



East
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BOARD OF EDUCATION MEETING

November 13, 2023

7:00 PM





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SUPERINTENDENT'S UPDATE

Thomas Anderson

November 13, 2023



VISION

Schools that are the
Pride of our
Community

MISSION

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



CORE BELIEFS



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Expectations
Matter

Effort
Matters

Competence
Matters

Solutions
Matter

Relationships
Matter

Results
Matter

SUPERINTENDENT'S *Key Items*

- Superintendent CAPSS Award Recipients
- General Updates
- Universal Design for Learning
- Human Capital Staffing Update

4





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RECOGNITION AND CELEBRATORY POINTS





Connecticut Association of Public School Superintendents
Leadership for the Future of Learning

CAPSS is an award given by School District Superintendents to recognize students for their contributions and leadership to their school communities.



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SUPERINTENDENT'S CAPSS AWARD RECIPIENTS



H BUCK
Connecticut IB Academy
Grade 12



AVA PAQUETTE
East Hartford Middle School
Grade 8



JENNA WALTON
East Hartford High School
Grade 11



MICHAEL ADAMCEWICZ
East Hartford Middle School
Grade 8



JUAN ESTRADA
Synergy Alternative Program
Grade 12



JOSHUA IKECHUKWU
East Hartford High School
Grade 11



⁷
JOII SYDNEY
Sunset Ridge School
Grade 8



JU'LIANY TORRES
Woodland School
Grade 8



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EHPS STAFF SPOTLIGHT

EDGAR RAMIREZ

Bilingual Family Support Specialist
Pitkin Elementary School





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ATTENDANCE RECOGNITION

Governor, State Education Commissioner Commend EHHS for
Attendance Efforts



Governor Ned Lamont, Connecticut State Education Commissioner Charlene Russell-Tucker and Barbara Dalio from the RISE Network and Dalio Foundation were among the guests at an October 25th press conference focused on attendance. They chose to hold this event at East Hartford High School to recognize the school's significant efforts to improve chronic absenteeism since returning to school post-pandemic. EHHS has embraced the Learner Engagement and Attendance Program, or LEAP, which prioritizes home visits as a method of engaging with families that are having difficulty sending their children to school.

Through the attendance team's LEAP work and their other coordinated efforts, EHHS was able to reduce its chronic absenteeism to 14.3% in the 2022-2023 school year compared to the state average of 23%.

EHHS Social Worker Antoinette Locke, who coordinates the home visits, says the face-to-face conversations are important so school staff can learn about issues these families may be facing that are barriers to attending school.



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MIDDLE SCHOOL PROGRAM SELECTION



MIDDLE SCHOOL PROGRAM SELECTION

East Hartford Public Schools is committed to providing a high-quality learning experience for every child, every day. The information below highlights the exciting opportunities available to our students for grades 6-8. The two options are Sunset Ridge School and East Hartford Middle School.

Both schools are designed to meet our students' diverse needs and interests. Both are also filled with talented, hardworking and passionate people who are committed to making a difference. When we work together, special things happen for our children.

You have a choice in your child's education. Please consider attending the information sessions listed below to learn more about your options for the 2024-2025 school year. Then, be sure to make and submit your selection via PowerSchool by **February 3, 2024**



SUNSET RIDGE SCHOOL

- International Baccalaureate Middle Years Programme for EH students grades 6-8
- Encourage students to develop their talents (academic and artistic)
- Encourages students to collaborate a global studies curriculum aligned with IB Middle Years Programme
- Chinese or Spanish classes
- Fine arts: band, orchestra, choir, art, and digital design (technology)
- Focus on developing caring, knowledgeable, principled, and open-minded learners
- Athletics with students at East Hartford MS



