

**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>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><b>Project: Implement Common Instructional Practices Aligned with the Science of Reading, PreK- Grade 5, for Literacy Success and Achievement</b>  <i>Priority Alignment:</i> Accelerate Academic Achievement for Every Child</p> <p><i>Project Description:</i> EHPS will focus on aligning all literacy instructional practices to the Science of Reading (SoR) in PreK-Grade 5 to ensure that all readers are skilled, fluent, and strategic as readers and writers. This efficacy of literacy skills makes success in all content areas possible. Aligning instruction, intervention, and meaningful practice based on priority literacy skills and a framework for acquisition of reading skills is central to the work of building the whole reader. Through comprehensive Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning, we will increase the ability for educators to follow science-aligned reading practices, as well as targeted data analysis and planning to improve student outcomes in literacy. LETRS training and systems will allow instructional coaches and acceleration specialists to directly impact student and teacher learning with effective reading instruction aligned with the SoR.</p>	<ul style="list-style-type: none"> <li>● Identified action plan for SLP year 3 (2023-2024) to include:             <ul style="list-style-type: none"> <li>○ additional focus areas</li> <li>○ targeted actions</li> </ul> </li> <li>● Reviewed/reflected the Priority shifts 2023 document to set up 2024 priority shifts.</li> <li>● Established a plan for aligned Grade 3-5 structured literacy programs:             <ul style="list-style-type: none"> <li>○ REWARDS</li> <li>○ UFLI (gr 3 only)</li> </ul> </li> <li>● Launched LETRS Cohort 2 and LETRS Early Childhood Cohort 2023-2024</li> <li>● Completed LETS Cohort 1 Unit 3 in May - ahead of pace</li> <li>● Identified targeted small group and intervention training for professional development and system-alignment needs.</li> <li>● Developed aligned Reading Plan to CSDE mandates - additional grant opportunity for EHPS SoR to be completed by July 15.</li> </ul>
<p><b>Project: Continue Integration of Illustrative Math (IM) and Desmos Tools across district schools</b>  <i>Priority Alignment:</i> Accelerate Academic Achievement for Every Child</p> <p><i>Project Description:</i> EHPS has expanded IM 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. Continued implementation and refinement for the 22/23</p>	<ul style="list-style-type: none"> <li>● Conducted Formal walkthroughs in each school building in the fall and spring.</li> <li>● Facilitated calibration walkthroughs with all elementary school leaders.</li> <li>● Refined district instructional mathematical tools to evolve and drive specific work in each school setting for a differentiated and targeted approach.</li> <li>● Implemented IM daily in all K-5 classrooms and engaged in co-planning through unit overviews, section and lesson deep dives and student centered coaching.</li> <li>● Developed Guidance documents were to deepen content knowledge and build connections to core math screener (the MSA).</li> <li>● Implemented the use of IM in combination with the Desmos online platform in all math classes in grades 6, 7, 8, and Algebra I. Some special education teachers and support staff also use Desmos for a total of 58 active teachers, 1689 students, and 5244 sessions.</li> <li>● Implemented Unit Launches in grades 6, 7, 8, and Algebra I as a way to examine grade-level standards and make nuanced connections to instruction and assessments. Over the course of</li> </ul>

<p>school year will include, formalized walkthrough visits three times per year with principals and instructional coaches, examining trends and determining recommendations from walkthroughs tied to School Improvement Plans in each school, as well as utilizing a self assessment framework across all schools to guide discussion and student centered coaching to support enhanced strategic planning, delivery of instruction, and the use of assessments to increase student achievement in mathematics.</p>	<p>the year, teachers have been taking on more leadership of these Unit Launches and their understanding of grade-level standards has become more detailed.</p> <ul style="list-style-type: none"> <li>● Increased teacher use of the Desmos “classroom conversation” tools in grades 6, 7, 8, and Algebra I, including pacing specific parts of a lesson (66% of lessons), pausing the lesson for discussion (28% of lessons), and anonymizing student names (11% of lessons).</li> <li>● Delivered 73% of all lessons to students from Illustrative Math unedited, indicating a high level of fidelity. 14% of lessons were edited and only 14% of lessons were supplemented from outside sources.</li> </ul>
