



East  
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Public  
Schools



## BOARD OF EDUCATION MEETING

February 12, 2024

7:00 PM





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# SUPERINTENDENT'S UPDATE

Thomas Anderson

February 12, 2024





## VISION

Schools that are the  
Pride of our  
Community

## MISSION

To deliver a high-quality  
learning experience for  
Every Child, Every Day



# CORE BELIEFS



East  
Hartford  
Public  
Schools

Expectations  
Matter

Effort  
Matters

Competence  
Matters

Solutions  
Matter

Relationships  
Matter

Results  
Matter



# **SUPERINTENDENT'S**

## ***Key Items***

- Recognition / Spotlight
- Finance Update
- Facilities Projects Update
- Strategic Plan: Select Project Review
- General Updates







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# RECOGNITION AND CELEBRATORY POINTS





# Student Highlight

Chimuanya Chukwuocha

EHHS Senior

Questbridge National College Match Scholarship Recipient





# EHPS STAFF SPOTLIGHT

**MIKE LAJOY**

Evening Head Custodian  
EHHS/CIBA Campus





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# FACILITIES PROJECTS UPDATE

Jim Rovezzi





# Completed Projects

Completed construction phase on the following projects:

- EHHS Roof Replacement
- Window Wall Replacements at Mayberry, Norris, O'Connell East and West
- IAQ project (250 ductless-split units district-wide)
- Woodland Gym Window Replacement
- Woodland Gym Floor & Gym Refresh
- Woodland Interior Refresh
- Goodwin Flooring Abate/Replace





# Projects in Construction Phase:

- EHMS IAQ project to air condition 45 classrooms
- EHHS Tri-Generation Plant Replacement and New Stand-By Generator project





# Upcoming Construction Projects Planned for 2024:

- O'Brien ES Roof Replacement
- Synergy CNC Lab Classroom Remodeling
- Goodwin ES Exterior Door & Window Replacement
- Pitkin ES Exterior Door & Window Replacement
- EHMS Pool Locker Rooms Renovations
- EHMS Roof Replacement





# Projects in Plan Development:

- EHHS Auditorium Renovations
- EHHS Lecture Hall Renovations
- EHMS Auditorium Renovations
- EHHS Gym Locker Rooms Renovations
- EHMS Gym Locker Rooms Renovations
- EHHS Softball Field Renovations
- Norris ES Floor Abatement & Replacement
- EHMS Building H&B Floor Abatement & Replacement
- Hockanum ES Steam Tunnel Abatement and Re-insulation





# Projects Awaiting State Grant Approval:

- EHHS Media Center Roof Top Package Unit Replacement – STATE IAQ Grant
- Pitkin ES Indoor Air Quality Improvement – STATE IAQ Grant
- Norris ES Roof Replacement





# STRATEGIC PLAN

*Select Projects (update)*



# STRATEGIC PLAN: project update



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<p><b>1 Priority Alignment: Accelerate Academic Achievement for Every Child</b></p> <p><i>Project: Implement, train, and further develop common instructional practices aligned with the Science of Reading, and research-based literacy practices in grades PreK-5 for Literacy success, growth and achievement.</i></p> <p><i>Project Description: Align all PreK-5 literacy practices (curriculum, assessment and instruction) to the Science of Reading (SoR) to ensure all readers are skilled, fluent, and strategic readers and writers.</i></p> <ul style="list-style-type: none"> <li>• Align instruction, intervention, and meaningful practice based on priority literacy skills and a framework for acquisition of reading skills</li> <li>• Professional growth: Language Essentials for Teachers of Reading and Spelling (LETRS) SoR PD aligned instruction and assessment practices</li> <li>• Increase ability for educators to follow science-aligned reading practices, targeted data analysis and improved student outcomes in literacy</li> <li>• Elevate educator knowledge, tools, and practices that directly impact student outcomes in reading, writing and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous LETRS training in 3 learning cohorts; ECLC, Cohort 1, Cohort 2, LETRS facilitator training</li> <li>• Completed Part 1 PD at ECLC. Part two planned for February PD day</li> <li>• Completed through units 5 (6 scheduled for March)</li> <li>• Completed through unit 2 (3 scheduled for February)</li> <li>• Completed full LETRS cohort (all 8 units) by facilitators to ensure that ongoing training and development with SoR reading practices continue with access to essential resources</li> <li>• Re-aligned curriculum units (unit 3 starts in February) to align best practices, training, student data</li> <li>• Updated instructional planning support</li> <li>• Conducted DIBELS ES reading assessment on Amplify/mCLASS</li> </ul>

