHPS Early Literacy Data Portal</li> </ul>      | 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? |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| <p>RI (Reading Inventory)</p> <p>READ 180 Universal software components and skills reports</p>                                               | <ul style="list-style-type: none"> <li>● <b>RI (Reading Inventory)</b> is a computer-based close-reading assessment that assesses readability and text complexity and provides student Lexile level and growth goals</li> <li>● Comprehension, fluency and word study skills are monitored through student software data</li> </ul>  | <ul style="list-style-type: none"> <li>● Universal Screener</li> <li>● Benchmark</li> <li>● Progress Monitoring</li> </ul> | <ul style="list-style-type: none"> <li>● NHPS Early Literacy Data Portal (Gr. 3)</li> <li>● District Data Tracker to SDE</li> <li>● District tracker</li> </ul> | <p>On going process</p>                |
| <p>Interim Assessment Blocks (IABs)</p> <ul style="list-style-type: none"> <li>● Read Literary Text</li> <li>● Informational Text</li> </ul> | <ul style="list-style-type: none"> <li>● Student responses to grade level comprehension questions in order to conduct an item analysis to define Tier 1 instruction</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>● Formative</li> </ul>                                                              | <ul style="list-style-type: none"> <li>● School based collections</li> </ul>                                                                                    | <p>Fall, Winter, Spring</p>            |
| <p>ORF<br/>FLO</p>                                                                                                                           | <ul style="list-style-type: none"> <li>● Assesses advanced phonics and word attack skills, accurate and fluent reading of connected text by collecting a student's number of words read correctly in a minute on a grade level passage <b>(gr. 3)</b></li> <li>● <b>FLO</b> (Biliteracy schools) assesses the accuracy of</li> </ul> | <ul style="list-style-type: none"> <li>● Universal Screener</li> <li>● Benchmark</li> <li>● Progress Monitoring</li> </ul> | <ul style="list-style-type: none"> <li>● NHPS Early Literacy Data Portal (Gr. 3)</li> <li>● District Data Tracker to SDE</li> </ul>                             | <p>Fall, Winter, Spring</p>            |

|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                               |                                                                                                                                |                |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------|
|                                                          | <p>fluency in Spanish by collecting a student's number of words read correctly in a minute on a grade level passage in Spanish<br/><b>(gr. 3)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                               |                                                                                                                                |                |
| <p>Recording Student's Reading</p> <p>SEL</p> <p>EDL</p> | <ul style="list-style-type: none"> <li>● <b>Recording Students' Reading</b> is a tool which provides an insight into a student's reading as it is happening which allows teachers to teach into the points of difficulty by collecting anecdotal notes related to student reading behaviors, fluency, etc.</li> <li>● <b>SEL</b> (Biliteracy schools) assesses a student using a Spanish text to collect student oral reading rate, oral reading fluency and comprehension</li> <li>● <b>EDL</b> (Biliteracy schools) assesses a student using a Spanish text to collect student oral reading rate, oral reading fluency and comprehension</li> </ul> | <ul style="list-style-type: none"> <li>● Formative</li> </ul> | <ul style="list-style-type: none"> <li>● Small Group Lesson Plan</li> <li>● NHPS Early Literacy Data Portal (Gr. 3)</li> </ul> | <p>Monthly</p> |

**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? |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------|
| <p>RI (Reading Inventory)</p> <p>READ 180</p> | <ul style="list-style-type: none"> <li>● <b>RI (Reading Inventory)</b> is a computer-based close-reading assessment that assesses readability and text complexity</li> </ul> | <ul style="list-style-type: none"> <li>● Universal Screener</li> <li>● Benchmark</li> <li>● Progress</li> </ul> | <ul style="list-style-type: none"> <li>● On line/In Program</li> <li>● District Data Tracker to SDE</li> </ul> | <p>Fall, Winter, Spring</p>            |