<p><b>Project: Increase Opportunities for Student Centered Learning in the Classroom</b>  <i>Priority Alignment:</i> Accelerate Academic Achievement for Every Child</p> <p><i>Project Description:</i> EHPS will continue the work with increasing opportunities for student centered learning in the classroom. This year teachers will place more of an emphasis on providing students with an opportunity to self-assess their own progress and take responsibility for their learning. Teachers will use one of five techniques for monitoring student understanding during the lesson. As an additional focus area, teachers will place a greater emphasis on reading and “time on text,” providing explicit vocabulary instruction across all content areas.</p>	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>● Integrated choice of resources, formats, strategies, and modalities.</li> <li>● Implemented daily collaboration, such as pair-share, group work, and/or literature circles.</li> <li>● Emphasized student expression through writing and speaking.</li> <li>● Celebrated student voice by gathering information about student backgrounds, interests, and preferences.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Displayed and embedded subject-specific vocabulary into daily lessons through learning targets.</li> <li>● Implemented an interdisciplinary vocabulary program (WordGen) at the middle school level which allows students to practice using academic words through five connected lessons that allow them to find evidence, use data, develop an argument and engage in a debate.</li> <li>● Piloted the use of online vocabulary programs (SAT PowerPlus and Membean) to help students prepare for SAT.</li> <li>● Used IDT time to unpack written curriculum documents and highlight priority vocabulary at the start of each new unit.</li> <li>● Explicitly taught vocabulary in all classes 6-12.             <ul style="list-style-type: none"> <li>○ Grade 6-8: Context clues, Zinc Vocabulary development, WordGen</li> <li>○ Grade 9: Context clues and literature study</li> <li>○ Grade 10: SAT PowerPlus program</li> <li>○ Grade 11: Membean adaptive vocabulary program</li> <li>○ Grade 12: Rhetoric and word choice</li> </ul> </li> </ul> <p><b>Reading- Time on Text:</b></p> <ul style="list-style-type: none"> <li>● Prioritized time on text in all ELA classes, placing a focus mostly on close reading and comprehension skills.</li> <li>● Utilized discussion protocols, such as Harkness and Socratic seminar, to develop discourse skills and make real-world connections to texts.</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Introduced the use of an online platform, <i>Formative</i>, that allows teachers and department supervisors to collect and analyze student performance data more effectively.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Provided professional development on formative assessments/formative.com</li> <li>○ Used Formative.com to create common assessment opportunities that incorporate specific academic vocabulary into three different question types.</li> <li>● Allocated time for collaboration with teachers to create assessments using the Formative online platform and using department rubrics so that students could engage in peer self-assessment.</li> <li>● Created progress-monitoring tools for students to reflect on department benchmarks through data walls, student reflections sheets, and assessment portfolios.</li> </ul> <p><b>Monitoring Student Understanding:</b></p> <ul style="list-style-type: none"> <li>● Collaborated to share formative assessment strategies, with a focus on trying new strategies and reflecting on their efficacy.</li> <li>● Developed success criteria with students.</li> <li>● Used writing in the form of journals, entrance forms, and exit tickets to monitor background knowledge and identify progress on learning targets.</li> <li>● Utilized discussion protocols that allow the teacher to respond in real-time.</li> <li>● Embedded quick checks, such as dipsticks, polls, and white boards to monitor and adjust.</li> <li>● Conducted conferences with students to “debrief,” monitor progress, and encourage students to set specific goals.</li> </ul> <p><b>Self-Assessment:</b></p> <ul style="list-style-type: none"> <li>● Designed opportunities for students to reflect on performance directly after assessment and upon receiving teacher feedback.</li> <li>● Created progress-monitoring tools for students to reflect on department benchmarks through data walls, student reflections sheets, and assessment portfolios.</li> <li>● Used self-assessment reflections to set goals and monitor mastery of skills.</li> <li>● Provided time for students to conference and reflect on how to improve their progress.</li> <li>● Included a student “self-assessment” section on all rubrics for major writing assignments.</li> </ul>
