



Children Achieve ■ New Haven Succeeds

Questions to Address Tonight

- **How does Boost! fit within School Change and the District's other efforts?**
- What have we accomplished so far in the Boost! initiative?
- Where are we going from here with the Boost! initiative?

New Haven School Change

The underlying characteristics of New Haven School Change:

- **Coherent and comprehensive** reform strategy, establishing that urban districts of all sizes can engage in performance-driven reform.
- **Collaborative** work with teachers and other stakeholders, setting a tone of collective responsibility and building long-term sustainability.
- Designed for **persistence**, to ensure sustainable and ongoing change to address the many complex challenges facing student learning in New Haven

Portfolio of Schools	Talent	Community & Parents
<p><i>Each school will be organized and supported on its own unique path to success</i></p>	<p><i>Adults in the system will be managed as professionals to encourage collaboration, empowerment, and responsibility for outcomes – and this will enable us to attract, develop, and retain the highest caliber staff</i></p>	<p><i>The work of the school system will be as aligned as possible with the other adults who work on behalf of students, including parents and community organizations, and including community investment in the promise of college</i></p> <p>Boost is a center-point of the community and parents strategy – but it has implications for Portfolio and Talent as well</p>

School Change Vision

BOOST! GOAL

Helping to meet the School Change goals of eliminating the achievement gap, cutting the drop out rate in half, and ensuring that every student is ready and able to be successful in college...

...given the challenges many students face outside of the classroom...

...by fostering coordination inside and outside the school to ensure that **all adults** are working together to ensure **every student is available and ready to learn** in the classroom

NHPS VISION

- Students learning through meaningful and coherent experiences in individual classrooms, among different classrooms, and in the rest of their lives
- Schools as the centers for learning, where teams of adults take collective and empowered responsibility for students, working separately and together to move students from wherever they start to the highest performance levels, collaborating without fault
- The district and schools acting to support development, adaptation, and innovation

IMPLICATIONS FOR BOOST!

- For instruction to be meaningful and coherent, there must be increased focus and accountability around provision of wraparound supports, and there must be intentionality and accountability for wrap around data
- For there to be collective responsibility, decision-making around wraparound supports must be integrated into school governance structure, and internal NHPS supports must be seamless with support from external agencies
- We must continue to develop relationships, integrate siloed systems, and innovate to new practices

New Haven Wraparound Services Map

	Social-emotional behavioral supports	Family involvement and supports	Engagement	Physical health and wellness
Description of support area	Focuses on the emotional, behavioral, and social well being of students. Designed to facilitate positive learning and develop pro-social skills	Designed to facilitate a bridge between schools, families, and community agencies. Addresses “parent voice” within the school system.	Involves creating an environment by which students are exposed to rigorous, relevant, personalized learning. Encompasses “student voice” and cultivates youth-adult relationships.	Promotes healthy living to include physical activity and nutrition. Identifies, prevents, and addresses health problems to ensure appropriate care for students.
What services exist within NHPS (internal)?	<ul style="list-style-type: none"> • Individual/Group Counseling • Classroom support/consultation • Teacher consultation • Social skills training • PBIS (positive behavior supports) • Crisis management 	<ul style="list-style-type: none"> • Resource/referral services • Parent workshops • Parenting classes • Resource fairs • Home visitation • Language translation 	<ul style="list-style-type: none"> • Advisory groups • Career advisement • Work/study support • College Counseling • After-school enrichment (academic / extracurricular) 	<ul style="list-style-type: none"> • School wellness teams • Nutrition services • Immunizations • Health promotion • Environmental health • Vision/hearing screen • Physical fitness testing
Why is Boost! needed	<ul style="list-style-type: none"> • Students and families engage in similar services outside of the school system, and *coordination* and *coherence* of support has much greater likelihood of success • Resources for wraparound services are short, so coordination and alignment between internal and external providers can maximize resources • Boost! is building knowledge and systems to helping to prioritize wraparound services in the context of academic and other school system priorities 			

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Background and Launch of Boost!

Spring 2010

NHPS, City of New Haven and United Way of Greater New Haven partnered together to form Boost!.

Based on stakeholder conversations, key issues were identified:

- Wide variance in both quality and quantity of wraparound supports in different schools across the district
- Alignment with external partners heavily dependent on personality of individuals and their personal relationships
- New Haven incredibly resource rich – hundreds of non-profits and agencies serving same students and families served by NHPS

Fall 2010

Citywide programs: assessment of community resources & publication of resource guide

School specific programs: launch of 5 pilot schools (Barnard, Wexler-Grant, Clinton, Troup, Metropolitan). Pilot schools extended for a second year of pilot in 2011-2012.

- Boost! Coordinator designated to spend 50% of his/her time coordinating wraparound supports. Boost! Vista Service Corps member placed in each school
- Partnership with Comer SDP to integrate Boost! into school governance
- Intensive Needs Assessment and Asset Map Conducted
- Boost! Innovation Fund established and RFI circulated to community providers with 72 responses. Schools reviewed RFI responses, interviewed prospective partners, entered partnership agreements