|                                                                                       |                                                                                                                                                                                                                                                                                                                                     |                                                                                             |                                                                           |                                            |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------|
| <p>Universal software components and skills reports</p>                               | <p>and provides student Lexile level and growth goals (<b>gr. 9-10</b>)</p> <ul style="list-style-type: none"> <li>● Comprehension, fluency and word study skills are monitored through student software data</li> </ul>                                                                                                            | <p>Monitoring</p>                                                                           |                                                                           |                                            |
| <p>Level Set assessment</p> <p>Achieve3000 software components and skills reports</p> | <ul style="list-style-type: none"> <li>● A student’s mastery of comprehension skills as part of the Achieve3000 program</li> </ul>                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>● Screener</li> <li>● Progress Monitoring</li> </ul> | <ul style="list-style-type: none"> <li>● On line/ In Program</li> </ul>   | <p>Fall, Winter, Spring</p> <p>Monthly</p> |
| <p>Common Reading and Writing Assessments</p>                                         | <ul style="list-style-type: none"> <li>● Students read a set of texts and craft an essay in order to measure a student’s mastery of:             <ul style="list-style-type: none"> <li>● Claim and Organization (C &amp; EC 1)</li> <li>● Evidence (C &amp; EC 3) (indicators from Cross Curricular Rubric)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Formative</li> </ul>                               | <ul style="list-style-type: none"> <li>● Schoolnet</li> </ul>             | <p>Fall, Winter, Spring</p>                |
| <p>ML Literacy Portfolio</p>                                                          | <ul style="list-style-type: none"> <li>● Writing samples with rubric</li> <li>● Readings</li> </ul>                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>● Formative</li> </ul>                               | <ul style="list-style-type: none"> <li>● Individual portfolios</li> </ul> | <p>Fall, Winter, Spring</p>                |

**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? |
| <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"> <li>All staff will have access to data daily</li> </ul> <p>Sharing</p> <ul style="list-style-type: none"> <li>Bi-Annual Principals and Assistant Principals Meetings</li> <li>Superintendent's annual data meeting</li> </ul> | <p>Literacy Supervisor</p> <p>Assistant Superintendents</p> <p>District Literacy 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 reading plan. | 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 | <ul style="list-style-type: none"> <li>TBD by school</li> <li>Daily logs</li> <li>Monthly coaching logs</li> </ul> | <ul style="list-style-type: none"> <li>TBD by school</li> <li>Weekly</li> <li>Bimonthly</li> </ul> | <ul style="list-style-type: none"> <li>Bldg Leadership Team Meetings. to share school wide trends</li> <li>Trends addressed at Grade Level Team Meetings.</li> <li>Data from schools are shared through District Literacy Coach</li> </ul> |

|                                   |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                          |                                                                                                    |                                                                                                                                                                                                                      |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   |                                                                                                                                            | <p>be informed.</p> <p>The “Look Fors 2.0” document will provide guidance</p>                                                                                                                                                                                                                                                             |                                                                                                                          |                                                                                                    | Meetings                                                                                                                                                                                                             |
| Feedback on Data and Practice     | Assistant Superintendent s 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"> <li>• TBD by school schedule for Bldg. Leadership</li> <li>• Every 7 Weeks</li> </ul> | <ul style="list-style-type: none"> <li>• TBD by school</li> <li>• Every 7 Weeks</li> </ul>         | <ul style="list-style-type: none"> <li>• Leadership shares at school wide meetings, grade level meetings and with SPMT.</li> </ul>                                                                                   |
| Monitoring of Plan Implementation | Content Supervisor will set the plan and criteria for reviewing alignment to the reading plan.                                             | <p>School leadership teams will monitor school plans for alignment to the reading plan.</p> <p>Coach Meetings will have allotted time to review evidence of instructional alignment to the reading plan.</p> <p>Superintendent Meetings will have an allotted time to review evidence of instructional alignment to the reading plan.</p> | <ul style="list-style-type: none"> <li>• Weekly</li> <li>• Bimonthly</li> <li>• Monthly</li> </ul>                       | <ul style="list-style-type: none"> <li>• Weekly</li> <li>• Bimonthly</li> <li>• Monthly</li> </ul> | <ul style="list-style-type: none"> <li>• The data is reviewed continually by district and school leadership through school visits, reviews and ongoing professional development and small group meetings.</li> </ul> |

