



DRAFT

**Interdistrict School for Arts and Communication
MEETING OF THE BOARD OF DIRECTORS**

October 16, 2024 at 4:00 pm via ZOOM Link

New London, CT

This meeting was held virtually

In Attendance: Shannon Lougee, Richard Muckle, Dr. Nicholas Spera, Dr. Richard Sanders, Tanya Collins, William Linski, Dr. David Brailey, Barbara Crouch, Mike Spellman, Shannon Lougee, Amanda Grundy

MINUTES

- 4:00 pm **1. WELCOME/CALL TO ORDER** *Chairman R. Muckle*
- 1a. Establishment of Quorum – quorum established
- 1b. Public Comment- no public comment
- 4:01 pm **2. CONSENT AGENDA** *Chairman R. Muckle*
- Approval for the September BOD Minutes
 - Acceptance of the Year-to-Date Profit/Loss Financial Report for September 2024
 - Acceptance of the Balance Sheet through September 30, 2024
 - Approval of the 2025-26 ISAAC School Calendar
- Motion: Approve and accept all items on the consent agenda*
Moved: B. Crouch; 2nd: K. Booker; Discussion: none; In Favor: all; Opposed: none; Abstentions: None
Motion Carries by unanimous voice vote
- 4:03 pm **3. EXECUTIVE DIRECTOR REPORT** *Dr. Spera*
- 3a. CSDE Report Update
Dr. Spera shares that accountability support staff will be meeting with the CSDE in a few weeks to discuss our action plan.
- 3b. Grant Update
Dr. Spera reported that we have officially obtained the vans to be used to transport 4th and 5th grade students using the GSCT grant. In the next weeks we will continue to purchase furniture and technology with this grant. We will also be working on renewing our 21st Century Learning Center grant.
- 3c. Legislative Update
ISAAC will be planning to host another legislative luncheon to communicate our needs to our newly elected legislators before they go into session.
- 3d. Hiring Update
We are in need of another Special Education Teacher and a part-time Social Worker
- 3e. Construction Project Update
We had our 1st building committee meeting and we're currently waiting on a water filtration system that is two weeks out.
- 3f. ISAAC LIP DUB 2024
We have over 2300 views in just 24 hrs.
- 4:15 pm **4. SUBCOMMITTEE REPORTS**
- 4a. FINANCE *Dr. Spera*
- Finance Update – October Minutes
Auditors have come and completed the in-person portion of the audit. All is well in the finance department.
 - Revised Budget for November 2024 BOD Meeting
- 4b. SCHOOL BUILDING *Chairman Muckle*
- School Building Committee Status Update
The loan for the building will be signed next week.

4:30 pm

5. NEW BUSINESS

Chairman R. Muckle

5a. 2024-2025 Board Goals

Dr. Spera

Dr. Spera presents Goal Presentation Slides

Motion: Approve the 2024-25 ISAAC BOD Goals as presented

Motion: Approve and accept all items on the consent agenda

Moved: B. Crouch; 2nd: S. Lougee; Discussion: none; In Favor: all; Opposed: none; Abstentions: None

Motion Carries by unanimous voice vote

5b. ISAAC School Climate Survey Data

Tanya Collins

Mrs. Collins shares results of School Climate Survey data. Data demonstrates a positive climate and culture.

5c. Board Training with Shipman and Goodwin - November 20, 2024 BOD Meeting

Date is pending confirmation

5c. Discussion regarding December Board Meeting

Motion: To skip the December BOD Meeting and meet again in January

Moved: B. Crouch; 2nd: D. Brailey; Discussion: none; In Favor: all; Opposed: none; Abstentions: None

Motion Carries by unanimous voice vote

4:58 pm

6. Adjourn

Chairman R. Muckle

Motion: to adjourn

Moved: D. Brailey; 2nd: B. Crouch; Discussion: none; In Favor: all; Opposed: none; Abstentions: None

Motion Carries by unanimous voice vote

APPLICATION AND CERTIFICATE FOR PAYMENT

AIA DOCUMENT G 702

PAGE 1 OF 6

TO OWNER: ISAAC School
Dr. Nicholas J. Spera
190 Governor Winthrop Blvd
New London, CT 06320

PROJECT: ISAAC School Phase 2
ISAAC School
190 Governor Winthrop Blvd
New London, CT 06320

APPLICATION NO.: GDA-00039
PERIOD TO: 11/19/2024
PROJECT NOS.: 24153

Distribution to:

☒ OWNER
☐ ARCHITECT
☒ CONTRACTOR

FROM CONTRACTOR: G. Donovan Associates, Inc.
PO Box 50
North Franklin, CT 06254

VIA ARCHITECT:

CONTRACT DATE: 10/21/2024

CONTRACT FOR:

CONTRACTOR'S APPLICATION FOR PAYMENT

Application is made for payment as shown below, in connection with the Contract.
Continuation Sheet, AIA Document G 703, is attached.

1. ORIGINAL CONTRACT SUM \$ 1,547,538.00

2. Net change by Change Orders \$ 0.00

3. CONTRACT SUM TO DATE (Line 1 +/- 2) \$ 1,547,538.00

4. TOTAL COMPLETED & STORED TO DATE \$ 325,797.90
(Column G on G 703)

5. RETAINAGE:

a. 5.00 % of Completed Work \$ 16,289.90
(Columns D + E on G 703)

b. % of Stored Material
(Column F on G 703)

Total Retainage (Line 5a + 5b or Total in Column I of G 703)
\$ 16,289.90

6. TOTAL EARNED LESS RETAINAGE \$ 309,508.00
(Line 4 less Line 5 Total)

7. LESS PREVIOUS CERTIFICATES FOR PAYMENT \$ 0.00
(Line 6 from prior Certificate)

8. CURRENT PAYMENT DUE \$ 309,508.00

9. BALANCE TO FINISH, INCLUDING RETAINAGE \$ 1,238,030.00
(Line 3 less Line 6)

CHANGE ORDER SUMMARY	ADDITIONS	DEDUCTIONS
Total changes approved in previous months by Owner		
Total approved this Month		
TOTALS		
NET CHANGES by Change Order		

The undersigned Contractor certifies that to the best of the Contractor's knowledge, information and the belief the Work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Contractor for Work for which previous Certificates for Payment were issued and payments received from the Owner, and that current payment shown herein is now due.

CONTRACTOR: G. Donovan Associates, Inc.

By: [Signature] Date: 11/19/24

State of: Connecticut

County of: New London

Subscribed and sworn to before

me this 19 day of November, 2024

Notary Public:

[Signature]My Commission expires: 12-31-2027

ARCHITECT'S CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on on-site observations and the data comprising this application, the Architect certifies to the Owner that to the best of the Architect's knowledge, information and belief the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Contractor is entitled to payment of the AMOUNT CERTIFIED.

AMOUNT CERTIFIED \$

(Attach explanation if amount certified differs from the amount applied for. Initial all figures on this Application and on the Continuation Sheet that are changed to conform to the amount certified.)

ARCHITECT:

By: _____ Date: _____

This certificate is not negotiable. The AMOUNT CERTIFIED is payable only to the Contractor named herein. Issuance, payment and acceptance of payment are without prejudice to any rights of the Owner or Contractor under this Contract.

CONTINUATION SHEET

AIA DOCUMENT G 703

PAGE 2 OF 6

AIA Document G 702, APPLICATION AND CERTIFICATE FOR PAYMENT, containing Contractor's signed Certification, is attached. In tabulations below, amounts are stated to the nearest dollar. Use Column I on contracts where variable retainage for line items may apply.

APPLICATION NO.: GDA-00039

APPLICATION DATE: 11/15/2024

PERIOD TO: 11/19/2024

ARCHITECT'S PROJECT NO: 24153

A ITEM NO.	B DESCRIPTION OF WORK	C SCHEDULED VALUE	D WORK COMPLETED		F MATERIALS PRESENTLY STORED (NOT IN D OR E)	G		H BALANCE TO FINISH (C - G)	I RETAINAGE
			FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD		TOTAL COMPLETED AND STORED TO DATE (D + E + F)	% (G / C)		
01	Pre-Construction Admin.	25,725.00		25,725.00		25,725.00	100.00		1,286.25
02	Excavation Permit - N.L. DPW	3,446.00		3,446.00		3,446.00	100.00		172.30
03	Building Permit	22,000.00		22,000.00		22,000.00	100.00		1,100.00
04	Mobilization	5,000.00		5,000.00		5,000.00	100.00		250.00
05	Superintendent	109,800.00		21,960.00		21,960.00	20.00	87,840.00	1,098.00
06	Project Management	32,848.00		6,569.60		6,569.60	20.00	26,278.40	328.48
07	Testing - By Owner								
08	Special Inspections - By Owner								
09	Temporary Protections - Site	9,600.00		1,920.00		1,920.00	20.00	7,680.00	96.00
10	Site Facilities & Supports	7,945.00						7,945.00	
11									
12	Site Demolition	1,463.00		1,463.00		1,463.00	100.00		73.15
13	Select Demolition	12,600.00						12,600.00	
14	Rmv. ISAAC Letters	1,700.00						1,700.00	
15	Reinstall ISAAC Letters	2,720.00						2,720.00	
16	Remove Exterior Brick Veneer	11,400.00						11,400.00	
17	Site Dumpsters & Disposals	17,160.00		3,432.00		3,432.00	20.00	13,728.00	171.60
18	Site Drainage - Materials	21,789.00		13,073.40		13,073.40	60.00	8,715.60	653.67
19	Labor Site Drainage	24,580.00		14,748.00		14,748.00	60.00	9,832.00	737.40
20	Site Utilities Mat.	1,600.00						1,600.00	
21	Labor Site Utility	1,248.00						1,248.00	
22	Equipment EXCV./Bck.Fill	31,160.00		15,580.00		15,580.00	50.00	15,580.00	779.00
23	Excavate Foundation	9,320.00		9,320.00		9,320.00	100.00		466.00
24	Haul/Dispose Excavated Mat.s	23,640.00		22,725.26		22,725.26	96.13	914.74	1,136.26
25	Ridgid Insul.- Fnd./S.O.G.-Mat	6,183.00						6,183.00	
26	Labor Ridgid Insul	4,992.00						4,992.00	
27	Backfill Materials-Import	8,300.00						8,300.00	
28	Labor Backfill	8,160.00						8,160.00	
	Cumulative Subtotals	404,379.00	0.00	166,962.26	0.00	166,962.26	41.29	237,416.74	8,348.11

