

District Improvement Plan (DIP): The DIP represents a commitment to action underpinned by the aspirational priorities of *Pride in 5*. The Superintendent and Senior Leadership Team use the DIP to identify and describe major projects for annual completion. As these projects are operationalized, action steps are captured in detailed Mid-Year/End-of-Year reports presented to the Board of Education. Grounded in the relentless pursuit of organizational improvement, the DIP process is designed to capture comprehensive improvement projects, to follow through on implementation and finally, to encourage continual revision. The outcomes for our DIP are measured by an annual review of the District Report Card supported by state and national standards.



Vision: Schools that are the **Pride of our Community**

Mission: To deliver a high-quality learning experience for **EVERY CHILD, EVERY DAY.**

PRIDE IN 5

The bold voice of our community seeking to surge ahead, accelerate, achieve, and pursue equity for all children!

Pride in 5 Priorities:

1. **Accelerate Achievement for Every Child:** We will accelerate pace, broaden definition and tailor the path to achievement for Every Child. As our students begin the educational journey from the PreK setting, we embrace the enduring vision of the graduate that compels us to put their success at the center of our work. We commit to delivering a curriculum that is captivating, rigorous, culturally responsive and student centered. Our classrooms will be filled with energy, characterized by effective communication, and dominated by student thinking. For us, it's not enough to have "taught it." It's enough when our students have "applied it." To tell this story, we will use an appropriate level of diagnostic and summative assessments, each carefully aligned and vetted to ensure value and merit.
2. **Weave Webs of Caring and Empowering Supports:** We will meet the needs of our students by weaving interconnected webs of physical, academic, and social-emotional supports that embrace kids where they are and help them lift themselves to new victories. We will lean in with our families to identify and connect to the strengths and potential that exists in every child and in every home. Our focus on support is based on the whole child concept and an unwavering belief in the power of self-efficacy. We want our students to leave us knowing who they are and the amazing power they have to shape their world. We want our kids to feel loved, to feel respected, to be heard, and to know that solutions to the most indomitable challenges lie ahead.
3. **Transform Structures and Systems:** We will seize new capabilities to enhance structures for learning and working. These new structures will be grounded in outcome data, best practice, and relevant experience. We begin each of these transitions with a focus on sustainability and an insistence that improvement never ends. Benefiting from the unlimited advantages that new technologies have provided, these new systems will offer students and employees flexibility and efficiency. We have learned that teaching and working can happen effectively in a variety of formats. We will match these formats to the strengths and skills of our students and employees.
4. **Diversify and Grow Our Talented Workforce:** We will diversify and strengthen our highly-competent workforce by capturing the power that exists in engaging and blending talent from multiple backgrounds, cultures, races, perspectives, education, skills, and expertise across all district roles. By taking advantage of every hiring moment and focusing on the quality of training/development activities, we will accomplish extraordinary outcomes. We will continue to grow and retain talent through targeted professional development and career advancement opportunities. Prioritizing the relationships that are shared across classroom desks, cafeteria tables, faculty breakrooms, and school buildings will unleash the strength of a unified culture where differing perspectives lead to a single objective—to do special things for kids!
5. **Expand Opportunities and Options for Success:** We will make investments in expanding opportunities for learning and working that center on a broad spectrum of success for students. These efforts will target the expansion of college preparatory experiences as well as high quality career and workforce development solutions. These programs will integrate academic standards with industry-valued competencies, providing students the necessary skills for post graduate success as well as Industry Recognized Credentials (IRCs). Reaching out to our community partners will engage our students as active citizens in service projects and in giving back. Through our expectation that "we do things differently around here," our students and employees will benefit from an organization that prioritizes meaningful, relevant, and rewarding work at all levels.

