

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>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. ● Provided administrators with four additional online sessions on the principles and framework of UDL. ● Facilitated a half-day PD for secondary teachers and administrators on the topic of <i>Intersectional LGBTQ+ Inclusive Education</i>. ● Facilitated a half-day session on culturally-responsive teaching practices for middle and high school teachers. ● Developed a Year 2 plan for implementation of UDL involving a focus group of teachers (PreK-12).
<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"> ● All 8 K-5 schools have implemented the IM curriculum in its entirety in year 1. ● Initiated (K-5) and continued (6-11) training for staff in IM. ● Conducted school math Implementation walkthrough visits to monitor fidelity of implementation and determine next steps. ● Used Desmos and LearnZillion to enhance instruction and student engagement. ● Administered IM & IAB assessments and monitored student progress. ● Conducted District wide PD focused on planning and synthesizing learning. ● Analyzed MOY data for grades K-2 and IAB data for 3-5 to embed additional practice and remediation. ● Provided ongoing instructional coaching support with IM implementation through unit and lesson level planning prior to the beginning of each of the 8 remaining units. ● Conducted school based leadership walkthroughs at each elementary building using the Implementation Tool for IM , and identified specific Next Steps and trends. ● Triangulated Unit and lesson level data with Math Skills Assessment and IAB data to provide support and adjust instruction. ● Integrated in elements of Culturally Responsive Teaching and Learning to reinforce the best practices in Illustrative Math (6-11). ● Facilitated unit launches (6-11) in which teachers used the Common Core Standards and student data to choose the appropriate. modality that best supports student learning. ● Monitored curriculum implementation progress and adapted implementation accordingly (6-11).

	<ul style="list-style-type: none"> ● Conducted bi-monthly math walkthroughs with elementary and secondary math leadership to monitor fidelity of implementation (K-11). ● Analyzed IAB data for Gr. 6-8 to embed additional practice and remediation for SB. ● Developed a plan to onboard new staff with training using grant funds for SY 22-23.
<p>Project: Increase student attendance rates <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. 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 the 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. Participated in over 1200 home visits across the district. ● Assigned dedicated Bilingual Family Support Specialists to specific buildings to address attendance in each building through daily communication and home visits. ● Reduced EHHS Chronic rate from 26% to 18%, Mayberry from 31% - 27%, Pitkin, O’Connell and Goodwin reduced each by 1%. ● Constructed summer visit model that would build relationships while supporting transition from elementary to middle and middle to high school for implementation. The concurrent plan will target our most chronic students and their families to build support for return in August. ● Identified barriers to return to school and developed an attendance campaign to roll out in the 22-23 school year to address chronic numbers.
<p>Project: Improve student behavior and reduce rates of suspension <i>Priority Alignment:</i> 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 training (e.g. Vicarious Trauma, Restorative Practices). ● Created “Best Practices” for student investigations document. ● Collected sample letters and developed template letters re: school safety (folder). ● Developed Discipline Dashboard in collaboration with the IT team. ● Reviewed and reduced the number of discipline codes in EHPS Code of Conduct. ● Updated Graduated Response Model for EHPS Code of Conduct. ● Completed School Health Assessment and Performance Evaluation (SHAPE) and the SBDI Workbook for three schools (EHMS, EHHS and Synergy) involved in SBDI program. ● Completed three training sessions per school as well as Restorative Circles and Restorative Conferences workshops. ● Implemented specific school-based initiatives to improve student behaviors and reduce suspensions <ul style="list-style-type: none"> ○ EHMS: Instituted virtual learning academy. ○ EHHS: Implemented restorative circles programming as a method to repair relationships between students. ○ Synergy: Developed an after school program involving EHPD which allowed students to earn their mastery based learning credit.