G703-1992

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			FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD		TOTAL COMPLETED AND STORED TO DATE (D + E + F)	% (G / C)		
29	S.O.G. Sub-Base Mat.'s	5,551.00						5,551.00	
30	Grade-Compact S.O.G.-Labor	7,024.00						7,024.00	
31	S.O.G. Mesh, Poly V.B., Tape	2,158.00		2,158.00		2,158.00	100.00		107.90
32	Labor-S.O.G.-Mesh, Poly, Tape	2,814.00						2,814.00	
33	Sidewalk - Conc. Mat	5,747.00						5,747.00	
34	Sidewalk-Mesh / Dowels Mat	1,759.00						1,759.00	
35	Sidewalk Base Prep.-Lab	1,884.00						1,884.00	
36	Lab.-Sidewalk-Form, Pour, Fin.	9,325.00						9,325.00	
37	HCP Tactile Plate	295.00		295.00		295.00	100.00		14.75
38	New Curbing -Mat	2,250.00						2,250.00	
39	Labor - Curbing	4,500.00						4,500.00	
40	Asphalt - Mat.'s	1,110.00						1,110.00	
41	Asphalt Patch / Match Lab	4,500.00						4,500.00	
42	Re-install Flag Pole	1,560.00						1,560.00	
43	Landscape Allowance	2,160.00						2,160.00	
44									
45	Rebar & Accessories	15,558.00		15,558.00		15,558.00	100.00		777.90
46	Ready-Mix Concrete	24,212.00		18,195.00		18,195.00	75.15	6,017.00	909.75
47	Footing Labor	10,578.00		10,578.00		10,578.00	100.00		528.90
48	Conc. Wall Labor	17,950.00		17,950.00		17,950.00	100.00		897.50
49	Labor - S.O.G.	4,688.00		4,688.00		4,688.00	100.00		234.40
50	Labor - S.O.Decks	8,790.00						8,790.00	
51									
52	Masonry Mat.,Brick,Mortar,Ties	41,957.00						41,957.00	
53	Labor Veneer Brick	80,000.00						80,000.00	
54	Mineral Wool Insul & Vap.Barri	23,850.00						23,850.00	
55	Labor-Insul., Vapor Barrier	15,000.00						15,000.00	
56	Scaffold Equipment	10,000.00						10,000.00	
	Cumulative Subtotals	709,599.00	0.00	236,384.26	0.00	236,384.26	33.31	473,214.74	11,819.21

G703-1992

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57	Labor Scaffold Up & Down	10,000.00						10,000.00	
58									
59									
60	Mat's-Bms.-Col's.-Deck.-Fasten	30,000.00						30,000.00	
61	Shop Fabrication	24,000.00						24,000.00	
62	Mat. Misc.Mtls- Plate-Tees-Ang	20,000.00						20,000.00	
63	Anchor Bolts & Plates Material	10,000.00		10,000.00		10,000.00	100.00		500.00
64	Labor to Erect Steel	50,000.00						50,000.00	
65	Crane - IN / Out	22,500.00						22,500.00	
66	Shop Drawings	10,000.00		10,000.00		10,000.00	100.00		500.00
67									
68	Rough Carp. Materials	13,227.00						13,227.00	
69	Rough Carp. Labor	15,245.00						15,245.00	
70	Base Cabinets & PLAM Tops	3,066.00						3,066.00	
71	Labor Bases & Tops	1,220.00						1,220.00	
72									
73	PVC Roofing System Materials	33,145.00						33,145.00	
74	Labor PVC Roofing System	23,440.00						23,440.00	
75	Warranty	2,500.00						2,500.00	
76	Lift / Hoist Roofing Scope	4,800.00						4,800.00	
77	Caulking-Sealants Roofing	3,635.00						3,635.00	
78									
79	Aluminum Shop Drawings	2,000.00						2,000.00	
80	Aluminum Windows Materials	4,000.00						4,000.00	
81	Labor Alum Windows	2,000.00						2,000.00	
82	Remove Exist Window Wall	13,400.00						13,400.00	
83	Storage of Exist. Window Wall	510.00						510.00	
84	Reinstall Window Wall	12,980.00						12,980.00	
	Cumulative Subtotals	1,021,267.00	0.00	256,384.26	0.00	256,384.26	25.10	764,882.74	12,819.21

G703-1992

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PAGE 5 OF 6

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			FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD		TOTAL COMPLETED AND STORED TO DATE (D + E + F)	% (G / C)		
85	Lift for Windows & Window Wall	4,800.00						4,800.00	
86	Re-work Exist. Alum Entry	1,500.00						1,500.00	
87	Doors & Frames Material	6,000.00						6,000.00	
88	Door Hardware Materials	2,400.00						2,400.00	
89									
90	CFMF Engineered Struct. Drngs	7,500.00		7,500.00		7,500.00	100.00		375.00
91	CFMF Materials	8,004.00						8,004.00	
92	Insulation Materials	10,600.00		2,120.00		2,120.00	20.00	8,480.00	106.00
93	Exterior Sheathing Mat.	3,650.00						3,650.00	
94	Interior Drywall Materials	5,929.00		3,913.14		3,913.14	66.00	2,015.86	195.66
95	Labor CFMF	26,400.00						26,400.00	
96	Labor Insulation	7,680.00		1,536.00		1,536.00	20.00	6,144.00	76.80
97	Labor Ext. Sheathing	3,000.00						3,000.00	
98	Lift for Ext. Sheathing	4,800.00						4,800.00	
99	Labor Interior Drywall	18,000.00		11,880.00		11,880.00	66.00	6,120.00	594.00
100	Labor - rework W.Wall Opening	4,070.00						4,070.00	
101	Acoustical Materials	4,623.00						4,623.00	
102	Acoustical Labor	8,275.00		827.50		827.50	10.00	7,447.50	41.38
103	Flooring & Base Materials	3,600.00						3,600.00	
104	Flooring Labor	10,600.00						10,600.00	
105	Painting Materials	3,300.00						3,300.00	
106	Paint Labor	13,215.00						13,215.00	
107									
108	Soffits - for Blinds Mat	2,620.00						2,620.00	
109	Labor - Soffits / Pockets	3,000.00						3,000.00	
110	White Boards / Tack Boards	3,000.00						3,000.00	
111	Labor White / Tack Brds.	1,200.00						1,200.00	
112	Window Shades - New and Exist	5,020.00						5,020.00	
	Cumulative Subtotals	1,194,053.00	0.00	284,160.90	0.00	284,160.90	23.80	909,892.10	14,208.05

G703-1992

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PERIOD TO: 11/19/2024

ARCHITECT'S PROJECT NO: 24153

[illegible]

G703-1992

INTERDISTRICT SCHOOL FOR ARTS AND COMMUNICATION
Statement of Activities (Profit & Loss)
OCTOBER 31, 2024

as of Nov 15 2024

	Current Yr		Prior Yr	%	*excludes 4th Gr * approved May 2024 ORIGINAL BUDGET	%
	Oct 24		Oct 23	% Change	24-25 Full Year	% of Budget
TOTAL REVENUES	2,708,199		2,070,780	30.8%	5,479,273	49.4%
SALARIES	1,056,287		955,850	10.5%	3,838,581	27.5%
FRINGE BENEFITS	17.6% 185,611	20.1%	192,175	-3.4%	635,492	29.2%
TOTAL SALARIES + FRINGE BENEFITS	1,241,898		1,148,025	8.2%	4,474,073	27.8%
<i>Employee Costs as % of Revenue</i>	<i>45.9%</i>		<i>55.4%</i>		<i>81.7%</i>	
PROFESSIONAL SERVICES	44,061		16,303	170.3%	107,733	40.9%
FACILITIES COSTS	55,318		77,944	-29.0%	214,869	25.7%
GENERAL OPERATING COSTS	37,813		46,229	-18.2%	94,638	40.0%
SUPPLIES (incl Food Services)	117,730		117,791	-0.1%	305,625	38.5%
TECHNOLOGY & CAPITAL EXPENSES	354,825		273,485	29.7%	134,462	263.9%
OTHER EXPENSES (incl Student Activities)	15,566		13,938	11.7%	28,152	55.3%
UNANTICIPATED EXPENSE / CONTINGENCY	-		-	0.0%	50,000	0.0%
DEBT SERVICE (PRINCIPAL & INTEREST)	71,431		45,443	57.2%	161,844	44.1%
TOTAL EXPENDITURES	1,938,642		1,739,158	11.5%	5,571,396	34.8%
NET ORDINARY INCOME (before Carryforward)	769,557		331,622			
OTHER INCOME: PRIOR YEAR CARRY-FORWARD	156,767		65,420		92,123	170.2%
OTHER: CAPITAL TRANSFER-IN / (OUT) to Gen Fund	-		-		-	0.0%
NET SURPLUS/(DEFICIT) excl Depr/Cap Assets	926,324		397,042		-	



2025 ISAAC BOARD OF DIRECTORS MEETING DATES
ALL MEETINGS TO BEGIN AT 4 PM

TUESDAY, JANUARY 14, 2025

WEDNESDAY, FEBRUARY 12, 2025*

WEDNESDAY, MARCH 19, 2025

WEDNESDAY, APRIL 23, 2025*

WEDNESDAY, MAY 21, 2025

WEDNESDAY, JUNE 11, 2025*

WEDNESDAY, SEPTEMBER 18, 2025

WEDNESDAY, OCTOBER 15, 2025

WEDNESDAY, NOVEMBER 19, 2025

* Moved for Vacation Breaks

ISAAC

BID WAIVER REQUEST

WAIVER FOR: Contract for Fish Tanks

DATE OF REQUEST: November 20, 2024

FISCAL YEAR OF PURCHASE OR SERVICES: FY25

FUNDING SOURCE: CSP GRANT

SUPERVISOR OF PROJECT: Dr. Nicholas J. Spera

MATERIALS OR SERVICES TO BE PROVIDED: Facilities Equipment and Installation Services

With the acquisition of a \$730,494 grant for 4th and 5th graders, all 4th and 5th graders will attend a aquarium science class weekly. For the sole use of 4th and 5th graders, a unique design and installation of an 8 tank, aquarium science saltwater system would exist in the Aquarium Science Classroom-Lab.