<p>Project Description/Plan: Senior Team Leaders should identify 3-5 projects aligned to <i>Pride in 5</i> priorities for annual completion This component of the plan should use general terms to describe the project, list key elements/steps.</p>	<p>Mid-Year Status (MYS) Report: Senior Team Leaders should provide a MYS Report to itemize current work completed as well indicate adjustments made to plan/project based on emerging needs.</p>	<p>End of Year Status (EYS) Report: Senior Team Leaders should provide an EYS Report to itemize current work completed from the MYS report.</p>
<p>Project: Implement principles of Universal Design for Learning (UDL) <i>Priority Alignment:</i> Accelerate Academic Achievement for Every Child</p> <p><i>Project Description:</i> This project will focus on implementing the principles of Universal Design for Learning (UDL) in an effort to refocus teachers on student-centered instruction. EHPS will transition to UDL because of the approach’s emphasis on student-centered instruction as well as culturally-responsive teaching practices and social-emotional learning. The principles of UDL will be built into district work in all three areas of The Learning Triad: curriculum, instruction, and assessment.</p>	<ul style="list-style-type: none"> • Trained administrators (1 in-person session, 4 online sessions) in the principles and framework of UDL • Built staff capacity by addressing key areas that are critical to the Fall 2022 rollout • Scheduled PD on culturally-responsive teaching practices (scheduled for 2/22) 	
<p>Project: Implement Illustrative Math (IM) and Desmos Tools across district schools <i>Priority Alignment:</i> Accelerate Academic Achievement for Every Child</p> <p><i>Project Description:</i> After piloting the Illustrative Math (IM) curriculum resource to support the district’s curriculum, EHPS has expanded its use to students enrolled in grades K-8 as well as in the Algebra I and Algebra II course. The IM resource is problem-based and student-centered, thus supporting the district’s work in Universal Design for Learning (UDL). Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Illustrative Math is fully aligned to the Connecticut Core State Standards. In the secondary schools, students will use Desmos Tools to supplement their work with the IM curriculum resource. Desmos allows them to take notes, practice skills, and take assessments using an online interactive platform.</p>	<ul style="list-style-type: none"> • Initiated (K-5) and continued (6-11) training for staff in IM • Conducted math walkthroughs to monitor fidelity of implementation • Used Desmos and other platforms to enhance instruction and student engagement • Administered IM & IAB assessments and monitored student progress • Conducted District wide PD focused on planning and synthesizing learning, with a follow up half day session scheduled 3/15 • Analyzed MOY data for grades K-2 and IAB data for 3-5 to embed additional practice and remediation 	

<p>Project: Increase student attendance rates Priority Alignment: Weave Webs of Caring and Empowering Supports</p> <p><i>Project Description:</i> During the last several years, EHPS has improved its rate of chronic absenteeism to approximately 15% while maintaining a daily rate of attendance of 95%. Unfortunately, during the pandemic, the number of students who were disengaged and disconnected increased. This project will focus on emphasizing the importance of attendance while reengaging students and families in the learning process. It will also investigate alternative ways that schools can use online learning platforms to increase participation for some student populations. As a part of this work, school teams will be trained to conduct regular home visits.</p>	<ul style="list-style-type: none"> ● Trained staff using National Parent-Teacher Home Visit model ● Implemented Family Engagement Tuesdays (virtual and in-person home visits) ● Conducted monthly district attendance meetings ● Conducted daily attendance meetings in school buildings ● Made daily phone calls to families ● Created district data dashboard for student attendance 	
<p>Project: Improve student behavior and reduce rates of suspension Priority Alignment: Weave Webs of Caring and Empowering Supports</p> <p><i>Project Description:</i> During SY 2020-2021 EHPS has enjoyed an improvement to student discipline. The pandemic has prompted students to demonstrate safe behaviors, and leadership teams observed that the required health and safety guidelines (e.g. no bells, smaller lunch waves) allowed schools to implement structures that resulted in a decrease in incidents of In- and Out-of-School Suspensions. In this project school leaders will reflect on which specific protocols resulted in an improvement to student behavior and will explore alternatives to suspension.</p>	<ul style="list-style-type: none"> ● Participated in SBDI trainings (e.g. Vicarious Trauma, Restorative Practices) ● Created “Best Practices” for student investigations document ● Collected sample letters and developing template letters re: school safety (folder) ● Developed Discipline Dashboard in collaboration with IT team 	
<p>Project: Transform Woodland School Priority Alignment: Weave Webs of Caring and Empowering Supports</p> <p><i>Project Description:</i> With the addition of a new principal and assigned special education supervisor, there is a new vision for the future of the Woodland School. While the school will maintain its strong historical focus on supporting the behavioral needs of every child, a new target for the program is to ensure that all students attending Woodland benefit from a rigorous academic curriculum.</p>	<ul style="list-style-type: none"> ● Hired full-time BCBA to provide behavioral intervention support and strategies to staff and students. ● Hired a principal with a special education administrative background ● Met with the Finance Department to review business principles and improve the financial management of the program ● Began the process of determining a new vision and direction for the program with an emphasis on high quality instruction and student health and safety 	

