DRAFT

New Haven Public Schools
Reading and Mathematics Plan
2022-2023

Dr. Iline Tracey, Superintendent
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NEW HAVEN PUBLIC SCHOOLS

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
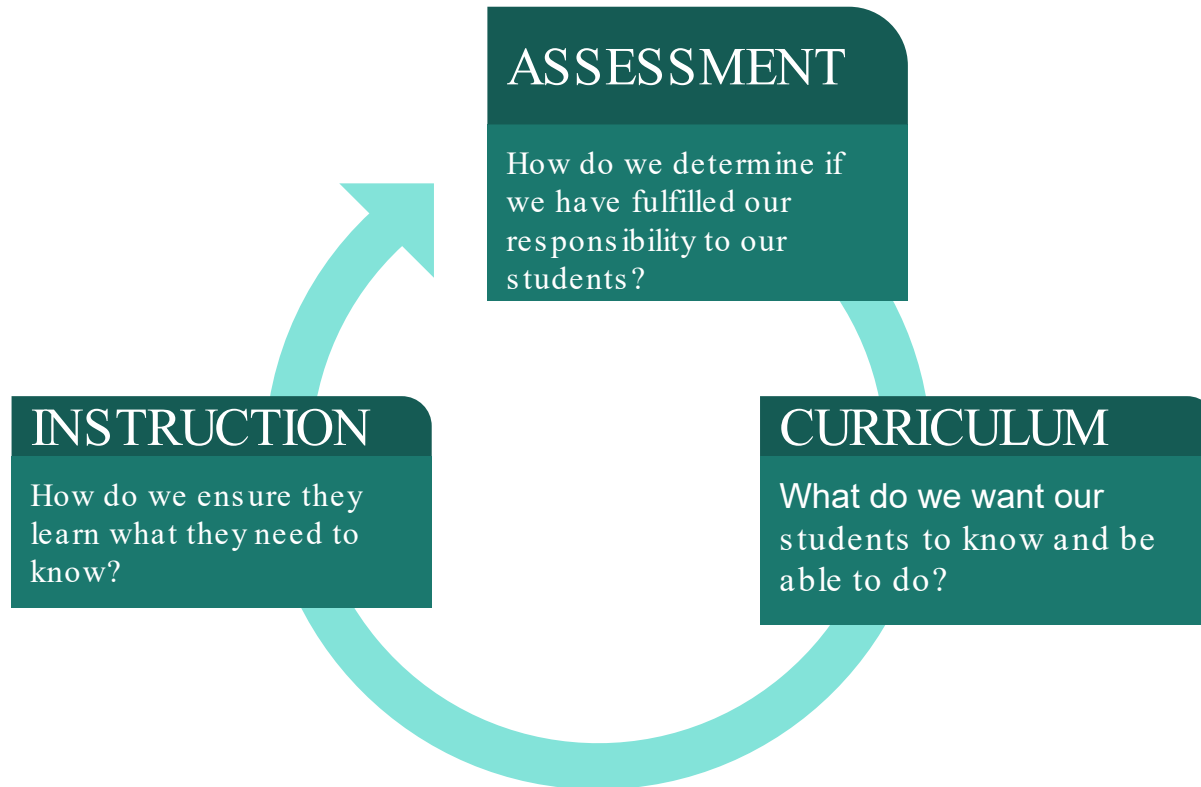
Mission

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

1 Academic Learning	**2** Culture & Climate
3 Youth & Family Engagement	**4** Talented Educators
5 Operational Efficiencies	

WWW.NHPS.NET

Our scores demonstrate that our students have not yet realized their potential.
This provides us with an amazing opportunity for growth!

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ASSESSMENT

How do we determine if we have fulfilled our responsibility to our students?

INSTRUCTION

How do we ensure they learn what they need to know?

CURRICULUM

What do we want our students to know and be able to do?