**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, 11/7, 1/9, 3/6, 5/11<br/><br/>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><b>Multilingual Learners (Biliteracy Schools)</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Emergent bilingual students and Reading</li> </ul> | <p>Principals, AP, Coaches, All Biliteracy teachers and Paraprofessionals</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 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> |
| <p><b>Multilingual Learners (ESOL Program)</b></p> <ul style="list-style-type: none"> <li>● Differentiated instruction for multilingual learners specifically for students who are less than 30</li> </ul>                                                                                                                                                                       | <p>ESOL Teachers, and staff</p>                                               | <p>9/13, 11/7, 1/9, 3/6, 5/11</p>                                 | <p>Improve the knowledge about differentiated instruction, effective small group instruction so that multilingual learners improve in the areas of literacy in the second language.</p>                                                                          |

|                                                                                                                                                                                                                                            |                                                                         |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>months in USA</p> <ul style="list-style-type: none"> <li>• Effective small group instruction</li> <li>• Progress monitoring</li> </ul>                                                                                                  |                                                                         |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Structured Literacy</p>                                                                                                                                                                                                                 | <p>Special education teachers, select Literacy and ML coaches/staff</p> | <p>Cohort 1: 10/26, 12/7, 1/11, 2/8<br/>Cohort 2: 10/27, 12/13, 1/17, 2/9</p> | <p>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.</p>                                                                                                                                                                                                                                |
| <p>Wilson</p>                                                                                                                                                                                                                              | <p>Special education teachers, select Literacy and ML coaches/staff</p> | <p>9/27, 9/28, 9/29</p>                                                       | <p>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> |
| <p>A guide to the implementation of NHPS Units of Study</p> <ul style="list-style-type: none"> <li>• Reading and Writing Workshop Model</li> <li>• Book Clubs</li> <li>• Small Group Instruction</li> <li>• Progress monitoring</li> </ul> | <p>Coaches, and Teachers</p>                                            | <p>9/13, 11/1, 1/9, 3/6, 5/11</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>On-going professional development provided at the district and/or school levels in</p>                                                                                                                                                  | <p>Interventionists</p>                                                 | <p>9/13, 11/1, 11/21, 1/9, 1/23, 3/6, 3/13, 5/11, 5/22</p>                    | <p>Improve the knowledge base and skill set of all educators in order to improve the quality and fidelity of</p>                                                                                                                                                                                                                                                                                                           |

|                                                                                                                                                                                                                                                                                                                                                 |                                                 |                                                                                 |                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>order to provide a menu of interventions</p> <ul style="list-style-type: none"> <li>● Lexia</li> <li>● Structured Literacy</li> <li>● LLI</li> <li>● READ 180</li> <li>● System 44</li> <li>● Achieve 3000</li> </ul>                                                                                                                        |                                                 |                                                                                 | <p>instructional implementation, resulting in improved outcomes for students.</p>                                                                                                                                                                              |
| <p>Differentiated professional development on</p> <ul style="list-style-type: none"> <li>● Calibrating common writing assessment and performance task writing</li> <li>● Independent reading in the classroom</li> <li>● Supporting reluctant readers and writers</li> <li>● Progress monitoring</li> <li>● AP course implementation</li> </ul> | <p>Principals, AP, High School ELA Teachers</p> | <p>9/13, 11/21, 1/23, 5/22</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>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"> <li>● Book checkouts (schools with libraries)</li> <li>● E-book checkouts</li> <li>● Database usage</li> </ul> |

**Literacy Coaches** provide support by doing the following:

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- 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.
- 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



NEW HAVEN PUBLIC SCHOOLS

**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)<br>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                     | iReady Assessment portal         | 3x/year (fall, winter, spring)         |