<p><b>Project: Improve student behavior and reduce rates of suspension</b>  <i>Priority Alignment:</i> Weave Webs of Caring and Empowering Supports</p> <p><i>Project Description:</i> EHPS will continue the work with school leadership teams as they review policies, systems and structures that may lead to reductions in student discipline. Key work will include implementing Year 2 of the School Based Diversion Initiative (SBDI) at EHMS and EHHS and reviewing and updating the district Code of Conduct.</p>	<ul style="list-style-type: none"> <li>● Participated in monthly meetings with Child Health Development Institution (re: School-based Diversion Initiative); closely monitored data on student suspensions, expulsions and arrests as well as referrals to JRB and Mobile Crisis.</li> <li>● Identified staff for training on Restorative Conferences and Circles.</li> <li>● Revised and updated the EHPS Code of Conduct with the members of the School Discipline Taskforce.             <ul style="list-style-type: none"> <li>○ Updated discipline codes.</li> <li>○ Trained/Retrained all staff.</li> <li>○ Reviewed and updated document language to reflect a culturally responsive lens.</li> <li>○ Incorporated restorative circles and conferences into Graduated Response Model.</li> </ul> </li> </ul>

<p><b>Project: Improve Student Attendance</b>  <i>Priority Alignment:</i> 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. As a part of this work, school teams were trained to conduct regular home visits. The home visit plan will continue in the 22-23 school year with a focus on supporting families who are currently or nearing chronic levels of absenteeism. The LEAP (Learner Engagement Attendance Program) is focused on strengthening the school-family relationship in a positive and relational manner. The conversation is focused on families’ strengths and capabilities, as well as their aspirations for their child. The visitors are there to learn from families, not to enforce attendance policies or sanctions.</p>	<ul style="list-style-type: none"> <li>● Increased work of Bilingual Family Support Specialists to include regular check-ins with at-risk families.</li> <li>● Focused home visits on special education students who have been identified as chronic or nearing chronic.</li> <li>● Reorganized attendance team to include a district level intervention</li> <li>● Developed a “March Madness” attendance campaign using LEAP funding.</li> <li>● Renewed funding for LEAP grant (\$300,000) to include monies for summer home visit coordinators, support for Central Registration to update family contact information, and a dedicated Attendance Coordinator for EHMS.</li> <li>● Assisted each school’s Attendance Team with strategies for decreasing absenteeism.</li> <li>● Added staff at EHMS to include two Bilingual Family Support Specialists and an Attendance Coordinator to improve attendance outcomes at each grade level.</li> <li>● Implemented a new attendance tracking system at EHMS to respond to students and families identified as chronic, truant, or approaching chronic as a means of facilitating home visits and resource allocation and referrals more readily and consistently.</li> <li>● Designed a Summer Home Visit Plan with home visit targets for each school in the district. These visits are intended to support students who have struggled with consistent attendance and engagement as well as students who are transitioning from one school to another.             <ul style="list-style-type: none"> <li>○ EHHS - 300 visits</li> <li>○ EHMS - 150 visits</li> <li>○ Synergy, Sunset Ridge, CIBA, O’Connell - 50 visits</li> <li>○ All other elementary schools &amp; ECLC - 35 visits</li> </ul> </li> </ul>
<p><b>Project: Improve the Special Education Transition Process from Elementary to Middle and Middle to High School.</b>  <i>Priority Alignment:</i> Weave Webs of Caring and Empowering Supports</p> <p><i>Project Description:</i> Recognizing the needs of students with special needs, EHPS will launch a review of current practices to improve transitions between buildings (elementary, middle, high schools). Under the guidance of a task force composed of special education administrators and building leaders, this project will work to review existing practices and find opportunities for growth. This program will specifically focus on how programs can be improved to quickly identify student needs, provide adequate support and transition students to the least restrictive environment as efficiently as possible.</p>	<ul style="list-style-type: none"> <li>● Initiated meetings with the Middle School Building Administration, Central Office Administration and Supervision to discuss and monitor student needs and to provide for appropriate transitions to alternative programs when necessary.