Fall 2011

New programming began in Fall 2011

Barnard Environmental Magnet

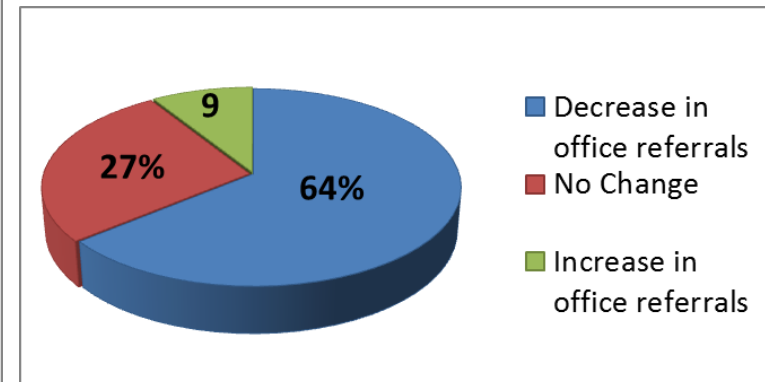
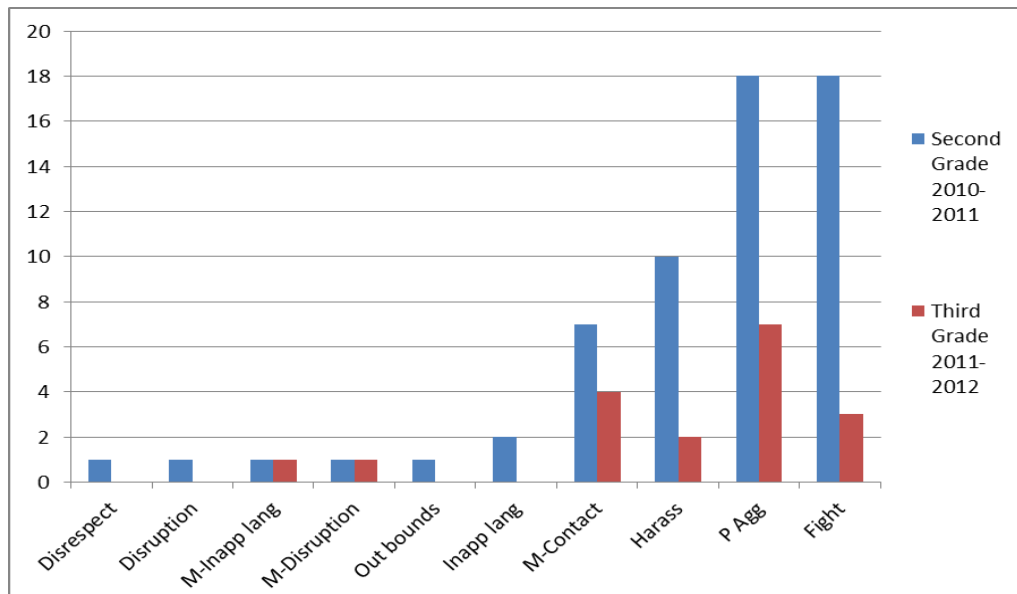
Identified social, emotional and behavioral health as primary focus

- 7th and 8th grade behavioral referrals
- 2nd grade behavioral issues

Formed partnership with Foundation for Arts and Trauma

- Group drama therapy 3 x per week for 7th and 8th grade at risk students
- Individual drama therapy 2 x per week for 3rd grade at risk students

Results:



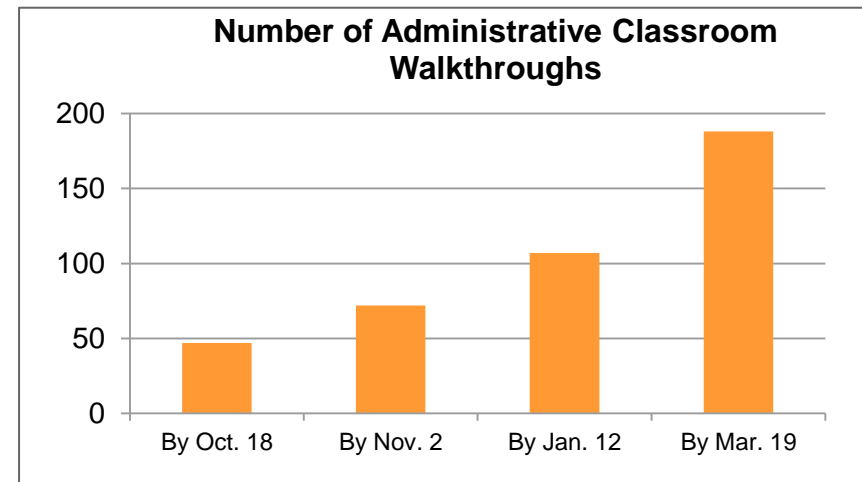
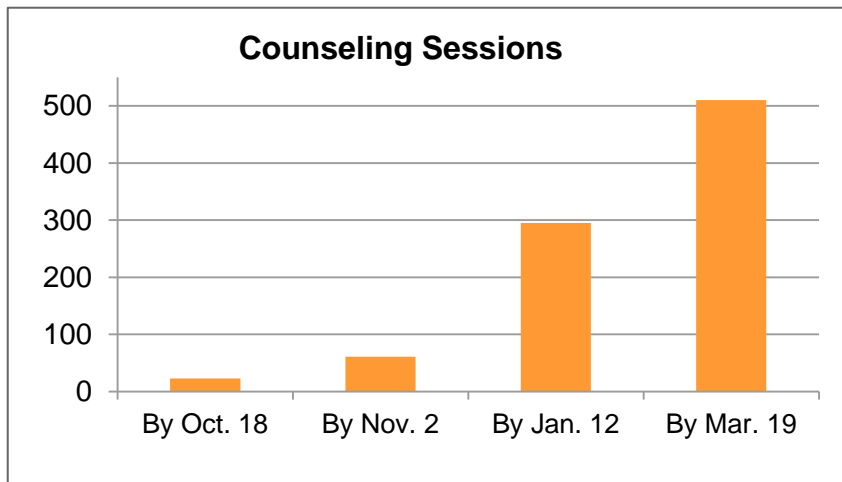
Metropolitan Business Academy

Identified social and behavioral health as key area, with a focus on school connectedness

Expanded partnership with the Foundation for Arts and Trauma

- Students receiving counseling increased from 17% to 41%
- 510 therapy sessions YTD, compared to 70 in March 2011
- 42% of participating students have improved their attendance
- 55% of previously suspended students have not been suspended since enrolling in the program, and suspension rate has dropped from 7.5% to 4.6%
- Administrators have more time to do classroom walkthroughs