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<p><b>2 Priority Alignment: Accelerate Academic Achievement for Every Child</b></p> <p><b>Project: Increase opportunities for student centered learning in the classroom</b></p> <p><b>Project Description:</b> EHPS will continue the work of increasing opportunities for student centered learning in the classroom. In alignment with the work related to UDL, teachers will work with students to set goals and assess their progress toward these. They will also use formative assessment strategies for monitoring student understanding during the lesson. Additionally, teachers will continue to place an emphasis on reading and “time on text,” providing explicit vocabulary instruction across all content areas, which research indicates are two high-yield strategies for improving students’ reading skills.</p>	<ul style="list-style-type: none"> <li>• Developed goals and monitored progress with students.</li> <li>• Implemented a variety of formative assessment strategies to monitor student progress toward the daily learning target.</li> <li>• Implemented Year 2 of Word Gen (monthly) interdisciplinary program in middle school ELA, Math, Science &amp; Social Studies classrooms.</li> <li>• Opportunities for students to build their reading stamina and to interact with grade-level text in all content areas</li> </ul>



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<p><b>3 Priority Alignment: Accelerate Achievement for Every Child</b></p> <p><b>Project: Provide equitable and quality educational offerings for English learners</b></p> <p><b>Project Description:</b> This project will focus on improving the capacity of administrators and teachers to design, implement, and monitor highly- supported, rigorous learning environments for English Learners. Through department meetings, data team meetings, and professional development time, teachers will learn effective strategies to engage English Learners and meet their linguistic and academic needs. Quarterly classroom walkthroughs will focus on implementation fidelity, need for additional professional development, and the impact on student learning.</p>	<ul style="list-style-type: none"> <li>Completed walkthroughs at all ES 3/5 and ESL/Bilingual Services – grades 1, 2 in progress</li> <li>Identified areas for ongoing support and professional development at ES (modeling expectations, increased opportunities for turn and talk, posting and using anchor charts, providing sentence stems, and increased use of visuals</li> <li><i>Monthly Secondary walkthroughs</i>; identified areas of strength: anticipation guides to build background knowledge, modeling expectations, posting &amp; reviewing academic vocabulary; an area of growth, identified the consistent implementation of these strategies.</li> </ul>

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<p><b>4 Priority Alignment: Weave Webs of Caring and Empowering Supports</b></p> <p><b>Project: Transform behavioral supports across the district</b>  <b>Project Description:</b> Initiate a multi-year plan to reinvent how EHPS support various behavioral needs of our diverse student body. Focus on the recruitment and retention efforts for adults working with students receiving various supports. Utilize our board-certified behavioral analyst (BCBA) to lead some of the work supporting student plans and the training of adults. Also, EHPS will leverage partnerships with organizations such as our School-Based Health Systems.</p>	<ul style="list-style-type: none"> <li>• Over a dozen student support sessions (SSS) - building principals or designee to discuss strategies (support student success in their least restrictive environment). BCBA invited to all meetings. School-based health systems continue to assist schools across the district.</li> <li>• Physical/Psychological Management Training (PMT) Approx. 200 adults trained; expanded training for de-escalation strategies, targeted sessions in the Winter/Spring</li> <li>• Audit of special education programs (has been begun; external audit coming); build capacity/retain and recruit quality teachers</li> </ul>



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<p><b>5 Priority Alignment: Weave Webs of Caring and Empowering Supports</b></p> <p>Project: Improve student attendance</p> <p>Project Description: Focus on attendance to engage students and families in the teaching and learning process.</p> <ul style="list-style-type: none"> <li>Foundational strategies include promoting whole-school, positive conditions for learning that celebrate attendance and engagement</li> <li>School teams participate in multiple weekly attendance meetings geared to proactively impact student attendance while preventing chronic absenteeism and how it impacts achievement</li> <li>Tier II strategies include school teams developing personalized plans to support improvements in attendance and engagement, conducting regular home visits, and meeting 1-1 with students and families</li> <li>EHPS program accessing CSDE's LEAP (Learner Engagement Attendance Program) supports the effort. Address with care and support, build trusting relationships that promote belonging and supporting safe</li> <li>Connect schools through a data-driven, problem-solving approach that identifies personal and systemic barriers to attendance and engagement</li> </ul>	<ul style="list-style-type: none"> <li>Secondary Midyear Student Achievement Meetings (SAM) indicate the effectiveness of the school-based teams as levers to improved engagement and attendance at 6- 12</li> <li>Each building is 2 - 3% below the chronic average from last year and within 2 - 3% of ADA from last school year</li> <li>Elementary attendance practices continue to be refined to focus on students approaching chronic</li> <li>All schools have been challenged to increase home visits for February</li> <li>Prepare for an attendance push in March for each school</li> </ul>



