

EHPS Vision: Schools that are the Pride of our Community

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

East Hartford Public Schools

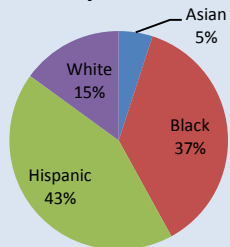
1110 Main Street
East Hartford, CT. 06108

Annual Budget: \$90,436,419

Number of Employees: 1,362

Number of PreK-12 Students:

Race/Ethnicity Breakdown



(Demographic Data Date:10/1/2018)

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	EHPS
Total	318	458	511	467	441	505	556	497	473	453	499	555	515	597	6,812
Hawaiian/Pacific Islander/American Indian/Alaskan	0	0	4	0	0	0	2	1	2	0	3	5	0	0	17
Asian	15	21	20	15	17	19	19	17	22	17	26	35	36	41	320
Black	74	132	120	120	118	147	181	144	145	134	161	202	173	214	2,075
Hispanic	179	227	266	253	229	254	265	257	221	213	226	237	219	243	3,289
White	36	45	66	50	47	59	63	46	57	56	69	71	73	85	823
Two or More	14	29	22	27	26	22	23	30	22	28	14	5	14	12	288
SPED	85	55	76	80	69	100	116	110	89	95	109	124	87	126	1,321
EL	ND	66	80	97	80	86	83	59	42	30	45	39	40	42	789

East Hartford Public Schools' Theories of Action:

IF EHPS provides students with rich, standards aligned curriculum, focuses on delivering high quality classroom instruction characterized by student centered learning experiences and if EHPS provides differentiated intervention and enrichment at all levels, THEN we will transform student learning and help all students achieve.

IF EHPS focuses on fully engaging, empowering and appreciating students, families and faculty through all district and school interactions, THEN we will build a rich and vibrant learning culture where all students achieve.

IF EHPS focuses on attracting, hiring, developing and promoting a talented, diverse work force, THEN we will continue to grow our professional capacity so that all students achieve.

IF EHPS seeks out, advocates for, and responsibly invests district resources, THEN we will have the necessary technologies, infrastructure and finances to promote student achievement.

Progress Assessment	Mid-Year Reporting Period Rating (1/25/2019) <i>Check one based on a holistic rating of work completed to date</i>		End of Year Reporting Period Rating (6/8/2019) <i>Check one based on a holistic rating of plan completion</i>	
	<input type="checkbox"/>	Plan has not begun or has significant gaps	<input type="checkbox"/>	Plan has not begun or has significant gaps
<input type="checkbox"/>	Plan is lagging in progress	<input type="checkbox"/>	Plan is lagging in progress	
<input checked="" type="checkbox"/>	Plan meets or exceeds progress	<input type="checkbox"/>	Plan meets or exceeds progress	

Theory of Action 1: Transform Student Learning

IF EHPS provides students with rich, standards aligned curriculum, focuses on delivering high quality classroom instruction characterized by student centered learning experiences and if EHPS provides differentiated intervention and enrichment at all levels, THEN we will transform student learning and help all students achieve.

High Leverage Strategy	1. Provide all students with a high quality, standards-aligned curricula that focuses on interdisciplinary experiences, culturally responsive instruction and 21st Century skill development.
	2. Provide all students with high quality, student led, and engagement focused instructional experiences.
	3. Effectively use district, school and classroom assessment data to provide diagnostic information to make instructional decisions.
	4. Ensure all students have access as necessary to differentiated interventions as well as opportunities for enrichment that promote “whole child” learning.

Action Plans (Connected to District High Leverage Strategies)