</li> <li>● Met monthly with Middle School School Building Administration, Central Office Administration and Supervision to discuss student needs, monitor student behavioral data and make necessary referrals to the Planning and Placement Team (PPT) for potential movement to another placement, either within the district or to a private special education placement.</li> <li>● Conducted end of year meetings between elementary special education teachers and supervisors with middle school special education teachers and supervisors to facilitate a smooth transition for students moving to the middle school for the school year 2024.</li> <li>● Facilitated a field trip for elementary special education students to visit the middle school.</li> <li>● Conducted end of year meetings between middle school special education teachers and supervisors with high school special education teachers and supervisors to facilitate a smooth transition for students moving to the high school for the school year 2024.</li> <li>● Facilitated a field trip for middle level special education students to visit high school.</li> </ul>

<p><b>Project: Woodland School Transformation Project</b>  <i>Priority Alignment:</i> Weave Webs of Caring and Empowering Supports</p> <p><i>Project Description:</i> The Woodland School transformation began last school year and continues for the school year 2022-2023. The vision of a strong program that supports a student’s mental and emotional health remains a priority. The focus on this year’s project will be on addressing enrollment deficiencies that have emerged over the past two school years. Relying on a cross divisional team hosted by the Superintendent, this project will focus on program development, recruitment processes and materials as well as infrastructure improvement. The targeted goal of this project is a fully enrolled school that meets revenue targets for the year.</p>	<ul style="list-style-type: none"> <li>● Transitioned restraint training/protocol from Therapeutic Crisis Intervention (TCI) to Physical Management Training (PMT).</li> <li>● Trained a special education supervisor to become a Trainer for TCI.</li> <li>● Met monthly with the Superintendent, Director of Pupil Personnel, Chief Operations Officer, Building Principal, Supervisor of Special Education and Communications Specialist to monitor student recruitment, budget and to plan for marketing strategies.</li> <li>● Created a tracking document for student referrals from area districts that monitors the number of students referred, number of student tours that occur and the number of student acceptances to the program.</li> <li>● Conducted outreach via phone and email to Connecticut Special Education Directors and Supervisors within the geographic catchment area.</li> <li>● Held a Meet and Greet in November for area Special Education Directors, Supervisors, DCF personnel and InterCommunity to highlight changes at the Woodland.</li> <li>● Sent holiday greeting cards to area Special Education Directors from the Woodland Team.</li> <li>● Created new brochures and information materials to be shared with area district directors, parents and community organizations.</li> <li>● Sent new brochure to area special education directors.</li> </ul>
<p><b>Project: Launch, Integrate and Implement New District and Families Communication Platform</b>  <i>Priority Alignment:</i> Weave Webs of Caring and Empowering Supports</p> <p><i>Project Description:</i> Through the use of new communication platform ParentSquare (PS), EHPS will combine multiple streams of communication into one secure, easy-to-use, and fully translatable interface for families. District users will send mass notifications to families in varied formats including email, text, voice, and the ParentSquare app/online portal, in addition to sharing newsletters, conference information, personalized auto-notices, event RSVPs, and permission slips. Families will also have the ability to message directly with a teacher or other staff member. We will train users throughout the district on the full strength and scale of this platform in order to cease use of numerous other platforms currently being utilized. We will also educate families on where and how to use this platform to find relevant information for their children and engage more with their schools.</p>	<ul style="list-style-type: none"> <li>● Integrated ParentSquare to EHPS’ backend systems (PowerSchool/Munis).</li> <li>● Provided ParentSquare training to administrators.</li> <li>● Provided ParentSquare training to staff.</li> <li>● Facilitated multiple training opportunities for staff and administrators.</li> <li>● Utilized ParentSquare for all district communications.</li> </ul>