Results:



Clinton Avenue School

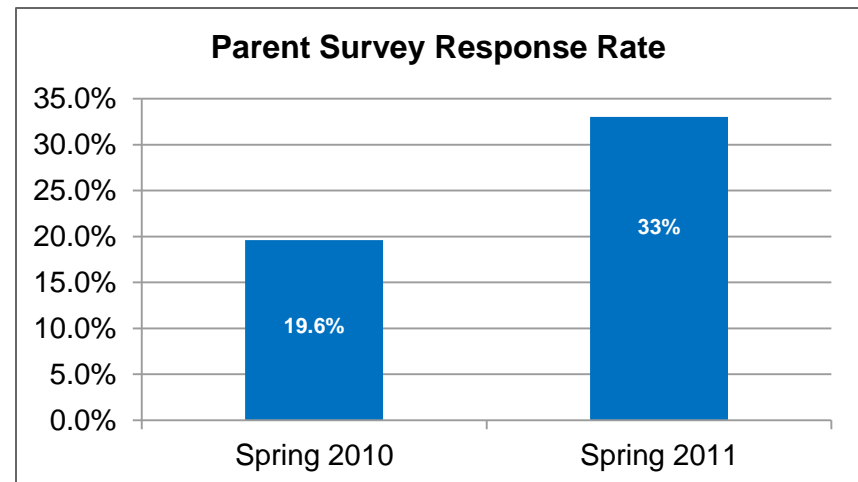
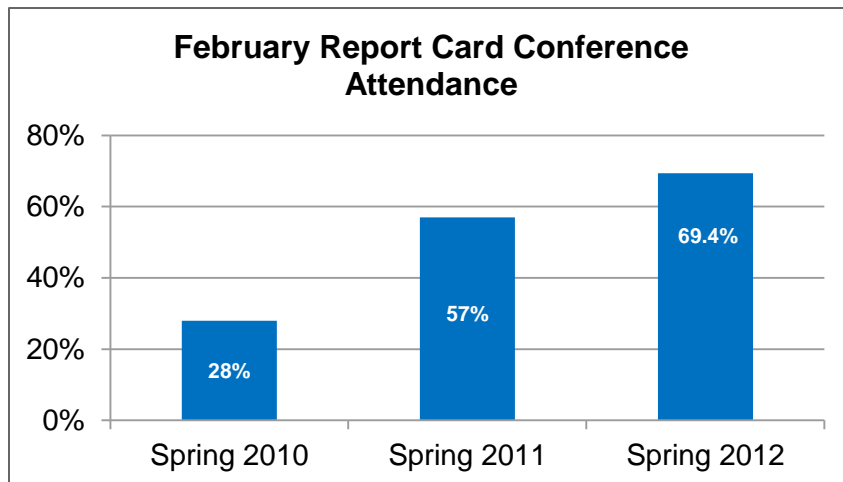
Identified Parent Engagement as primary focus

- Low attendance at report card conferences
- Low participation in parent survey

Key actions include

- Dramatically increased parent engagement opportunities
- Implemented Welcoming Schools Walkthrough

Results:



Augusta Lewis Troup School

Identified Parent Engagement as primary focus in 2010

- PTO established, parent communication improved, additional parent engagement opportunities offered

Identified Academic Enrichment as primary focus in 2011

- Expanded after school programming to include both academic interventions and enrichment programming. Community resources were brought in to offer mentoring, hands on learning and social development.
- All after school programming now includes 1 ½ hours of academic supports prior to enrichment activities
- Programs supported targeted intervention for students identified through district assessments and parent/teacher recommendations
- Data collection is underway to track impact of intervention on academic achievement