*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.*
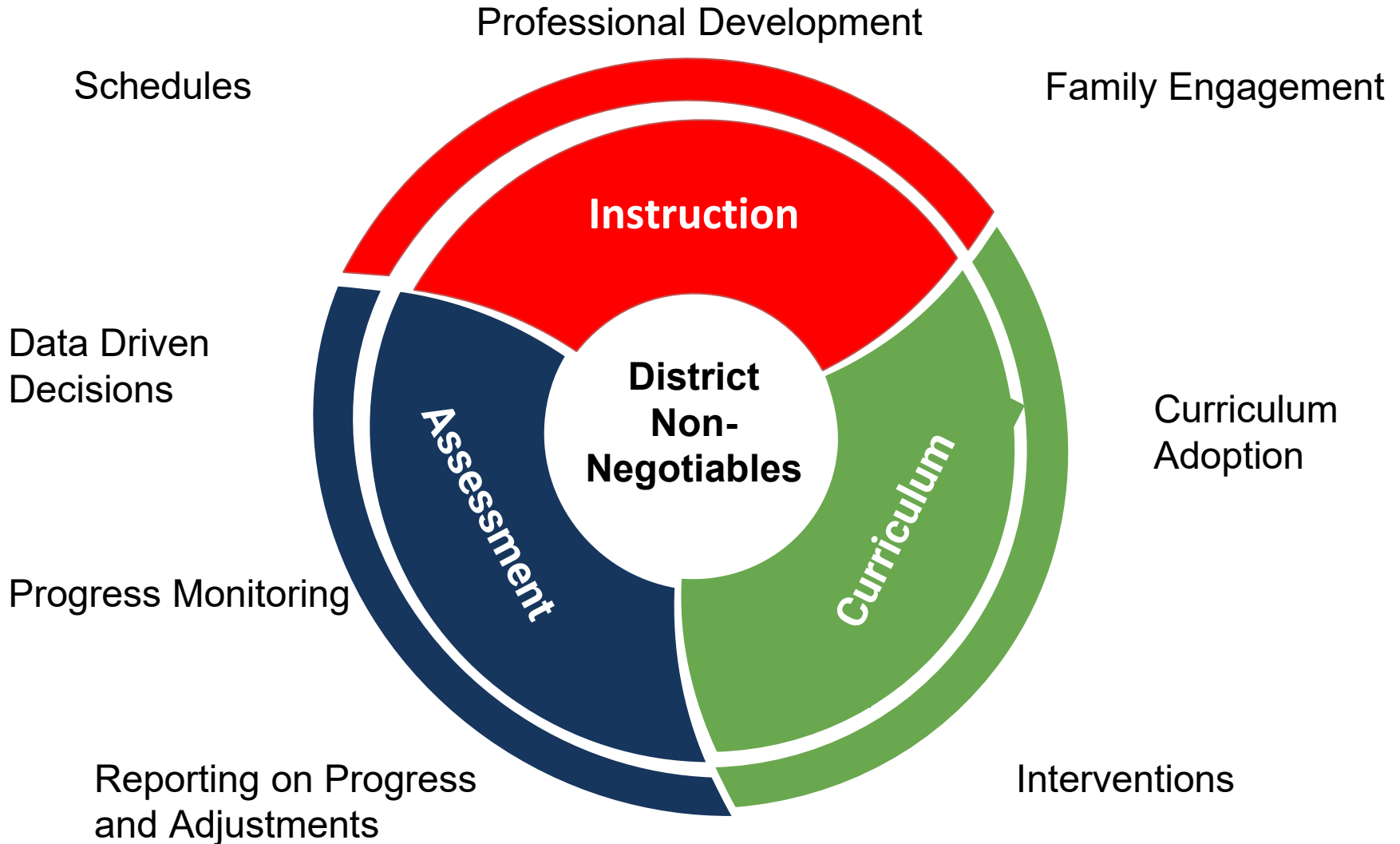
I. **Comprehensive Core Program** with detailed framework for instruction with Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Letter Name Fluency, and Reading Comprehension

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

Professional Development

Schedules

Family Engagement

Instruction

Data Driven
Decisions

District Non-Negotiables

Curriculum
Adoption

Progress Monitoring

Assessment

Curriculum

Reporting on Progress
and Adjustments

Interventions

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

|		
Oral Language	Phonemic Awareness	Phonics
Rapid Letter Naming Fluency	Vocabulary	Reading Fluency
	Comprehension	

What will be Different?