Action Plan Descriptions		Mid-Year Report	End of Year Report
Aligned to High Leverage Strategy: (1) High Quality, Standards-Aligned Curricula, Grades Prek-12 <ul style="list-style-type: none"> Implement Reading and Writing Workshop model in K-8 classrooms Emphasize conceptual understanding and problem-solving approach to mathematics, grades K-8 Integrate SAT content, skills, experiences and opportunities for practice into English, Math, Science, and Social Studies curricula, grades 9-12 Implement Phases 2 and 3 of NGSS curriculum integration plan in all Science classrooms Revise/Rewrite the following Fine and Performing Arts curricula to incorporate the new National Core Arts Standards: K-3 Music, K-2 Art, 7-8 Music, 6-8 Art, Intro to Art/Drawing I, Guitar I and Music Technology 		In Progress: <ul style="list-style-type: none"> Implemented Reading and Writing blocks in all elementary classrooms Modified Workshop course in grades 6-8 to reflect a Reading and Writing model Implemented updated resources into elementary curriculum units Developed and implemented comprehensive district plan for preparing high school students for the SAT Implemented new NGSS units in remaining grades levels & courses (4-5, 7-8, biology & chemistry) Completed Stage I of curriculum writing work for Art and Music projects; writing of Stages II and III will begin in February Piloted Illustrative Math curriculum units (1 per grade level), grades 6-8 	
Mid-Year Rating		End of Year Rating	
Aligned to High Leverage Strategy: (2) High Quality, Student Led, And Engagement Focused Instructional Experiences <ul style="list-style-type: none"> Utilize District Instructional Practice Team to: <ul style="list-style-type: none"> Implement and share the Teach2020 vision for high quality, student led, engagement focused instructional practices Conduct five-six walkthroughs in district schools Provide recommendations for professional development/ next level of work at school 		In Progress: <ul style="list-style-type: none"> Conducted three school-based walk-throughs and provided feedback to principals Provided PD and coaching to teachers on student-centered learning strategies Completed: <ul style="list-style-type: none"> Launched Teach2020 website 	

<p>and district level</p> <ul style="list-style-type: none"> o Launch Teach2020 website • Increase opportunities for student-centered learning through academic discourse, opportunities for student agency, problem-solving & higher order questioning activities and formative, peer and self-assessment practices • Launch Spring instructional emphasis: Expect More. Get More! 			
<p>Mid-Year Rating</p>		<p>End of Year Rating</p>	
<p>Aligned to High Leverage Strategy: (3)</p>			
<p>Effectively Respond to District, School And Classroom Assessment Data</p> <ul style="list-style-type: none"> • Administer assessments in alignment with District Assessment Calendar, grade PreK-12 <ul style="list-style-type: none"> o Emphasize Smarter Balanced Interim Assessment Blocks (IABs) to guide development of classroom questions, activities and assessments; utilize data to guide instruction o Transition Grs. 9-12 from STAR Assessments to SAT Suite of Assessments o Develop and pilot SAT-aligned assessments in English, Social Studies, and Mathematics classes; monitor student progress on specific skills • Integrate Smarter Balanced data as a part of SAM process • Develop and pilot a Science assessment system that aligns with new curricula and incorporates three dimensional assessments as a part of that system • Identify target group for the Connecticut Seal of Biliteracy • Expand work of District Performance Office: <ul style="list-style-type: none"> o Continue to provide support to instructional data teams o Continue to align data process protocols across schools with grade level instructional teams/ data team leaders (University of Chicago Data Protocols) o Support school teams with responding to 	<p>In Progress:</p> <ul style="list-style-type: none"> • Used IAB data to guide instruction • Integrated Smarter Balanced data as part of SAM process • Developed and implemented SAT-aligned assessments • Wrote and administered NGSS-aligned science assessments to students in grades 6 and 9 • Administered the AAPPL and STAMP assessments to students to determine initial eligibility • Provided training to school data team leaders around advanced Excel functions • Provided ongoing training and support to all staff on PowerSchool • Provided data protocols for school teams to guide data work • Implemented SPED data team process at all levels <p>Completed:</p> <ul style="list-style-type: none"> • Administered the P/SAT to all students in grades 9-12 during the October SAT School Day 		