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|                                                                                             |                                                                                                                                                                                                                                                       |                      |                                    |                                |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------|--------------------------------|
|                                                                                             | standard-based learning. The results are used to determine the skills to be tracked for each individual learner.                                                                                                                                      |                      |                                    |                                |
| IXL Universal Screener (7-12)<br>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"> <li>All staff will have access to data daily</li> </ul> <p>Sharing</p> <ul style="list-style-type: none"> <li>Bi-Annual Principals and Assistant Principals Meetings</li> <li>Superintendent's annual data meeting</li> </ul> | <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"> <li>• TBD by school</li> <li>• Daily logs</li> <li>• Monthly coaching logs</li> </ul> | <ul style="list-style-type: none"> <li>• Bldg Leadership Team Meetings. to share school wide trends</li> <li>• Trends addressed at Grade Level Team Meetings</li> <li>• Data from schools are shared through District Math Coach Meetings</li> </ul> | <ul style="list-style-type: none"> <li>• TBD by school</li> <li>• Weekly</li> <li>• Bimonthly</li> </ul> |

|                                          |                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                           |                                                                                                                          |                                                                                                                                                                                                                      |                                                                                                    |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <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"> <li>● TBD by school schedule for Bldg. Leadership</li> <li>● Every 7 Weeks</li> </ul> | <ul style="list-style-type: none"> <li>● Leadership shares at school wide meetings, grade level meetings and with SPMT.</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>● TBD by school</li> <li>● Every 7 Weeks</li> </ul>         |
| <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.</p> <p>Superintendent Meetings will have an allotted time to review evidence of instructional alignment to the math plan.</p> | <ul style="list-style-type: none"> <li>● Weekly</li> <li>● Bimonthly</li> <li>● Monthly</li> </ul>                       | <ul style="list-style-type: none"> <li>● The data is reviewed continually by district and school leadership through school visits, reviews and ongoing professional development and small group meetings.</li> </ul> | <ul style="list-style-type: none"> <li>● Weekly</li> <li>● Bimonthly</li> <li>● Monthly</li> </ul> |

**Professional Development**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                |                              |                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                |                              | 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><a href="https://mysavvastraining.com/products/envision-2018-aga-cc/tutorials">https://mysavvastraining.com/products/envision-2018-aga-cc/tutorials</a></p> <p>Topics are grouped in the following categories:</p> <p>Virtual Program Activation (2)<br/>           Getting Started (7)<br/>           Using Savvas Realize (4)<br/>           Recorded Webinars (4)<br/>           Ready for Instruction (2)<br/>           Assessments and Reporting (2)<br/>           Additional Resources (4)</p> | 6-12 math teachers and coaches | August, 2022 - June, 2023    | <p>Outcomes include:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> |

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|  |  |  | <p>program components.</p> <ul style="list-style-type: none"><li>● Dive in to digital 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.</li><li>● Explore enVision © 2018 A G A Common Core program components, instructional design, resources, and teacher support tools.</li><li>● Learn more about Savvas Realize navigation, Realize and Google Classroom Integration, Realize Reader, and Progress Monitoring and Reporting Tools on the Savvas Realize platform.</li></ul> |
|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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|                           |                                                       |                              |                                                                                                                                                                                                                                                                                        |
|---------------------------|-------------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| iReady training           | K-6 math teachers                                     | August 2022 - June, 2023     | <ul style="list-style-type: none"> <li>Utilize the curriculum to provide engaging lessons</li> </ul>                                                                                                                                                                                   |
| 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"> <li>Deliver rigorous, standards-based instruction</li> <li>Implement math curriculum with fidelity</li> <li>Use researched based instructional strategies for classroom management, discourse, student engagement, problem solving, etc.</li> </ul> |
| Monthly New Coach PLC's   | New Math Coaches                                      | September, 2022 - June, 2023 | <ul style="list-style-type: none"> <li>Use the cognitive coaching cycle to support teachers in their classroom</li> <li>Use best practices to effectively communicate with peers</li> <li>Be an active and effective part of a school-wide leadership team</li> </ul>                  |
| 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

### Policy on Advanced Courses

Beyond traditional course eligibility criteria (i.e., grades and teacher recommendation), this policy calls for school administration and teachers to take the following actions to improve course access for all students. Academic planning for students will be guided by the following principles as recommended by the Connecticut State Department of Education in the April 2022 document entitled *Developing an Advanced Course Policy*:

- Start in middle school;
- Partner with families;
- Increase supply; and
- Reduce barriers.