RECOMMENDED VENDOR/CONTRACTOR: **Something Fishy Aquarium Systems**

Something Fishy is the leader in the area specializing in design and installation of salt-water aquarium science systems for educational use. Recently, Something Fishy has built and installed systems for Mystic Aquarium, State of Connecticut (Hammonasset State Park), and The Williams School. In addition, Something Fishy was the installer of our last design. ISAAC sought three bids for this project as required by the grant. Something Fishy received the highest scores on the rubric.

COST OF REQUEST:

Three quotes were requested prior to the recommendation of this company. As we reviewed the bids, Something Fishy quoted costs for the design, creation, and installation of all equipment for the salt-water aquarium system was for \$27,510. This comes after a discount.

BID WAIVER REQUEST RATIONALE:

Section IV, Item 2 of ISAAC's Purchasing Policy states that a waiver may be authorized if timing is a critical factor and a formal bid process would not be in ISAAC's best interests. ISAAC needs this aquarium lab to be fully usable by the start of the school year in June 2025.

RECOMMENDED BY: ISAAC BOD FINANCE COMMITTEE

DATE: November 20, 2024

ISAAC

BID WAIVER REQUEST

WAIVER FOR: Contract for Classroom Furniture

DATE OF REQUEST: November 20, 2024

FISCAL YEAR OF PURCHASE OR SERVICES: FY25

FUNDING SOURCE: CSP GRANT

SUPERVISOR OF PROJECT: Dr. Nicholas J. Spera

MATERIALS OR SERVICES TO BE PROVIDED: Classroom Furniture

With the acquisition of a \$730,494 grant for 4th and 5th graders, the classes will contain high end furniture as part of the program design. For the sole use of 4th and 5th graders, a unique design that looks like a 'coffee shop' is what was written in the grant for \$250,000 in total.

RECOMMENDED VENDOR/CONTRACTOR: **Williams Sonoma**

Williams Sonoma is one of the leaders in the area specializing in installation and product for contract grade furniture. ISAAC sought three bids for this project as required by the grant. Williams Sonoma received the highest scores on the rubric.

COST OF REQUEST:

Three quotes were requested prior to the recommendation of this company. As we reviewed the bids, William Sonoma was the best value and quality. The total amount able to be purchased in the grant is not to exceed \$250,000 for furniture.

BID WAIVER REQUEST RATIONALE:

Section IV, Item 2 of ISAAC's Purchasing Policy states that a waiver may be authorized if timing is a critical factor and a formal bid process would not be in ISAAC's best interests. ISAAC needs the furniture to be delivered as soon as possible for use this school year and by the start of the school year for the fifth grade students.

RECOMMENDED BY: ISAAC BOD FINANCE COMMITTEE

DATE: November 20, 2024



**Interdistrict School for Arts and Communication
Board of Directors Finance Committee**

November 19, 2024 at 10:00 am
(following Building Committee meeting)
New London, CT

AGENDA

- | | | |
|----------|--|--------------------------------|
| 10:00 am | 1. WELCOME/CALL TO ORDER | <i>Finance Chair L. Muller</i> |
| 10:02 am | 2. FINANCIAL REVIEW <ul style="list-style-type: none">• Year-to-date October 31 2024 Profit/Loss• Special Education rate proposal for FY26 will be presented at January meeting. | <i>E. Robb</i> |
| 10:05 am | 3. 2024-2025 BUDGET REVISION <ul style="list-style-type: none">• Budget Revision Notes shows summary of changes• Revision is needed due to addition of 52 seats, award of CSP grant related start-up of 4th & 5th grades, new construction, and a significant increase in Special Education IEP hours.• The revised budget retains Unanticipated/Contingency of \$50,000. | <i>E. Robb/N. Spera</i> |
| 10:17 am | 4. CONSTRUCTION PROJECT <ul style="list-style-type: none">• Review of construction project activity and timeline• G Donovan payment request #1 - \$309,508 | <i>N. Spera</i> |
| 10:22 pm | 5. GRANTS and OTHER UPDATES <ul style="list-style-type: none">• CSP grant items to be purchased: marine science equipment (aquarium tanks and rack system) and classroom furniture. Comparative quotes have been received and reviewed, bid waivers are requested to expedite purchase without formal RFP/sealed bid. | <i>N. Spera</i> |
| 10:30 am | 5. ADJOURNMENT | <i>Finance Chair L. Muller</i> |

328 # Students Enrolled		0	0	-	-	-	-	-	-	-
		Approved May 2024		Revised	GENERAL ED incl new 52 seats	SPECIAL ED Approved @ \$51.97/IEP hr	TITLE incl Bilingual	MISC Grants incl SMHS/CSP	Grants 21 CCLC	FOOD SVC
QB	ACCT DESCRIPTION	24-25 BUDGET	Change	24-25 BUDGET	24-25 BUDGET	24-25 BUDGET	24-25 BUDGET	24-25 BUDGET	24-25 BUDGET	24-25 BUDGET
TOTAL REVENUES		(5,522,180)	(1,478,024)	(7,000,204)	(4,396,592)	(1,216,944)	(200,720)	(722,625)	(149,323)	(314,000)
611	CERT ADMINISTRATORS	626,983	25,387	652,370	441,687	125,000	41,860	-	10,000	33,823
612	CERT TEACHERS & STAFF	2,078,778	203,599	2,282,377	1,491,392	627,582	90,744	72,659	-	-
613	NON-CERT SCH STAFF	204,711	73,229	277,940	141,870	113,985	22,085	-	-	-
6144*	NON-CERT DIRECTORS	408,198	35,097	443,295	392,818	35,381	-	-	-	15,096
614	NON-CERT STAFF	352,279	11,685	363,964	262,219	52,670	-	-	-	49,075
616	STIPENDS	167,632	36,428	204,060	72,200	2,000	19,500	10,000	100,360	-
61348	NON-CERT EDUCATORS [SPEC ED REIMB]	-	16,400	16,400	-	16,400	-	-	-	-
SUBTOTAL: SALARIES		3,838,581	401,825	4,240,406	2,802,186	973,018	174,189	82,659	110,360	97,994
6201/2	EMPL TAXES - FICA/MED (7.65%/1.45%)	125,894	16,543	142,437	104,551	28,164	2,267	1,819	-	5,636
6205-7	EMPL BENEFITS - INSUR	383,551	22,907	406,458	252,983	119,577	17,504	10,369	4,525	1,500
62010	EMPL COSTS - UNEMPL (0.6% eff rate)	19,193	6,249	25,442	18,988	4,865	686	413	-	490
62020	EMPL COSTS - WRKR COMP (0.8% eff rate)	38,386	(4,463)	33,923	21,015	9,730	1,371	827	-	980
62035	EMPL BENEFITS - RETIREMENT (403b)	47,468	188	47,656	39,995	7,661	-	-	-	-
62050	EMPL TUITION REIMB (est)	21,000	(5,000)	16,000	9,297	5,000	1,703	-	-	-
15.8*	SUBTOTAL: FRINGE BENEFITS	635,492	36,424	671,916	446,829	174,997	23,531	13,428	4,525	8,606
TOTAL EMPLOYEE COSTS (70.2% of Rev)		4,474,073	438,249	4,912,322	3,249,015	1,148,015	197,720	96,087	114,885	106,600
63***	PROFESSIONAL/SKILLED SERVICES	51,233	26,900	78,133	27,355	1,678	-	25,000	9,100	15,000
63221	PROF SVC / STAFF DEVEL	6,000	14,269	20,269	3,500	5,000	-	11,769	-	-
63235	AUDITORS	20,500	-	20,500	20,500	-	-	-	-	-
63245	LEGAL FEES	30,000	(1,500)	28,500	27,500	1,000	-	-	-	-
SUBTOTAL: PROFESSIONAL SERVICES		107,733	39,669	147,402	78,855	7,678	-	36,769	9,100	15,000
646**	UTILITIES	109,455	2,620	112,075	89,675	22,400	-	-	-	-
642/647	MAINTENANCE / FACIL COSTS	79,242	2,800	82,042	64,642	16,400	-	-	-	1,000
64400	FACILITIES USAGE (Graduation/Events)	1,080	2,920	4,000	4,000	-	-	-	-	-
64720	RENTAL-EQUIPMENT (Copiers)	25,092	-	25,092	20,092	5,000	-	-	-	-
SUBTOTAL: FACILITIES		214,869	8,340	223,209	178,409	43,800	-	-	-	1,000
6532*	STUDENT FIELD TRIPS (incl Aft-Sch)	5,200	(2,200)	3,000	3,000	-	-	-	-	-
65325	PARENTAL ACTIVITIES (21st CCLC)	3,000	-	3,000	-	-	-	-	3,000	-
65900	OTHER PURCHASED SERVICES	9,810	1,650	11,460	6,760	-	-	-	4,700	-
65911/2	INSURANCE	60,860	11,683	72,543	72,543	-	-	-	-	-
65920	TELEPHONE & INTERNET	11,211	269	11,480	11,480	-	-	-	-	-
6593/5/7*	POSTAGE / PRINTING / BANK FEES	4,557	720	5,277	5,277	-	-	-	-	-
65980	MARKETING / BRANDING / ADVERT	-	45,000	45,000	-	-	-	45,000	-	-
SUBTOTAL: GENERAL OPERATING COSTS		94,638	57,122	151,760	99,060	-	-	45,000	7,700	-
66110	INSTRUCTIONAL SUPPLIES	31,250	87,890	119,140	34,750	6,500	-	77,890	-	-
66120	OFFICE SUPPLIES (incl classroom basics)	18,025	475	18,500	18,500	-	-	-	-	-
66130	OTHER SUPPLIES (incl Grad)	16,580	10,990	27,570	12,580	-	1,000	13,990	-	-
66131	AFT-SCH/SUMMER PROGRAM SUPPLIES	13,770	(1,142)	12,628	-	-	-	-	12,628	-
66140	CUSTODIAL / MAINT SUPPLIES	26,750	7,250	34,000	34,000	-	-	-	-	-
66330	GAS & MISC FOR VANS	1,750	705	2,455	1,875	-	-	-	580	-
665**	FOOD SERVICE PURCHASES	182,500	8,500	191,000	-	-	-	-	-	191,000
999**	STUDENT ACTIVITY EXPENSES	15,000	-	15,000	15,000	-	-	-	-	-
SUBTOTAL: SUPPLIES		305,625	114,668	420,293	116,705	6,500	1,000	91,880	13,208	191,000
675/6	TECHNOLOGY SUPPLIES & SOFTWARE	74,262	21,597	95,859	62,209	10,950	2,000	18,200	2,500	-
67731	FURNITURE & GEN EQUIPMENT	10,000	178,799	188,799	12,000	-	-	176,799	-	-
67735/9	TECH HARDWARE & CAP EQUIP incl vans	52,579	233,011	285,590	27,700	-	-	257,890	-	-
67900	CONSTRUCTION (non-ARP)	-	376,208	376,208	376,208	-	-	-	-	-
67901/2	BLDG IMPROV/CAPITAL REPAIRS	40,528	35,472	76,000	76,000	-	-	-	-	-
SUBTOTAL: TECHNOLOGY & CAPITAL		177,369	845,087	1,022,456	554,117	10,950	2,000	452,889	2,500	-
689**	MISC EXPENSE incl food for programming	16,100	250	16,350	15,600	-	-	-	750	-
68***	DUES & FEES (incl fingerprinting)	12,052	960	13,012	11,432	-	-	-	1,180	400
SUBTOTAL: OTHER EXPENSES		28,152	1,210	29,362	27,032	-	-	-	1,930	400
68999	CONTINGENCY/UNANTICIPATED EXPENSE	50,000	-	50,000	50,000	-	-	-	-	-
69901	LOAN PRINCIPAL	52,200	-	52,200	52,200	-	-	-	-	-
69902	LOAN INTEREST	102,000	21,000	123,000	123,000	-	-	-	-	-
69903/4	VEHICLE LOAN	7,644	-	7,644	7,644	-	-	-	-	-
69908	MISC DEBT/CLOSING COSTS	-	17,322	17,322	17,322	-	-	-	-	-
SUBTOTAL: DEBT SERVICE		161,844	38,322	200,166	200,166	-	-	-	-	-
TOTAL EXPENDITURES:		5,614,303	1,542,668	7,156,970	4,553,359	1,216,943	200,720	722,625	149,323	314,000
CHANGE IN NET ASSETS (OPERATING)		(92,123)	(64,644)	(156,767)	(156,767)	-	-	-	-	-
98800	PRIOR YEAR CARRYOVER/FUND BALANCE	92,123	64,644	156,767	156,767	-	-	-	-	-
CHANGE IN NET ASSETS		0	0	0	0	0	0	0	0	0