<p>Project: Transform Woodland School Priority Alignment: Weave Webs of Caring and Empowering Supports</p> <p>Project Description: 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. ● Hired a special education supervisor to provide direct support to Woodland. ● Negotiated an MOU with the Behavior Manager union to establish a Registered Behavior Technician position to professionalize the behavior management. ● Continued the process of creating a new vision and direction for the program with an emphasis on high quality instruction, student health and social emotional learning. ● Finalized plans for the creation of the School Based Health Center operated by InterCommunity at Woodland. ● Created a task force dedicated to increasing the number of students attending Woodland from area Districts. ● Developed a new, simplified tuition and service fee schedule for FY23 implementation and converted all billing to monthly to aid in revenue tracking and enrollment metrics. ● Built a tuition forecasting model to monitor anticipated year-end position so operational and recruitment efforts can be adjusted throughout year.
<p>Project: Implement Student Centered Coaching PreK – Grade 5 Priority Alignment: Transforms Structures and Systems</p> <p>Project Description: 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 initial program training session, along with weekly coach meetings. ● Conducted 3 total SCC trainings with an end of year summit scheduled for 2022-2023. <ul style="list-style-type: none"> ○ Session 1 / Session 2 / Session 3 ● Conducted EOY SCC Summit to finalize year in review and plan for 2022-23 with three main work categories: <ul style="list-style-type: none"> ○ Technology tools and supports ○ Updating SCC forms, protocols, and guidelines ○ Math curriculum work and innovation tools based on data and instruction reflection from the year and SCC ● 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. For the first time, all 8 elementary buildings had a bi-weekly progress monitoring plan in line with priority skills as defined in the 2022 Strategic Literacy Plan. ● Unified all instructional coaches around grade level meeting themes for Math and ELA. ● Aligned benchmark data for literacy with common instructional and targeted actions based on student data (MOY data response example)
<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>	<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.

<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 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 ● District Special Education Trainers together with SERC/CREC staff provided professional development and training to the East Hartford Special Education and Related Service staff teams on CT-SEDs to prepare for the July 1, 2022 implementation of the new statewide Individual Education Program (IEP). ● Successfully uploaded special education student data to the Bureau of Special Education in preparation for the retirement of the SEDAC system on July 1, 2022. The upload of data will populate the new CT-SEDs data management system.
<p>Project: Return foodservice program to solvency and develop new programs <i>Priority Alignment:</i> 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. ● Developed 5-year Capital Improvement Plan for foodservice equipment, café refreshers, and other projects to be integrated into the district-wide CIP. ● Explored a partnership with American Eagle Credit Union for possible funding in FY23, since CT Grown grant was not received. ● Partnered with Health and Wellness Council to distribute a survey to parents, faculty, and admin regarding menu options in conjunction with the “Ambassador” program at CIBA. ● ReOpened all elementary cafeterias on 4/4 and coordinated “welcome back” events. Snack bar at EHHS fully staffed, bringing food services into 100% operational state. ● Built a new forecasting and budgeting tool to be updated quarterly to aid in planning and program investment, and implemented the tool to create full year-end forecasts at the end of Q2 and Q3. Favorable results allowed for \$66k of capital spending to be initiated ● Ended the year with an expected net “profit” and close to FULL reserves of ~\$1.5M.