<p>Project: Implement Student Centered Coaching PreK – Grade 5 Priority Alignment: Transforms Structures and Systems</p> <p><i>Project Description:</i> Student-Centered Coaching is grounded on the premise that school-based coaching can be designed to directly impact student learning. Shifting the focus from "fixing" teachers to collaborating with them in designing instruction that targets for student achievement makes coaching more meaningful and results-based. This comprehensive project underscores the critical role of leadership in fostering a culture of learning for students as well as for adults as learners. The project will include; A model for designing and implementing student-centered coaching; Data-driven coaching tools and techniques focused on student learning; Specific practices for leading a student-centered coaching effort.</p>	<ul style="list-style-type: none"> ● Implemented the core approach and shared protocols for SCC through two program training sessions, along with weekly coach meetings ● Shifted toward data review and district-aligned themes to determine what will best move students forward ● Applied a progress monitoring system for literacy skills more universally than ever before ● Unified coaches around grade level meeting themes for Math and ELA 	
<p>Project: Implement Phase I of new State of Connecticut Individual Education Program and Data Management System for Special Education Priority Alignment: Transform Structures and Systems</p> <p><i>Project Description:</i> On July 1, 2022 the new Individual Education Program (IEP) for students with special needs will go into effect. In addition, the State of Connecticut, Bureau of Special Education will provide to all Connecticut School Districts a new Data Management System that will replace the current systems, in EHPS this is IEP Direct. In order to implement these new structures and systems, planning commences in the summer of 2021. The expected project timeline extends from school year 2021-2022 to school year 2023-2024.</p>	<ul style="list-style-type: none"> ● Identified two district trainers per the directive of the state Bureau of Special Education to lead the professional development of school personnel for CT SEDs ● Engaged district trainers throughout the fall in professional development offered by the state on quality IEPs and the new data management system. ● Identified school leads for each of EHPS buildings to be the point person in the building for CT SEDs and will participate in training with the state in January 2022. ● Scheduled professional development on CT SEDs for the PPS team to happen during winter/spring 2022 ● Identified lead for the clerical team for the rollover of special education data by June 30, 2022 and will participate in ongoing webinar/meetings with the state 	