The sections that follow provide specific actions for each of the four guiding principles.

#### Start in Middle School:

- Coordinate standards, instruction, and expectations across middle and high school by fostering regular communication among faculty districtwide. The focus should be on vertical articulation of content across the grades rather than offering courses for high school credit in middle school.
- Offer career awareness, exploration, and immersion activities that directly align with the high school program of studies.
- Encourage high school faculty to familiarize themselves with the Smarter Balanced system of assessments and NGSS assessments including interim assessment blocks, which can be used to measure student understanding and adjust instruction in Grades 9-12.
- Remind middle school faculty that their messaging to students regarding high school expectations have an impact on students. Students should be assured that if they are mastering middle school standards, they are prepared academically.
- Avoid characterizing learning at the next level as very difficult and dramatically different than middle school, which may discourage some students from considering advanced coursework.
- Use EdSight Secure to share students' middle school data with high school faculty. Sharing these data will improve the quantity and quality of information available for decision making, reduce unnecessary pre-tests and the administration of screening tools, and maximize instructional time.

#### Partner with Families:

**Ensure that all relevant staff in grades 6-12 are provided with training on how to increase awareness about advanced coursework among families; inclusive of all families regardless of home language, disability, culture or socioeconomic background**

- During the middle school years, engage families in the development of the SSP.
- High schools should continue and improve upon effective systems of family engagement used in middle school.

- Ensure families are fully aware of all the benefits of taking college courses and participating in work-based learning opportunities during high school. This information is particularly important for students from low-income families and first-generation college students.
- Communication should be ongoing and accessible to families (e.g., materials provided in multiple languages, translators available during information sessions).
- Provide families with a variety of options for engaging on the topic of course selection. Large group information sessions may work for some, but others may need more personalized support.
- **Ensure** small sessions designed for families that have not experienced college.
- Invite students and families to express interest in advanced coursework and discuss those choices along with career options with their school counselor who can answer questions and serve as an advocate for the student.

#### Reduce Barriers:

- Use EdSight Secure to provide school counselors and teachers with lists of students identified by CSDE as having potential for success in rigorous courses. Staff may wish to reinforce the Commissioner's message, answer questions, and provide support to students as they consider their course selections for the next school year.
- Share descriptive statistics with faculty showing advanced course enrollment over time and disaggregated by student group. These data can be used to track progress, discuss effective strategies, identify challenges, and generate potential solutions.
- Urge staff to pay special attention to student interests and coursework fit rather than relying solely on past performance when recommending advanced coursework for students. If the goal is to expand access, recommendation decisions based on past performance exclusively will not spur change.
- Do not exclude students from consideration simply based on disability status or English language proficiency.
- Communicate directly with students from low-income families that registration fees and exam fees for advanced coursework will be waived.
- Encourage students to self-advocate based on their individual goals and future plans.
- Monitor course registrations throughout the enrollment period and encourage students to reconsider selections if the student has potential to be successful in more challenging courses.
- Provide opportunities during the summer for students to prepare for challenging coursework by offering sessions that focus on reviewing study habits, organization, and time management.

#### Increase Supply:

**Ensure that all relevant staff in grades 6-12 are provided with training about advanced coursework; inclusive of all students regardless of home language, disability, culture or socioeconomic background**

- Re-evaluate prerequisites so that educators identify what is needed to succeed IN the course rather than BEFORE the course.
- School counselors and teachers should promote enrollment in advanced courses to students in all grades.

- Students must be assured that even though they may not have taken an advanced course at the beginning of high school, there are many opportunities to do so throughout high school in every grade.
- Review the current program of studies to identify courses with the potential to be offered in partnership with a college or university.
- Consider adding sections of high-interest courses while encouraging teachers of advanced courses to collaborate to ensure consistency of content and expectations for a diverse set of learners.
- Leverage remote options to expand the range of courses available to students.