ISAAC Executive Director Goal Setting

Dr. Nicholas J. Spera

2024-2025 School Year

November 4, 2024

GOAL 1: Educational Leadership Practice:

To establish and maintain high quality relationships that support the ISAAC's Core Values, Beliefs about Learning and the Vision of the Graduate

1.1 Shared Vision, Mission and Goals — Leaders collaboratively develop, implement, and sustain the vision, mission, and goals to support high expectations for all students and staff.

- Discuss, draft, and present the 2024-2025 ISAAC district and school goals to the Board of Directors
- Create and submit the necessary documents in compliance with the Charter Renewal Visit
- Revise a School Improvement and Performance Plan that aligns to the school's Core Values, Beliefs about Learning, and Vision of the Graduate statement and the Teacher Evaluation System
- Lead ISAAC towards the expansion of 4th and 5th grades

1.2 Curriculum, Instruction and Assessment — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction, and assessment.

- Ensure the template for written curriculum is drafted in a consistent format for all courses in all departments throughout ISAAC
- Create professional development opportunities that enhance the development of curriculum and instruction

1.3 Continuous Improvement — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

- Cultivate a sense of urgency and commitment to improving the performance of all students through the development of SBAC and NGSS styled assessments by creating an action plan for the areas in need of improvement
- Guide and participate on the SRBI Team that includes systems for identifying, tracking, and providing supports that ensures that all students can succeed

2.2 Professional Learning — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.

- Ensure the system of Professional Learning Communities by discipline is established to allow teachers to develop curriculum, improve instruction, and create and discuss formative and summative assessments
- Design a master schedule that provides opportunities for teachers and students to be safe while having collaboration time to meet in Professional Learning Communities

GOAL 2: Organizational Management Practice:

To facilitate the effective administration of the day-to-day operations of ISAAC to ensure the health, safety, and well-being of students and staff

2.1 Recruitment, Selection, and Retention — Recruits, selects, supports, and retains effective educators needed to implement the school or district's vision, mission, and goals.

- Establish and use effective methodologies for recruiting, hiring, developing, and retaining staff
- Utilize multiple channels to identify the most effective leaders and teachers, and strategically place them into positions based on knowledge, experience, and the needs of our students and faculty (ex. SRBI, Bilingual Program, Advisory)
- Mentor and support the school administration team
- Ensure the comprehensive evaluation and accountability system is completed with fidelity
- Ensure the school is in compliance with all teachers holding the appropriate certifications
- Provide opportunities for staff members to grow as leaders within the school for the purpose of retention of the professional staff

2.3 Observation and Performance Evaluation — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

- Develop a system that allows for peer-to-peer observation through the PLC model and reflection of their practice on a monthly basis
- Evaluate teacher effectiveness according to the ISAAC Evaluation Plan that includes review of teacher SLOs and completed evaluations for all certified staff

3.1 Operational Management — Strategically aligns organizational systems and resources to support student achievement and school improvement.

- Revise and implement a crisis management plan that allows for systematic and appropriate decision making, communication, and resource allocations for crisis or emergency situations including student self-harm, school violence, DCF, and health related scenarios.
- Deliver and ensure the comprehensive Emergency Crisis & Safety Plan that meets state and federal laws and best practices used in surrounding school districts

3.2 Resource Management — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

- Provide oversight of the facilities management system that ensures the delivery of all programs in a safe and healthy environment
- Recommend, facilitate, and oversee the infrastructure and facility upgrades with the appropriate vendors, staff members, and construction companies
- Oversee the completion of the 4th and 5th grade building expansion project in collaboration with the building committee
- Initiate, lobby, and pursue legislation that supports ISAAC
- Collaborate with multiple stakeholders to develop a fiscally responsible overall budget that supports the improvement goals and operations of ISAAC
- Ensure that the Special Education Billing Methodology that was approved by SDE is being completed with fidelity along with the appropriate cycles for billing
- Certify that the use of grants including the 21CCLC and GSCT Grants allow ISAAC to remain at the forefront in its offerings, experiences, and future
- Oversee the Food Service Operations and its fiscal management in collaboration with staff

GOAL 3: Community and Board of Directors Relations:

To support positive Board of Directors relations to support the success of ISAAC

4.1 Family, Community and Stakeholder Engagement — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

- Keep the board informed and updated on educational issues, needs and operations, and/or appropriate information about ISAAC.
- Build and maintain positive working relationships with board members, community partners, and other stakeholders
- Engage with state legislative politicians to support the financial future of ISAAC

4.2 School Culture and Climate — Establishes a positive and inclusive climate for student achievement, as well as high expectations for adult and student conduct.

- Revise and implement a comprehensive social-emotional curriculum that will be delivered to all students that is aligned to national standards
- Effectively anticipate and respond to challenges and conflicts and remain focused on the vision of high expectations when faced with adversity
- Build a culture of accountability and hard work by focusing our efforts on student achievement

4.3 Equitable and Ethical Practice — Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school/district community.

- Ensure that student and staff health and safety remain a priority in the decision-making process
- Effectively anticipate and respond to challenges and conflicts and remain focused on the vision of high expectations when faced with adversity (repeat 4.2)
- Build a culture of accountability and hard work by focusing our efforts on the student achievement (repeat 4.2)
- Maintain the highest standards of professional conduct by holding high expectations of self and others



School Improvement & Performance Plan

2024-2025

Dr. Nicholas Spera
Executive Director

William Linski
Principal

Tanya Collins
Associate Principal

Amy Geary
Director of Special Education

Tucker Regan
Student Supports Coordinator

Mercedes Alger
Director of Elementary Education



Interdistrict School for Arts and Communication School Improvement & Performance Plan 2024-2025

Core Values, Beliefs and Learning Expectations

At ISAAC Middle School, we pride ourselves on fostering a safe, fun, and nurturing environment that promotes hard work, happiness, and effort for all who work, learn, and grow within our school community. We believe that *All Students Can Succeed* with high expectations, maximum effort, and a growth mindset. Our success as an ISAAC Family is deeply rooted in the positive relationships shared among our diverse student body, devoted staff, and engaged families. Our professional learning community of talented and passionate educators is committed to the delivery of a rigorous and innovative curriculum, which promotes the shared belief that *Effort Creates Ability*. We support the growth of each student by developing the academic, civic, and social skills essential to succeed in high school and beyond.

Vision of the Graduate

The ISAAC Vision of the Graduate is that all graduates are proficient in the following competencies:

- Write effectively for various purposes
- Speak to diverse audiences in an accountable manner
- Develop the behaviors needed to interact and contribute with others on a team
- Analyze and solve problems independently and collaboratively
- Be responsible, creative, and empathetic members of the community

About ISAAC

Established in 1997, ISAAC is a public charter middle school overseen by a dedicated board of directors. Currently operating at full capacity with an enrollment of 328 students, admission is determined through an open and non-merit-based lottery system that attracts participants from 13 different towns and cities in southeastern Connecticut. The charter mandates a balanced enrollment, with 50% of students coming from New London and the remaining 50% from surrounding districts. Recognized in 2014 with the CT State Department of Education School of Distinction Award for the Highest Progress, ISAAC provides a diverse array of arts and communication-themed programs along with academically challenging high school preparatory classes, meeting the needs of all students. ISAAC's academic structure includes sixth graders placed heterogeneously in high school-prep courses. In seventh grade, advanced levels of study are available in Honors Pre-Algebra and English Language Arts. By the eighth grade, students can enroll in advanced courses such as Algebra I, Honors English, and Honors Social Studies. Foundational art courses are essential prerequisites, preparing students for advanced art courses offered in the eighth-grade year. Starting in 2023, 8th-grade students can choose from several Science electives, including Aquarium Science and Marine Science. ISAAC's athletic program features boys' and girls' basketball, cross country, fencing, soccer, and volleyball. The school is currently in its 4th year of a five-year grant cycle, benefiting from the 21st Century Community Learners Centers (21st CCLC) grant. This funding supports various after-school programs such as Culinary Club, Leadership Club, Gaming Club, Marine Science Academy, Broadway at ISAAC, Basketball Academy, Backstage Club, and Math Club. Additionally, the grant provides funding for the summer Step-Up Program for incoming 6th graders and supports summer theater activities for students in grades seven and eight.