<p>Project: Return foodservice program to solvency and develop new programs Priority Alignment: Transform Systems and Structures</p> <p><i>Project Description:</i> The EHPS foodservice program carried a reserve of about \$1.3 million in March 2020. However, operating losses due to the pandemic have shrunk this reserve to an estimated \$418k by 6/30/2021. In order to start building this reserve back up, efforts will be taken to run the program as “lean” as possible, employing creative solutions to drive revenue and cut costs wherever possible while maintaining a quality program. Beyond simply “returning to normal,” new programs will be evaluated and grant opportunities explored to emphasize quality, variety, and service delivery to boost participation. Leveraging grants to explore farm to school and other inventive opportunities will serve dual purposes of shifting costs to grants and creating meaningful programs to make the program more attractive to students.</p>	<ul style="list-style-type: none"> ● Increased minimum wage to \$15/hr for all foodservice workers to restore labor levels and aid in retention current workforce is at full staff except for sub positions ● Received \$433k Federal reimbursement in Sept and combined with healthy sales numbers helped restore reserves. Reserves on track to be at max reserve level by YE ● Switched CACFP to NSLP at Hockanum ECLC effective 10/1, boosting revenue and reducing admin paperwork, also providing free meals to all students at site and now the entire district is on one CEP applicable program ● Built a new forecasting and budgeting tool to be updated quarterly beginning Jan 2021 to aid in planning and program investment ● Developed 5-year Capital Improvement Plan for foodservice equipment, café refreshers, and other projects to be integrated into the district-wide CIP ● Applied for a \$25k State Equipment Grant, which could fund ½ of the FY23 CIP if approved and also applied for a \$14,600 CT Grown for CT Kids grant to fund an additional FoodCorps service member, PD, and garden maintenance 	
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<p>Project: Research and Implement Improvements to financial technology Priority Alignment: Transform Systems and Structures</p> <p><i>Project Description:</i> Financial systems have long been the “workhorses” of the district, where they are used daily yet receive minimal investment or process improvement. The influx of federal grant funds may finally support this modernization effort. MUNIS will be upgraded several versions to the most current and performance optimized. Payroll (time and attendance) processes will be automated and an electronic system benefiting both field operations and finance will be implemented, marking the end of the “paper time card” era. District systems will be evaluated, and technology deployed where possible for customer convenience and operating efficiency, such as payment processing and event scheduling coordination. These efforts will impact all district systems and further unite operating departments to decrease cost and free up time for more beneficial tasks. Investing time, money, and effort now to reap the efficiency benefits in future years will equip the division to handle future challenges.</p>	<ul style="list-style-type: none"> ● Upgraded MUNIS to V.2019 planned out and scheduled for 1/31/22 ● Procured, set up, and piloted RSchool Today event; rolled out system at EHHS with the expansion to the remainder of the district planned for Q3-4 ● Eliminated school foods armored car service, streamlined payment processing to ACH, internal check scanning and internal direct deposit capabilities ● Scheduled Executime (electronic time recording system) demo, planning, and PO issuance to begin in late Q3 with phased roll out beginning 7/1/22 	
<p>Project: Develop major indoor air quality improvement projects Priority Alignment: Transform Systems and Structures</p> <p><i>Project Description:</i> Buildings constructed 50 to 70 years ago were ventilated in a simplistic fashion that depended on the building remaining in its originally commissioned state. Building improvements to envelope systems, insulation, and mechanicals have the unintended consequence of reducing air changes and building “flow.” The pandemic has put a spotlight on indoor air quality, and supported by massive federal funds, EHPS is in a position to start undertaking large-scale building improvements. From full window systems and mechanical upgrades, IAQ will be of primary concern, with a target of having all schools in compliance with ASHRAE standards and best practices. Carefully studying where resources should be deployed to maximize benefit will take place through individual project and district-wide evaluative work.</p>	<ul style="list-style-type: none"> ● Created an RFP for Window Wall improvements (Design) at 6 schools conducted and awarded by BOE to Antinozzi and progressed with target completion in January and Q3 bid scheduled for Norris and Mayberry Summer 22 construction ● Developed a RFP for IAQ Improvements (Design), designer selected, and award was made by BOE with the overall design concept created to air condition/ventilate 250 classrooms across 11 buildings and. master plan/phasing work underway ● Executed boiler replacement projects at (6) schools and received over \$140k in rebates for future projects ● Conducted and designed an RFP for Trigen/Generator at EHHS (Design) made and was awarded by BOE with a target of Q3 bid 	