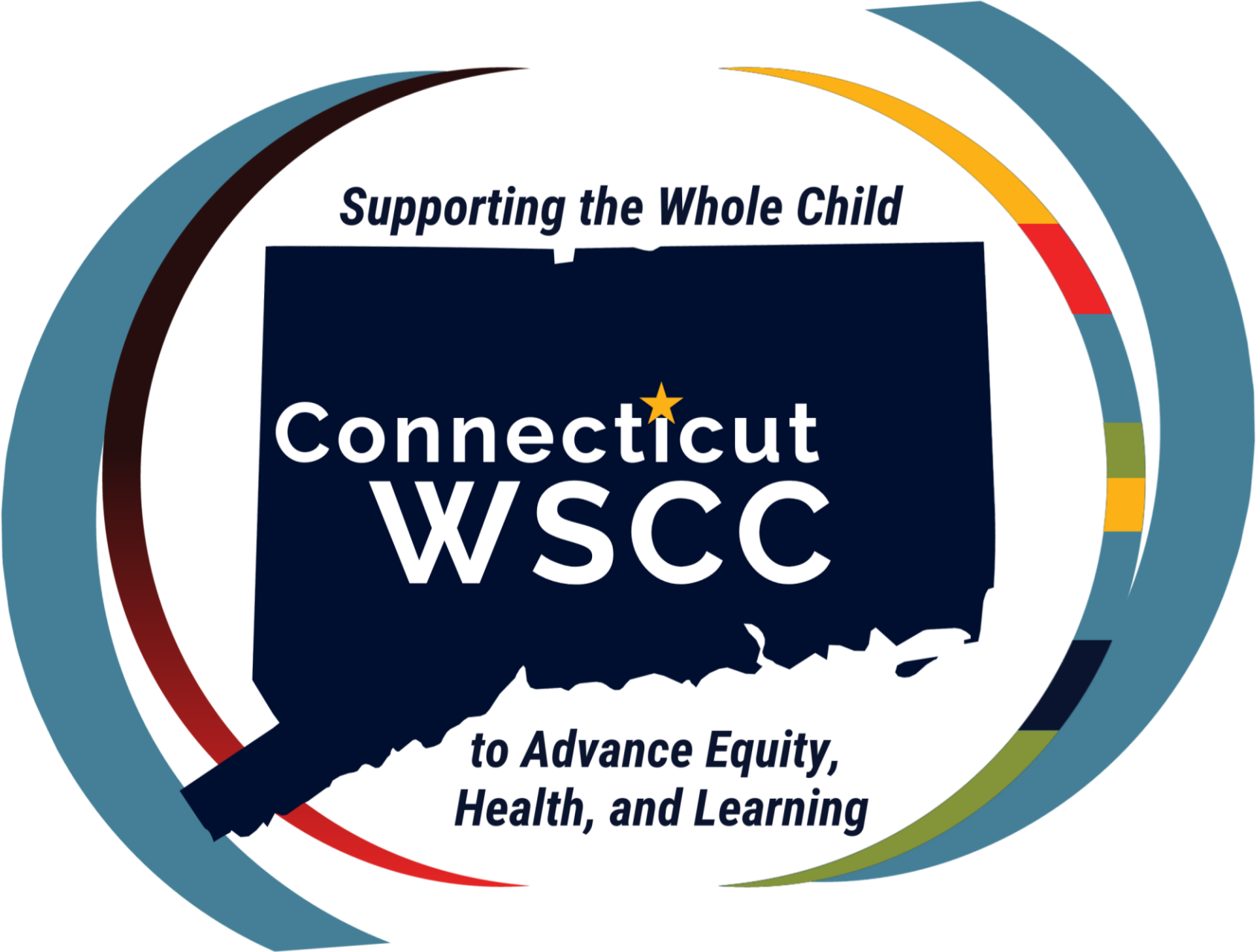
EAST HARTFORD MIDDLE SCHOOL

- Students fully participate in a comprehensive middle school environment
- Participate in studies on academic and theme-based teams
- Fine arts, sports and extra-curricular activities are available to all students
- Has been recognized as a New England Spotlight School
- Received the Connecticut Association of Schools Exemplary School Climate Award

Learning Academies

- EHMS offers college preparatory learning academies that are designed to promote maturity, responsibility, and academic achievement.
- Each academy is designed to accelerate learning, increase achievement, and foster independent thinking.
- Students are expected to explore, experiment, critically reason, and stay committed to tasks and projects.
- Students get an opportunity to engage in hands-on and minds-on activities to promote inquiry based learning and a problem solving approach.





Whole School, Whole Community, Whole Child (WSCC) Model

UCONN WSCC PARTNERSHIP

- Connection between student health and educational outcomes
- To support our efforts, we are excited to partner with the University of Connecticut on a 5-year project with the Centers for Disease Control and Prevention to improve our children's' health and well-being
- ***EHPS is the only district in New England and one of only 20 districts across the country to have this unique opportunity to benefit our students***



WSCC PROJECT GOALS

- Align our schools to the **Whole School, Whole Community, Whole Child (WSCC) Model**
- Emphasizes the connection between physical and mental well-being and academic learning
- Promotes equitable outcomes for all students
- Meets needs of the whole child (healthy, safe, supported, engaged and challenged)
- Approximately \$500,000 (5-year project) to integrate, coordinate and strengthen these existing school and community health practices
- Includes professional development for school staff





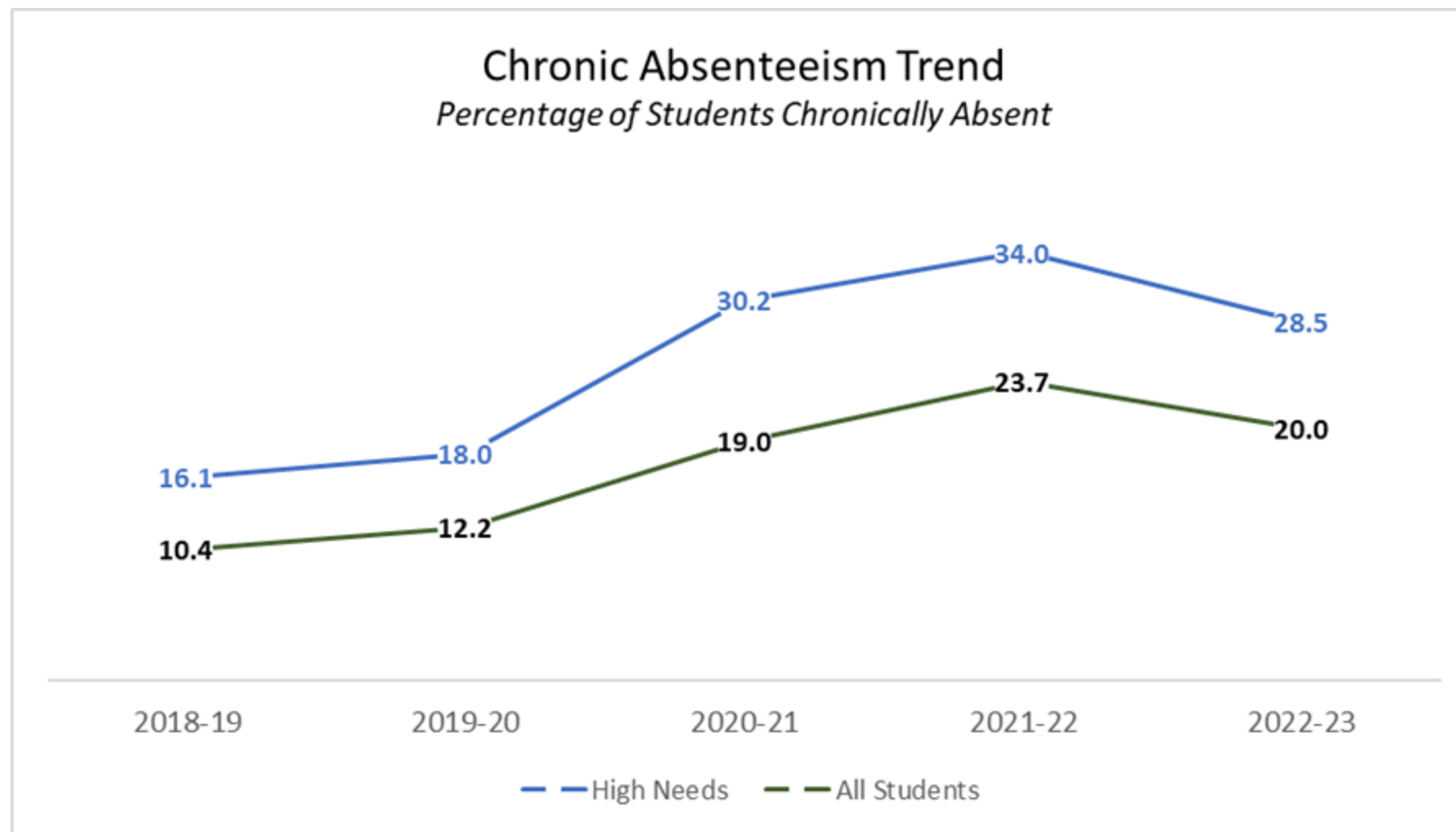
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NEWS