ISAAC Highlights

- In 2014, ISAAC earned the CT Department of Education School of Distinction Award, recognizing its outstanding progress.
- The ISAAC Board of Directors demonstrated its commitment to the arts by voting to expand the Arts program. This expansion included the addition of extra art, dance/theatre, and multi-media arts teachers for the 2020-2021 school year.
- In October 2022, the ISAAC Board of Directors further enhanced the school's offerings by incorporating STEAM electives, curricula, and programming. This expansion is supported by the new \$2.8 million building, showcasing the board's dedication to providing students with a comprehensive education that encompasses Science, Technology, Engineering, Arts, and Mathematics.
- In 2023, ISAAC's English learners outperformed the state average on the LAS Links Assessment.
- In 2023, ISAAC achieved its highest accountability index rating in school history, reflecting the institution's continuous commitment to academic excellence.
- In 2024, ISAAC was approved by the CTSDE for 52 additional seats for grades four and five.
- In 2024, ISAAC began ground breaking for a second expansion to house grades four and five.

Theory of Action

Strategic Action 1.1:

If teachers and staff collaborate in the examination of assessment and instructional practice through the PLC process, then they will enhance the curriculum and improve their planning and instruction with fidelity to promote student success

SA 1.1: Action Steps:

- We will commit to extensive professional development in the area of PLCs, curriculum development, assessment development, and results.
- We will commit one block period per week to PLC time.
- We will establish and practice a structure for peer observation through Learning Walks within PLCs each month.
- We will develop the curriculum throughout the school year based upon support from administration and feedback from the PLC teams, parents, and students.
- We will create rigorous, authentic unit tasks rooted in high-leverage practices that allow students to utilize the skills and knowledge gained in the classroom and beyond.
- We will meet in PLCs to discuss lesson planning (what we want each student to learn) and student performance through assessment results (how do we know and respond).
- We will review and revise curricula to align to student needs, vertical alignment, and state standards

Strategic Action 1.2:

If we use the advisory model to foster and establish shared belief among all stakeholders that “**all students can succeed** with hard work and grit” then we will increase student efforts towards achievement and responsibility for their own personal, academic, and career goals.

SA 1.2: Action Steps:

- We will promote and discuss among all stakeholders the concepts of grit (Angela Duckworth), hard work leads to success, growth mindset (Carol Dweck), and Accountable Talk (University of Pittsburgh's Institute of Learning).
- We will foster a shared belief that "all students can succeed with hard work and grit" through faculty-focused conversations related to effort-based success of ourselves and our students.
- We will continue to lead students in growth mindset, grit, self-efficacy, and goal orientation through advisory experiences.
- We will utilize the Advisory program to work with students, setting goals by developing Goal Setting Plans and conferencing one-on-one with students during advisory twice per week.

Strategic Action 1.3:

If we incorporate Accountable Talk within our culture and motivate students to listen, respond critically to their teacher and peers, and defend their positions with evidence, then students will intentionally think at a higher level and improve academic achievement.

SA 1.3: Action Steps:

- We will provide professional development on Academically Productive Talk that incorporates Accountable Talk.
- We will utilize PLC time to implement the Learning Walk model to observe and promote professional and respectful discourse that will improve our instructional strategies in the area of Academically Productive Talk.
- We will showcase and share exemplary lessons that promote the practice of Accountable Talk.
- We will all create and practice the norms and skills of Academically Productive Talk in our classrooms and professional discourse.

Strategic Action 1.4:

If we continuously discuss and monitor student progress through a multi-measured systematic process over time, then scientifically based interventions will improve student achievement.

SA4: Action Steps:

- We will continue to utilize the SRBI process that will provide teachers with research-based interventions to improve student learning and behaviors 2-3 times per week.
- We will share common SBAC-styled assessment data, including the data tied to our SLOs.
- We will share common assessment data among PLC and interdisciplinary teams to create lessons with teaching strategies that improve student achievement.
- We will administer, disaggregate, and share 6th grade admissions and annual SBAC data with our teachers.
- We will implement tiered systems of support and targeted social/emotional interventions (SRBI)
- We will increase the frequency of mathematics for incoming 6th graders

Strategic Action 2.1:

If we provide effective integration of technology by teachers in a focused and deliberate manner that aligns with learning outcomes, then students will be motivated to become proficient in the use of technology and become active participants in the learning process through a love of learning.

SA 2.1: Action Steps:

- We will commit to extensive professional development in the area of establishing a Google classroom for all classes, as appropriate.
- We will utilize technology to provide high-quality feedback to students.
- We will plan lessons that incorporate the use of technology by way of the one-to-one Chromebook program in all grades.
- We will ensure that all students receive Digital Citizenship curriculum in the advisory program and all 7th graders within the Digital Arts curriculum.
- We will select and purchase new technology that promotes the use of Accountable Talk, then train staff to use the new technology in their classroom.

Strategic Action 2.2:

If we ensure that our school facilities are designed, developed, and maintained based on contemporary research to maximize teaching and learning, then teachers will have the ability to provide students with unique opportunities to explore and discover opinions and thoughts of others in an atmosphere that promotes a passion for learning.

SA 2.2: Action Steps:

- We will utilize our additional classroom spaces to enhance instruction for all learners
- We will ensure that the success of our school continues through a strategic three-year budget plan.
- We will apply for outside funding that provides our facilities with innovative products and services that maximize learning and prepare our students for high school.
- We will enrich the safety and security of our school by instituting best practices used throughout our country.
- We will enhance the technological infrastructure by seeking cost-effective tools and hardware that improves teaching and learning.
- We will seek opportunities that allow our students to play, learn, and grow through afterschool programming and athletics.

Strategic Action 3.1:

If we increase the communication of the strengths of ISAAC and celebrate the successes throughout the school year in different modes of communication, then students, parents, staff, and the community will voice their *ISAAC Pride* to promote ISAAC as one of the premier middle schools to attend in southeastern Connecticut.

SA 3.1: Action Steps:

- We will communicate important highlights and upcoming events to our students, parents, and the community through weekly emailed newsletters and text messages and by utilizing Twitter, Facebook, and Instagram accounts.
- We will seek feedback from parents, students, and teachers and use the retrieved data to adjust school environment practices, procedures, and policies, as needed.
- We will provide press releases for positive events and celebrations at ISAAC.
- We will provide families with a weekly newsletter from the principal's office entitled: *Dragon Tales*.
- We will hold monthly PTO meetings in both English and Spanish to accommodate all parents.

Strategic Action 3.2:

If we deepen partnerships with community, business, and education leaders in the field of academics, arts, and communications, then students will benefit from a multitude of unique opportunities, and our teachers will gain the skills and knowledge necessary to prepare students for high school and beyond.

SA 3.2: Action Steps:

- We will meet with leaders from local high schools and higher education institutions to gain insight and ideas for providing expert instruction and high school preparation for our students.
- We will track our graduates and their successes at local high schools.
- We will partner with leaders in the fields of arts and communications to enhance the curriculum and experiences for teachers and students.
- We will develop innovative programs in collaboration with post-secondary institutions and/or local community leaders in many fields, including arts and communications.
- We will interface with local political leaders for the promotion, support, and funding of ISAAC and charter education in Connecticut.
- We will provide opportunities for students to interact with members of the community through our Student Council.

District Goal 1: All Students Can Succeed

Students learn best when teachers and students adopt a growth mindset that embraces high expectations, meaningful feedback, and the ability to reflect on their own learning.



School Goal One:

To prepare all students with the competencies needed to demonstrate success in mathematics, reading, and writing.

ISAAC follows the Common Core State Standards that concentrate heavily on literacy within all academic areas, including language arts and mathematics. Within the language arts and beyond, students must be able to read and write effectively for a variety of purposes by interpreting multiple sources with purpose and evidence. In addition, mastery of mathematics is an integral aspect within ISAAC's Vision of the Graduate. The Common Core requires students to use, explain, and understand the role that mathematics plays in the world. Moreover, students are expected to make and explain well-founded judgments with mathematical reasoning using descriptive analysis that shows comprehension and evidence of understanding.

The *ISAAC Core Values, Beliefs About Learning, and the Vision of the Graduate* states that, upon 8th grade graduation, our students will possess a variety of academic, civic, and social competencies that will translate toward success at the high school level. These transferable skills and competencies are paramount to achieve our ultimate goal in ensuring that all students will be prepared for secondary education at any comprehensive, magnet, private, or technical high school they attend following graduation.

In 2014, the Connecticut State Department of Education adopted The Smarter Balance Assessment Consortium (SBAC) test as the grade 6, 7, and 8 state assessment. The SBAC test uses a redesigned assessment that focuses on the Common Core standards in reading, writing, and mathematics skills.

In order to ensure student academic, social, and civic success, ISAAC will identify action steps for a variety of strategic actions that will be supported by teachers' student learning objectives (SLOs) for the 2024-2025 school year and beyond. These SLOs will be aligned to the SBAC-styled summative assessments. ISAAC will create a school development improvement plan (SDIP) for all areas of improvement related to academic and social-emotional goals, along with a professional development plan in several areas. ISAAC will also integrate the practice of Accountable Talk from the Institute for Learning at the University of Pittsburgh. Their research in reading comprehension has shown that using Accountable Talk in the classroom supports and increases cognitive development in students' learning and using this discourse-based instructional approach facilitates effective reading comprehension. Furthermore, in a 2016 study of mathematics teaching across different schools, Jo Boaler found that instructional reform, that included a focus on Accountable Talk, increased student learning.

Strategic Action #1:

If we create regular, structured, collaborative opportunities for teachers to meet weekly in content-specific Professional Learning Community (PLC) teams with a focus on curriculum, instruction, and assessment, then they will use assessment data to improve their instructional strategies and student achievement will improve.