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<p><b>6 Priority Alignment: Transform Structures and Systems</b></p> <p><b>Project: Improve the customer service experience for families</b></p> <p><b>Project Description:</b> Assess how EHPS collectively prioritizes the “customer” experience. Determine which strategies will positively impact the customer service experience for students, families, and employees. Analyze and provide clarity on expectations for district and building leadership to ensure all team members adhere to protocols. Implement monitoring structures to support the improvement of customer service. To be more efficient and fiscally responsible, we will assess and employ strategies that positively impact the data collection and analysis process. Lead the work to collectively work more strategically for a greater impact in all areas of the organization with a sense of controlled urgency.</p>	<ul style="list-style-type: none"> <li>• Superintendent has communicated the priority of the “customer” service experience at various district and executive leadership team meetings.</li> <li>• Regularly, the superintendent and executive leadership team have led staff and student recognition opportunities.</li> <li>• Phone calls to central office are regularly returned same day and always within 24 hours</li> <li>• Central office continues to work with building leadership to ensure timely responses to parent/community outreach.</li> </ul>



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<p><b>8 Priority Alignment: Transform Structures and Systems</b></p> <p><b>Project: Deliver the current batch of major construction projects and execute the next wave</b></p> <p><b>Project Description:</b> Summer 2023 has the largest volume of construction projects being built in the past 20 years, and diligent management is required to deliver these projects with minimal customer impact and maximum value. At the conclusion of a successful summer season of upgrades, we will be constructing IAQ improvements at EHMS, procuring the EHMS Pool Locker Room Renovation and Roof Replacement projects, and finalizing design and bid packages for \$2M in DECD grant projects, all while starting the planning process for any additional projects to be funded through capital reserve or other sources.</p> <p>Share at BOE meeting – highlight the focus on supporting nutrition</p>	<p><b>Facilities Update:</b> Projects selected based on the FY24 Capital Improvement Plan (CIP) and applicable funding sources.</p> <ul style="list-style-type: none"> <li>• DAS project grants: applications submitted: (1) Norris ES Roof Replacement (2) Hockanum ES Steam Tunnel Abatement (3) Norris ES Flooring Abatement (4) EHMS Flooring Abatement</li> <li>• State DAS: a special school Indoor Air Quality Improvement Grant for: (1) Pitkin ES Indoor Air Quality Improvements (2) EHHS lower media center roof top package HVAC Unit replacements</li> <li>• EHMS Roof replacement</li> <li>• O'Brien ES roof replacement design was completed with plans and specifications</li> <li>• Public bid for replacing the exterior door and windows and HVAC upgrades: Goodwin ES and Pitkin ES</li> <li>• Several DECD Grant projects: (1) Gym Locker Room Renovations at EHHS and EHMS (2) EHHS Softball Field Renovations (3) EHMS Auditorium Renovations (4) EHHS Auditorium Renovations, and (5) EHHS Lecture Hall Renovation</li> <li>• EHMS Pool Locker Rooms renovations (design complete) - bid development for February</li> <li>• Synergy CNC Manufacturing Academy (design complete)- bid development is in process.</li> <li>• The 250 classroom (11 Schools) IAQ Air Conditioning project including electrical upgrades completed (fall of 2023)</li> <li>• EHMS classroom IAQ Improvements Air Conditioning project (anticipated completion Spring 2024)</li> <li>• EHHS Tri-Generation Plant and New Stand-By Generator project (estimated completion August 2024)</li> <li>• Exterior Door/Window projects: Mayberry ES, Norris ES, O'Connell ES East and West (mostly completed - minor work through the fall)</li> <li>• Goodwin ES flooring abatement/replacement project - late August)</li> <li>• EHHS roof replacement: largest project managed (FY24)</li> </ul>



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<p><b>9 Priority Alignment: Transform Structures and Systems</b></p> <p><b>Project: Automate HR and Finance/IT onboarding process</b></p> <p><i>Project Description:</i> The current onboarding process is a manual, time and resource consuming process. Working with HR and Finance, IT will look to automate the hiring and onboarding process. Creating an RFP process that addresses the needs of all three departments will be critical to the project. The implementation of automation in the hiring process will enhance the experience for new employees and relieve some of the burden of onboarding for all departments involved.</p> <p>Share at BOE meeting – focus on efficiency</p>	<p><b>Automation and efficiency:</b></p> <ul style="list-style-type: none"> <li>• Frontline Central (budgeted for FY25) System Implementation will begin in March 2024 with an official go live date July 2024</li> <li>• Onboarding will be online (hiring docs, policy, mandatory trainings, benefit review/processing, payroll onboarding (tax forms)</li> <li>• Frontline Recruiting/Hiring automation: in the process of creating job requisition functionality (workflows, depart. notification)</li> <li>• Position templates: for each job type will allow job postings and notification process to be automated</li> <li>• Updated Interview Series: allow automated interview scheduling and candidate notification; a questionnaire library for administrators to share/store position specific interview questions</li> </ul>