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CSDE DATA UPDATE









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Smarter Balance Update

- Total index score: 69.3 increased its total index score from SY 2021-22 by +3 points
 - Exceeded pre-pandemic score from 2019 (68.5)
- EHPS exceeded state averages in ELA for High Needs Students and had a higher index score for Math Academic Growth for High Needs and All Students.
- EHPS' Accountability Index higher than the state average for: Chronic Absenteeism (All Students), Physical Fitness, and Arts Access.
- EHPS has four schools recognized as Schools of Distinction and no schools identified as Category 4 or 5

Smarter Balance Update

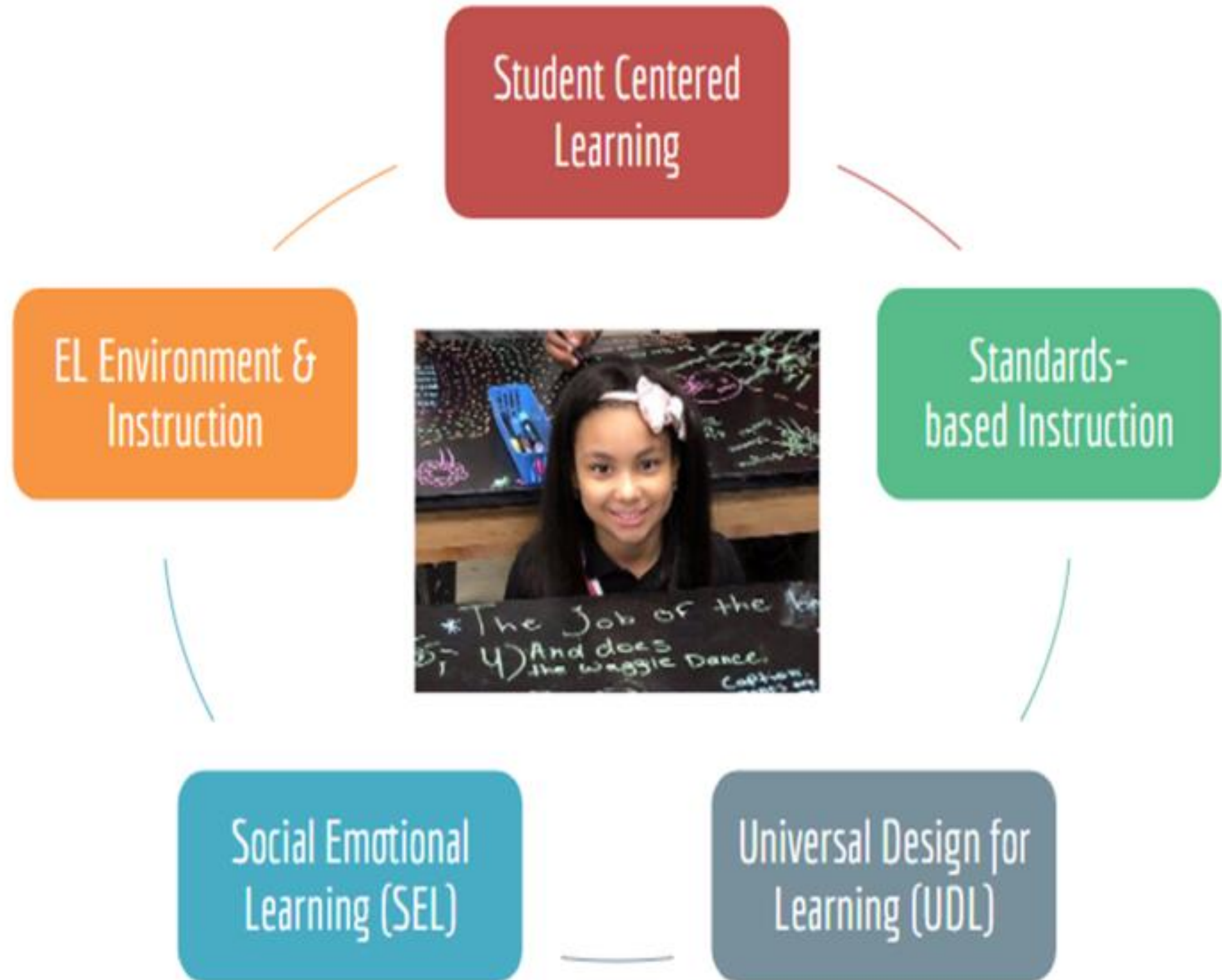


<p>Dr. Thomas S. O'Connell School</p> 	<p>69.4</p>	<p>75.5</p>	<p>3→2</p>	<p>High growth ELA HN</p>		<p>+6.1</p>
<p>Connecticut IB Academy</p> 	<p>91.7</p>	<p>89.0</p>	<p>1</p>	<p>High perform</p>		<p>-2.7</p>
<p>Robert J. O'Brien School</p> 	<p>64</p>	<p>71.0</p>	<p>3→2</p>	<p>High Growth math</p>		<p>+7</p>
<p>Dr. John A. Langford School</p> 	<p>70.5</p>	<p>67.1</p>	<p>2→3</p>	<p>High Growth Math HN</p>		<p>-3.4</p>

UNIVERSAL DESIGN FOR LEARNING

YEAR 3 BUILDING-WIDE
IMPLEMENTATION

CULTURALLY RESPONSIVE TEACHING PRACTICES



CONNECTING UDL TO CULTURALLY RESPONSIVE PEDAGOGY

Educators who embrace UDL and culturally responsive teaching believe that ...

- all students are capable of learning at high levels and are deserving of great teaching.
- students' background and identity should add to the content and the curricula being presented in the classroom.