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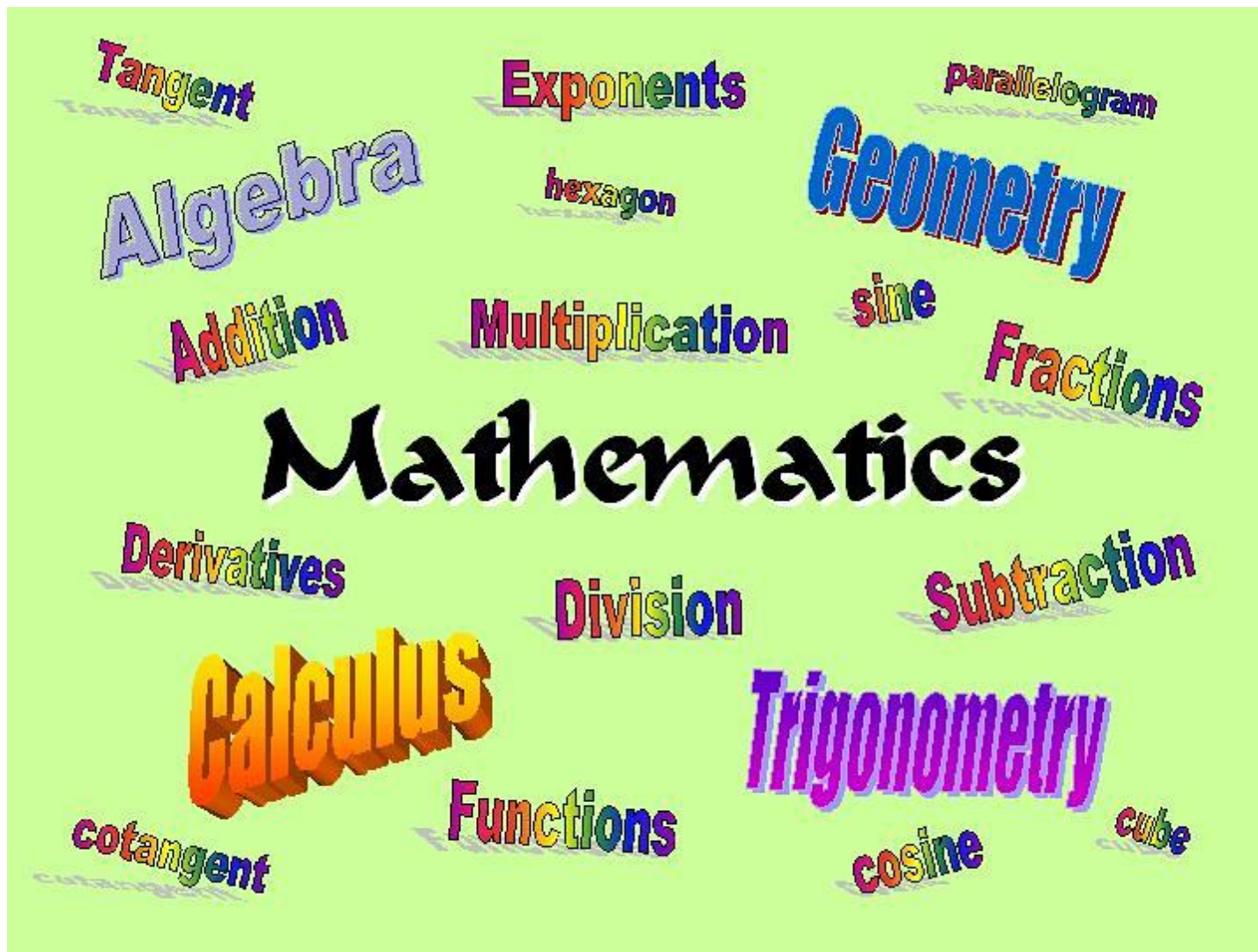
8 Standards of Mathematical Practice

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Make sense of problems and persevere in solving them

Reason abstractly and quantitatively

Construct viable arguments and critique the reasoning of others

Model with mathematics

Use appropriate tools strategically

Attend to precision

Look for and make use of structure

Look for and express regularity in repeated reasoning

Curriculum, Instruction, and Assessment

		EVALUATE & REVISE	*PROVIDE LEARNING OPPORTUNITIES	IMPLEMENT & ASSESS
1	CURRICULUM	- Summer 2022 Alg 1, Geom, Alg 2, Pre-Cal drafts completed with SPED/ML strategies embedded - K-5 curriculum writing teams created monthly pacing guides and pre made "open and teach" morning meeting guides. 6th - 8th grade next up	AUDIENCE: Teachers Coaches Administrators PROVIDERS: Curriculum writing teams Teachers & Coaches	- Non-negotiable adherence to curriculum - Ongoing input from teachers - Teachers and Coaches assess impact - Curriculum Teams revise as necessary