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<p><b>10 Priority Alignment: Transform Structures and Systems</b></p> <p><b>Project: Replace server and storage infrastructure</b></p> <p><b>Project Description:</b> Replace aging server infrastructure and increase security on our systems.</p> <ul style="list-style-type: none"> <li>• Critical to keeping technology background current and relevant</li> <li>• Utilize newer tools for cyber-security on new systems as aged technology infrastructures contribute to vulnerabilities (lead to successful cyber-attacks).</li> <li>• Related to this project is our backup and recovery system.</li> <li>• These projects will move the next replacement cycle to 2029 allowing time for the Capital Reserve account to be built up.</li> </ul> <p>Share at BOE – highlight cybersecurity and savings \$</p>	<ul style="list-style-type: none"> <li>• RFP's for the server refresh project have been completed</li> <li>• We are investigating multiple solutions to determine the benefits of moving to newer technologies</li> <li>• Network Admin Team is reviewing vendor solutions (Feb - March) with interviews with top vendors occurring in March - April</li> <li>• Vendor will be chosen by the end of April - summer install and to minimize impact on the district</li> </ul>





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<p><b>13 Priority Alignment: Diversify and Grow Our Talented Workforce</b></p> <p><b>Project: Implement culturally responsive teaching plan (Year 3 of UDL- Middle &amp; High School Classrooms)</b></p> <p><i>Project Description:</i> As a next step in a dedicated pathway to culturally responsive, student-centered teaching and learning for students, EHPS will lead a professional development series on Universal Design for Learning (UDL) for EHMS and SSR staff. The book study will consist of three half-day sessions on UDL Instructional design and planning, and four 1-hour staff meetings dedicated to key chapters in the <i>Equity by Design</i> text. High school staff will receive professional learning on UDL during half-day sessions that support their transition to planning and delivering instruction in the “block” or extended learning model. Lastly, mathematics teachers will take part in a series of professional development sessions on the <i>Building Thinking Classrooms</i> model. This set of high-leverage and culturally responsive strategies has been shown to increase student engagement and aligns with the larger vision of UDL.</p>	<ul style="list-style-type: none"> <li>• Designed and delivered four 1-hour book study sessions and two half-day professional learning sessions to middle school staff on UDL principles and strategies</li> <li>• Integrated UDL principles and strategies into two half-day sessions for high school teachers on the topic of block scheduling</li> <li>• Facilitated two PD sessions on BTC for a third cohort of middle and high school math teachers</li> <li>• Conducted instructional walkthroughs which indicate strengths in culturally responsive teaching in the following areas of the <i>Equitable Practices Rubric</i>: relationships &amp; teaching, partnering with families, and equity-based grading principles</li> </ul>

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<p><b>15 Priority Alignment: Diversify and Grow Our Talented Workforce</b></p> <p><b>Project: Mentor and coach new staff</b></p> <p><b>Project Description:</b> On a district and building level, expand the manner in which certified and non-certified staff are supported. Roll out a specific mentoring plan for new teachers/support staff that helps to foster a continuous improvement mindset.</p>	<p>Human resources and the pupil personnel and services (PPS) department have collaborated to develop a DSAP application that includes extra layers of support including mentoring of teaching candidates.</p>