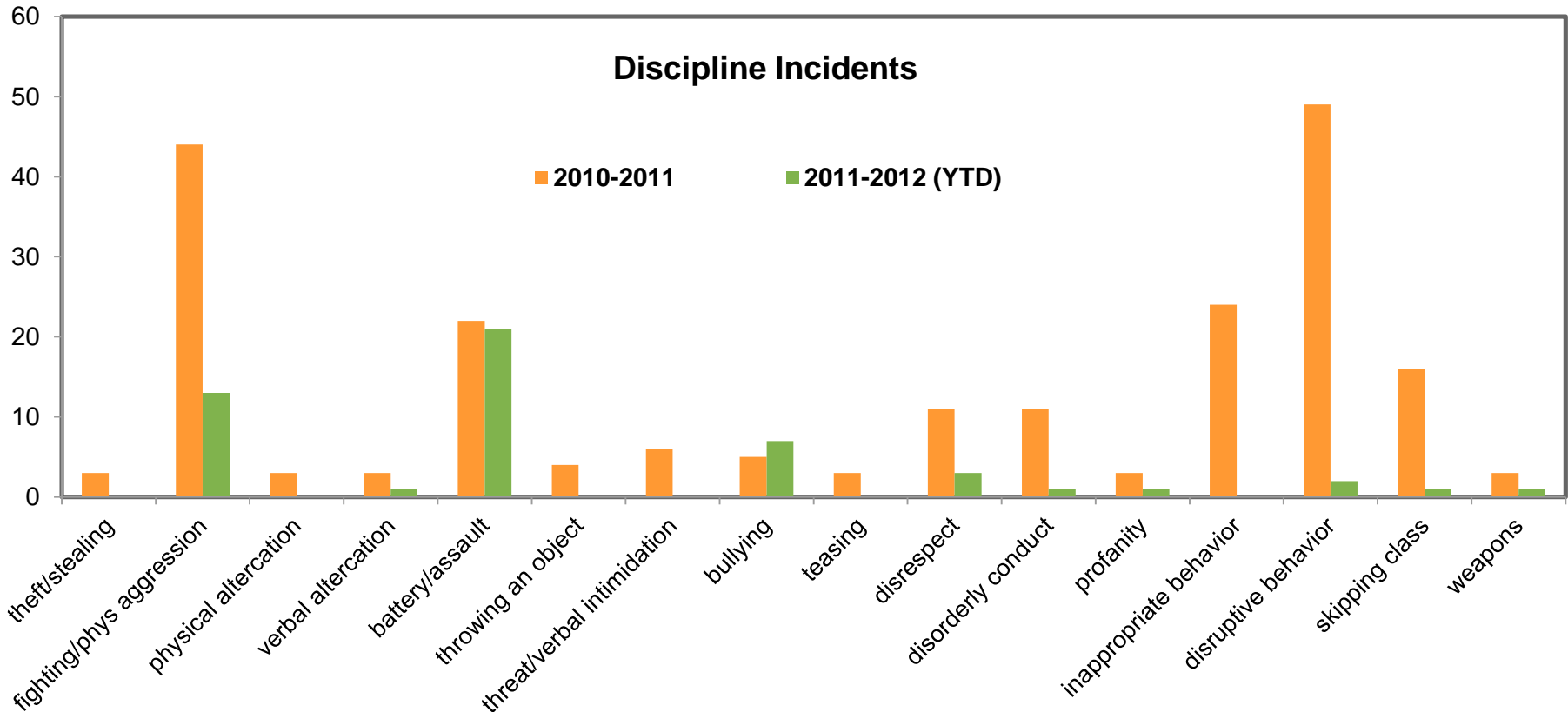
Wexler-Grant Community School

Identified Social, Emotional and Behavioral Health as primary focus

Formed partnership with Foundation for Arts and Trauma

- Individual drama therapy 2 x per week for at risk students

Results:



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Next Cohort of Boost! schools

K-8	High School
<ul style="list-style-type: none">• Celentano Museum Academy• John S. Martinez School• Truman School• Strong School (K-2 in 2012-2013)	<ul style="list-style-type: none">• Hill Regional Career High School

Next Steps...

- April: conduct asset mapping and needs assessment with school staff
- May: RFIs to community
- June: partner selection based upon RFIs
- September: begin implementing Boost! model in each school

Next steps for Boost!

- Support existing 5 schools, expand to 5 more schools in 2012-2013 and expand to another 5 – 10 each year after that
- Continue to weave the internal and external interventions together
- Provide tools for all schools to use to make deliberate decisions about wraparound interventions (Student Support Survey, Status Cards, Asset Maps, and Needs Assessments)
- Expand professional development to support existing school staff in meeting students' nonacademic needs
- Use PowerSchools to collect data on effectiveness of interventions and refine measures of effectiveness
- Bolster family engagement, in school and out of school, so families can support their students to succeed in the classroom
- Provide technical assistance to schools to help them work with families
- Work with many communities throughout New Haven on family engagement and support, and to expand a wide range of mentor programs
- Work with BOE, City, Board of Aldermen and various agencies on complete inventory of all youth services, needs analysis and provision of services

APPENDIX



NEW HAVEN PUBLIC SCHOOLS

Boost! Status Card

2009-2011

Principal: [REDACTED]
School Type: Elementary/Middle School

Enrollment: 511

United Way of Greater New Haven
uwgnh.org



What is the Boost! Status Card? This Status Card is the District's measure of student needs in the domains of physical health and wellness, social, emotional and behavioral health, and student and family engagement. This information is provided to highlight the importance of health and wellness services for New Haven Public School students. School are charged with using this data to make deliberate decisions about the services, programs and interventions they chose to utilize to support their students. The District believes that ensuring students receive needed supports outside of the classroom is essential to ensuring that they are available and ready to learn inside the classroom.

How is the data gathered? The metrics reported here were compiled based on available data from a variety of internal and external reports and survey results across the district. Results are based on data collected from 2009-2011. As the District's emphasis on students' wraparound needs continues to grow, new and better indicators will be included in this status card.

Wellness Indicator		Grade Surveyed	This School	K-8 Average	District Goal 2012	District Goal 2015
PHYSICAL	Students who are overweight ¹	5-6	21.6%	19.5%	15.6%	9.7%
	Students who are obese. ¹	5-6	32.1%	30.1%	24.0%	15.0%
	Students with known chronic physical or mental condition requiring a school medical plan.	K-8	36.4%	34.6%	n/a	n/a
	Students who pass/exceed all 4 state fitness tests.	3-8	37.5%	37.6%	65.0%	95.0%
SOCIAL-BEHAVIORAL	Students who report feeling safe at school.	5-8	83.2%	74.1%	88.9%	100.0%
	Students who report being bullied this year.	K-8	0.0%	0.9%	0.7%	0.5%
	Students who reported drug or alcohol use "within past 30 days". ²	7-8	31.2%	29.3%	23.4%	14.6%
	Students who reported cigarette use "within past 30 days". ²	7-8	31.2%	27.5%	22.0%	13.7%
	Students who reported exposure to violence. ²	7-8	31.2%	22.0%	17.6%	11.0%
	Students who received out-of-school suspensions.	K-8	6.9%	7.4%	5.9%	3.7%
STUDENT ENGAGEMENT	Students having 10 or more unexcused absences per year.	K-8	23.1%	24.6%	19.6%	12.3%
	Students who report they feel good about their school.	5-8	78.5%	69.2%	83.1%	100.0%
	Students who report there are activities and programs they look forward to at their school.	5-8	80.1%	72.0%	86.4%	100.0%
FAMILY ENGAGEMENT	Parents who attended report card night.	K-8	68.1%	62.9%	75.5%	94.3%
	Parents reporting that they attended a meeting or conference more than twice per year.	K-8	58.9%	53.6%	64.3%	80.4%
	Parents reporting they feel welcome in the school.	K-8	91.2%	92.0%	100.0%	100.0%
	Students having 10 or more excused absences per year.	K-8	21.8%	17.7%	14.1%	8.8%

¹ CARE Survey, 2009-2010.