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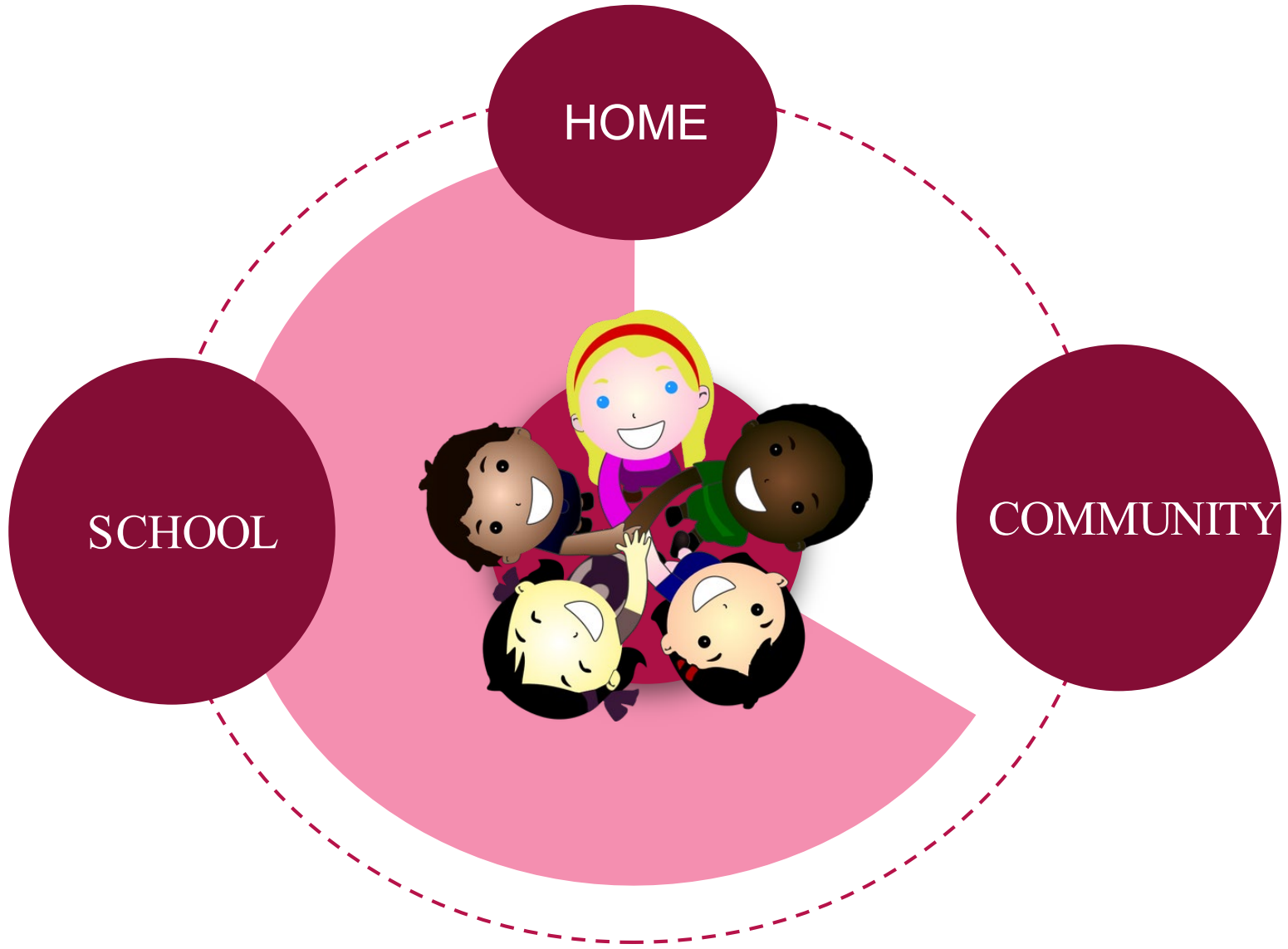
Curriculum, Instruction, and Assessment

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		EVALUATE & REVISE	*PROVIDE LEARNING OPPORTUNITIES	IMPLEMENT & ASSESS

2	INSTRUCTION	• 2nd year of iReady adoption K-5
		• Piloting 2 Comprehensive MS programs: iReady & enVisions
		• 1st year of enVisions adoption in HS
		• Attention needs to be paid to ensuring equity across the district as far as availability of intervention programs..
			AUDIENCE:
			Teachers
			Coaches
			Administrators
			Parents
			