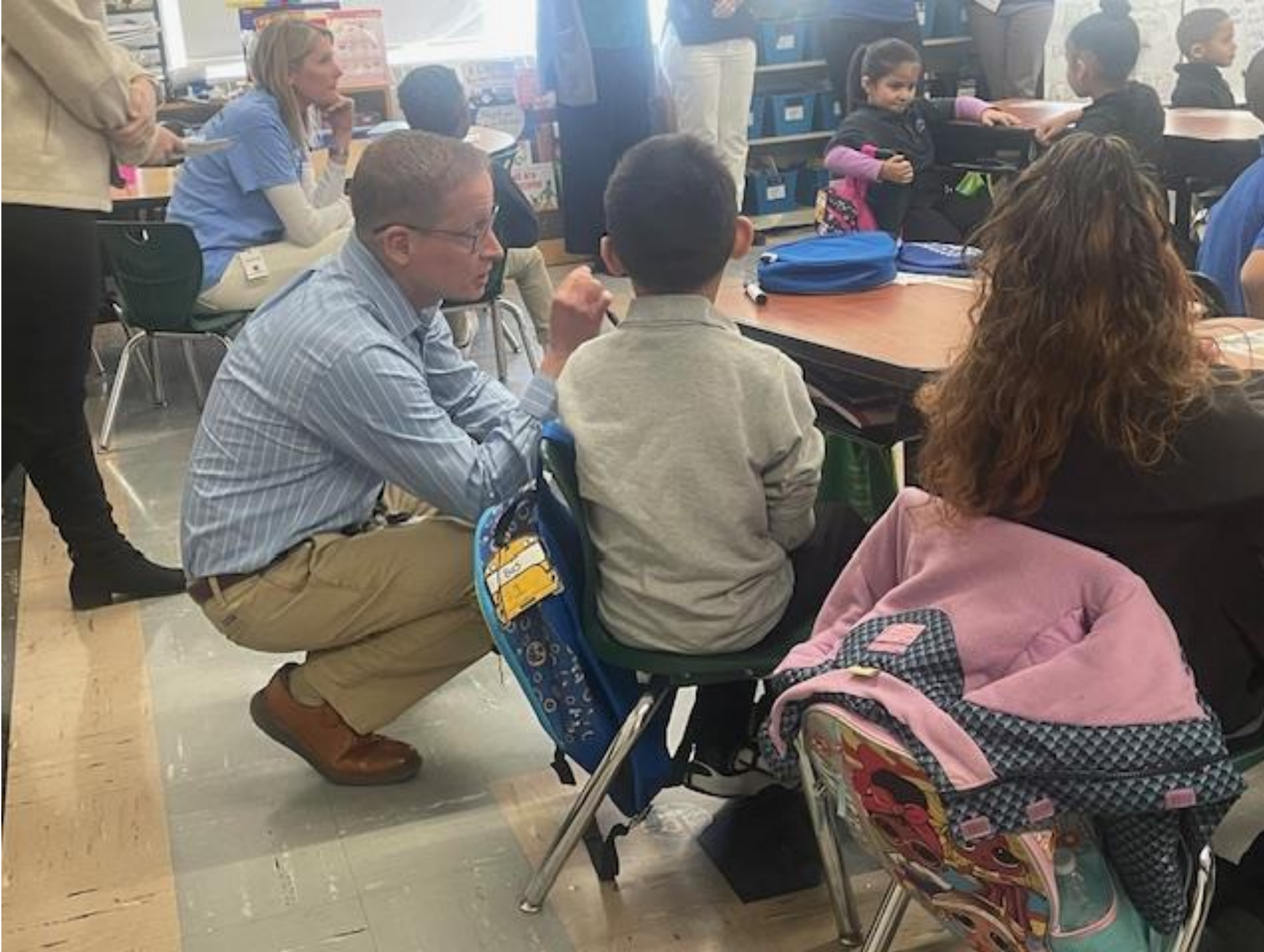
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<p><b>16 Priority Alignment: Expand Opportunities for Success</b></p> <p><b>Project: Provide access and opportunity for career-based experiences</b></p> <p><b>Project Description:</b> EHPS will continue its work with ReadyCT to provide work-based learning experiences to students aligned with career instruction focused on industry sectors: manufacturing, nursing and health occupations, and public safety.</p> <ul style="list-style-type: none"> <li>The targeted goal for this program is to engage and place between 50 - 75 students annually from EHHS and Synergy in consultation with ReadyCT and its affiliate, CBIA. Students will also be given the opportunity to earn industry-recognized credentials. As a part of this initiative, Synergy will begin to implement a manufacturing program this year using funds it received from a federal grant.</li> </ul>	<ul style="list-style-type: none"> <li>Offered EMR course (both semesters) as well as pathway courses (ECE Medical Terminology &amp; Physiology); during Sem. 1, 1/9 students earned the full credential, and all 9 students passed the skills portion of the assessment.</li> <li>ReadyCT: train 46 (30 Synergy, 16 EHHS) juniors/seniors in Student 5.0 program helps students identify a path after graduation.</li> <li>Identified 12 Synergy grade 11 / 12 students for S1 internships</li> <li>Placed 27 EHHS students in internships during Sem. 1 (Allied Health 17), Public Service (6 police, 4 education) career pathways.</li> <li>Developed a partnership with the Depart. Of Labor (seniors can participate in a half-day pre-apprenticeship training – S2)</li> </ul>