- they should honor the students' differences as strengths and plan with intentionality for learning barriers.

Doing so creates an environment that is inclusive and feels welcoming for all students!

WHAT IS UDL?

Universal - Curriculum that can be understood and used by everyone.



Design- The flexible way in which we develop our lessons to eliminate barriers and create multiple pathways for our students to demonstrate their learning.

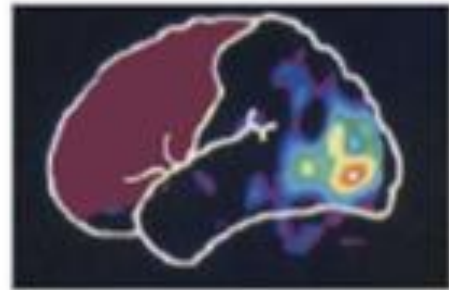
Learning- Our brains are made of three broad networks: one for recognition (the *WHAT* of learning), one for skills & strategies (the *HOW* of learning), and one caring & prioritizing (the *WHY* of learning).

Students need to gain knowledge, skills, & enthusiasm for learning. A curriculum needs to help them do all three.



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THE THREE PRINCIPLES OF UDL



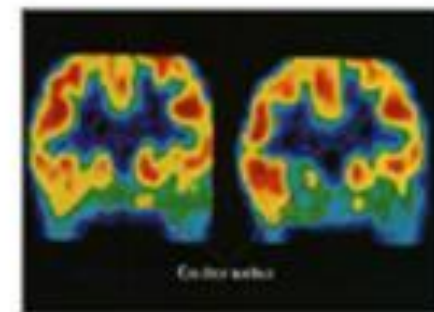
WHAT? Principle 1

- Multiple Means of Representation – The educator provides flexibility in the ways information is presented,



HOW? Principle 2

- Multiple Means of Action & Expression – in the ways students respond or demonstrate knowledge and skills, and



WHY? Principle 3

- Multiple Means of Engagement – in the ways students are engaged.





CRITICAL ELEMENTS OF UDL INSTRUCTION

- Element 1: SEL Connections - Welcoming Open & Optimistic Closure
- Element 2: Clear Goals
- Element 3: Intentional Planning for Learner Variability
- Element 4: Flexible Methods and Materials
- Element 5: Timely Progress Monitoring



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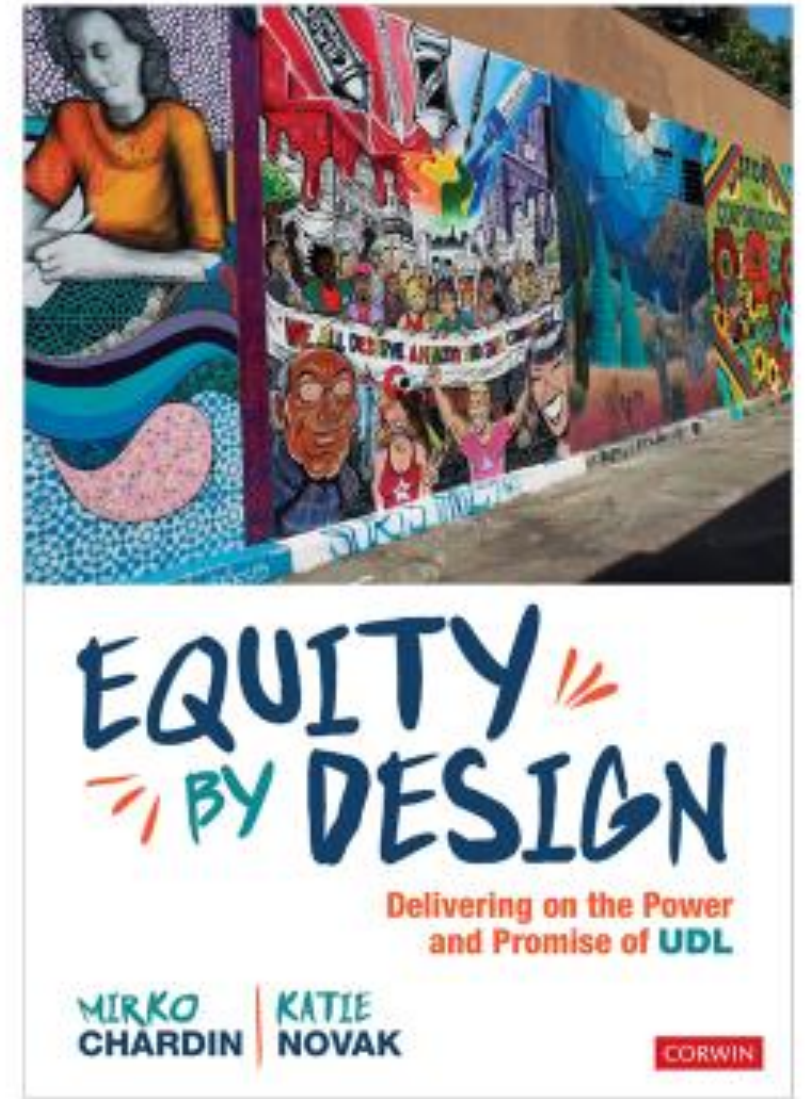
TIMELINE

