

2021-2022 Quesnel Goals

SELF-ASSESSMENT FRAME: In accordance with the Superintendent's Evaluation Procedures and Plan, this Self-Assessment frame is designed to provide the Superintendent with an opportunity to present to the East Hartford Board of Education on the progress made towards the original goals set for the annual process. For more detail, please consult the Strategic District Plan/Accountability Process.

EVALUATION KEY: The following key provides a description of the headers/components of the Superintendent's evaluation. Please use this for reference only.

- **ASSESSMENT CATEGORIES:** The Assessment Categories and descriptions are the required components of the Superintendent's evaluation. The bulleted descriptions below each category signify examples of work the Superintendent may do in relation to each category.
- **ACTION STEPS:** Action Steps provide a detailed listing of the work the Superintendent will accomplish within an Assessment Category. Action Steps focus on a limited number of high priority work areas often reflected in the District Improvement Plan. This process demonstrates alignment to Board Goals and District Improvement Plans.
- **PROGRESS/RESULTS/REFLECTIONS:** Progress/Results/Reflections signify the work that the Superintendent has completed in relation to the Assessment Category. Please note that for the sake of this document, this list has been annotated and is not comprehensive of all district work. For further detail, please contact the Superintendent.
- **ASSOCIATED DOCUMENTS:** As a part of this evaluation, several key documents have been provided as evidentiary pieces that provide the rich detail and associated metrics of work that has been completed. In addition, significant documentation has been posted at www.easthartford.org aligned to the Performance and Accountability Department. Please let me know if you need further documentation.

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ASSESSMENT CATEGORIES:

A. EDUCATIONAL PROGRAMS

- Demonstrates overall educational leadership for the East Hartford Public Schools while creating and reinforcing high expectations across the District.
- Raises the level of student achievement throughout the District and establishes a district improvement plan to address disparities in student achievement and other issues facing the District.
- Implements strategies and monitors progress toward meeting the Board’s adopted educational and instructional goals and objectives.
- Promotes a positive school culture by providing an effective instructional program and designing a comprehensive professional development plan for staff.
- Ensures the implementation and administration of sound staff professional development and evaluation plans.
- Uses best practices related to learning, teaching, student development, organizational development, and data management to optimize learning for all.
- Understands and keeps informed regarding all aspects of curriculum and instructional programs.

ACTION STEPS	PROGRESS/RESULTS/REFLECTIONS
<p><i>Project:</i> 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> <p><i>Project:</i> 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 will expand 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> <p><i>Project:</i> Implement Student Centered Coaching PreK – Grade 5 <i>Priority Alignment:</i> Transforms Structures and Systems</p>	<p>EHPS Pride in 5 District Improvement Plan</p>

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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.

Project: Transform Woodland School

Priority Alignment: Weave Webs of Caring and Empowering Supports

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.

B. PROFESSIONAL LEADERSHIP AND PERSONAL QUALITIES

- Develops and implements a strategic plan that understands the needs of the District as well as emerging educational and societal trends.
- Recognizes and acts upon the need for leadership at all levels of the District and empowers others.
- Delegates responsibility, authority and accountability to staff members as appropriate.
- Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.
- Maintains visibility throughout the District while possessing strong interpersonal skills in working with others.
- Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.
- Communicates in writing and verbally in a clear, concise, logical and forthright manner.
- Maintains professional development by reading, course work, conference attendance, working on professional committees, visiting other districts, participation in local, regional and national organizations, and meeting with other superintendents

ACTION STEPS-

PROGRESS/RESULTS/REFLECTIONS

- Develop and implement Back to School '22
- Develop and improve leadership abilities throughout district including cabinet team
- Maintain visibility in district and throughout community
- Continue to communicate to BoE and district stakeholders through both presentations and writing
- Participate in multiple professional development opportunities in alignment with personal skill and leadership development
 - CAPSS Co-Chair Alliance District Committee
 - HASA Treasurer
 - RISE Network