<p><b>Project: Implement Phase 2 of CT-SEDS</b>  <b>Priority Alignment:</b> Transform Structures and Systems</p> <p>Training will commence at the start of the 2022-2023 school year for Phase 2 of the CT-SEDS project with special education teachers and related service staff on how to read, understand and implement the new IEP. As the year progresses, training will include administrators and general education teachers. Parents will be introduced to the new system and how to access the new IEP and related documents electronically.</p>	<ul style="list-style-type: none"> <li>Continued to provide training and professional development to Special Education Teachers and Related Service Staff on the implementation of the new State Individual Education Program and the implementation of the Data Management Program, CTSEDS.</li> <li>Provided parent training in April 2023 in how to utilize the parent portal in CT-SEDS.</li> <li>Activated the use of the parent portal in April for CT-SEDS.</li> <li>Hired a district Inclusion Facilitator in April 2023. A portion of this position’s role is to support the implementation of CT-SEDS.</li> </ul>
<p><b>Project: Manage Construction Phase of Major Projects</b>  <b>Priority Alignment:</b> Transform Structures and Systems</p> <p><i>Project Description:</i> The massive amount of planning conducted in FY22 to develop bid-ready projects will transition to the execution phase in FY23. The largest CapEx spend in recent years will take place, with over \$30M of projects entering the construction phase during the year. Several external challenges have been evolving, including supply chain difficulties, labor shortages, and inflation, combined with the normal internal challenges of scheduling and minimizing customer impact to meet the always-present goal of value maximization.</p>	<ul style="list-style-type: none"> <li>Increased coordination within the division to handle exceptional project volume (over \$41M in the “active” phase), including bi-monthly Finance/Facilities meetings to review project timing, funding sources, and emergent issues.</li> <li>“Worked the process” for \$14.8M of major projects, with design, procurement/delivery system established and executed, and construction commencement (or completion) for the IAQ project to cool 250+ classrooms, Hockanum Roof Replacement, EHHS Pool Locker Room Renovations, Tri-Gen Replacement Project, Woodland Gym Window Replacement, Goodwin Flooring Abatement/Replacement, Norris/Mayberry/O’Connell East/O’Connell West Window Walls.</li> <li>Strategized around massive cost increases to bonded roofing projects, working with the Town and State to get the EHHS roof budget increased from \$6.9M to \$10.1M and contract awarded (summer 23 construction), and the EHMS Roof project (summer 24 construction) budget increased from \$4.6M to \$6.1M without additional referendums or State grant re-application.</li> <li>Seized opportunities to fund additional projects through the State Bond Commission, with \$2M of projects approved and entered into design phase for summer 24 construction.</li> <li>Exploited customer downtime to expand scope, moving \$500k of interior renovation work at Woodland through the funding, design, and procurement processes in two months- in time for summer 23 construction.</li> <li>Designed the first long-range Facilities Renewal Plan, creating a hybrid path to continue incremental investments while executing large-scale building renovations or replacements, beginning with a design concept to construct a new O’Brien School.</li> </ul>
<p><b>Project: Continue Financial Technology Improvements</b>  <b>Priority Alignment:</b> Transform Structures and Systems</p> <p><i>Project Description:</i> Staffing changes and process improvements took priority in FY22, delaying many technology improvements, but FY23 will see a surge in modernization projects. By the end of the year, electronic time systems will be in place, efficient electronic payment processing systems rolled out, and other technologies such as cloud</p>	<ul style="list-style-type: none"> <li>Executed contract for TimeClockPlus electronic time and attendance system, managed implementation process, and conducted a phased roll-out process for hourly employee groups.</li> <li>Developed and implemented an electronic process for accounting journal entries and supporting documentation.</li> <li>Evaluated several opportunities for electronic payment systems, but found several barriers that would prove too costly or disruptive to remove, so shifted focus to process improvements.</li> </ul>

<p>storage and records management will be explored and implementation plans developed.</p>	<ul style="list-style-type: none"> <li>● Implemented the RSchoolToday facilities scheduling system, allowing not only internal reservations of school spaces, but reservations by external clients through an online portal, facilitating contract development, payment, and insurance document collection.</li> </ul>