<p>Project: Establish and refine district-wide purchasing practices <i>Priority Alignment:</i> Transform Systems and Structures</p> <p><i>Project Description:</i> FY21 saw significant restructuring of major district personnel attached to purchasing and procurement. These changes included changing roles/responsibilities and critical changes to fiscal policy. This momentum will continue for FY22 where the next steps will be to eliminate current redundancies, foster vendor standardization, and develop additional purchaser resources (such as district contract lists, consortium guides, etc.). This project establishes the Controller as the district lead for procurement supported and guided by field level “purchasers.” Collaboratively, this team will be driven by a shared goal of policy compliance and an insistence that the “right” product is received at the best value. In addition to this policy level work, four major district-wide RFPs, Copier Equipment Services, Printer Equipment and Maintenance Services, Student Transportation, and Foodservice, will be developed in FY22.</p>	<ul style="list-style-type: none"> ● Established “quick notes” program where purchasers are kept informed of purchasing best practices and changes ● Involved Controller in supporting several inter-departmental RFP processes and joined evaluation teams ● Added another level of requisition approval (Ops Analyst) to ensure compliance, and tasked Controller with review of all account codes to ensure proper booking of purchases ● Added vendor categories in MUNIS to aid in vendor selection ● Developed and published Copier/Printer RFP in collaboration with IT, opening in Q3 ● Began preparation of Out-Of-District Transportation RFP, publish target Q3 	
<p>Project: Implement Improvements to the Financial Structures of the Pupil Personnel Services Department <i>Priority Alignment:</i> Transform Systems and Structures</p> <p><i>Project Description:</i> Tuition is paid to Magnet Schools by EHPS for all EH students who attend Magnet School Programs. For students who require special education services, there is an additional charge for each service rendered. Services are identified on the student IEP. In order to better track student special education costs throughout the school year, the PPS Department will develop a system of communication that outlines an increase, decrease or elimination of a student service.</p>	<ul style="list-style-type: none"> ● Met to review existing structures within the PPS department that track special education services ● Developed a document to better track changes in services and cost ● Converted a secretary position in PPS to an Operations Analyst position to better focus on the financial aspects of PPS and work closely with staff in the Finance office 	

<p>Project: Revitalize www.easthartford.org as a dynamic resource for our families and staff <i>Priority Alignment: Transform Systems and Structures</i></p> <p><i>Project Description:</i> The Website Improvement and Change Management (WICM) team, commissioned in Q4 FY21, will be operating at full scale in FY22 to include school-based websites, departmental sub-sites, and staff/family resources with a standardized model that still enables stakeholder engagement. Change management processes will be designed, implemented, and refined to where the website is considered a well-managed asset that meets the branding and developmental needs of the district, yet is a valuable tool for all involved.</p>	<ul style="list-style-type: none"> ● Redesigned Website Oversight Team to include Communications Office and IT support ● Launched district submission request process ● Revamped front facing district pages with focus on narrative and accessibility 	
<p>Project: Expand wireless to all areas of every building <i>Priority Alignment: Transform Structures and Systems</i></p> <p><i>Project Description:</i> SY 21 shifted the technology departments network focus to a device focus for the IT team. Work did continue on the internal network with thoughts moving towards supporting all of the new devices once IPL begins in earnest during the 21-22 SY. Looking to the future every staff and student member of the district has access to a portable device for use in school as well as at home. It is critical to have reliable wireless access expanded to every area of every building within the district. The Technology department will utilize various resources to accomplish this goal. Federal E-Rate funding will be available to assist districts with increasing network access for staff and students.</p>	<ul style="list-style-type: none"> ● Created an RFP for ERate submission to expand wireless to high needs areas of the HS and MS. ● Installed temporary access points to help alleviate access issues until the full access point installation is completed. 	

<p>Project: Refine asset management process including the distribution/ collection plan for devices to staff and students <i>Priority Alignment: Transform Structures and Systems</i></p> <p><i>Project Description:</i> With the full scale deployment of 1:1 devices for all students and staff, the IT division will continue to evaluate and develop new asset management processes including improved plans for distribution and collection of district devices. Part of this process will be to refine the current asset inventory and identify new ways to utilize existing tools with efficiency and accuracy. While various school levels pose different scenarios in terms of breakage and repair needs, a streamlined system of accounting and reporting will improve the district's ability to sustain this vital program.</p>	<ul style="list-style-type: none"> • Developed an automated asset management system to assist with purchasing accuracy, tracking repairs and giving the ability for bulk purchase discounts. This process will be replicated at the HS and MS Tech offices to ensure accuracy • Collaborated with the HS and MS to develop collection plans for devices, with minor edits the plan is complete while Elementary collection will begin earlier to leave time for the team to work with the HS and MS 	
<p>Project: Develop policies/standards for network security/disaster recovery <i>Priority Alignment: Transform Structures and Systems</i></p> <p><i>Project Description:</i> To keep the network secure and accessible to all district staff and students' policies, best practices based on industry standards need to be developed and enforced. Training personnel, both tech and staff/students, will play an important role for the successful development and enforcement of the policies. Working with known industry leaders on Cyber Security such as NIST and ISTE the district will customize policies that fit our needs while keeping systems secure.</p>	<ul style="list-style-type: none"> • Worked on Standards and Disaster recovery with an eye on developing policies. with a focus of this on cyber security and best practices as presented in our Cyber-Insurance policy and best practices. • Planned the transition to Office 365 in the next few weeks to ensure more secure email and network access 	