<p>Project: Research and Implement Improvements to financial technology <i>Priority Alignment:</i> 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 ● Procured, set up, and piloted (at EHHS) RSchool Today event management system. Prepped for full district roll-out in August 22. ● Eliminated school foods armored car service, streamlined payment processing to ACH, internal check scanning and internal direct deposit capabilities. ● Demoed and planned to implement Executime electronic time recording system, but reconsidered Executime based on lack of commitment. Instead developed and published an RFP for Time and Attendance Systems. (3) vendors interviewed and products evaluated by a cross-functional team. Award planned for 6/6 and implementation to begin in September. ● Expanded the MySchoolBucks payment processing system to Head Start (parent share) payments, and researched applications for Student Activities and SAA for FY23 roll-out. ● Trained administrators and key staff on the RSchool today platform for district-wide implementation in preparation for the new school year. ● Promoted Controller to Assistant Finance Director and onboarded a new Controller. Both individuals are focused on technology and process improvements.
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<p>Project: Develop major indoor air quality improvement projects <i>Priority Alignment:</i> 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. Completed design for Norris and Mayberry Window Wall projects, but material shortages and production timelines have pushed bid to Sept 22 with construction in June 23. Design work began on O’Connell East and West, which will be bid in Sept 22 and constructed Summer 23. • Developed a RFP for IAQ Improvements (Design), designer selected and project fully designed to condition/ventilate 250 classrooms across 11 buildings. Project released for bid with anticipated award by BOE over the summer with construction taking place Sept 22-June 23 on 2nd shift. • Executed boiler replacement projects at (6) schools and received over \$140k in rebates used for additional HVAC replacements at EHHS. • Conducted an RFP for Trigen/Generator at EHHS (Design), selected designed, completed design process and released project for bid. Anticipated award by BOE over summer with long-cycle materials being ordered for Summer 23 construction.
<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"> • Involved Controller in supporting several inter-departmental RFP processes and evaluation teams. • Established “quick notes” program where purchasers are kept informed of purchasing best practices and changes, as well as added benfor categories in MUNIS to aid in vendor selection. • Streamlined Requisition/Purchase Order process to reduce redundant approvals and follow a standardized workflow, while adding the Ops Analyst to the process to ensure compliance. Controller now tasked with account code review prior to issuance to minimize incorrect booking. • Developed Copier/Printer Equipment and services RFPs in collaboration with IT. Conducted a comprehensive, cross-functional evaluation of the RFP responses and negotiated very favorable 3- year contracts with the incumbent vendor, which were awarded by the BOE. • Reconfigured and published an Out-Of-District Transportation RFP and performed a thorough group evaluation of the responses, leading to a 5-year contract awarded by the BOE to a new vendor with only a 2% increase over current rates. • Collaborated with the State Department of Education to publish a Food Service Management Company (FSMC) RFP, and conducted evaluations adhering to their process. Award recommendation was made to retain the incumbent provider. CSDE disqualified all proposals due to document compliance issues (prevalent throughout the State this year) but allowed a one-year renewal to Sodexo. Process will repeat next year. • Integrated vendor information records such as COI/Indemnity into MUNIS vendor profiles, and guided purchasers to audit and initiate updates when needed.

	<ul style="list-style-type: none"> ● Reconfigured the Employee Travel and Reimbursement process and facilitated associated policy/regulation updates.
<p>Project: Implement Improvements to the Financial Structures of the Pupil Personnel Services Department <i>Priority Alignment:</i> Transform Systems and Structures</p> <p>Project Description: 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"> ● Reviewed and analyzed 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. Implemented the special education tracking document for Magnet School students for the purpose of monitoring increased, decreased or eliminated student services on the IEP. ● Refined the role and responsibilities of the Operations Analyst assigned to the Pupil Personnel Department and provided training as necessary to improve financial outcomes for the District.
<p>Project: Revitalize www.easthartford.org as a dynamic resource for our families and staff <i>Priority Alignment:</i> Transform Systems and Structures</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. Cleaned, edited and honed content and layout on high trafficked pages including Families tab, Registration, Latest News and COVID Communications. Will continue this process on all district pages. ● Decreased response time to website requests and increased organization through district-wide use of ticket system, ensuring content stays up to date and relevant ● Redesigned and created new content on school websites for the following schools in partnership with building leaders: CIBA, EHHS, Woodland, O’Connell <ul style="list-style-type: none"> ○ Developed plan to do this work on other school pages during Summer

<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. ● Worked through RFP process with Vendors and Federal oversight board. ● Developed a heat map of the HS to determine access point locations for maximum coverage. ● Developed a plan to utilize the access points we remove from the HS at the MS and then place the remaining access points at elementary schools based on need. ● Were awarded a full request of funds which is 85% of the total project cost. ● Submitted a PO for the project. ● We are waiting for the access points to continue the project.
<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 in-house automated asset management system to assist with purchasing accuracy, tracking repairs and giving the ability for bulk purchase discounts. At this time the process is only utilized by the IT department for devices. We will expand the scanning operation to include not only devices but network and server infrastructures. ● Bar codes have been assigned to each replacement part and are scanned out as needed. ● An inventory of “loaner” devices has been created as a response to students who left their device at home, these are used one time and returned at the end of the day. ● Finished scanning IT inventory to create a base of parts to analyze for usage and purchasing trends ● Worked with My School Bucks to open an IT “Store” to allow parents to make payments on line. This aligns with the asset management system and the student information system to improve accuracy. ● Met with every building principal to finalize device collection plans for the district. Elementary collection will begin earlier to leave time for the HS and MS collections. The IT department will assist at every school. ● IT stations staffed by school and IT staff will be created at the assigned area. Devices will be scanned in and tested to allow for accountabilities to be assigned while the student is present. ● Created a project plan for summer work to repair and restore devices for everyone in EHPS. ● Hiring 2-3 summer interns to assist tech’s with summer device repairs and set up for distribution.