<p><b>Project: Integrate Financial Management Systems and Processes</b>  <i>Priority Alignment:</i> Transform Structures and Systems</p> <p><i>Project Description:</i> Grant programs now make up about 1/3 of the District’s annual funding, and are highly interactive between each-other and the general budget. Grants deserve the same level of financial management that has been applied to the General Budget over the last two years, and contingency strategies put in place to preserve General Budget resources. “Last minute” spending will be discouraged, and grants leveraged to provide the most value to the core mission of the District. Existing financial management strategies will be refined and “automated” as much as possible to provide a near-real-time overall financial position of the district to drive strategic decision making.</p>	<ul style="list-style-type: none"> <li>● Conducted a year-end financial review, forecast, and budget for the Food Services program and used data to inform capital planning for FY23, which reached its highest level of over \$400k.</li> <li>● Integrated the Adult Education grant process into General Budget preparations using proper cost-share accounting.</li> <li>● Developed a Summer School funding matrix to guide future decision making and budgeting.</li> <li>● Reconfigured Woodland billing strategy to a simplified rate schedule and monthly invoicing, allowing for accurate YE revenue projections.</li> <li>● Developed a funding source model for ECLC to track cost per student per program.</li> <li>● Supported the dissolution process of the SBP and developed a process for the ongoing operation of the Academy of Finance.</li> <li>● Developed impact analysis and models for State bills and programs, generating actionable data and scenarios for use by various stakeholders to promote/raise awareness of financial issues.</li> </ul>
<p><b>Project: Expand and Improve Wireless Capacity</b>  <i>Priority Alignment:</i> Transform Structures and Systems</p> <p><i>Project Description:</i> As part of a multi year project, EHPS has worked to improve wireless access by utilizing ERate funding to replace all access points. Following last year’s work at EHHS, we will now focus on improving access points at EHMS. As a part of this project, an audit of existing service will be conducted to develop a heat map of service. Once completed, remaining AP’s will be used to increase speed and coverage at other schools. Heat maps will need to be developed at each building to ensure accurate and efficient use of technology for staff and students</p>	<ul style="list-style-type: none"> <li>● Created an RFP for replacement wireless access points at the High School and awarded it to Ockers Company with a target completion date of October 30, 2022.</li> <li>● Developed and executed a Project Plan to increase WiFi capabilities at the MS with the replaced access points from the HS with a target date of December 30, 2022.</li> <li>● Engaged low voltage electrical contractor to wire areas for additional access points and utilized all existing wiring for replacement access points.</li> <li>● Scheduled time for walk-throughs at the remaining buildings to determine wireless needs.</li> <li>● Installed and finalized the wireless project at the HS which was completed in October of 2022.</li> <li>● Installed and finalized the wireless project at the MS which was completed in January 2023.</li> <li>● Configured monitoring on the HS and MS Wifi systems that alert for outages and issues.</li> </ul>
<p><b>Project: Refine and Improve Asset Inventory Database</b>  <i>Priority Alignment:</i> Transform Structures and Systems</p> <p><i>Project Description:</i> Continuing to improve on the current inventory database the DevOps division of the IT department will refine categories and assess accountabilities for price changes. We will continue to work with the building techs to ensure all devices, parts and chargers are scanned into the database so that we can accurately and efficiently monitor needs and order parts. This will allow a faster</p>	<ul style="list-style-type: none"> <li>● Established strategies and a project plan for an asset database.</li> <li>● Created an in house database to house all assets.</li> <li>● Purchased scanners for all technicians to make the process easier to follow. Require all assets to be scanned in or out of the database.</li> <li>● Completed review of all assets for usefulness and scanned all assets at Tolland St into the database.</li> <li>● Scheduled review and scanning for the Middle School assets.</li> <li>● Scheduled review and scanning for the High School assets.</li> <li>● Completed asset scanning at the Middle School.</li> </ul>