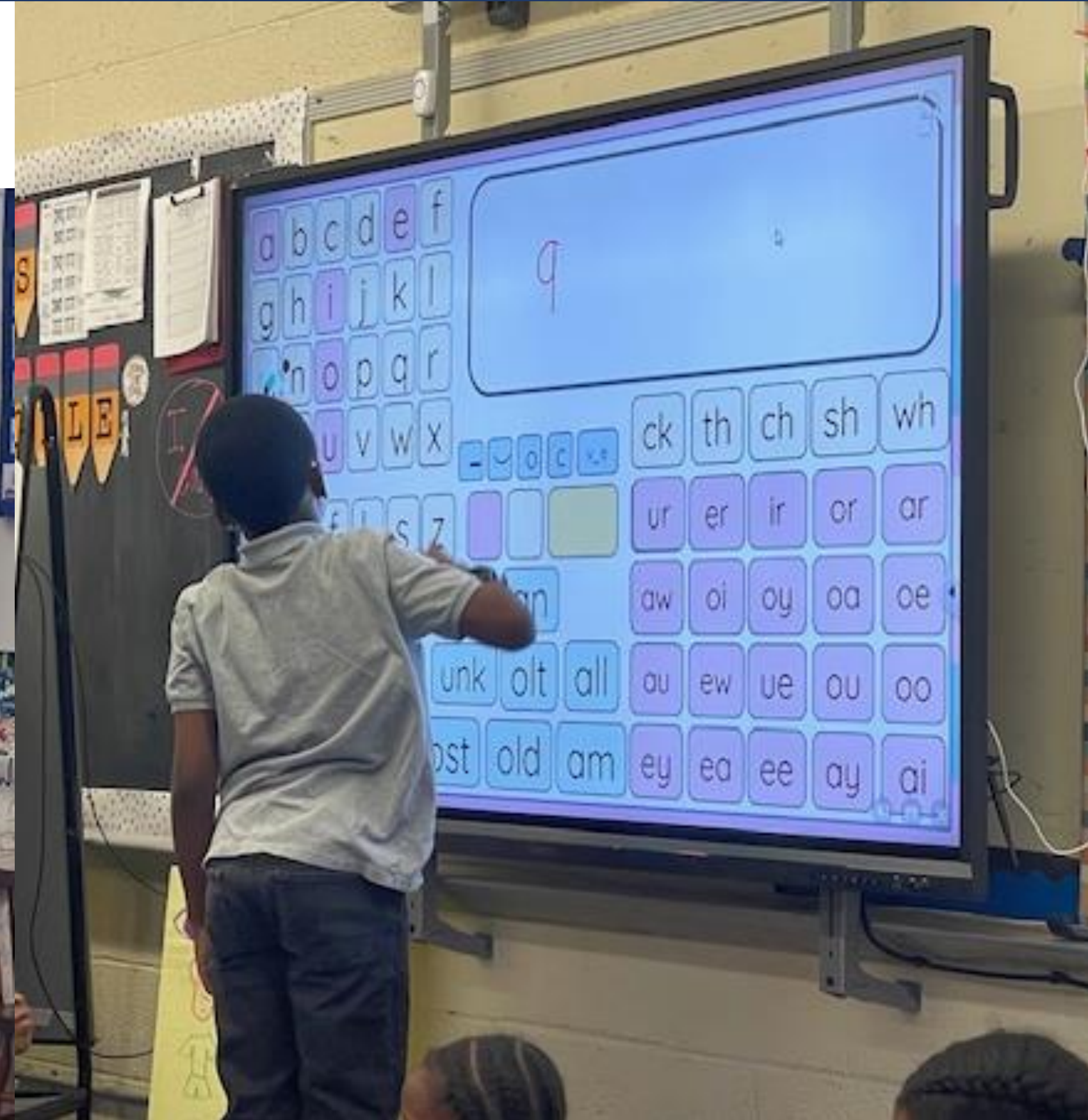
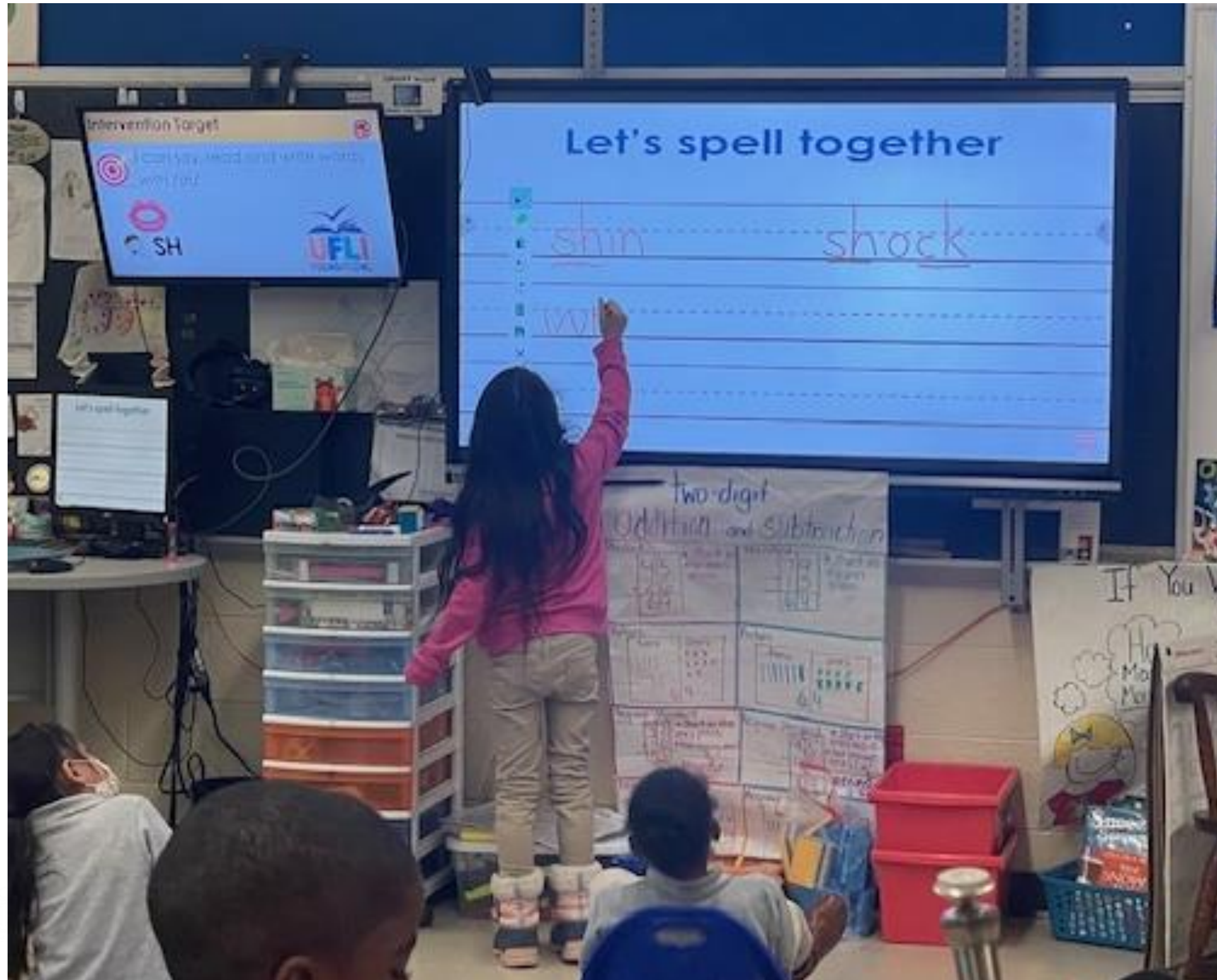