### Summary

This policy makes clear that a student's academic plan and course selections have tremendous influence on graduation and post-secondary outcomes. While students should drive the process, responsibilities for planning and selection are distributed among a variety of individuals including NHPS district and school leaders, teachers, school counselors, school psychologists, social workers, and other staff members all in partnership with families. Collectively, this network of support influences outcomes sometimes through deliberate and coordinated actions and other times through the most common subtle daily interactions. It all matters.



**NEW HAVEN PUBLIC SCHOOLS**

**Transgender and Gender Nonconforming Youth Plan**

| <b>Year</b>            | <b>Action Item</b>                                                                                     | <b>Details</b>                                                                                                                                                  | <b>Status</b> |
|------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 2021-22<br>School Year | Create Policy for transgender and gender nonconforming youth                                           | LGBTQ Taskforce, Board Member Mr. Wilcox, and attorneys created a policy document for transgender and gender nonconforming youth                                | Complete      |
| 2021-22<br>School Year | Pass the Policy                                                                                        | The Board completed the first and second reading of the policy. The Board approved the policy on 11/22/21                                                       | Complete      |
| 2021-22<br>School Year | Train administrators on transgender and gender nonconforming youth laws                                | Administrators were provided training by Berchem Moses PC regarding the protection of transgender and gender nonconforming rights                               | Complete      |
| 2021-22<br>School Year | Create Transgender and Gender Nonconforming Youth Policy Guidance Document                             | The Governance Committee, LGBTQ Taskforce, and attorneys created a document to help school leaders implement the policy. The document was completed on 4/25/22. | Complete      |
| 2021-22<br>School Year | Give administrators and overview of the Guidance Document                                              | The Executive Team and school-based administrators provided an overview of the Guidance Document to assist schools in implementation                            | Complete      |
| 2021-22<br>School Year | Train staff on the Transgender and Gender Nonconforming Youth Policy                                   | School-based teams have started training with experts regarding understanding the needs of Transgender and Gender Nonconforming Youth                           | Complete      |
| 2022-23<br>School Year | Create a PowerPoint slide deck for staff training of Transgender and Gender Nonconforming Youth Policy | Governance Committee created a PowerPoint related to slide deck for staff training of Transgender and Gender Nonconforming Youth policy                         | Complete      |

|                        |                                                     |                                                                                                                                           |             |
|------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 2022-23<br>School Year | Give administrators an overview of slide decks      | Administrators will be given an overview on 8/18/22 of slide deck to be utilized with staff                                               | In Progress |
| 2022-23<br>School Year | Create document for name and/or pronoun changes     | Work with Research and Assessment to create a document for orientation packet and student handbook addressing ways to request name change | In Progress |
| 2022-23<br>School Year | Meeting with LGBTQ Taskforce                        | Share updates with the Task Force                                                                                                         | In Progress |
| 2022-23<br>School Year | Meet with Professional Development Director         | Create training schedule for the upcoming school year                                                                                     | Upcoming    |
| 2022-23<br>School Year | Conduct student and community focus groups          | Meet with students and community members to listen to their concerns                                                                      | Upcoming    |
| 2022-23<br>School Year | Consideration of Vector Solutions Training Platform | Work with school and community stakeholders to determine ongoing professional development information                                     | Upcoming    |

# Overview of the Transgender and Gender Non conforming Policy & Guidelines

By the Governance Committee



6

# Policy and Guidelines Purpose

**Policy** To set guidelines and clarify how federal and state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of transgender and gender nonconforming students

**Guidelines** To provide in-depth guidance on how to maintain a safe educational environment for students in ways that are legally appropriate, promote student equity, and support student learning.





# Responsibilities of District Leaders

- Adhere to district policies on bullying and harassment which specifically protect students based on real or perceived gender or gender identity.
- Develop protocols for maintaining student's preferred name and gender identity for transgender students in PowerSchool regardless of the student's legal name.
- Treat requests to change student records based on transgender status no differently than any other request for a change to student records, e.g., an address or phone number change.
- Provide support for the unique privacy needs of transgender students so they can comfortably participate in field trips, overnight trips, and other school activities.
- Help schools update their facilities to include gender-neutral restrooms, locker rooms, and shower rooms on a case-by-case basis depending on the needs of students.
- Include a disclosure in annual notices sent to all parents/guardians at the beginning of the school year stating that the district allows students to participate in-segregated school programs and activities consistent with their gender identity or expression.
- Disseminate the district's nondiscrimination policy and make information about record changes and policy implications readily accessible to students and parents/guardians on the district and schools' websites and in policy manuals available in school offices.