- 1 UDL DEPARTMENT LEADERSHIP TRAINING
SUMMER 2021
- 2 UDL BUILDING LEADERSHIP TRAINING
FALL 2021
- 3 UDL MODULES LEADERSHIP TRAINING
SCHOOL YEAR 2021-22
- 4 UDL FOUNDATIONS KEYNOTE FOR ALL
STAFF - RETURN TO SCHOOL ¹⁰
PROFESSIONAL DEVELOPMENT FALL 2022
- 5 UDL PILOT GROUP TRAININGS
SCHOOL YEAR 2022-23
- 6 UDL DISTRICTWIDE STAFF TRAINING
SCHOOL YEAR 2023-24 – MIDDLE SCHOOL & HIGH
SCHOOL FOCUS

TIMELINE

August 31	UDL Module 1
September 19	Book Study Session 1
October 6	UDL Module 2
October 31	Book Study Session 2
December 5	Book Study Session 3
January 23	Book Study Session 4
February 20	UDL Module 3
February 22	UDL Walkthroughs
March 12	UDL Wrap Up





BOOK STUDY

Equity By Design - Katie Novak & Mirko Chardin

- Focuses on strategic chapters to support our development as UDL practitioners.
- Supports culturally responsive instructional practices.
- Fosters collaboration among and across teams and disciplines.



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	Engagement	Recruiting Interest	Sustaining Effort & Persistence	Self-Regulation
R E A D	<p>Read this blog, How to Use Culturally Responsive Lessons to Boost Engagement from Edutopia. Consider how the tips align with UDL. (10 minutes)</p>	<p>Read this article by Brookes Publishing on 5 Tips for Getting all Students Engaged in Learning. This is no ordinary bulleted list - it offers advice and ideas that are well aligned with the UDL guidelines. (12 minutes)</p> <p>The UDL guidelines for recruiting interest encourage us to minimize threats and distractions in our classrooms. Read this article from Education World on how to create a safe classroom environment (6 minutes)</p>	<p>John Spencer offers a helpful list of 7 things we can do to promote a growth mindset in our students. (8 minutes)</p>	<p>This short NPR article, Why It's 'Self-Reg' Not Self-Control That Matters Most for Kids, explains the difference between self-control and self-regulation, which is the skill that UDL is focused on to increase success for all students. (15 minutes)</p> <p>Read this article, A Classroom full of Risk-takers from Edutopia (12 minutes)</p> <p>4 Tools To Help Kids Understand Conflict and Self-Control from KQED News. Try at least one. (15 minutes)</p> <p>This article from Mindshift Education has twenty tips for de-escalating students who are dysregulated. (22 minutes)</p>
L I S T E N	<p>This is an 8-minute podcast on NPR, focused on the research of Dr. Jim Stigler that talks about the difference in learning engagement in eastern and western cultures.</p>	<p>Listen to Collaborative Learning and Student Engagement in Every Modality with Claire Major from the Think UDL podcast series.</p> <p>This Cult of Pedagogy article, Is Your Classroom Academically Safe, has a corresponding podcast.</p>	<p>This growth mindset podcast entitled "How to help your kid never have a bad day again"</p>	<p>Listen to Loui Lord Nelson discuss empowering students with 6th-grade teacher, Blake Beckett in the podcast called "Ending the Power Struggle Dynamics"</p>
W A T C H	<p>Learn more about intrinsic and extrinsic motivation, watch a video, Drive: The Surprising Truth About What Motivates Us embedded within this article (~10 min)</p>	<p>Get inspired by this short video by John Spencer on how engagement moves beyond attention to student empowerment. (2 minutes)</p>	<p>Transforming education put together this interview with a student talking about growth mindset</p>	<p>Watch this video from JFF, a national nonprofit works in the workforce and educational sectors, of interviews with students about the power of student self-assessment. (5 minutes)</p>

IMPLEMENTATION HIGHLIGHTS

- Use of standards aligned learning targets
- Integration of student identity into classroom instruction
- Incorporation of Social Emotional Learning components such as the welcoming opener
- Accessibility of flexible materials for students to access
- Implementation of language supports for all learners with sentence stems and vocabulary representation

NEXT STEPS

- Deliver Professional Learning modules to support the next principle – Multiple Means of Action & Expression
- Explore with the staff strategic elements of UDL that support the diverse needs of the students
- Support the implementation of UDL practices across grade levels and content areas through IDT planning
- Observe UDL remodeled lessons to identify best practices and share opportunities for continued growth as a culturally responsive educator



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2023-2024

HUMAN CAPITAL

UPDATE



VISION

Schools that are the
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To deliver a high quality
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CORE BELIEFS



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2023-2024 Hiring Plan

Focused efforts to continually attract, recruit, hire and retain a talented workforce with diverse backgrounds and experiences.