SA 1.1: Action Steps:

- We will commit to extensive professional development in the area of PLCs, curriculum development, assessment development, and results.
- We will commit one block period per week to PLC time.
- We will establish and practice a structure for peer observation through Learning Walks within PLCs each month.
- We will continue to revise the curriculum throughout the school year based upon support from administration and feedback from the PLC teams, parents, and students.
- We will continue to implement rigorous, authentic unit tasks that allow students to utilize the skills and knowledge gained in the classroom and beyond.
- We will meet in PLCs to discuss lesson planning (what we want each student to learn) and student performance through assessment results (how do we know and respond).
- We will utilize the use of common formative assessments in the areas identified through ISAAC's Vision of the Graduate, as part of our regular practice.

Strategic Action #2:

If we use the advisory model to foster and establish shared belief among all stakeholders that **“all students can succeed”** and **“Effort Creates Ability”**, then we will increase student efforts towards achievement and responsibility for their own personal, academic, and career goals.

SA 1.2: Action Steps:

- We will continue to promote and discuss among all stakeholders the concepts of grit (Angela Duckworth), growth mindset (Carol Dweck), the belief that “all students can succeed with hard work and grit,” and Accountable Talk (University of Pittsburgh's Institute of Learning).
- We will foster a shared belief that “all students can succeed with hard work and grit” through faculty-focused conversations related to effort-based success of ourselves and our students.
- We will continue to lead students in growth mindset, grit, self-efficacy, and goal orientation through advisory experiences.
- We will utilize the Advisory program to work with students, setting goals by developing Goal Setting Plans and conferencing one-on-one with students during advisory week.

Strategic Action #3:

If we incorporate Accountable Talk within our culture and motivate students to listen, respond critically to their teacher and peers, and defend their positions with evidence, then students will intentionally think at a higher level and improve academic achievement.

SA 1.3: Action Steps:

- We will provide continued professional development on Academically Productive Talk that incorporates Accountable Talk.
- We will utilize PLC time to implement the Learning Walk model to observe and promote professional and respectful discourse that will improve our instructional strategies in the area of Academically Productive Talk.

- We will showcase and share exemplary lessons that promote the practice of Accountable Talk.
- We will all create and practice the norms and skills of Academically Productive Talk in our classrooms and professional discourse.

Strategic Action #4:

Strategic Action 1.4:

If we continuously discuss and monitor student progress through a multi-measured systematic process over time, then scientifically based interventions will improve student achievement.

SA4: Action Steps:

- We will continue to utilize the SRBI process that will provide teachers with research-based interventions to improve student learning and behaviors.
- We will share common SBAC-styled assessment data, including the data tied to our SLOs.
- We will share common assessment data among PLC and interdisciplinary teams to create lessons with teaching strategies that improve student achievement.
- We will administer, disaggregate, and share 6th grade admissions and annual SBAC data with our teachers.

Strategic Action #5:

Strategic Action 2.1:

If we provide effective integration of technology by teachers in a focused and deliberate manner that aligns with learning outcomes, then students will be motivated to become proficient in the use of technology and become active participants in the learning process through a love of learning.

SA 2.1: Action Steps:

- We will commit to extensive professional development in the area of establishing a Google classroom for all classes, as appropriate.
- We will utilize technology to provide high-quality feedback to students.
- We will plan lessons that incorporate the use of technology by way of the one-to-one Chromebook program in grades 7 and 8.
- We will ensure that students receive Digital Citizenship curriculum in the advisory program and with all 7th graders within the Digital Arts curriculum.
- We will select and purchase new technology that promotes the use of Accountable Talk, then train staff to use the new technology in their classroom.

Student Learning Objective #1:

Students will be able to demonstrate success on the mathematics and language arts sections of the SBAC.

Action Steps:

SOCIAL STUDIES

- Model SBAC problems during classroom instruction
- Align lessons and assignments to concepts included in the NCSS standards
- Provide test-taking strategies to students to prepare them for test day
- Redesign summative assessments to align to SBAC format and skills using Edulastic

- Utilize IAB sample questions as formative assessments
- Revise curriculum to familiarize students with the vocabulary used on the ELA SBAC
- Restructure Do Nows as Think-Write-Pair-Shares

SCIENCE

- Model SBAC/NGSS problems as warm-ups and the use of TWPS questioning daily
- Annotate Informational Text and model how to respond to text dependent questions
- Provide test taking strategies to students to prepare them for test day
- Redesign summative assessments to align to LA SBAC format and skills using Pear Assessment
- Utilize IAB tests to collect data that is correlated to the LA SBAC according to the assessment schedule
- Revise curriculum to match the most frequent topics appearing on NGSS and the LA standards with the common core of teaching

MATHEMATICS

- Model SBAC problems as warm-ups and use of TWPS questioning daily.
- Provide test taking strategies to students to prepare them for test day
- Redesign summative assessments to align to SBAC format and skills using Edulastic
- Utilize IAB tests to collect data that is correlated to the SBAC according to the assessment schedule
- Revise curriculum to match the most frequent topics appearing on SBAC and the standards with the common core of teaching

ENGLISH LANGUAGE ARTS

- Model SBAC problems as “Do Nows” on a daily basis.
- Provide test taking strategies to students to prepare them for test day.
- Provide exemplars to demonstrate skills aligned to SBAC format.
- Redesign summative assessments to align to SBAC format and skills.
- Utilize IAB tests to collect data that is correlated to the SBAC.
- Revise curriculum to match the most frequent topics appearing on SBAC and the standards with the common core of teaching.
- Think Write Pair Share (TWPS)
- Devote a half hour a week for explicit test-taking strategy instruction.
- Lessons and assignments tailored towards writing a well-developed paragraph
- Provide lessons and assignments on what makes good evidence
- Provide check lists for students to self-assess (content)
- Provide written feedback on specific points for improvement

SPECIAL EDUCATION

- We will monitor students' understanding of vocabulary through class discussion, questions, and writing.
- We will provide opportunities for students to practice vocabulary usage through conversation and 1:1 student/teacher.
- We will provide explicit, evidence-based vocabulary-building activities.
- We will check in with students and reteach content as necessary to ensure understanding.
- We will use “Do Nows” as notes and provide students with access to them on Google Classroom with instructions to follow.
- Think Write Pair Share (TWPS)

- We will pre-teach and re-teach classroom lessons.
- We will provide checklists for students to self-assess.
- We will scaffold lessons for students in cotaught classes to reach SBAC quality goals.
- We will provide explicit teaching in small groups and individually
- We will provide test taking strategies and student specific additional support strategies to assist with test taking.
- We will review and revise co-teaching curriculum to meet needs of students in alignment with SBAC
- We will provide differentiation instruction and materials related to content.
- We will provide structured literacy instruction with multi-sensory approaches to enhance learning
- We will provide classroom based technology to elevate learning.

School Goal One: Indicators of Academic Growth and Development

- ☐ All students will increase their SBAC scores on the SBAC Mathematics and Language Arts sections, maintain level 4, or move up one level based upon September 2024 data and previous SBAC data according to the success matrix.
- ☐ We will maintain an Accountability Index score of 72.5

School Goal Two:
To ensure that all graduates are high school ready upon graduation.

ISAAC adopted its Vision of the Graduate in reference to the skills and competencies that all students need in preparation for any high school that they attend. The future success of our graduates will be contributed to the new academic and social-emotional curriculum at ISAAC. The three-year advisory program includes input directly from the mental health team comprised of our two social workers and our school counselor. Throughout a student's three years at ISAAC, each counselor ensures that the student and their family are thinking, researching, and planning for secondary education that meets the needs of the student academically, emotionally, and financially. As each class leaves ISAAC to their high school of choice, our ultimate goal is to ensure that they are prepared for the challenges of secondary pursuits.

Strategic Action #1:

Strategic Action 3.2:

If we deepen partnerships with community, business, and education leaders in the field of academics, arts, and communications, then students will benefit from a multitude of unique opportunities, and our teachers will gain the skills and knowledge necessary to prepare students for high school and beyond.

SA 3.2: Action Steps:

- We will meet with leaders from local high schools and higher education institutions to gain insight and ideas for providing expert instruction and high school preparation for our students.
- We will partner with leaders in the fields of arts and communications to enhance the curriculum and experiences for teachers and students.
- We will develop innovative programs in collaboration with post-secondary institutions and/or local community leaders in many fields, including arts and communications.
- We will interface with local political leaders for the promotion, support, and funding of ISAAC and charter education in Connecticut.

Student Learning Objective #3:

Students will transition to a regional high school and be on track to graduate.

Action Steps:

- We will promote the area choice schools to allow students and families to choose from various options for high school.
- We will help students through the application process and keep parents updated.
- We will schedule high schools to present to students during their advisory blocks.
- We will provide high level honors classes to academically prepare students.
- We will provide high quality elective programming for diverse interests.

School Goal Two: Indicators of Academic Growth and Development

- ☐ 100% of ISAAC will graduate in June 2025 and have a plan for secondary education.
- ☐ 94% of students will be on track to graduate as determined by the Accountability Index.

District Goal 2: Safe and Nurturing Environment

Students learn best when teachers and students create an emotionally safe environment built upon clear expectations, which promote respectful and inclusive interactions, recognition of effort, opportunity for self-regulation, and the development of positive relationships.



School Goal Three:

To provide a safe, respectful, and nurturing learning environment that supports the personal, academic, and middle school goals of every student.

School Goal Four:

To ensure that the school and its parents have a collective understanding of a student's success through a system of periodic and reactive communication.

School Goal Five:

To establish clear school-wide expectations, classroom to classroom, that are known, understood, and respected by students, teachers, and families

Our Core Values and Beliefs About Learning begins with the following statement: ISAAC is a safe, nurturing, and diverse middle school. This year, ISAAC will be using the NEASC survey to measure the degree of our collective efforts to maintain a positive learning environment based on positive survey results; scoring above the 85% mark in all categories within the safe school climate category. We feel it is essential for these results to be positive in order to achieve success for all who work, learn, and grow at ISAAC.

Based on parent feedback from our stakeholders, PowerSchool accuracy, communication from advisory teachers, and teacher efficiency in recording homework and assignments on PowerSchool are the topics that were presented.