IAB data <ul style="list-style-type: none"> ○ Provide support to schools around data reporting, analysis, and SAM processes • Continue to refine and develop SPED data team processes as a part of school data teams 			
Mid-Year Rating		End of Year Rating	
Aligned to High Leverage Strategy: (4)		In Progress: <ul style="list-style-type: none"> • Identified students for the Gifted program and planned instruction • Utilized online platform to create, update and maintain student SRBI plans • Shifted focus to Breakthrough Kids based on Winter data Completed: <ul style="list-style-type: none"> • Shared effective teaching strategies for ELs • Incorporated Readers and Writers workshop for ELs into daily block of literacy instruction • Participated in REL-NEI needs sensing and one day of training on data-driven implementation of Tiered Interventions with English Learners • Designed and delivered a half-day PD on language acquisition, effective strategies for teaching ELs 	
Provide Access To Differentiated Interventions As Well As Opportunities For Enrichment <ul style="list-style-type: none"> • Implement revised staffing profile to screen and deliver services for Gifted and Talented Program • Analyze current performance tracking protocols at school and district level for progress of Tier 2 & 3 students for ELA/Math (K-12) • Continue focus of interventions on low proficient/on watch status students (Spring Focus: Breakthrough Kids) • Implement effective teaching strategies and/or develop systems and support structures for English Learners <ul style="list-style-type: none"> ○ Incorporate identified effective teaching strategies appropriate for English Learners into daily instruction ○ Plan and implement literacy strategies, including Reading Workshop, for recently arrived English Learners, K-12 ○ Continue creating systems and structures to support English Learners in the SRBI process ○ Provide training for all elementary classroom teachers on supporting English Learners in the content areas 			
Mid-Year Rating		End of Year Rating	

Theory of Action 2: Build a Rich and Vibrant Learning Culture

IF EHPS focuses on fully engaging, empowering and appreciating students, families and faculty through all district and school interactions, THEN we will build a rich and vibrant learning culture where all students achieve.

High Leverage Strategy	1. Student Culture	• Engage students by providing opportunities for voice, leadership and celebrations of their learning.
		• Empower students to become effective decision makers and citizens by implementing Social Emotional Learning (SEL) standards.
		• Continue to promote restorative justice practices by reducing punitive disciplinary practices.
		• Promote every day school attendance.
	2. Family and Community Culture	• Engage families and community through high quality programming designed to develop school to home relationships.
		• Empower families through accessible, frequent, and friendly communication.
		• Increase and enhance community partnerships centered on providing high quality experiences and resources for students.
3. Faculty Culture	• Appreciate employee contributions and efforts through recognitions and celebrations of excellence.	
	• Engage and empower employee innovation and talent by promoting faculty voice, input and feedback on organizational decision making.	

Action Plans (Connected to District High Leverage Strategies)

Action Plan Descriptions		Mid-Year Report	End of Year Report
Aligned to High Leverage Strategy: (1) Student Leadership <ul style="list-style-type: none"> Engage secondary students in Study Circle Process Continue to meet and solicit feedback from seniors who have attended EHPS since Kindergarten Implement Superintendent's student advisory team 		In Progress: <ul style="list-style-type: none"> Implemented Cohort 3 Study Circle in the Fall including students Implemented Student Advisory Team 	
Mid-Year Rating	End of Year Rating		
Aligned to High Leverage Strategy: (1) SEL/ Restorative Practices Implementation <ul style="list-style-type: none"> Merge SEL/Restorative Justice Teams to create the Student Success Team Provide additional support/training to School Crisis Teams in Trauma Informed Instruction Strengthen SEL implementation across schools by aligning what is taught in the classroom with home implementation of SEL skills. <ul style="list-style-type: none"> Utilize the Office of Community and Family Partnerships to assist in this effort Launch SEL emphasis: Meet the Need 		Completed: <ul style="list-style-type: none"> Merged the SEL and Restorative Justice Teams: audited current progress and efforts Provided Professional Development to staff regarding Trauma-Informed Instruction : Training dates 2/15/19 and Faculty meeting TBD Developed an SEL quick guide to support all staff 	
Mid-Year Rating	End of Year Rating		