Hiring Strategies

Retain

- Core beliefs
- Professional development
- Growth/promotion opportunities
- Recognition programs
- Exit interviews
- Affinity Groups

Recruit

- Job search platforms
- College/Universities
- Job/career readiness
- Minority Recruitment
- Employee testimonials
- Intern programs

Attract

- Market EHPS
- Culture/Climate
- Program offerings
- Benefits packages
- Social media
- Job fairs
- Community partnerships

Hire

- HR welcome
- Digital onboarding
- Benefit review Sessions
- Mentoring programs
- New hire experience surveys

Importance of Recruiting and Hiring

- The single most important factor that influences student performance is the teachers and support staff that work with the students.
- The hiring process is the beginning of our relationship with employees and not only an opportunity for candidates to show us what they have to offer but to showcase East Hartford Public Schools.





District Improvement Plan

Priority 4: Diversify and Grow our Talented Workforce

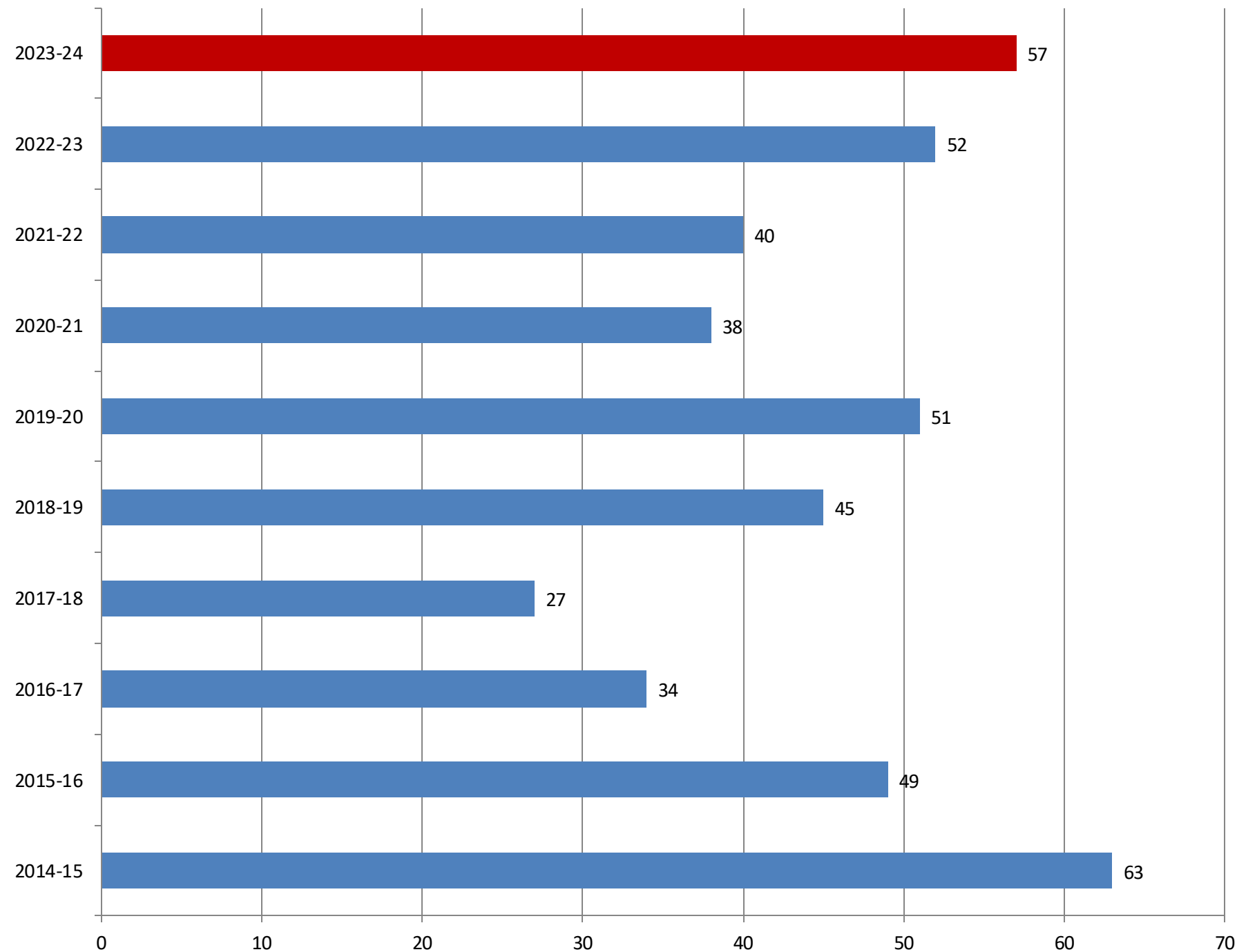
- Diversify and strengthen our workforce by engaging and blending talent from multiple backgrounds, cultures, races, perspectives, education, skills, and expertise
- Take advantage of every hiring moment and focus on the quality of training/development activities
- Continue to grow and retain talent through targeted professional development and career advancement opportunities
- Prioritize relationships to strengthen unified culture where differing perspectives promote a positive work climate and allows us to lead by example for our students.