# Responsibilities of School Leaders

- Build a positive school culture that is inclusive of all gender identities and gender expressions where all students feel included and respected
- Support student clubs in schools that promote gender inclusiveness and display supportive signs and posters in the schools.
- Ensure that all incidents of transgender/gender nonconforming discrimination, harassment, or violence are thoroughly investigated and that appropriate actions are taken.
- Maintain PowerSchool systems and ensure student information is accurate and updated according to a student's preference. Ensure all school staff are appropriately notified of updates and student situations when communicating with parents/guardians. Staff shall be trained on how to appropriately use a student's preferred name and pronouns.
- Protect students so that documents with the student's birth name shall not be circulated and remain confidential.
- Emphasize to students and staff that transgender students have the right to use the restroom and locker room consistent with their gender identity and/or gender expression.
- Address the needs of each school community and provide a private facility, such as a single restroom or changing station, or privacy curtains for any student who feels uncomfortable in the restroom or locker room.

# Training

- Training is intended to help NHPS staff better understand different circumstances regarding transgender & gender-nonconforming students and how to best guide students on a casebycase basis.
- In all cases, the goal is to increase awareness of transgender issues in schools; create a school climate that avoids gender stereotyping and affirms the gender identity of all children; and prevent, identify, and respond to bullying, harassment, and discrimination.



# Training Shall Include:



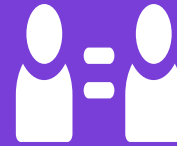
## Definitions

As provided in the  
Policy



## Guidance

On how to handle  
individual decisions  
and communication  
with family



## Dress Code

Respecting the  
student's gender  
identity or expression

# Physical Education and Sports Teams

- Gender Segregated Activities
  - Schools shall permit transgender and nonconforming students to participate in activities consistent with their gender identity.
- Locker Room and Shower Access
  - Transgender and gender nonconforming students have the right to use the locker room consistent with their gender identity or gender expression.
- Physical education classes and Intramural Sports
  - Transgender or gender nonconforming students shall be allowed to participate in school sports, and health and physical education classes consistent with their gender identity.



# Discrimination, Bullying, and Harassment

- The district's policies on bullying and harassment apply in the same way to transgender and gender-nonconforming students. The bullying and/or harassment of transgender and gender-nonconforming students by District staff, parents/guardians, visitors, and/or other students will be addressed according to the district's Code of Conduct and Title IX procedures.

# Privacy

- All persons, including students, have a right to privacy includes the right to keep private one's transgender status, gender nonconforming presentation, legal name, or gender assigned at birth.
- School personnel shall not disclose information that may reveal a student's transgender status or gender nonconforming presentation to others, including parents/guardians and other school personnel, unless legally required to do otherwise or unless the student has authorized such disclosure.
- When contacting the parents/guardians of a transgender or gender nonconforming student, school personnel shall use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

# PowerSchool

- Name Changes are done with a written request with or without parental permissions
  - Students are asked if it is a legal name change
  - Dead names can be hidden from administrators
  - Requests can come from , guidance counselors, families and schools with permission of the student
  - Students should be made aware that:
    - Families will see the preferred name, not the legal name
    - Report cards will print with the preferred name
- Displayed Gender can be changed via a drop down menu based on a student's preference
- Corrections from PowerSchool to Google Classroom must be done manually by administrators