			PROVIDERS:
			Text resource companies
			Coaches
			Modern Classroom
			Family STEM Nights
				• Multiple research based intervention programs (iReady, IXL, Frax, Math 180)
				• FOCUS AREAS:
				  ○ Small Group Instruction
				  ○ Mathematical Discourse
				• Provide administrative "Look Fors"
				• Maximize technology usage, esp calculators for
				• Provide "Parent Pointers"

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

Curriculum, Instruction, and Assessment

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		EVALUATE & REVISE	*PROVIDE LEARNING OPPORTUNITIES	IMPLEMENT & ASSESS

3	ASSESSMENT	• Evaluate current district assessments across all grade levels
		• Revise as needed to ensure the following:
		   ○ curriculum & pacing alignment
		   ○ focus on HOT and application
		   ○ scaffolded tools towards success on state assessments
		• Create HS assessments (unit or quarterly) that align with the newly revised curricula
			Depending on the assessment tool, PD may be needed on technology implementation and reporting
			
			AUDIENCE:
			Teachers
			Coaches
			Administrators
				• Minimize the amount of testing while adhering to state requirements
				• Non-negotiable adherence to assessment administration and reporting (especially at the HS level)
				• Assess impact, revise as necessary

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

HOME

SCHOOL

COMMUNITY

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- 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	• **Oral Reading Fluency** 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 • **SEL** (Biliteracy schools) assess this information in both English and Spanish	• Universal Screener • Benchmark • Progress Monitoring	• Data Tracker	Determined by Schools/ Departments (ELA/MLL)
Phonemic Awareness	• **PSF** assesses a student's ability to segment words into individual phonemes by collecting the number of phonemes segmented correctly in a minute • Biliteracy schools assess both **PFS/FSF** and **DSA** in both English and Spanish	• Universal • Benchmark • Progress Monitoring	• NHPS Early Literacy Data Portal • District Data Tracker to SDE	Fall, Winter, Spring
Phonics	• **Unit assessments** for Fundations	• Formative	• Schools define	Varies from 1- 4

	assesses a student's mastery of skills taught in the unit; data collected varies by unit and level ● **WADE** (Wilson) assesses a students decoding and encoding skills correlated to the word structures taught in Wilson Reading System ● **DSA**-(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 ● **Oral Reading Fluency** 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	● Progress Monitoring	collection ● Data tracker	weeks correlated to the scope and sequence
Letter Name/ Rapid Letter Naming Fluency	● **Letter ID** assesses the students knowledge/ identification of letters by collecting the number of letter identified correctly ● **Letter ID**- Spanish- biliteracy schools assess this information in both languages ● **Letter Name Fluency** assesses the student's knowledge/ identification of letters by collecting the number of letter identified correctly in a minute	● Benchmark ● Progress Monitoring	● Weekly in small group	TBD
Vocabulary	● RI **(Reading Inventory)** is a computer-based close-reading assessment that assesses readability and text complexity and	● Universal Screener ● Benchmark ● Progress	● NHPS Early Literacy Data Portal ● District Data	Fall, Winter, Spring

			Monitoring	Tracker to SDE	
	provides student Lexile level and growth goals		Monitoring	Tracker to SDE	
Reading Fluency	**ORF** 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 **Recording Students' Reading** 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. **FLO** (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		- Universal Screener - Formative	- NHPS Early Literacy Data Portal - District Data Tracker to SDE	Fall, Winter, Spring
Comprehension	**Recording Students' Reading** 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. **SEL** (Biliteracy schools) assesses a student using a Spanish text to collect student oral reading rate, oral reading fluency and comprehension		Formative	- Small Group Lesson Plan - NHPS Early Literacy Data Portal	Daily Observation (focus student)