# CLASSROOM VISIT





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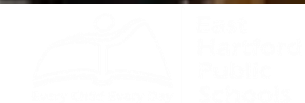
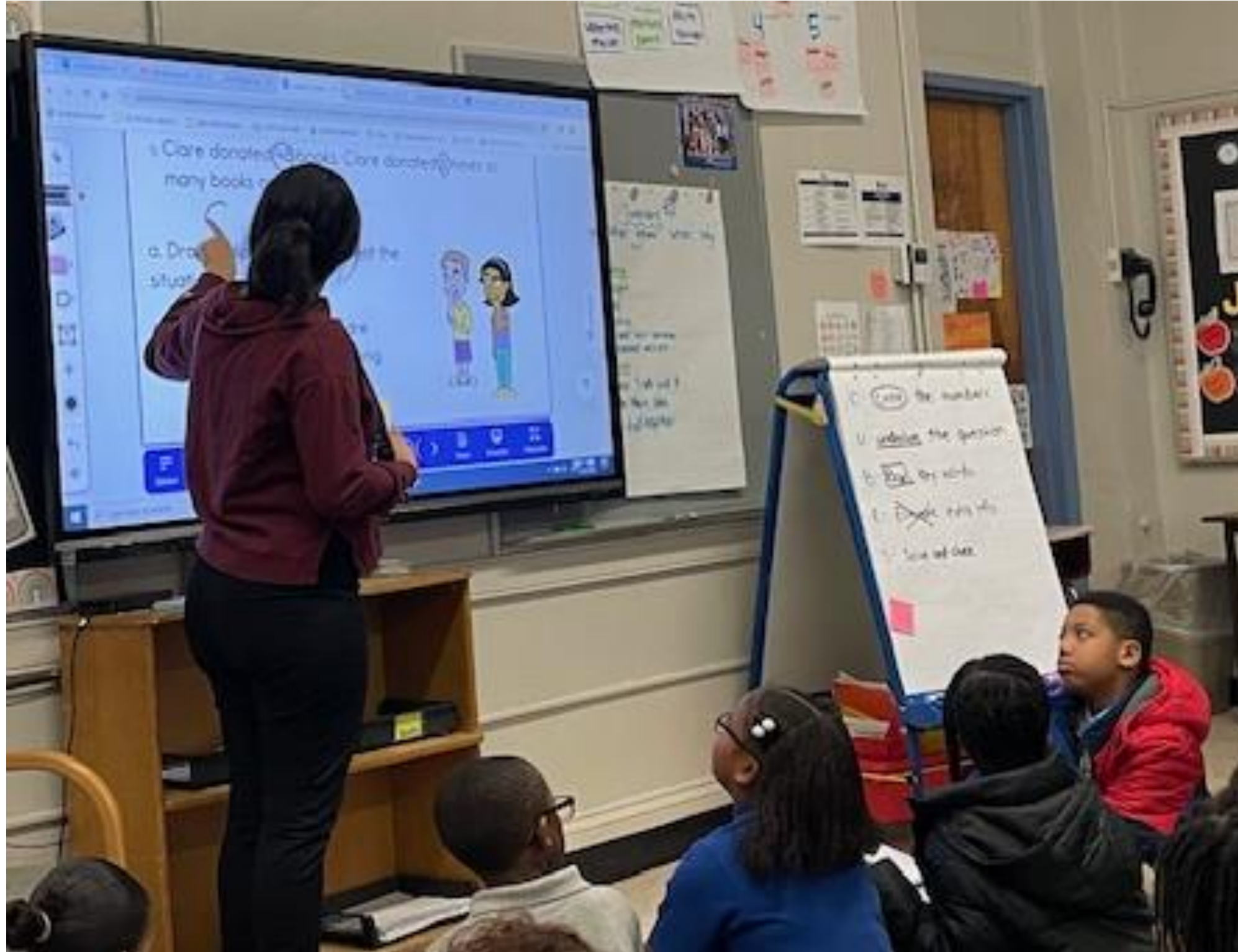