# Relevant Laws

- **Title IX of the Education Amendments of 1972**. This section prohibits discrimination on the basis of sex in education programs or activities that receive federal financial assistance.
- **The Family Educational Rights and Privacy Act (FERPA)** states that a student has the right to request a permanent student record (“official record”) and/or the school to change their name and gender on school records if the student or guardian/parent if the student is under 18 years of age, believes that the records are incorrect, misleading, or violate a student’s privacy.
- **C.G.S. 105c**. This statute affords equal opportunity to all students to participate in the programs and activities of the public schools, including on the basis of gender identity or expression.
- **C.G.S. 1022d**. This statute prohibits bullying which includes targeting students on the basis of gender, sexual orientation, and gender identity or expression.
- **C.G.S. 46a**. This statute states that it is a discriminatory practice to subject or cause to be subjected, any person to the deprivation of any rights, privileges or immunities on account of among other elements, sex, gender identity or expression, or orientation.
- A review of Connecticut statutes and regulations and other legal resources has not provided a legal basis requiring a court or to changing a student's official record to reflect a change in legal name or legal gender. In situations where school staff administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

# Resources

- [The State of Mental Health in the LGBTQ Community](#)
- [Coming Out Resources](#)
- [The Trevor Project](#)
  - [2022 National Survey on LGBTQ Youth Mental Health](#)
- [Books that Create Supportive Environments](#)
- [More resources from the National Education Association](#)



**NEW HAVEN PUBLIC SCHOOLS**

# Thanks!

CREDITS This presentation template was created by **Slidesgo** including icons by **Flaticon** and infographics & images by **Freepik**

## Climate Resolution Motion – September 26, 2022

[Full New Haven Climate Movement’s NHBOE Emergency Climate Resolution is at [https://www.newhavenclimatemovement.org/files/ugd/3d012b\\_fc12e8fd973246479b3571bc44896d49.pdf](https://www.newhavenclimatemovement.org/files/ugd/3d012b_fc12e8fd973246479b3571bc44896d49.pdf) ]

I move that we adopt and approve the action items of the New Haven Climate Movement’s NHBOE Emergency Climate Resolution (listed below), and direct that all items are reported on in the April 26, 2023, BOE meeting:

NOW BE IT THEREFORE RESOLVED that the New Haven Board of Education takes immediate actions to mitigate climate change by reducing the carbon footprint and ensure an effective transition to clean energy and sustainable operations.

1. BE IT FURTHER RESOLVED that the Board of Education will attempt to mobilize appropriate financial and regulatory assistance from City, state and federal authorities, and will aim to reduce their greenhouse gas emissions by 100% on or before December 31, 2030, reflecting the United Nations’ “now or never” urgency to act.
2. BE IT FURTHER RESOLVED that the Finance & Operations Committee will aim to create a plan within six months of passage of this Resolution on reducing transportation carbon emissions and other air pollution including electrifying all school buses and other Board of Education vehicles by 2030.
3. BE IT FURTHER RESOLVED that the Citywide School Building and Stewardship Committee will aim to create a plan within six months of passage of this Resolution on reducing energy use in all facilities, increasing efficiency, and on electrifying energy in buildings to the greatest extent possible.
4. BE IT FURTHER RESOLVED that the Teaching and Learning Committee will aim to create a plan within six months of passage of this Resolution on fully incorporating climate and public health education at all grade levels appropriate for helping students and families prepare for the growing climate threat and help them play a role in reducing negative health impacts.
5. BE IT FURTHER RESOLVED that the Food Service Task Force will aim to create a plan within six months working with the New Haven Food Policy Council to expand access to locally-grown, healthy, sustainable food, decrease packaging waste, and increase opportunities for food donation, food rescue, and composting.
6. BE IT FURTHER RESOLVED that the Board of Education will recognize the urgent nature of the climate emergency and allocate the resources to fully fund these projects. For example, hiring consultants, hiring a full-time climate coordinator staff member, having the district’s grant writer come up with resources, etc.
7. BE IT FURTHER RESOLVED that the Board of Education will review public health analysis of climate impacts on students and families (like the Yale Climate Change and

Health in Connecticut 2020 Report). Then, recognizing the impacts of heat waves, floods, extreme storms, etc, on learning, the Board will aim to report back within six months with a plan how schools can help students and families prepare for and limit coming climate driven negative health impacts.