3 - 8

Progress Monitoring Tool	What data is being collected?	Assessment Type	How is the data being collected?	How often is the data being collected?
RI (Reading Inventory) READ 180 Universal software components and skills reports	● RI **(Reading Inventory)** is a computer-based close-reading assessment that assesses readability and text complexity and provides student Lexile level and growth goals ● Comprehension, fluency and word study skills are monitored through student software data	● Universal Screener ● Benchmark ● Progress Monitoring	● NHPS Early Literacy Data Portal (Gr. 3) ● District Data Tracker to SDE ● District tracker	On going process
Interim Assessment Blocks (IABs) ● Read Literary Text ● Informational Text	● Student responses to grade level comprehension questions in order to conduct an item analysis to define Tier 1 instruction	● Formative	● School based collections	Fall, Winter, Spring
ORF FLO	● 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 **(gr. 3** ● **FLO** (Biliteracy schools) assesses the accuracy of	● Universal Screener ● Benchmark ● Progress Monitoring	● NHPS Early Literacy Data Portal (Gr. 3) ● District Data Tracker to SDE	Fall, Winter, Spring

	fluency in Spanish by collecting a student's number of words read correctly in a minute on a grade level passage in Spanish **(gr. 3)**			
Recording Student's Reading SEL EDL	● **Recording Students' Reading** 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. ● **SEL** (Biliteracy schools) assesses a student using a Spanish text to collect student oral reading rate, oral reading fluency and comprehension ● **EDL** (Biliteracy schools) assesses a student using a Spanish text to collect student oral reading rate, oral reading fluency and comprehension	● Formative	● Small Group Lesson Plan ● NHPS Early Literacy Data Portal (Gr. 3)	Monthly

9 - 12

Progress Monitoring Tool	What data is being collected?	Assessment Type	How is the data being collected?	How often is the data being collected?
RI (Reading Inventory) READ 180	● RI **(Reading Inventory)** is a computer-based close-reading assessment that assesses readability and text complexity	● Universal Screener ● Benchmark ● Progress	● On line/In Program ● District Data Tracker to SDE	Fall, Winter, Spring

Universal software components and skills reports	and provides student Lexile level and growth goals **(gr. 9-10)** ● Comprehension, fluency and word study skills are monitored through student software data	Monitoring		
Level Set assessment Achieve3000 software components and skills reports	● A student's mastery of comprehension skills as part of the Achieve3000 program	● Screener ● Progress Monitoring	● On line/ In Program	Fall, Winter, Spring Monthly

Common Reading and Writing Assessments	● Students read a set of texts and craft an essay in order to measure a student's mastery of:
	   ● Claim and Organization (C &EC 1)
	   ● Evidence (C & EC 3) (indicators from Cross Curricular Rubric)
		● Formative	● Schoolnet	Fall, Winter, Spring

ML Literacy Portfolio	● Writing samples with rubric ● Readings	● Formative	● Individual portfolios	Fall, Winter, Spring

K-12 Data Analysis and Decision-Making

Data Analysis and Decision Making			
How often is the data being reviewed and by whom?	What solution-oriented processes are in place to make decisions?	What steps is the District taking to see building and classroom level data? How is the District sharing findings with individual schools?	Who at the District level is responsible for providing plan implementation support and follow-up?
Weekly K - 8 Grade Level Meetings Monthly Department Meetings in grades 9 - 12 School Quality Reviews (twice a year)	Data Teams Building Leadership Data Teams District Data Teams State Monitoring Meetings Scientific Research-Based Interventions	Implementation of DecisionEd (Projected Jan 2023) ● All staff will have access to data daily Sharing ● Bi-Annual Principals and Assistant Principals Meetings ● Superintendent's annual data meeting	Literacy Supervisor Assistant Superintendents District Literacy Coaches

School Level Leadership

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data collected?	How often is the data being reviewed and by whom?	How is the data being shared and by whom?
Classroom Walkthroughs	Executive Team and school level leadership set the purpose for walkthroughs to align with professional development and district reading plan.	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	● TBD by school ● Daily logs ● Monthly coaching logs	● TBD by school ● Weekly ● Bimonthly	● Bldg Leadership Team Meetings. to share school wide trends ● Trends addressed at Grade Level Team Meetings. ● Data from schools are shared through District Literacy Coach

		be informed. The "Look Fors 2.0" document will provide guidance			Meetings
Feedback on Data and Practice	Assistant Superintendents and school leadership teams will define how feedback is shared with school teams to set clear goals for growth.	School leadership will leverage the 7 Week Progress Monitoring schedule and weekly grade level meetings to review data sets, create growth plans and clearly articulate expectations for best practice strategies taught within PD	● TBD by school schedule for Bldg. Leadership ● Every 7 Weeks	● TBD by school ● Every 7 Weeks	● Leadership shares at school wide meetings, grade level meetings and with SPMT.
Monitoring of Plan Implementation	Content Supervisor will set the plan and criteria for reviewing alignment to the reading plan.	School leadership teams will monitor school plans for alignment to the reading plan. Coach Meetings will have allotted time to review evidence of instructional alignment to the reading plan. Superintendent Meetings will have an allotted time to review evidence of instructional alignment to the reading plan.	● Weekly ● Bimonthly ● Monthly	● Weekly ● Bimonthly ● Monthly	● The data is reviewed continually by district and school leadership through school visits, reviews and ongoing professional development and small group meetings.