<p>turn around for devices that students need to interact with online curriculum and requirements.</p>	<ul style="list-style-type: none"> <li>● Completed asset scanning at the High School.</li> <li>● Implemented accuracy checking at both sites.</li> <li>● Completed scanning remaining assets at other locations.</li> </ul>
<p><b>Project: Diversify EHPS teacher, administrator and employee workforce</b>  <i>Priority Alignment:</i> 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.</p>	<ul style="list-style-type: none"> <li>● Attended UConn’s Celebration of Diversity Event; East Hartford was the only school district HR department in attendance with UConn faculty, students and alumni.             <ul style="list-style-type: none"> <li>○ Invited students to EHPS and visit schools with the HR Director.</li> </ul> </li> <li>● Expanded university partnerships, including the University of St. Joseph and CCSU, to continue to funnel top minority talent to EHPS.</li> <li>● Refined early hiring process to post jobs in January for the 2023-24 school year to continue to capitalize on hiring minority teacher candidates.</li> <li>● Implement “If you love it, teach it” curriculum with UConn, introducing high school students to careers in education including support, financial incentives, and targeted exposure for EHPS students to become future educators as a targeted “grow-your-own” strategy.</li> <li>● Outpaced State in hiring teachers identifying as teachers of color; 6th consecutive year of exceeding 20% of new teacher hires identifying as teachers of color - 23.02% for 2022-23.</li> <li>● Attended virtual/in-person minority recruitment fairs to attract candidates of color to EHPS.</li> <li>● HR Director invited by Commissioner of Education to serve on the Connecticut Educator Certification Council to advise on certification regulations to strengthen Connecticut’s efforts to recruit and retain a strong and diverse educator workforce.</li> </ul>
<p><b>Project: Implement UDL Year 2- Teacher Focus Group</b>  <i>Priority Alignment:</i> Diversify and Grow Our Talented Workforce</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 has identified 40 teachers to participate as a part of a focus group to receive intensive professional learning, pilot foundational UDL instructional principles, and evaluate the impact of new learning while sharing best practices with content or grade level teams. Focus group participants will be required to read <i>Equity by Design</i>, attend in-person learning meetings, complete written reflections, pilot UDL-designed lessons, and participate in quarterly classroom visits by the district walk-through team.</p>	<ul style="list-style-type: none"> <li>● Facilitated monthly in-person meetings to review online modules and assignments with teacher participants.</li> <li>● Participated in online meetings with members of the pilot group.</li> <li>● Modeled UDL techniques for teachers.</li> <li>● Designed and facilitated anti-bias activities for teachers to use in the classroom.</li> <li>● Provided teachers with feedback on written reflections and videotaped lessons.</li> <li>● Shared best practices and strategies that are being implemented into the classroom.</li> </ul>
<p><b>Project: Enhance and Refine District Systems for Student Centered Coaching PreK – Grade 5</b>  <i>Priority Alignment:</i> Diversify and Grow Our Talented Workforce</p>	<ul style="list-style-type: none"> <li>● Conducted talent exchange with coaches around data analysis tools for:             <ul style="list-style-type: none"> <li>○ Math Unit test analysis</li> <li>○ Foundations Unit test analysis</li> <li>○ PM analysis and appropriate planning for instructional focus/measures</li> </ul> </li> <li>● Further refined SCC EHPS handbook to reflect priority coaching moves moving into 2023-2024.</li> </ul>

<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, common instructional schedules and professional planning time, SCC alignment schools, data-driven coaching tools and techniques focused on student learning; specific practices for leading a student-centered coaching effort. Language Essentials for Teachers of Reading and Spelling (LETRS) training and systems will be the next level of comprehensive professional learning within Student-Centered Coaching in the area of literacy to meet student needs, build the whole reader, and provide ongoing and effective Science of Reading (SoR) learning and instructional practices for all grade level teams.</p>	<ul style="list-style-type: none"> <li>● Successfully launched the first LETRS cohort - this professional learning has helped participating coaches with data and student-centered actions.</li> </ul>