<p>Aligned to High Leverage Strategy: (1)</p> <p>Student Attendance Support</p> <ul style="list-style-type: none"> • Re-launch communication processes for chronically absent students • Provide tiered support to school based attendance teams in response to attendance data 		<p>In Progress:</p> <ul style="list-style-type: none"> • Re-launched communication processes for chronically absent students • Developed template for communication to families regarding chronic absenteeism (letter pending) • Developed School Based Attendance Team protocols and audit tools <p>Completed:</p> <ul style="list-style-type: none"> • Provide tiered support to school based attendance teams in response to attendance data 	
Mid-Year Rating		End of Year Rating	
<p>Aligned to High Leverage Strategy: (2)</p> <p>High Quality Family and Community Programming</p> <ul style="list-style-type: none"> • Engage families in Study Circles Process • Develop parent leadership (Parent Ambassadors) and engage in specific school based project (EDI) • Continue to provide information, education, and training to families, with a special focus on meeting the needs of families of middle-schoolers • Continue to provide Professional Development through the Educator Academy • Continue to build capacity of Family Liaisons to support EH families • Form Early Childhood task force to address and review Kindergarten transition • Facilitate Back-to-School Rally • Host Semi Annual Family-Community Forum using small group facilitated format • Conduct post Welcoming Walkthroughs to measure effectiveness of Liaison and school-based family engagement teams • Support implementation of East Hartford Connects through families in the Silver Lane Neighborhood • Utilize PowerSchool tools to engage and support students and families <ul style="list-style-type: none"> ○ InfoSNAP ○ Online re-registration ○ SNAP ○ Parent Portal 		<p>In Progress:</p> <ul style="list-style-type: none"> • Implemented Cohort 3 Study Circle in the Fall including parents • Continued professional learning opportunities for through Educator Academy • Continued professional learning opportunities for Family Liaisons • Formed Early Childhood Task Force to address and review K transition • Leveraged PowerSchool to engage and support families • Continued conducting Welcoming Walkthroughs <p>Completed:</p> <ul style="list-style-type: none"> • Hosted Back to School Rally • Continued hosting Kindergarten Olympics • Launched East Hartford CONNects grand opening in September 2018 at Silver Lane School • Conducted first Governing Board meeting (December 2018) • Hired Career Navigator (November 2018) • Received year 4 grant award from HFPG • Convened Central Registration Team to address deficiencies in online registration <ul style="list-style-type: none"> ○ Developed new plan for Spring 2019 	
Mid-Year Rating		End of Year Rating	

Aligned to High Leverage Strategy: (3)		In Progress: <ul style="list-style-type: none">Continued Faculty Advisory CommitteeContinued "Hello East Hartford," airing twice per monthImplemented a revised EH Induction program for new teachersContinued Cabinet attendance at faculty meetings	
Faculty Appreciation/Empowerment <ul style="list-style-type: none">Continue Faculty Advisory committee and involve new staff members including non-certified staff where appropriateContinue Employee recognition on a monthly basis<ul style="list-style-type: none">Hello East Hartford video segmentsEnhance EH induction program for new staffSuperintendent and Cabinet Team visit and engage school based staff at faculty meetings			
Mid-Year Rating		End of Year Rating	

Theory of Action 3: Attract and Grow a Talented and Diverse Work Force

IF EHPS focuses on attracting, hiring, developing and promoting a talented, diverse work force, THEN we will continue to grow our professional capacity so that all students achieve.

High Leverage Strategy	1. Attract, hire, develop, and promote a talented and diverse work force.
	2. Develop faculty capacity by providing growth opportunities focused on student-led learning in alignment with EHPS' Instructional Expectations # 3 (Application) and # 4 (Assessment): <ul style="list-style-type: none"> • Academic Discourse • Problem-solving & Higher Order Thinking Activities Opportunities for Student Agency • Formative Assessment Peer and Self-Reflection Practices
	3. Utilize professional development structures reflective of educator empowerment/choice, collaboration/professional learning teams, and the development/deployment of internal expertise.

Action Plans (Connected to District High Leverage Strategies)

Action Plan Descriptions		Mid-Year Report	End of Year Report
Aligned to High Leverage Strategy: 1 Attract and hire a talented and diverse work force <ul style="list-style-type: none"> • Continue district participation in recruitment events including minority teacher fairs • Continue to build on university partnership(s) for mentor program with university minority teacher candidates • Expand MTR opportunities including Relay Education • Begin hiring process in early Spring to hire the most talented and diverse candidates 		In Progress: <ul style="list-style-type: none"> • Continued Human Resources participation in recruitment events Completed: <ul style="list-style-type: none"> • Enrolled 4 district staff members in Relay for the 2018-19 school year, all pursuing elementary certification • Hired diverse class of new teachers for 2018-19: <ul style="list-style-type: none"> ○ Asian 4.4% ○ Black 13.3% ○ Hispanic 6.6% ○ White 75.5% 	
Mid-Year Rating	End of Year Rating		
Aligned to High Leverage Strategy: (1) Develop a district understanding and focus on Cultural Competencies <ul style="list-style-type: none"> • Conduct Cohort 3 study circles at district level • Facilitate Equity Leadership Networking event • Engage Cohort 1 in Professional Development on Critical Race Theory • Facilitate school-based equity teams led by members of Cohort 1 and Cohort 2 of the District Equity and Diversity Team <ul style="list-style-type: none"> ○ Provide facilitator training • Provide BOE training of District Equity and Cultural Competencies 		In Progress: <ul style="list-style-type: none"> • Engaged Cohort 1 in PD on Critical Race Theory which will continue in the Spring • Scheduled school based equity team facilitation for district PD days • Implemented BOE training with Cabinet team on equity and cultural competencies • Provided professional development session on cultural competencies for administrators with Dr. Sebastian Cherng Completed:	
Mid-Year Rating	End of Year Rating		