² Student Health Behavior Assessment, 2009-10.

Boost! is a collaboration between the New Haven Public Schools, the City of New Haven and United Way of Greater New Haven. Boost! aims to increase focus and accountability around the provision of wraparound services within the schools as well as assist in establishing partnerships between schools and community organizations.

Boost! would like to acknowledge CARE: Community Alliance for Research & Engagement as a key partner in the development of this status card, for their support of many school health initiatives, and their research partnership to promote health and learning of all our students.

Draft Quarterly Report Template (not actual data)

Physical Health at Clinton Avenue

Desired Result: Healthy Students

Districtwide Indicators:

	This School	K-8 Average	District Goal 2012	How Doing?
Students who are overweight	21.6%	19.5%	15.6	
Students who are obese	32.1%	30.1%	24%	
Students who pass/exceed all 4 state fitness tests	37.5%	37.6%	65%	

What's the story behind the data?:

- Students don't get enough physical exercise
- Students eating unhealthy foods

What are our current health assets?

- Physical Education teachers
- School Nurse
- CARE: Health Heroes Program
- 21st Century After School Program
- 4H Girls Health Club Program
- UConn SNAP-Ed/PANA food and nutrition program
- Sports teams: Football/ Basketball
- Child Sight Vision Screenings
- Health Department Audiology Screenings
- Saint Raphael's Dental Van
- Fair Haven School-Based Health Clinic

What other key interventions could we try?

- EIR Urban Youth Boxing
- School Garden program
- Hip-Hop Dance Class
- Salad Bar
- Additional sports teams

What strategies do we know work?

- More exercise during the school day
- More exercise afterschool and on weekends
- Making healthy food choices
- Increasing knowledge of nutrition

What actions are we going to take?:

- Ensure every student gets at least 30 minutes of exercise a day
- Increase student participation in exercise and nutrition opportunities during and after school

Additional Indicators:

Students Getting 30+ min Daily Physical Exercise

Student Participating in Exercise or Nutrition Clubs or Teams

What does the data tell us?

- 53.7 % of students in this school are overweight or obese and less than 40% passed all four state mandated physical fitness tests.
- The percentage of students getting daily physical exercise increased over the course of the year but is still only true for 80% of students.
- Student participation in exercise or nutrition activities peaked in the winter months (due to strong participation in basketball programs) but declined in the spring.

Physical Health at Clinton Avenue

Boost Partner Program: EIR Boxing

What we do	Who we serve	How We Impact
Our goal is to introduce amateur boxing to New Haven youth, fostering sportsmanship, discipline, teamwork and promoting education. The program includes a stretching routine, fitness drills calisthenics, and cardiovascular activities.	8-18 year olds 90 min 4-5x/week	Provide each student with individualized goals and objectives to assist them in advancing through various levels of the program. The students participating will learn how to discipline themselves with different time durations and with certain fitness drills.

Performance Measures:

How Much: # of Participants
Average = 55 participants

Percent of Students Served By Program

How Well: Program Attendance
Average = 72%

Program Attendance

Better Off:

Percent of Participants Scoring Proficient in Reading

Percent of Participants Scoring Proficient in Math

Disciplinary Incidents of Participants

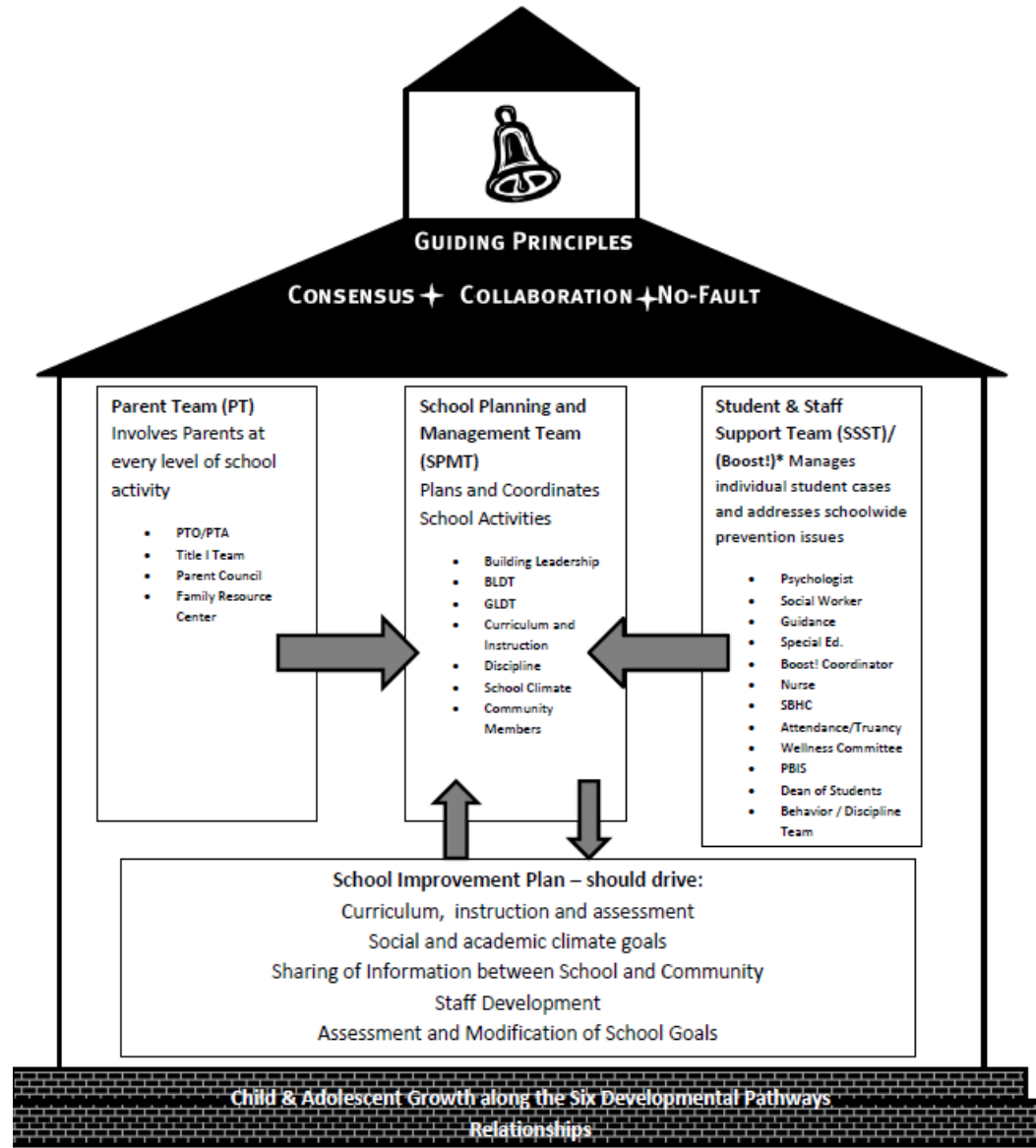
Percentage Participants Overweight or Obese