**Diversify
and Grow**

10 Year Hiring Trends

Certified Staff Hiring



2023-2024 Recruitment

- 8% of new certified staff hired are teachers of color
- 75% of new certified staff hired are female
- 25% of new certified staff hired are male
- 10 current certified vacancies

Certified Staff Positions Filled

- Art – 1
- Chinese - 1
- Elementary – 13
- English - 4
- Health/Physical Education – 3
- Math – 7
- Music – 3
- Pre-K – 1
- School Counselor - 1
- School Psychologist – 3
- School Social Worker -
- Science – 2
- Social Studies - 3
- Spanish – 2
- Special Education – 8
- Speech Language – 2
- Technology Education - 1



Non-Certified Staff Positions Filled

- After School Programs - 7
- Behavior Managers – 20
- Bilingual Family Support Specialist - 2
- Campus Safety Officer – 3
- Coach – 4
- Crossing Guards – 1
- Custodian – 5
- Family Service Coordinator – 2
- Mail Carrier - 1
- Paraprofessional – 11
- Secretary – 7
- School Nurse – 4
- Tutors – 10





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EHPS/State of Connecticut Educator Ethnicity Trend Comparison

District	Race	2018-19		2019-20		2020-21		2021-22		2022-23	
		Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
East Hartford School District	American Indian Or Alaska Native	1	0.2	.	.	.	.	.	.	.	.
	Asian	13	2.0	13	2.0	12	1.9	14	2.1	15	2.3
	Black Or African American	38	5.8	40	6.1	44	6.8	46	7.0	52	7.8
	Hispanic Or Latino	35	5.4	33	5.0	35	5.4	39	5.9	38	5.7
	White	566	86.7	572	86.9	558	85.9	559	85.0	562	84.3
	Two Or More Races	.	.	.	.	1	0.2	.	.	.	.

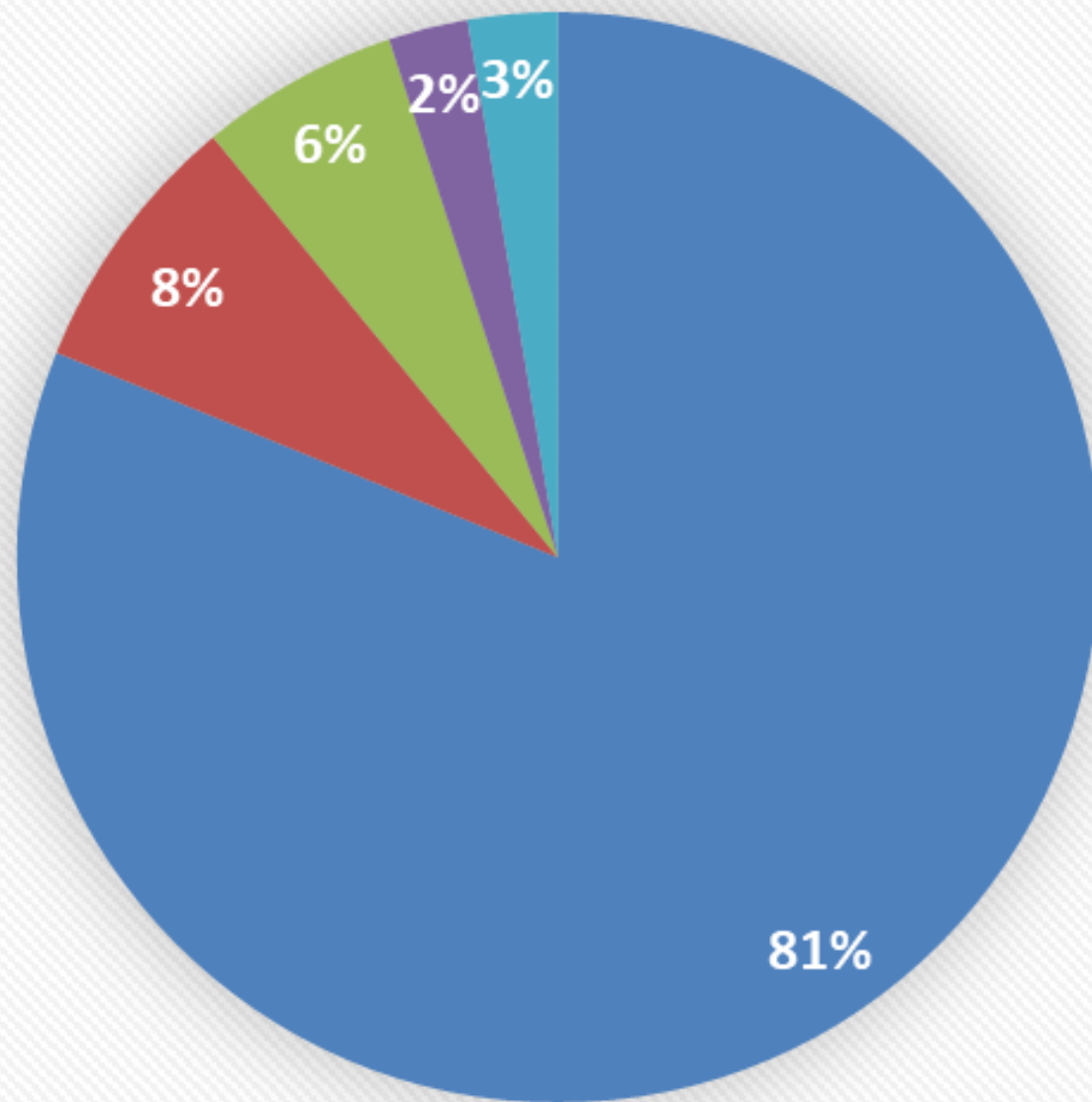
District	Race	2018-19	2019-20	2020-21	2021-22	2022-23
		% of Total	% of Total	% of Total	% of Total	% of Total
State of Connecticut	American Indian Or Alaska Native	0.1	0.1	0.1	0.1	0.1
	Asian	1.1	1.2	1.3	1.3	1.3
	Black Or African American	3.8	4.0	4.1	4.3	4.6
	Hispanic Or Latino	3.8	4.1	4.3	4.6	4.9
	Native Hawaiian Or Other Pacific Islander	0.0	0.1	0.1	0.1	0.1
	Not Reported	0.5	0.1	0.1	0.1	0.2
	Two Or More Races	0.1	0.1	0.1	0.2	0.2
	White	90.5	90.4	89.9	89.2	88.7