Mid-Year Rating		End of Year Rating		<ul style="list-style-type: none"> Implemented Cohort 3 Study Circle in the Fall which includes students and parents as well as District staff 	
Aligned to High Leverage Strategy: 2-3				In Progress:	
<p>Develop a talented and diverse work force</p> <ul style="list-style-type: none"> Implement a professional development plan focused on improving EHPS Instructional Expectations # 3 (Application) & # 4 (Assessment) <ul style="list-style-type: none"> Academic Discourse Problem-solving & Higher Order Thinking Activities Opportunities for Student Agency Formative Assessment Peer and Self-Reflection Practices Develop district PD focus on Trauma Informed Instruction Develop district PD plan for non-certified staff 				<ul style="list-style-type: none"> Developed a K-12 plan for full-day and department-based PD with focus on: <ul style="list-style-type: none"> training and strategies on how to increase student-centered learning Teach2020 website/newsletter to highlight model practices; district walk-throughs, classroom visits and informal and formal evaluations Completed training modules and resource development for Trauma Informed Instruction (Launch date 2/15/19) Negotiated Paraprofessional training with AFT: status pending Conducted Welcoming School training for district secretaries 	
Mid-Year Rating		End of Year Rating			

Theory of Action 4: Responsibly Invest District Resources

IF EHPS seeks out, advocates for, and responsibly invests district resources, THEN we will have the necessary technologies, infrastructure and finances to promote student achievement.

High Leverage Strategy	1. Advocate for and invest our financial resources wisely, transparently and equitably across district schools.
	2. Ensure district and school programming are aligned to promote efficiency; eliminate operational silos and enhance collaborative systems.
	3. Continue to acquire and manage grant funding to supplement our district budget; continue to develop a system for alignment and coherence between funding sources for all district programs.
	4. Continually analyze time as a resource at school and classroom level; strategically use time to support student needs.
	5. Develop and implement the district technology plan with a focus on infrastructure upgrades and service operability.
	6. Complete current facility project list and actively seek additional funding to address Capital Improvement Plan.

Action Plans (Connected to District High Leverage Strategies)

Action Plan Descriptions		Mid-Year Report	End of Year Report
Aligned to High Leverage Strategy: (1) District Resources <ul style="list-style-type: none"> Develop and facilitate BOE Budget process with a focus on collaboration, advocacy and effective communication Refine school staffing profiles to aid budget process Collaborate with local and state policy leaders to advocate for student needs Complete EHBOE Policy transition process to Shipman and Goodwin model policies 		In Progress: <ul style="list-style-type: none"> Continued policy transition process with BOE Managed significant budget decrease in Health Insurance Benefits using current year budget allocation Submitted BoE Proposed Budget for FY 2019-20 (presentation to Council 2/27/19) Completed: <ul style="list-style-type: none"> Refined school staffing profile to aid discussion and decisions during budget process Conducted a series of budget workshops with town & Board leadership. Built school budget profiles using state EFS financial reporting system Hosted legislative convening regarding EHPS priorities 	
Mid-Year Rating		End of Year Rating	
Aligned to High Leverage Strategy: (2) District Alignment/Efficiency <ul style="list-style-type: none"> Restructure district leadership council meeting calendar and meeting times to build capacity through leadership growth opportunities, professional learning experiences, and collaborative efforts around improved student achievement Utilize SIP/DIP process at all leadership meetings 		Completed: <ul style="list-style-type: none"> Implemented district leadership council meeting calendar Utilized SIP/DIP process at all leadership meetings Developed new Student Achievement Meeting (SAM) template 	
Mid-Year Rating		End of Year Rating	