<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"> ● Developed an Incident Response Plan. ● Currently working on a Disaster Recovery Plan. ● Developing a Business Continuity plan for the IT department. Part of this process is identifying critical processes for the District. This includes identifying and securing data points in the district. ● Creating a Standard Operating Procedure for the IT department. This manual will assist tech’s with best practice understanding as it relates to their jobs. The manual will include information for the Network Administration, DevOps, Network Technicians and the IT manager. ● Developing a best practice manual for secure practices within the department by utilizing NIST standards.
<p>Project: Diversify EHPS teacher, administrator and employee workforce <i>Priority Alignment: Diversify and Grow Our Talented Workforce</i></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. ● Began pilot implementation of MEN (Male Educator Network) working with CSDE on recruiting male high school students to become educators. ● 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 expanded partnership with CCSU. ● Refined early hiring process to continue to capitalize on hiring minority teacher candidates (first hire for 2022-23 was in January) 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, 1 of whom we are hiring as a teacher with EHPS. ● Participated in CSDE’s NextGen program to hire pre-service education students at local universities as substitutes. ● Participated in CSDE’s Educators Rising program to implement curriculum introducing high school students to careers in education including support, financial incentives, and targeted exposure for EHHS students to become future educators as a targeted “grow-your-own” strategy. ● Testified before the State Board of Education in support of implementing Northeastern reciprocity for teacher certification where the State will recognize certification from Virginia to Maine, the District of Columbia and Puerto Rico, including many HBCUs and HSIs within these states to enhance minority teacher recruitment.

	<ul style="list-style-type: none"> Presented, at the request of the State Department of Education, to the State Board of Education on the District's success in diversifying our workforce and the minority teacher recruitment initiatives.
<p>Project: Implement wide-scale staffing plan resulting from American Rescue Plan (ARP) <i>Priority Alignment:</i> Diversify and Grow Our Talented Workforce</p> <p><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 most schools to 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 provide 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. Created a Grants Strategist position and promoted Grants Specialist into this role to oversee grant compliance and provide strategic analysis to ensure effective utilization of financial resources.
<p>Project: Enhance employee career progression opportunities <i>Priority Alignment:</i> 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 enrollment in TESOL certification program 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. Created a special education supervisor position to support Woodland School by promoting the District's inclusion facilitator. Created a Grants Strategist position and promoted Grants Specialist into this role to oversee grant compliance and provide strategic analysis to ensure effective utilization of financial resources. Offered interim administrator opportunities to existing staff with 092 certification to provide experience and develop readiness for future full time administrative opportunities.

<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 a 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). ● Administered exams to 324 students in 20 unique AP courses. ● Sent teachers and administrators to Prepare’, the College Board’s annual conference devoted to preparing Latino(a) students for success in college. ● Facilitated review sessions for students preparing for AP exams. ● Held luncheon for students and families interested in learning more about and enrolling in Advanced Placement courses for SY 2022-23. ● Created a new UCONN ECE Spanish for Heritage Speakers Course for SY 2022-23. ● Held College Information Night for Junior students and their families. ● Organized college visits to CT colleges (Western, Eastern, Central, Southern, and UCONN) for interested EHHS and CIBA students.
<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. ● Engaged 10 students in the “YES” Academy, a week-long program which was designed to prepare students for a career in the medical field. ● Created a “first responders” summer immersion program for 20 students to participate in public safety-related careers (fire and police). ● Identified 20 graduating Synergy seniors with no post secondary plan for a pre-apprentice training program through the CT Department of Transportation. ● Placed 28 students (14 pending) in summer internship opportunities in the healthcare field.

YEAR END DATA PENDING

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								
Grades PK-12 Chronic Absenteeism										