What does the data tell us?

EIR Boxing had a positive impact on reading and math performance as well as behavior of participants, however, the impact on student weigh was minor. In addition, the program only serves 15% percent of the student body. This suggests for the future, we will.....

Model of the SDP Process

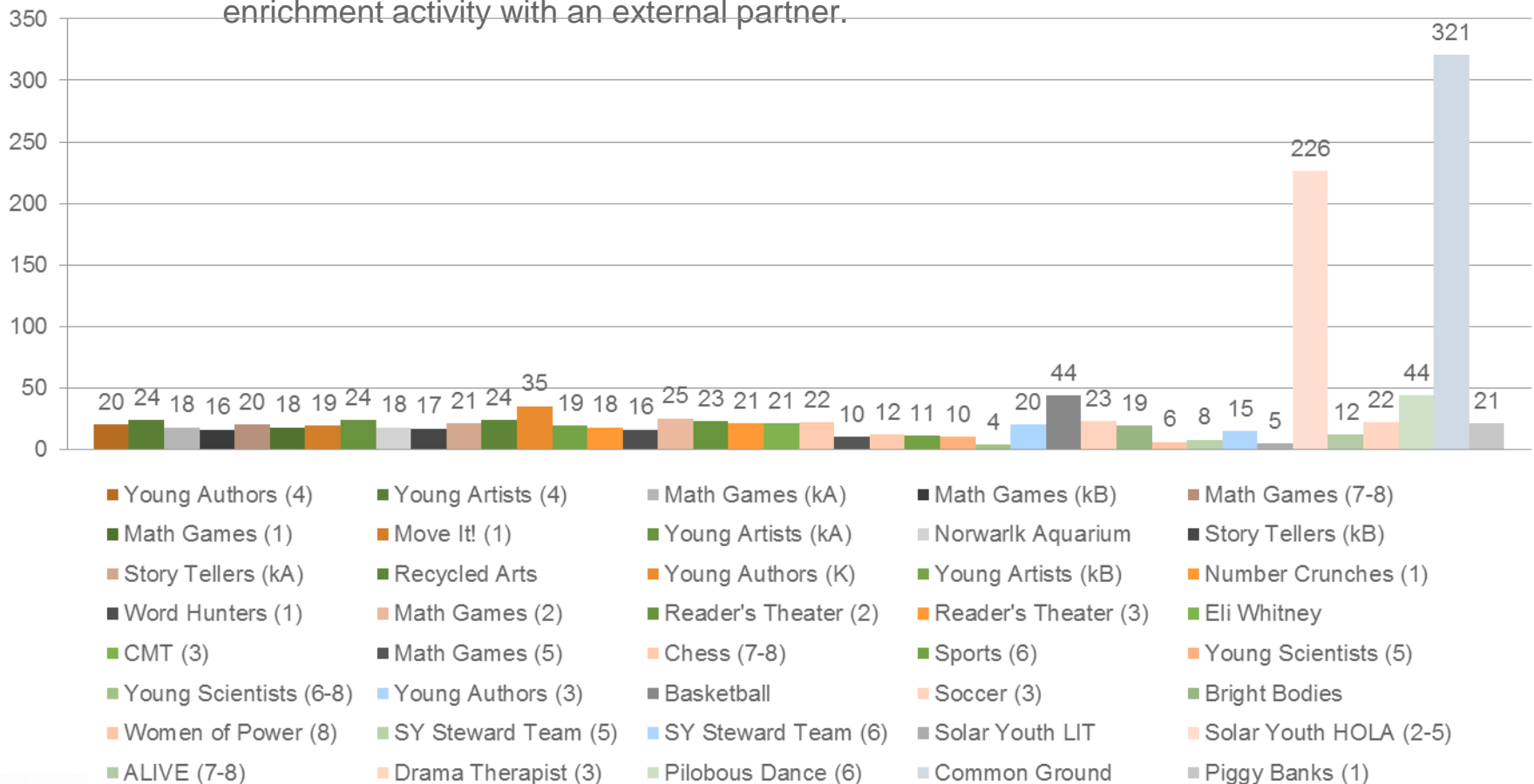
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Barnard Environmental Magnet