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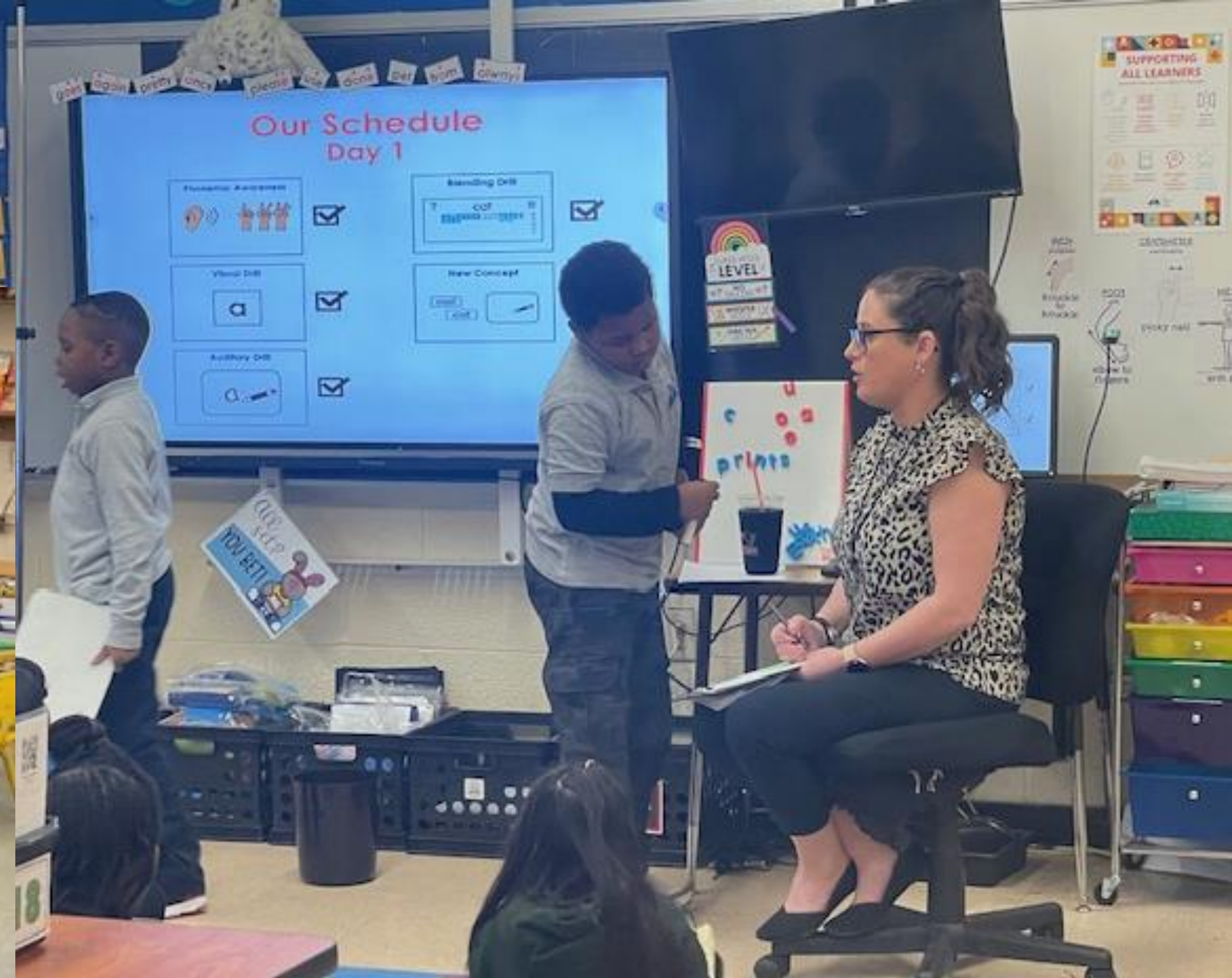






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# CLASSROOM VISIT







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# QUESTIONS / COMMENTS

SUPERINTENDENT'S REPORT



**THANK YOU**