Strategic Action #1:

If we develop a school climate and culture where every student, parent, and teacher feels safe, valued, respected, and informed, then all stakeholders will share in the partnership of meeting students' academic and social needs towards becoming active and responsible citizens.

SA1: Action Steps:

- We will continue to foster opportunities to communicate ideas and/or concerns for the betterment of the school culture and climate through the monthly Principal Advisory Committee (PAC) and ISAAC Wellness Committee meetings.
- We will continue the Safe School Climate Committee that meets with ISAAC teachers, students, parents and administration to ensure a safe culture and climate for all people who work and learn at ISAAC.
- We will connect and establish strong relationships between our students and teachers through the advisory model and with all our student's families by periodically speaking with them throughout the school year.
- We will continue to communicate important highlights and upcoming events with our students, parents, and the community through the weekly *Dragon Tales* newsletter and social media.
- We will continue to provide cultural awareness through professional development opportunities.
- We will continue to seek feedback from the parents, teachers, and students and use the data retrieved to adjust school environment practices, procedures, and policies as needed.
- We will deepen our partnership with the New London Police Department.

- We will provide informational sessions to parents on topics such as, PowerSchool, Google Classroom, understanding the legal process of special education and emotional wellness of your child.

Strategic Action #2:

If we use the advisory model to foster and establish shared belief among all stakeholders that “**all students can succeed** with hard work and grit” then we will increase student efforts towards achievement and responsibility for their own personal, academic, and career goals.

SA 1.2: Action Steps:

- We will continue to promote and discuss among all stakeholders the concepts of grit (Angela Duckworth), hard work leads to success, growth mindset (Carol Dweck), and Accountable Talk (University of Pittsburgh’s Institute of Learning).
- We will continue to foster a shared belief that “all students can succeed with hard work and grit” through faculty-focused conversations related to effort-based success of ourselves and our students.
- We will continue to lead students in growth mindset, grit, self-efficacy, and goal orientation through advisory experiences.
- We will continue to utilize the Advisory program to work with students, setting goals by developing Goal Setting Plans and conferencing one-on-one with students during advisory week.

Strategic Action #3:

Strategic Action 3.1:

If we increase the communication of the strengths of ISAAC and celebrate the successes throughout the school year in different modes of communication, then students, parents, staff, and the community will voice their *ISAAC Pride* to promote ISAAC as one of the premier middle schools to attend in southeastern Connecticut.

SA 3.1: Action Steps:

- We will communicate important highlights and upcoming events to our students, parents, and the community through weekly emailed newsletters and text messages and by utilizing social media.
- We will seek feedback from parents, students, and teachers and use the retrieved data to adjust school environment practices, procedures, and policies, as needed.
- We will provide press releases for positive events and celebrations at ISAAC.

School Goal Three Action Steps by Department:

Maintain and enhance a respectful, positive, safe learning environment for all students at ISAAC.

SOCIAL STUDIES/HUMANITIES

- We will use Accountable Talk in class discussions
- We will model and recognize respectful behavior
- We will develop and maintain a respectful classroom environment for everyone to feel accepted
- We will greet each student by name as they enter the classroom

SCIENCE

- We will use of Accountable Talk in class discussions
- We will make advisory phone calls and Goal Setting Meetings
- We will promote the use and timely/accurate grades in the PowerSchool gradebook
- We will promote the use of Google Classroom and actively posting all assignments on there for in person students as well as those who are absent
- We will create a plan with students who are falling behind of how to make up the assignments as well as how to continue to be successful in class
- We will create and maintain positive relationships with students to feel comfortable and supported
- We will clearly state and reinforce expectations
- We will model and recognize respectful behavior
- We will monitor and assist with positive hallway behavior
- We will develop and maintain a respectful classroom environment for everyone to feel accepted
- We will greet each student by name as they enter the classroom
- We will request and respond to student feedback during and at the end of units
- We will incorporate the ISAAC Core Values into class discussions

MATHEMATICS

- We will use of Accountable Talk in class discussions
- We will make advisory phone calls and Goal Setting Meetings
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ENGLISH LANGUAGE ARTS

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- We will greet each student by name as they enter the classroom
- We will request and respond to student feedback during and at the end of units
- We will incorporate the ISAAC Core Values into class discussions

BILINGUAL

- We will use Accountable Talk in class discussions
- We will promote of the use and timely/accurate grades in the PowerSchool gradebook
- We will provide and communicate to students and parents structure, routines, and clear expectations for student behavior and performance in class.
- We will ensure all students are treated with respect at all times in and out of the classroom by every member of our school community.
- We will create a safe environment in our classrooms and check in with students regularly.
- We will develop a strong rapport with every student in our classes and advisory so that students feel safe talking to us.
- We will report any behavior that may be construed as bullying to administration so it can be dealt with appropriately.
- We will provide specific praise, accountable talk moves and constructive feedback to support and encourage all learners.
- We will encourage students to speak up when they feel unsafe in school.
- We will develop and maintain a respectful classroom environment through rigorous attention to accountable talk norms,
- We will request and respond to student feedback during and at the end of units.
- We will incorporate the ISAAC Core Values into class discussions.

SPECIAL EDUCATION

- We will use of Accountable Talk in class discussions
- We will use advisory phone calls and Goal Setting Meetings
- We will promote of the use and timely/accurate grades in the PowerSchool gradebook
- We will promote of the use of Google Classroom and actively posting all assignments on there for in person students as well as those who are absent
- We will create a plan with students who are falling behind of how to make up the assignments as well as how to continue to be successful in class
- We will create and maintain positive relationships with students to feel comfortable and supported
- We will clearly state and reinforce expectations
- We will model and recognize respectful behavior
- We will monitor and assist with positive hallway behavior
- We will develop and maintain a respectful classroom environment for everyone to feel accepted
- We will greet each student by name as they enter the classroom
- We will request and response to student feedback during and at the end of units
- We will incorporate the ISAAC Core Values into class discussions

School Goal Four Action Steps by Department:

Increase the communication between faculty/teachers and parents.

SOCIAL STUDIES/HUMANITIES

- We will update Power School at a minimum weekly.
- We will post homework assignments daily.
- We will accurately input grades in Power School.
- We will email weekly, summaries to parents in English and Spanish
- We will make parent advisory phone calls quarterly (documented)
- We will contact parents when their child begins to fall behind, failing, or missing assignments in your class
- We will create a plan with parents for students falling behind and how they can continue to be successful in the classroom.

SCIENCE

- We will update Power School at a minimum weekly.
- We will post homework assignments daily.
- We will accurately input grades in Power School.
- We will contact parents when their child begins to fall behind, failing, or missing assignments in your class.
- We will create a plan with parents for students falling behind and how they can continue to be successful in the classroom

MATHEMATICS

- We will update PowerSchool at a minimum weekly.
- We will post homework assignments daily.
- We will accurately input grades in Power School.
- We will contact parents when their child begins to fall behind, failing, or missing assignments in your class
- We will create a plan with parents for students falling behind and how they can continue to be successful in the classroom.

ENGLISH LANGUAGE ARTS

- We will update Power School at a minimum weekly.
- We will send weekly email summaries to parents in English and Spanish
- We will accurately input grades in Power School.
- We will make parent advisory phone calls quarterly (documented)
- We will contact parents when their child begins to fall behind, failing, or missing assignments in your class
- We will create a plan with parents for students falling behind and how they can continue to be successful in the classroom.

BILINGUAL

- We will send out by-weekly newsletter to parents in English and Spanish
- We will accurately input grades in PowerSchool
- We will contact parents when their child begins to fall behind, failing, or missing assignments
- We will update Power School at a minimum bi-weekly.

- We will contact parents with positive reports, successes, or affirmation.
- We will reply to parent emails or calls in a timely fashion.
- We will promote parent involvement by planning monthly meetings and trainings in Spanish and English

STUDENT SUPPORT SERVICES

- Reach out to parents proactively and reactively when issues arise – social/emotional issues, SRBI identified, parents of Advisory students, IEP Counseling students.
- Provide referrals to SBHC or outpatient setting when requested/needed for behavioral health.
- Regular communication with parents of students on counseling caseload and 504 students.
- Communicate with Spanish speaking parents when language is a barrier.
- Participate in home visits when necessary – to address basic needs, social/emotional needs or increase school engagement.

SPECIAL EDUCATION

- We will update Power School grading at a minimum weekly.
- We will post homework assignments daily.
- We will accurately input grades in Power School.
- We will contact parents when their child begins to fall behind.
- We will contact parents when their child begins to fall behind, failing, or missing assignments.
- We will contact parents when their child is experiencing success.
- We will contact caseload parents quarterly, or as needed.
- We will keep up to date Parent Contact Tracking Google Form.
- We will communicate to parents when a new unit has begun.

School Goal Five Action Steps:

Decrease the number of in school and out of school suspensions

- We will revise the Parent-Student Handbook that details the school rules and policies.
- We will ensure that school policies and rules are consistent classroom to classroom.
- We collaborate with the families regarding possible disciplinary actions.
- We will ensure our staff understands the policies and rules by thoroughly going through the Parent-Student Handbook at the beginning of the school year with added reminders throughout the year.
- We will continue to train our teachers and administrators about racial bias associated with school discipline.
- We will ensure our teachers and administrators are trained in de-escalation strategies.
- We will reach out to families when a student does something positive to build a good rapport from the beginning of sixth grade year until they graduate and beyond.
- We will implement a school-wide social emotional Advisory Program.
- We will continue to provide cultural competency trainings to staff and students periodically.
- We will provide opportunities to engage parents in the school community through multiple methods
- We will utilize Restorative Practices as a tool to support students and staff.
- We will continue to eliminate any disproportionality around Black students getting suspended at higher rates than their peers.
- We will insure that all school safety and security initiatives are reviewed and revised periodically.
- We will provide the staff with opportunities for culture and climate feedback through various committees.

School Goal Three, Four, and Five: Indicators of Growth and Development as a School

- ☐ Maintain each of the identified areas in the Parent Survey above 85% satisfactory
- ☐ Maintain each of the identified areas in the Student Survey above 85% satisfactory
- ☐ ISAAC will have an end-of-year suspension rate below 7.1%

District Goal 3: Professional Development & Evaluation

Students learn best when their teachers have the tools, skills, and knowledge to provide data driven instruction that is authentic, interactive, motivating, and leads to the application of knowledge and skills.