■ Student Engagement / Academic Enrichment

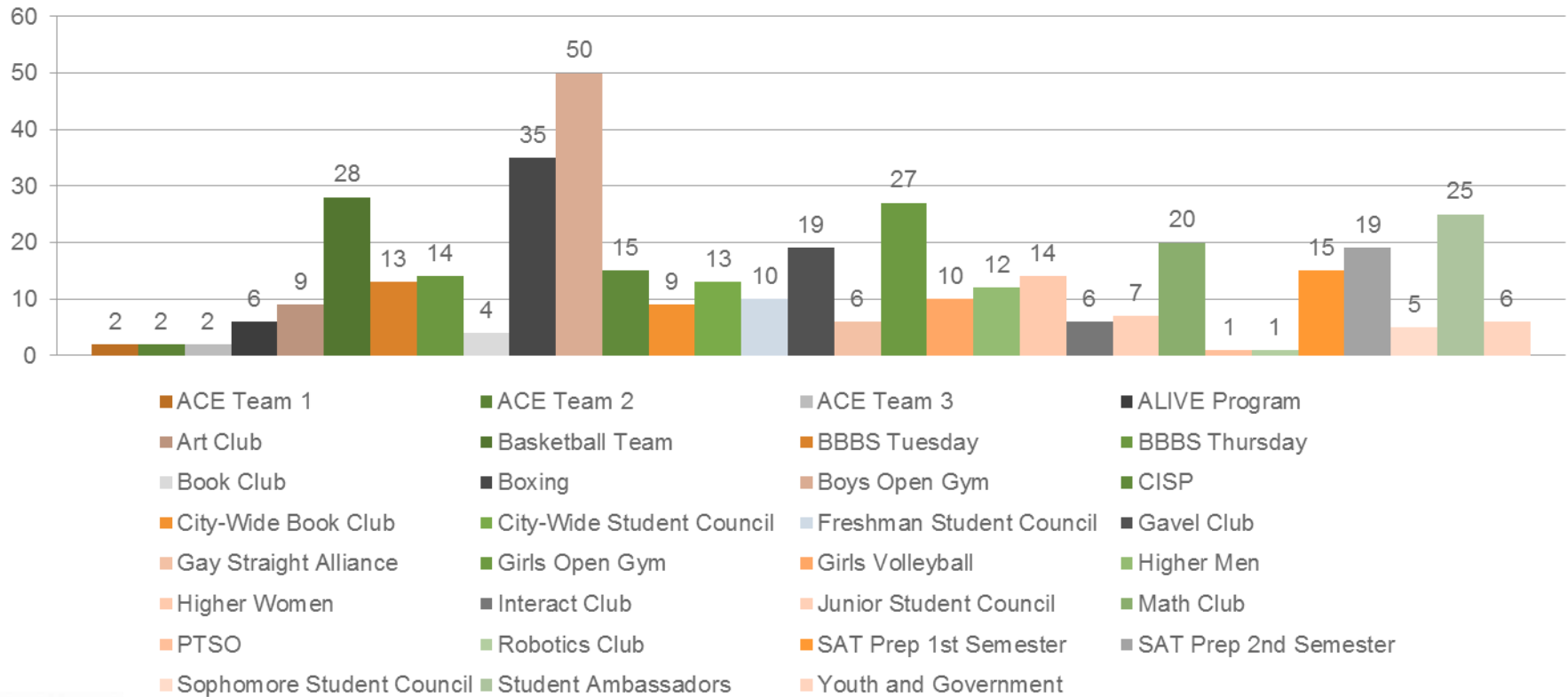
- Already had a rich array of partnerships thanks to work of the Magnet Resource Officer. Boost! has helped to link work of partners with other school personnel through the Boost! work team. This year 97% of students participated in an enrichment activity with an external partner.



- Young Authors (4)
- Young Artists (4)
- Math Games (kA)
- Math Games (kB)
- Math Games (7-8)
- Math Games (1)
- Move It! (1)
- Young Artists (kA)
- Norwalk Aquarium
- Story Tellers (kB)
- Story Tellers (kA)
- Recycled Arts
- Young Authors (K)
- Young Artists (kB)
- Number Crunches (1)
- Word Hunters (1)
- Math Games (2)
- Reader's Theater (2)
- Reader's Theater (3)
- Eli Whitney
- CMT (3)
- Math Games (5)
- Chess (7-8)
- Sports (6)
- Young Scientists (6-8)
- Young Authors (3)
- Basketball
- Soccer (3)
- Young Scientists (5)
- Women of Power (8)
- SY Steward Team (5)
- SY Steward Team (6)
- Solar Youth LIT
- Solar Youth HOLA (2-5)
- ALIVE (7-8)
- Drama Therapist (3)
- Pilobolus Dance (6)
- Common Ground
- Piggy Banks (1)

Metropolitan Business Academy

- Identified Student Engagement / Academic Enrichment as secondary focus
 - 2010 School moved into new building, doubled enrollment, insufficient after school opportunities, added 26 new after school activities
 - Increased participation in after school from 21% last year to 60% this year