<p>Aligned to High Leverage Strategy: (3)</p> <p>District Grant Acquisition and Management</p> <ul style="list-style-type: none"> Continue to focus on cross department grants management to promote efficiencies/collaboration Seek out and acquire new grant opportunities for district and schools in alignment to strategic plan Manage district grant awards from the following major funders: <ul style="list-style-type: none"> Hartford Foundation Dalio Foundation United Way Working Cities SDE 		<p>In Progress:</p> <ul style="list-style-type: none"> Continued fiscal management of all district grants. <p>Completed:</p> <ul style="list-style-type: none"> Supported School Based Health Center grant applications for SYNERGY and Sunset Ridge School with DPH and Intercommunity, Inc. <table border="1"> <thead> <tr> <th>Funder</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>ECS Alliance</td> <td>\$7,364,339</td> </tr> <tr> <td>Head Start</td> <td>\$1,925,333</td> </tr> <tr> <td>Commissioner's Ntwk</td> <td>\$1,115,000</td> </tr> <tr> <td>HFPG</td> <td>\$669,970</td> </tr> <tr> <td>Dalio Foundation</td> <td>\$474,925</td> </tr> <tr> <td>United Way</td> <td>\$192,169</td> </tr> <tr> <td>Working Cities</td> <td>\$27,592</td> </tr> <tr> <td>Total</td> <td>\$11,769,328</td> </tr> </tbody> </table>	Funder	Amount	ECS Alliance	\$7,364,339	Head Start	\$1,925,333	Commissioner's Ntwk	\$1,115,000	HFPG	\$669,970	Dalio Foundation	\$474,925	United Way	\$192,169	Working Cities	\$27,592	Total	\$11,769,328	
Funder	Amount																				
ECS Alliance	\$7,364,339																				
Head Start	\$1,925,333																				
Commissioner's Ntwk	\$1,115,000																				
HFPG	\$669,970																				
Dalio Foundation	\$474,925																				
United Way	\$192,169																				
Working Cities	\$27,592																				
Total	\$11,769,328																				
Mid-Year Rating		End of Year Rating																			
<p>Aligned to High Leverage Strategy: (5)</p> <p>District Technology Development</p> <ul style="list-style-type: none"> Restructure IT department to include hiring of shared Chief Information Officer (CIO) Revise and merge district technology plan into existing Capital Improvement Plan 		<p>In Progress:</p> <ul style="list-style-type: none"> Submitted RFPs: <ul style="list-style-type: none"> Server Infrastructure (Award Stage) E-Rate funded Wireless Infrastructure (Publication Stage) Fiber Connectivity (Publication Stage) Solicited feedback from staff regarding technology purchasing Continued evaluation of the District Technology Plan is ongoing <p>Completed:</p> <ul style="list-style-type: none"> Hired CIO 																			
Mid-Year Rating		End of Year Rating																			
<p>Aligned to High Leverage Strategy: (3)</p> <p>Facility/Infrastructure Development</p> <ul style="list-style-type: none"> Construct (3) major capital projects: Silver Lane Sitework, Woodland Sitework, Hockanum Abatement/Flooring Design and prep for Summer 2019 construction (2) OSCGR Funded projects: EHMS "C" Bldg Roof and Synergy Flooring/Abatement Execute a variety of high-impact projects using 		<p>Completed:</p> <ul style="list-style-type: none"> Completed Silver Lane site work, Woodland site work/ Interior Renovations, and Hockanum Abatement/Flooring projects Submitted Synergy Abatement/Flooring project out to bid 1/14. "C" Building Roof State Completed Pgm. 80 projects Acquired new F-550 dump body with plow and Steiner compact articulating tractor with 																			