<p>Project: Diversify EHPS teacher, administrator and employee workforce Priority Alignment: Diversify and Grow Our Talented Workforce</p> <p><i>Project Description:</i> Building on the success the district has enjoyed in racially diversifying the teacher workforce, EHPS will continue its long-term commitment to identify, recruit and hire diverse and talented candidates across all district systems. This will include efforts to refine and expand recruitment practices as well as broadening the “net” by expanding university partnerships. In addition, the district will launch new pre-service engagement opportunities, as well as continue to work with credentialed agencies to develop Alternate Routes to Certification (ARC). This model(s) will be geared toward developing internal non-certified candidates to become certified elementary and/or special education teachers within the district.</p>	<ul style="list-style-type: none"> ● Attended UConn’s Celebration of Diversity Event; East Hartford was the only school district in attendance with UConn faculty, students and alumni ● Identified EHPS as one of two pilot sites in CT this school year to work with CSDE on recruiting male high school students to become educators - called MEN (Male Educator Network) ● Established Affinity Group for educators of color in East Hartford, inclusive of all job classifications ● Expanded university partnerships to include University of St. Joseph to continue to funnel top minority talent to EHPS and work to expand partnership with CCSU ● Refined early hiring process to continue to capitalize on hiring minority teacher candidates and expanded plan to include early hiring process for special education candidates ● Partnered with teacher education programs in speaker series and assist candidates in the hiring process with resume and cover letter review and interviewing tips ● Supported 3 non-certified staff in the Relay Graduate School of Education (specialized alternate route to certification program) - 2 candidates of color ● Participated in CSDE’s NextGen program to hire pre-service education students at local universities as substitutes ● Participated in CSDE’s Educators Rising implementing curriculum to introduce high school students to careers in 	
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	<p>education including support, financial incentives, and targeted exposure for EHHS students to become future educators as a targeted “grow-your-own” strategy</p>	
<p>Project: Implement wide-scale staffing plan resulting from American Rescue Plan (ARP) <i>Priority Alignment:</i> Diversify and Grow Our Talented Workforce <i>Project Description:</i> The allocation of significant (nearly \$30 million) grant funding over the next three years will result in the creation of new positions and the reallocation of other positions throughout the District. Recognizing the unique moment these funds provide, EHPS will work to support all schools, divisions, and programs in the drafting of new job descriptions as well as the hiring and staffing for these new programs. Knowing the durational limits of this funding, the district will enter each of these staffing obligations with a plan for sustainability or off-boarding of financial costs.</p>	<ul style="list-style-type: none"> ● Created new Acceleration Specialists position for each elementary school and the ECLC, adding nine certified teachers, integrated into classrooms and tasked with targeted instruction to make up for pandemic-related learning loss; primarily focusing on students in grades 1-3 ● Created a Math Coach position to support all secondary schools and a Reading Coach to support Sunset Ridge School ● Created Bilingual Family Support Specialists position at <u>every</u> school bridge gaps between home and school, assist with translation, and provide supports to families; assists with home visits ● Hired 3 new EL teachers - one at O’Brien, one at EHMS, and one at EHHS to support the growing English learner population ● Hired a school social worker to provided enhanced support and oversight to homeless students and oversee McKinney Vento requirements ● Hired full-time BCBA to provide behavioral intervention supports and strategies to staff and students 	