<p><b>Project: Provide Access and Opportunity for Career-based Experiences</b>  <i>Priority Alignment:</i> Expand Opportunities for Success</p> <p><i>Project Description:</i> EHPS will build upon its initial work it started with ReadyCT in the spring of 2022 to provide work-based learning experiences to students aligned with career instruction focused on the following industry sectors: manufacturing, nursing and health occupations, and public safety. This program will raise the profile of career-connected learning within EHHS and Synergy, attract new students to career-themed learning, re-engage those who are disengaged, and increase readiness of both students and employers with regard to WBL experiences and internship placement. 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.</p>	<ul style="list-style-type: none"> <li>● Developed a course sequence for the Public Service (Education and Public Safety), Allied Health and Medical Sciences, and the Technology/Engineering/Computer Science career pathways.</li> <li>● Identified members for Industry Advisory Boards for Education and Public Safety career pathways.</li> <li>● Created a course for students to receive the following health-based certifications: Basic Life Support (BLS) training for First Aid, CPR, and AED.</li> <li>● Enrolled 54 students in internships at Synergy for which 49 students received credit and 5 students received community service hours.</li> <li>● Executed annual (unpaid) internship program for 17 students enrolled at Synergy Alt. Program in Semester 1; added an additional 15 students to a paid internship experience in Semester 2.</li> <li>● Enrolled 45 Synergy students to participate in ReadyCT’s “Student 5.0” program.</li> <li>● Identified the following post-secondary pathways for the current cohort of Seniors (Class of 2023):             <ul style="list-style-type: none"> <li>○ 4-year College/ University: 44%</li> <li>○ 2-Year College: 34%</li> <li>○ Trade/ Technical Program: 9%</li> <li>○ Military: 6%</li> <li>○ Workforce: 7%</li> </ul> </li> </ul>

<p><b>Project: Expand College Experiences &amp; Post-Secondary Supports</b>  <b>Priority Alignment:</b> 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 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"> <li>● Increased the enrollment of students in AP courses to 259 in SY 2022-23 from 223 (+36) in SY 2021-22.</li> <li>● Enrolled 13 students from Synergy Alt. Program in a college course at MCC.</li> <li>● Provided counseling and support to students through the College Readiness Center (1478 total visits).             <ul style="list-style-type: none"> <li>○ Students have visited the CCR Center to receive support with financial aid application completion, college visits, college essay completion, résumé writing, scholarship completion, and college admissions application support.</li> <li>○ 10 Total Career Exposure events (Lunch and Learns) have been held in the CCR Center involving the following pathways: Engineering, Culinary arts, Education, Social Work, Construction, Probation, Accounting, and Medical.</li> </ul> </li> <li>● Completed the FAFSA for 220 of the senior class at EHHS (*Note: 50 students are unable to complete the FAFSA as they will receive transition services as a special education student or are unable due to their undocumented status.) and 45 students at Synergy.</li> <li>● Shared information with students and families on the CT Automatic Admissions program; adjusted GPA calculations so that they aligned with state requirements.</li> <li>● Arranged for on-campus visits to local colleges and universities.</li> <li>● Delivered College &amp; Career Readiness lessons in high school classrooms to students.</li> <li>● Assisted students accepted to colleges in the scholarship application process             <ul style="list-style-type: none"> <li>○ The Class of 2023 has received a collective \$6,086,728 in scholarships from their institutions and 36 seniors have received a total of \$112,324 from local sponsors.</li> </ul> </li> </ul>
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<b>District Report Card: East Hartford Public Schools</b>										
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 (Data Pending)		SY24		SY25		SY26	
Grade 1 Literacy Acquisition Skills as measured by DIBELS 8th edition.	70%									
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grade 3 Reading/Math Scores as Measured by annual Smarter Balanced Assessment (SBA)	34.2%	33.1%								
Grade 5 Reading/Math Scores as Measured by annual SBA	22.4%	34.9%								
Grade 8 Reading/Math Scores as Measured by annual SBA	16.3%	34.1%								
High Needs (F/R, EL, SWD) Performance Index	45	52.9								
	EBRW	Math	EBRW	Math	EBRW	Math	EBRW	Math	EBRW	Math
Grade 11 Scholastic Achievement Test (SAT) Scores	32.3% 448	17.4% 436								
4-year High School Graduation Rate	91.3%									
Grade 11-12 Access to Post-Secondary and Career Readiness course work	Not Yet Released (NYR)									
	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	90%	36.3%								