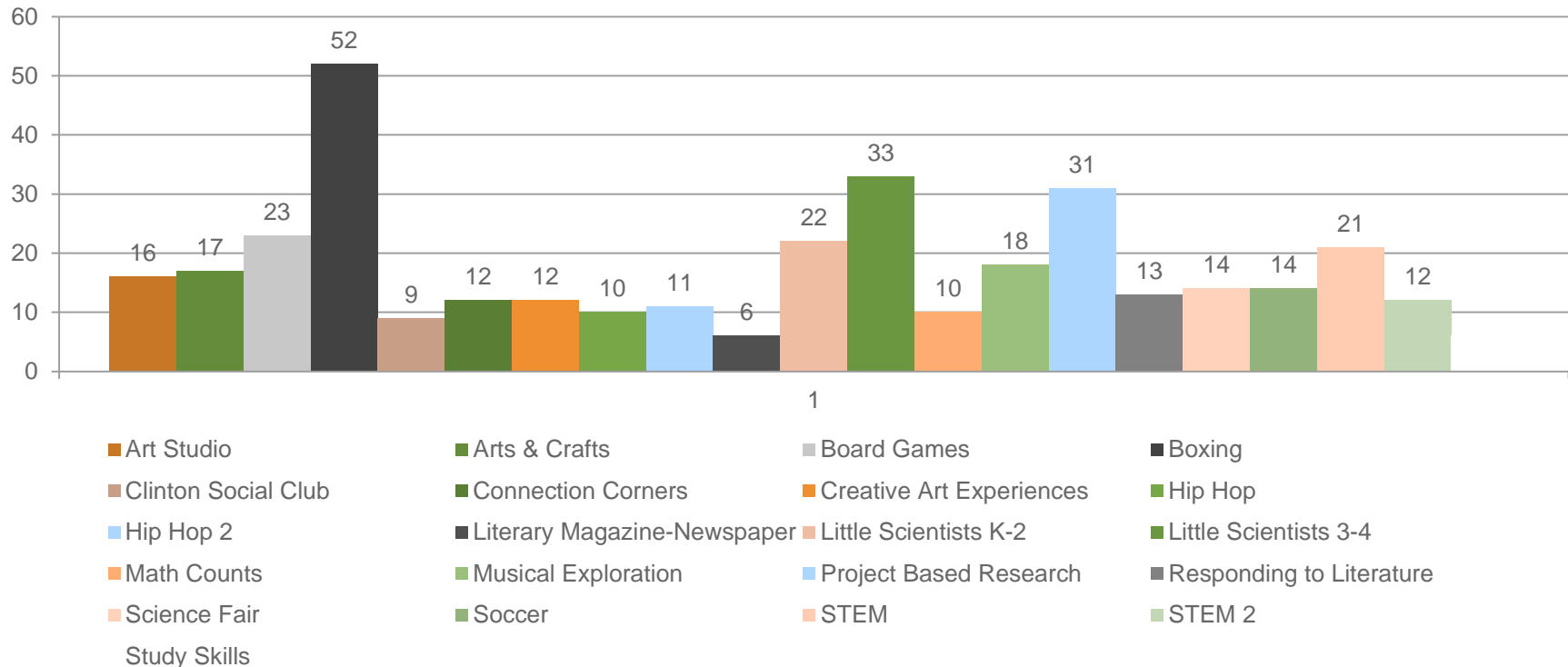


Metropolitan Business Academy

- Please see attached survey responses from teachers and students on the impact of the A.L.I.V.E. clinical work at Metro.

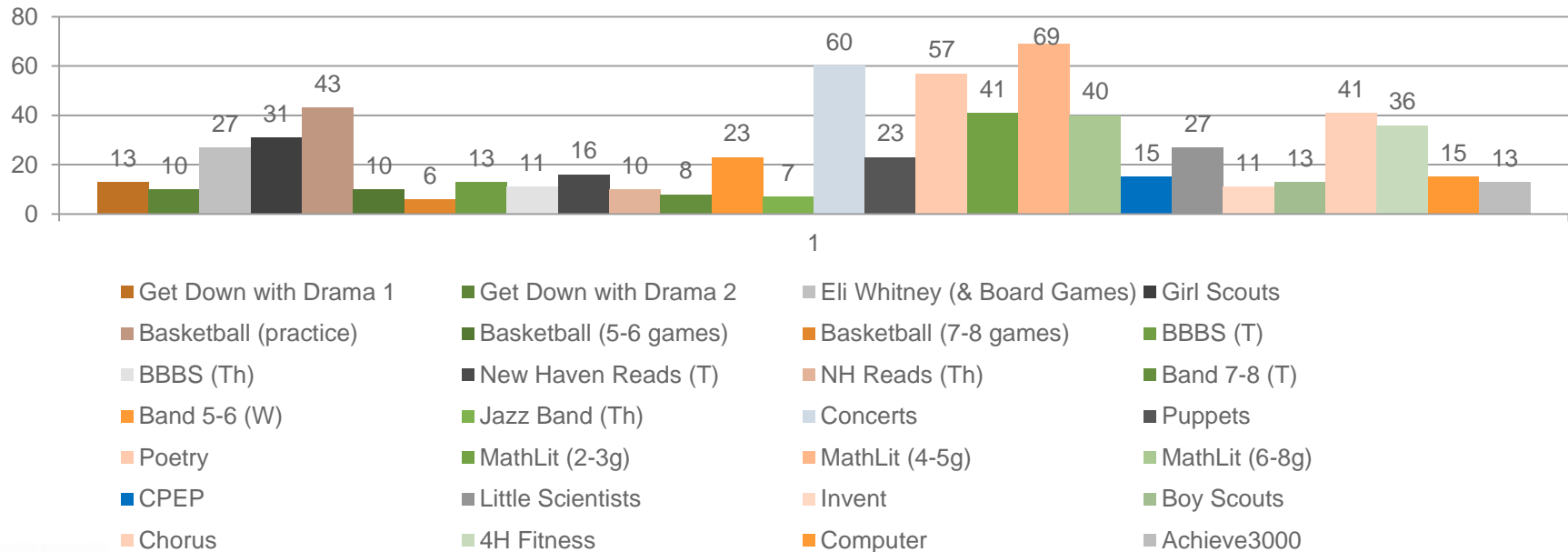
Clinton Avenue School

- Identified Student Engagement / Academic Enrichment as a secondary focus
 - Expanded after school programming to include more activities of interest to 6th, 7th and 8th grade students (see Boxing and Hip Hop dance).



Augusta Lewis Troup School

- Identified Academic Enrichment as primary focus
 - Expanded after school programming to include both academic interventions and enrichment programming. Community resources were brought in to offer mentoring, hands on learning and social development.
 - All after school programming now includes an 1 ½ hours of academic supports prior to enrichment activities
 - Programs supported targeted intervention for students identified through district assessments and parent/teacher recommendations



Wexler-Grant School

- Identified Academic Enrichment as secondary focus
 - Entered partnership with LEAP to provide onsite afterschool programming. LEAP onsite programming includes both academic and enrichment activities.