<p>Project: Enhance employee career progression opportunities Priority Alignment: Diversify and Grow Our Talented Workforce</p> <p><i>Project Description:</i> EHPS is committed to retaining, developing and promoting diverse, high talent employees across all district systems. We want our top talent employees to be provided with career pathways and progression opportunities that offer workplace satisfaction and career advancement. Specifically, our goal is to identify top talent and engage them in a series of experiential and training opportunities to prepare them for internal promotional opportunities.</p>	<ul style="list-style-type: none"> ● Facilitated 092 Program Partnership with CCSU creating a pathway for 15 EHPS educators to administrative certification ● Facilitated TESOL certification program cohort with USJ for existing EHPS teachers seeking cross endorsement ● Filled nearly 200 district stipends, many with administrative/leadership focus, to develop internal district talent ● Facilitated partnership with University of St. Joseph for Professor in Residence Opportunity 	
<p>Project: Expand College Experiences & Post-Secondary Supports Priority Alignment: Expand Opportunities for Success</p> <p><i>Project Description:</i> Research indicates that students who have post-secondary experiences before they graduate from high school are more likely to stay enrolled and earn their degree. This project seeks to increase the number and types of college experiences that students have while enrolled in EHPS secondary schools. This work includes developing partnerships with local colleges and universities, expanding the number of ECE and AP courses available to students, and increasing enrollment in these classes. As a part of this project, EHPS will ensure 12th grade students complete the FAFSA, assist them with the CommonApp, and help them to seek out and obtain scholarship opportunities.</p>	<ul style="list-style-type: none"> ● Developed and implemented plan for helping students and families to complete FAFSA <ul style="list-style-type: none"> ○ Held financial aid night for CIBA and EHHS students ○ Worked 1-1 with students from all three high schools who needed assistance ● Held sessions in August for students enrolled in AP courses ● Provided training for staff new to teaching AP and ECE courses ● Purchased resources for AP and ECE courses ● Implemented two new ECE courses ● Developed partnership with USJ for Mayberry School and CIBA ● Enrolled Synergy students in MCC college course (two sections) 	

<p>Project: Increase Career-based Experiences for Students Priority Alignment: Expand Opportunities for Success</p> <p><i>Project Description:</i> Workplace learning experiences provide students with the opportunity to explore career paths and pursue an area of interest which is invaluable for their growth and development. They also allow students to develop communication and interpersonal skills while being a part of a professional community. This project seeks to increase the number and types of on- and off-site work based learning opportunities (e.g. job shadowing and internships) students have while enrolled in EHPS secondary schools, both during the summer and the school year.</p>	<ul style="list-style-type: none"> • Developed partnership with ReadyCT and Town of East Hartford to launch pipeline programs for Healthcare, Manufacturing and Public Safety. Program funded for 3 years using town of East Hartford ARPA monies. 	
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District Report Card: East Hartford Public Schools										
Driven by a unified commitment to bold results for students, our District Report Card focuses on several high level indicators aligned to state and national standards.										
Indicator	SY22 Baseline		SY23		SY24		SY25		SY26	
Grade 1 Literacy Acquisition Skills as measured by DIBELS 8th edition.										
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grade 3 Reading/Math Scores as Measured by annual Smarter Balanced Assessment (SBA)										
Grade 5 Reading/Math Scores as Measured by annual SBA										
Grade 8 Reading/Math Scores as Measured by annual SBA										
Grades 4-8 Reading/Math High Needs Growth as measured by annual SBA										
	EBRW	Math	EBRW	Math	EBRW	Math	EBRW	Math	EBRW	Math
Grade 11 Scholastic Achievement Test (SAT) Scores										

4-year High School Graduation Rate										
Grade 11-12 Access to Post-Secondary and Career Readiness course work										
	Attendance Rate	Chronic Absenteeism Rate	Attendance Rate	Chronic Absenteeism Rate	Attendance Rate	Chronic Absenteeism Rate	Attendance Rate	Chronic Absenteeism Rate	Attendance Rate	Chronic Absenteeism Rate
Grades PK-12 Chronic Absenteeism										