Back to School '22
Weekly Updates

C. BOARD-SUPERINTENDENT RELATIONS

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- Assists Board in the formation and achievement of goals and objectives.
- Provides professional advice and keeps the Board informed and updated on educational issues, needs, and operations of the school system by providing appropriate recommendations and supporting data.
- Maintains a cooperative working relationship with the Board through open, honest, and effective communication.
- Attends meetings of the Board and actively participates in Board deliberations.
- Interprets and executes the intent of Board policy, while also preparing, maintaining and recommending updates to policies as appropriate.
- Remains impartial and balanced in communication with Board members.
- Supports the decision of the Board as long as he/she remains in its employ.

ACTION STEPS	PROGRESS/RESULTS/REFLECTIONS
<ul style="list-style-type: none"> • Implement BOE/Superintendent Goal Setting Process <ul style="list-style-type: none"> ○ Development and Implementation of Annual District Improvement Plan/BOE Goals aligned to Pride in 5 ○ Informational Reports/Develop annual calendar of reports on district work • Actively invite and encourage BOE participation and inclusion in district events • Continue practice of frequent informal reports sent to the Board • Implement the decisions of the Board with fidelity • Continue Doctoral Studies 	BOE Informational Report BOE Calendar of Events

D. COMMUNITY RELATIONSHIPS

- Garners respect and support of the community on the conduct of the school operations.
- Responds to communications from staff and community, as appropriate, and ensures the adherence and appropriate response through the chain of command and keeps Board members informed, as appropriate, in a timely manner.
- Develops cooperative relationships with news media to enhance positive media coverage of District work.
- Provides the community with timely and pertinent information regarding the District through newspaper articles/columns.
- Serves as a key member of the leadership team and works effectively with local, state, and federal levels of government.
- Participates actively in community life and affairs as they pertain to the school system.
- Develops and maintains a cooperative working relationship with the community and its agencies, both public and private.

ACTION STEPS	PROGRESS/RESULTS/REFLECTIONS
<ul style="list-style-type: none"> • Implement new Liaison Programming as a part of American Rescue Plan (ARP) Funds • Establish and support district focus on developing culturally responsive learning (CRL) through Office for Equity, Partnerships and Achievement • Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback. • Hire and Implement District Communications Office/Public Relations efforts 	BOE Updates

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- Develop and publish annual legislative agenda

Project: Revitalize www.easthartford.org as a dynamic resource for our families and staff

Priority Alignment: Transform Systems and Structures

Project Description: 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.

E. BUSINESS MATTERS

- Develops and advocates for an annual budget that is fiscally sound with broad participation based on established Board policy, goals, and priorities.
- Provides the Board with budget information in a timely manner to facilitate informed review and discussion.
- Implements the Board’s budget while keeping informed regarding all aspects of the financial status of the District.
- Determines that funds are spent wisely and ensures adequate controls and accounting methods are maintained.
- Evaluates financial needs and makes recommendations for financing.

ACTION STEP	PROGRESS/RESULTS/REFLECTIONS
<p>District Resources</p> <ul style="list-style-type: none"> • Manage the FY22 Budget with focus on long term strategy <ul style="list-style-type: none"> ○ Work closely with Town Finance Office to address Insurance Reserves/OPEB contributions • Develop the FY23 budget process with BOE and Town leadership with focus on collaboration, advocacy and effective communication <p>District Technology Development</p> <p><i>Project:</i> Expand wireless to all areas of every building</p> <p><i>Priority Alignment:</i> Transform Structures and Systems</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>	<p>BOE Budget Facility Report</p>

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Project: Refine asset management process including the distribution/ collection plan for devices to staff and students

Priority Alignment: Transform Structures and Systems

Project Description: 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.

Facility/Infrastructure Development

- Implement projects listed in District American Rescue Plan (ARP)
- Execute Capital Projects based on FY2022 plan
- Prepare a referendum for MS/HS roof projects

Respectfully Submitted,



8/19/21

Date

Nathan D. Quesnel
Superintendent of Schools
East Hartford Public Schools