Professional Development

Topic	Audience	Timeline	Expected Outcome
7 Components of Reading Series with an emphasis on the Foundational Skills (Oral Language, Phonemic Awareness and Phonics/Word Works)	Principals, AP, Coaches, All Teachers and Paraprofessionals	9/13, 11/7, 1/9, 3/6, 5/11 Monthly Superintendent	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.
Multilingual Learners (**Biliteracy Schools)** ● 7 Components of Reading with an emphasis of Foundational skills (Oral Language, Phonemic Awareness and Phonics/Word Works) when teaching the Spanish component to address the needs of the dual language schools ● Emergent bilingual students and Reading	Principals, AP, Coaches, All Biliteracy teachers and Paraprofessionals	9/13, 11/7, 1/9, 3/6, 5/11	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
Multilingual Learners (**ESOL Program**) ● Differentiated instruction for multilingual learners specifically for students who are less than 30	ESOL Teachers, and staff	9/13, 11/7, 1/9, 3/6, 5/11	Improve the knowledge about differentiated instruction, effective small group instruction so that multilingual learners improve in the areas of literacy in the second language.

months in USA ● Effective small group instruction ● Progress monitoring			
Structured Literacy	Special education teachers, select Literacy and ML coaches/staff	Cohort 1: 10/26, 12/7, 1/11, 2/8 Cohort 2: 10/27, 12/13, 1/17, 2/9	Improve the knowledge base and skill set of teachers around the components of structured literacy.Structured Literacy training is the systematic teaching of basic literacy skills.
Wilson	Special education teachers, select Literacy and ML coaches/staff	9/27, 9/28, 9/29	Improve the knowledge and skill set on the explicit teaching of decoding and encoding. Specifically, Wilson Reading Program is a structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery.
A guide to the implementation of NHPS Units of Study ● Reading and Writing Workshop Model ● Book Clubs ● Small Group Instruction ● Progress monitoring	Coaches, and Teachers	9/13, 11/1, 1/9, 3/6, 5/11	Improve the knowledge base and skill set of all educators in order to improve the quality and fidelity of instructional implementation, resulting in improved outcomes for students.
On-going professional development provided at the district and/or school levels in	Interventionists	9/13, 11/1, 11/21, 1/9, 1/23, 3/6, 3/13, 5/11, 5/22	Improve the knowledge base and skill set of all educators in order to improve the quality and fidelity of

order to provide a menu of interventions
   ● Lexia
   ● Structured Literacy
   ● LLI
   ● READ 180
   ● System 44
   ● Achieve 3000
			instructional implementation, resulting in improved outcomes for students.

Differentiated professional development on
   ● Calibrating common writing assessment and performance task writing
   ● Independent reading in the classroom
   ● Supporting reluctant readers and writers
   ● Progress monitoring
   ● AP course implementation
	Principals, AP, High School ELA Teachers	9/13, 11/21, 1/23, 5/22	Improve the knowledge base and skill set of all educators in order to improve the quality and fidelity of instructional implementation, resulting in improved outcomes for students.

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.	Library Media Specialists	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	Increase the usage of materials and resources provided by the district to support learning including:
			   ● Book checkouts (schools with libraries)
			   ● E-book checkouts
			   ● Database usage

Literacy Coaches provide support by doing the following:

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

Family Engagement

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

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

K-12 Data Analysis and Decision-Making

How often is the data being reviewed and by whom?	What solution-oriented processes are in place to make decisions?	What steps is the District taking to see building and classroom level data? How is the District sharing findings with individual schools?	Who at the District level is responsible for providing plan implementation support and follow-up?
Weekly K - 8 Grade Level Meetings Monthly Department Meetings in grades 9 - 12 School Quality Reviews (twice a year)	Data Teams Building Leadership Data Teams District Data Teams State Monitoring Meetings Scientific Research-Based Interventions	Implementation of DecisionEd (Projected Jan 2023) ● All staff will have access to data daily Sharing ● Bi-Annual Principals and Assistant Principals Meetings ● Superintendent's annual data meeting	Math Supervisor Assistant Superintendents District Math Coaches