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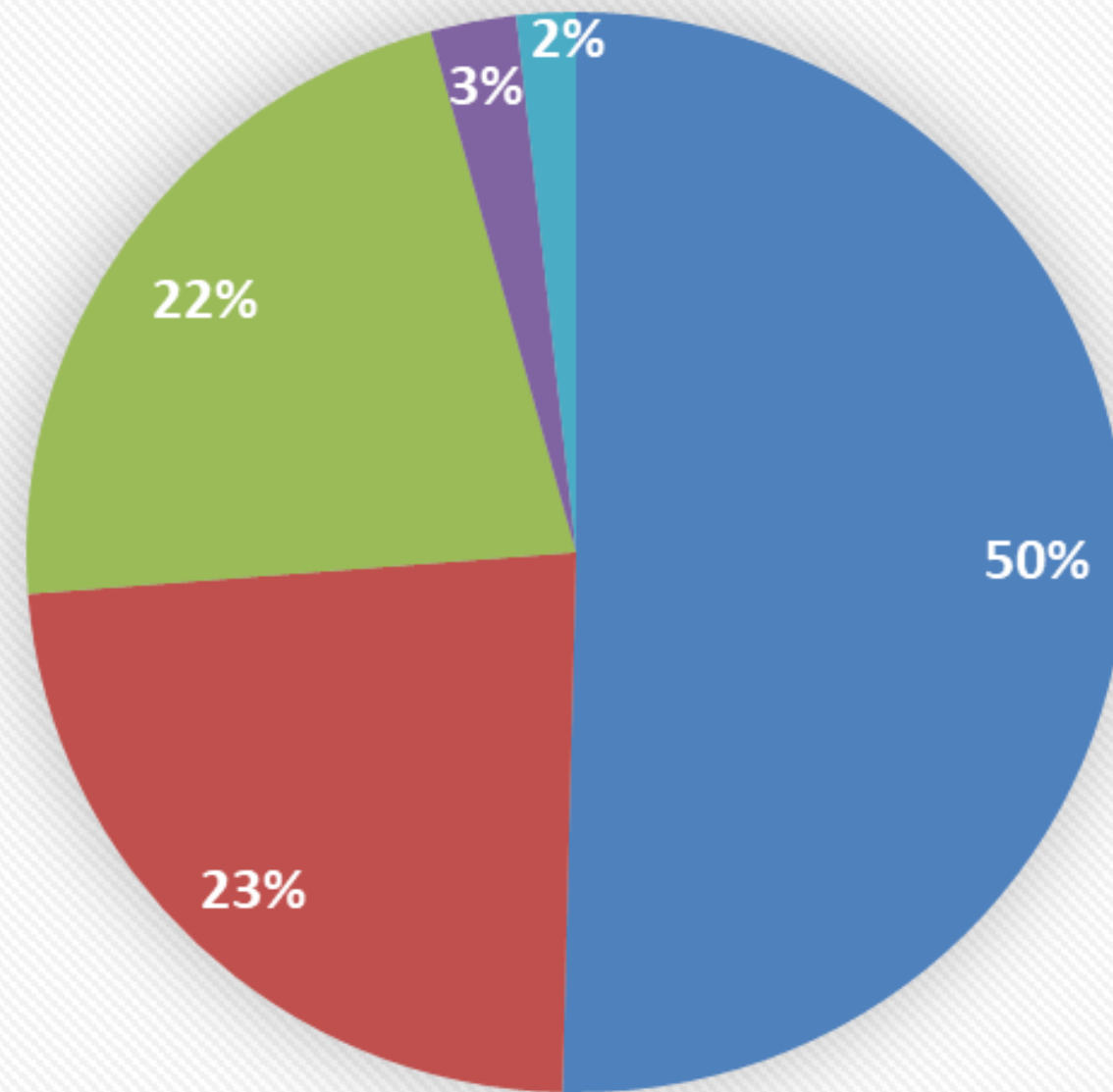
EHPS Diversity Data 2023-2024

Certified Staff



■ White ■ Black ■ Hispanic ■ Asian ■ Other

Non-Certified Staff



■ White ■ Black ■ Hispanic ■ Asian ■ Other



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Efforts to Diversify our Workforce

Conscious recruitment efforts intended to attract a representative workforce

- Develop recruiting plan to include diversity recruiting events
- Work closely with district administration and hiring managers to ensure representative interview panels
- Develop and implement processes to ensure interview screening questions reflect the District's commitment to hiring a representative workforce
- Involve student voices on interview panels
- Regular reporting on new hire demographics
- Data analysis – what is working, where can we improve



East Hartford Public Schools Diversity Recruitment and Retention Committee

Mission and Vision

To develop and maintain a diverse pool of candidatures for all EHPS positions within the district to ensure that our workforce is inclusive and reflective of our student demographic

Committee Members

Committee should include representatives throughout the district in various positions and schools.





THANK YOU



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QUESTIONS /
COMMENTS

SUPERINTENDENT'S REPORT



THANK YOU



APPENDIX



All slides after this can be used for reference in future meetings



Our worldwide community is often impacted by unexpected challenges that can be hard to explain. We have supported one another as we have worked through other societal challenges in recent memory.

And now, again, it is very important to acknowledge that conflicts and crises, such as the one in the Middle East involving Israel and Hamas, impact many individuals in some way, but especially our children.

The exposure to distressing media images and information can often lead to increased anxiety and emotional grief.

Compassion and Understanding



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THANK YOU