School Goal Six:

To collaborate within ISAAC and outside of ISAAC with available resources that enhance the rigor and relevance of our instruction through professional learning communities.

Author Dale Dauten wrote “Great employees don’t have jobs, they have talents.” ISAAC is committed to become the “best place for the best teachers.” Through the lens of student data and through teacher collaboration in a SRBI Team/Professional Development Advisory Committee, we will identify areas of need including Academically Productive Talk/Accountable Talk, mindset and grit, technology in the classroom, SBAC instructional strategies, special education, diversity amongst of our students and the community, formative assessment creation and calibration, and data driven planning and instruction.

Our Professional Development Committee has identified five major areas:

- Team Building and retention of staff,
- Academically Productive Talk and the use of Accountable Talk school-wide,
- Writing to Learn, through the daily use of Think, Write, Pair, Share,
- Developing Personalized Learning through Differentiation and Instructional Strategies,
 - Classroom Environment (mindset and grit)
 - Individualized Rigor for All Students
 - Technology in the Classroom
 - Researched-based Instructional Strategies
 - Data Driven Planning and Instruction
 - Modifications and Accommodations for our Diverse Student Body
- SBAC: *Understanding and Familiarity, Tracking for Success*
- Unconscious Bias and Diversity Training
- Social Emotional Learning

In the most recent renewal of our charter renewal from the State Department of Education, the Smarter Balanced Assessment Consortium (SBAC) standardized assessment was identified as an area of concern for whole school ELA and mathematics, along with 7th and 8th grade mathematics. Annually, the SBAC test measures all students and schools in Connecticut. Our professional development will dive into the specifics to the SBAC test and the understanding of how students will be assessed. Further curricula changes may occur with more familiarity.

Our restructuring of the academic and instructional model at ISAAC will be grounded in the opportunities for educators to collaborate and learn from one another. Weekly professional development will exist within the PLC Model. As teachers reflect throughout the year within their professional learning communities and their interdisciplinary teams, our professional development will support the individual and school growth within each of the areas listed within the PLC Model. Furthermore, the teachers will begin to share instructional practices and their expertise with one another through professional development opportunities.

Strategic Action #1:

If we create regular, structured, collaborative opportunities for teachers to meet weekly in content-specific Professional Learning Community (PLC) teams with a focus on curriculum, instruction, and assessment, then they will use assessment data to improve their instructional strategies and student achievement will improve.

SA 1.1: Action Steps:

- We will continue to provide extensive professional development in the area of PLCs, curriculum development, and assessment development and results.
- We will commit one block period per week to PLC time.
- We will establish and practice a structure for peer observation through Learning Walks within PLCs each month.
- We will revise the curriculum throughout the school year based upon support from administration and feedback from the PLC teams, parents, and students.
- We will continue to implement rigorous, authentic unit tasks that allow students to utilize the skills and knowledge gained in the classroom and beyond.
- We will meet in PLCs to discuss lesson planning (what we want each student to learn) and student performance through assessment results (how do we know and respond).
- We will use common formative assessments in the areas identified through ISAAC's Vision of the Graduate, as part of our regular practice and use the results to make purposeful, effective instructional choices that will appropriately challenge each student.

Strategic Action #2:

If we continuously discuss and monitor student progress through a multi-measured systematic process over time, then scientifically-based interventions will improve student achievement.

SA4: Action Steps:

- We will continue to utilize an SRBI process that will provide teachers with research-based interventions to improve student learning and behaviors.
- We will share school-wide common SBAC-styled assessment data, including the data tied to our SLOs.
- We will share common assessment data among PLC and interdisciplinary teams to create lessons with teaching strategies that improve student achievement.
- We will administer, disaggregate, and share 6th grade admissions and annual SBAC data with our teachers.

Strategic Action #3:

If we incorporate Accountable Talk within our culture and motivate students to listen, respond critically to their teacher and peers, and defend their positions with evidence, then students will intentionally think at a higher level and improve academic achievement.

SA 1.3: Action Steps:

- We will provide professional development on Academically Productive Talk that incorporates Accountable Talk.
- We will utilize PLC time to implement the Learning Walk model to observe and promote professional and respectful discourse that will improve our instructional strategies in the area of Academically Productive Talk (Learning Walks 2.0).
- We will showcase and share exemplary lessons that promote the practice of Accountable Talk.

- We will all create and practice the norms and skills of Academically Productive Talk in our classrooms and professional discourse.

Action Steps

- We will continue to seek feedback from the parents, teachers, and students and use the data retrieved to adjust school environment practices, procedures, and policies as needed.
- We will create opportunities for the staff to build rapport with one another.
- We will read, discuss, and incorporate research-based instructional strategies.
- We will embed SBAC strategies into our curricula and lessons.

School Goal Six: Evidence of Progress

- ☐ Scheduled trainings and professional development with inside and outside sources throughout the school year along with continued department and interdisciplinary PLC time before, during and after-school.

1. School Improvement
 - SIPP Goal Development and Accountability through Evaluations of School Leaders
 - Survey twice each school year
2. Personalized Learning through Differentiation and Instructional Strategies
 - Stanford Calibration Method, November 2020 & March 2020, August 2021, November 2021, March 2022
 - Academically Productive Talk/Accountable Talk – August 2020, November 2020 & March 2020, August 2021, November 2021, March 2022, June 2022, August 2022, November 2022, March 2023, June 2023, June 2024, November 2024, March 2025, June 2025
 - Writing to Learn – June 2022, November 2022, March 2023, June 2023, November 2023, March 2024, June 2024, November 2024, March 2025, June 2025, November 2025, March 2026, June 2026
 - Effective Feedback – June 2024, August 2024, November 2024, March 2025, June 2025, November 2025, March 2026, June 2026, November 2026, March 2027, June 2027
 - Technology in our Classrooms – August 2020
 - Assessment Design – Monthly in PLC Time in 2020-2022
 - Weekly Interdisciplinary PLC & Departmental PLC
 1. Learning Walks, Educational Research Review and Discussion, Unit Sharing
 2. Learning Walks, Curriculum, Assessment/SLO Data, Stanford Calibration

School Goal Seven:

To support and grow our certified staffing in all domains as prescribed through the evaluation process through effective feedback, accountability, and supervision.

Strategic Action #1:

If we provide positive and constructive feedback to teachers on their practice to create a safe learning environment that is designed to engage and motivate all students based on best practices, then teacher performance will continuously improve and students will develop a love of learning that is evident through positive actions and academic outcomes.

Action Steps

- We will continue to provide professional development on identifying the foundational skills and competency standards from the CT Common Core of Teaching Rubric.
- We will continue to provide formal and informal feedback according to ISAAC Educator Development and Evaluation Plan.
- We will meet regularly to review student learning outcome progress throughout the school year and if necessary, revise at mid-year goal meetings.
- We will assist teachers in the implementation of a data assessment tracker to ensure that students are working toward SBAC style assessments.
- We will provide formative reviews conducted to assess progress to date toward mutually agreed upon performance goals.
- We will ensure that the monthly calendar is reflective of the written curriculum and is followed with fidelity in the classroom.
- We will display the professionalism and ethical behavior in the same manner that is expected of teachers and staff.
- We will promote the passion for professional improvement by sharing best practices and learned skills with the faculty and staff.

School Goal Seven: Evidence of Progress

- ☐ Scheduled trainings and professional development with inside and outside sources throughout the school year along with continued department and interdisciplinary PLC time before, during and after-school.

Overall Summary of Data

As presented in the data, the Interdistrict School for Arts and Communication has experienced low levels of performance on the SBAC for the past few years. Most recently in 2018-19, ISAAC was ranked last amongst all Connecticut schools on the 8th grade mathematics section of the SBAC. These results were instrumental in the decision to put ISAAC on warning for four areas academically: English Language Arts for all grades combined, Mathematics for all grades combined, Mathematics for 7th grade, and Mathematics for 8th grade. In addition, ISAAC was put on notice for high suspension data for which an action plan was created to support the work needed to improve all areas.

In 2020, the ISAAC Board of Directors hired three new administrators charged with developing a system for teaching and learning that would support the school's Core Values and Beliefs about Learning that ensured that all students can succeed through hard work and grit and that ISAAC would become a premier middle school.

Choice schools know that the makeup of classes will dictate the scores for the SBAC from year to year. Although schools can raise student scores, it is still a challenge to ensure all students are meeting the state goal when they have experienced a variety of curriculums and school environments from a variety of different sending schools/districts. The English Language Arts and Mathematics departments will utilize their common PLC time to analyze SBAC data and design lesson plans that include SBAC practice starting their 6th grade year. Further research will help us predict student SBAC scores and target students for interventions.

The strength of ISAAC is its school culture and climate. The school's cornerstone is its advisory program which allows each student to partner with the same group of students and teacher for all 3 years at ISAAC. Within these advisories, topics such as: bullying, teen dating violence, teen suicide, school and personal goals, grit, mindset, Black Lives Matter, and team building are discussed and embraced. Students, teachers, parents, and community stakeholders have an influence and input on our advisory curriculum. The advisory becomes the student's "family" in the school by assisting with developing relationships, problem solving, celebrations of life events and sharing in challenges. The advisor is the student's primary advocate in the school and the initial home-school contact. There are a number of committees and groups in our school community that play a critical role in our school culture and climate. The Instructional Leadership Team is a group of 10 teachers and faculty members that meet monthly with school administration to address culture and climate issues, specific to the teaching and working environment. The Parent Teacher Organization is a group of parents that meets with the Principal and Dean of Students to address areas of success and growth from a parent perspective. If there are specific policies that welcome review and evaluation, the School Improvement Team is the parent conduit to address them.

The data from the student, parent, and teacher surveys support the efforts of providing a safe, respectful, and nurturing learning environment as written in our core values and belief statement. Parents, teachers, and students are members of the Safe School Climate Committee and School Safety Committee which provides ISAAC with a constant examination of its practices and its effects on the safety, culture, and climate. The New London Police Department provides ISAAC with unwavering support and service in all areas of safety and resources. Our goal this school year is to increase participation in the Parent Teacher Organization and increase our connections with local education, political, and community leaders. By accomplishing this task, we will ensure that all stakeholders are involved in the student's journey towards becoming lifelong learners, a core value and belief of ISAAC.