School Level Leadership

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Classroom Walkthroughs	Executive Team and school level leadership set the purpose for walkthroughs to align with professional development and district math plan.	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. The "Look Fors 2.0" document will provide guidance	● TBD by school ● Daily logs ● Monthly coaching logs	● Bldg Leadership Team Meetings. to share school wide trends ● Trends addressed at Grade Level Team Meetings ● Data from schools are shared through District Math Coach Meetings	● TBD by school ● Weekly ● Bimonthly

Feedback on Data and Practice	Assistant Superintendents and school leadership teams will define how feedback is shared with school teams to set clear goals for growth.	School leadership will leverage the 7 Week Progress Monitoring schedule and weekly grade level meetings to review data sets, create growth plans and clearly articulate expectations for best practice strategies taught within PD	• TBD by school schedule for Bldg. Leadership • Every 7 Weeks	• Leadership shares at school wide meetings, grade level meetings and with SPMT.	• TBD by school • Every 7 Weeks
Monitoring of Plan Implementation	Content Supervisor will set the plan and criteria for reviewing alignment to the reading plan.	School leadership teams will monitor school plans for alignment to the math plan. Coach Meetings will have allotted time to review evidence of instructional alignment to the math plan. Superintendent Meetings will have an allotted time to review evidence of instructional alignment to the math plan.	• Weekly • Bimonthly • Monthly	• The data is reviewed continually by district and school leadership through school visits, reviews and ongoing professional development and small group meetings.	• Weekly • Bimonthly • Monthly

Professional Development

Topic	Audience	Timeline	Expected Outcome
Using Reflective Practices to Enhance Instruction	Math Coaches	August, 2022	- Describe productive actions and beliefs about teaching and learning math and how they come to life in *i-Ready Classroom Mathematics*. - Critically reflect on their practice and characterize strengths to build on and shifts they might want to make. - Identify steps to take and tools to use to enhance instruction.
Promoting Strong Mathematical Conversations	K-5 Math Teachers	TBD	- Use the Try–Discuss–Connect routine to build student ownership, perseverance, and a deep understanding of mathematics. - Create a mathematics community where students justify their reasoning and respond to the reasoning of their peers. - Plan to elevate

			mathematical conversations by implementing Teacher Moves.
Building Inclusive/Productive Math Communities	Still exploring	TBD	Teachers will learn strategies to support building inclusive and productive math communities in their classrooms.
EnVisions training (in-person)	6-12 math teachers	September, 2022 - June, 2023	Outcomes TBD based on teacher and coach need
EnVisions training (online tutorials and webinars) https://mysavvastraining.com/products/envision-2018-aga-cc/tutorials Topics are grouped in the following categories: Virtual Program Activation (2) Getting Started (7) Using Savvas Realize (4) Recorded Webinars (4) Ready for Instruction (2) Assessments and Reporting (2) Additional Resources (4)	6-12 math teachers and coaches	August, 2022 - June, 2023	Outcomes include: ● Dive in to print components and digital resources on Savvas Realize; Learn the key elements of the enVision Mathematics topic and lesson structure through planning a lesson; Explore innovative ways to strengthen your instruction and increase student engagement through classroom observations and

			program components. ● Dive in to digital 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. ● Explore enVision © 2018 A|G|A Common Core program components, instructional design, resources, and teacher support tools. ● Learn more about Savvas Realize navigation, Realize and Google Classroom Integration, Realize Reader, and Progress Monitoring and Reporting Tools on the Savvas Realize platform.

iReady training	K-6 math teachers	August 2022 - June, 2023	• Utilize the curriculum to provide engaging lessons
Monthly New Teacher PLC's	New (1st year in New Haven) Math Teachers grades 6-12	October, 2022 - June, 2023	• Deliver rigorous, standards-based instruction • Implement math curriculum with fidelity • Use researched based instructional strategies for classroom management, discourse, student engagement, problem solving, etc.
Monthly New Coach PLC's	New Math Coaches	September, 2022 - June, 2023	• Use the cognitive coaching cycle to support teachers in their classroom • Use best practices to effectively communicate with peers • Be an active and effective part of a school-wide leadership team
Additional PD TBD	Teachers, coaches, administrators, parents	September, 2022 - June, 2023	Outcomes TBD

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

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

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

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.