<p>limited (\$400K) Program 80 Funds</p> <ul style="list-style-type: none"> Continue to modernize fleet and equipment Focus on mechanical infrastructure projects utilizing any available capital reserve or grant funds Transition to new HVAC Service contractor and implement new Preventive Maintenance program Consistently evaluate facility needs and re-prioritize as necessary, including constant calibration of budget. Developed design plan for DEP Field/Bleacher Renovation Project EHHS/EHMS 	<p>mower/snow blower for EHHS.</p> <ul style="list-style-type: none"> Utilized all \$450k of Cap Reserve funding to complete: EHHS pool filter replace, OCW boiler replacement, Pitkin emergency roof replacement (2 sections), OB med fragile room build, EHHS pool mezzanine floor abatement, EHMS "C" building roof replacement (Local Share) On-boarded new HVAC service provider 		
<p>Mid-Year Rating</p>		<p>End of Year Rating</p>	
<p>Aligned to High Leverage Strategy: (6)</p>			
<p>Focus on School Safety and Security</p> <ul style="list-style-type: none"> Conduct first District Security Summit Collaborate with EHPD/EHFD on training opportunities for faculty Analyze/inventory school security assets and overall strategy 			
<p>In Progress</p> <ul style="list-style-type: none"> Continued to evaluate training opportunities with public safety <p>Completed:</p> <ul style="list-style-type: none"> Hosted District Security Summit (December 12, 2018) Began walk-throughs of each school with new security vendor in January 2019 			
<p>Mid-Year Rating</p>		<p>End of Year Rating</p>	

School Profile 10/1/18	EHHS	EHMS	Sunset	CIBA	Synergy	Goodwin	Hockanum	Langford	Mayberry	Norris	O'Brien	O'Connell	Pitkin	Silver Lane	Woodland
# Students	1781	1054	324	191	93	352	320	356	364	316	391	529	324	267	188
# EL/Bilingual Students	147	120	10	6	6	29	0	87	89	82	90	41	41	36	9
# SpEd Students	311	205	50	2	21	52	86	65	56	60	59	75	50	39	183
Admin (Prin and AP)	5	4	1.6	1.4	1	1	1	1	1	1	1	2	1	1	1
Secretaries	16	6	1	1	1	1	2	1	1	1	1	2	1	1	2
Nurses	3	2	1	0	1	1	1	1	1	1	1	2	1	1	2
Security Officer	8	4	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance Officer	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0
Family Liaison	1	1	0.2	0	0.2	1	4 (HS)	1	1	0.8	1	1	1	1	0
Sp Ed Paras	26	12	2	0	0	12	10	9	3	4	8	12	6	3	0
Inst Paras	1	1	0	0	0	1	19	3	3	1	4	1	2	2	0
Beh Mgrs	5	2	1	0	4	1	0	1	1	1	1	1	1	1	0
Beh Mgrs (Sped Room)	1	1	0	0	0	2	0	2	0	4	0	2	0	0	46
Tutors	7	8	5	1	2	4	2	1	2	4	2	5	3	3	0
Bilingual Tutors	2	2	0	0	0	0	0	2	2	2	3	0	0	0	0
St. Joe's Interns	0	0	0	0	0	1	0	0	1	0	0	0	1	1	0
Classroom Teachers	70.5	49	15	8.5	5	18	15	18	18	17	19	27	17	16	0
SpEd Resource Teachers	16	13.9	2	0	2	2	2	2	2.6	1.4	2.5	3.1	1.5	2	0
SpEd Self Contained	0	0	0	0	0	2	3	2	0	1	1	2	1	0	17
Soc Worker	4	2	0.6	0	1.4	1	0	1	1	1	1	1	1	1	2
On Track Coordinator	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Psych	1	2	1	0	0	1	1	1	1	1	1	1	1	1	2
SLP	1.2	1.6	0.5	0	0.1	1.4	3	1.1	0.7	1	0.9	1.5	0.9	0.8	1
ELL	2	1	0.2	0	0	0.6	0	1	0.6	0.4	0.4	0.8	1	1	0
Bilingual	1	1	0	0	0	0	0	0.9	2	1	1	0	0	0	0.1
Guidance	8	3	1	1	1	0	0	0	0	0	0	0	0	0	1
Career/Tech Ed	10	3	1	1	0	0	0	0	0	0	0	0	0	0	1
World Languages	8.6	3.6	2	2	0	0	0	0	0	0	0	1	0	0	0
Art	4	3	1	1	1	1	0	1	1	1	1	1	1	1	1
Music	4.3	5.5	2.2	0	0	1.4	0	1.4	1.4	1.4	1.8	1.8	1.4	1.4	1

PE/Health	8	5	1.4	1.2	1	1.5	0	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.4
Tech/Library Media	1	1	1	1	0	0.5	0	0.5	0.5	0.5	1	1	0.5	0.5	0
Coach	0	0	0	0	0	1	1	1	1	1	2	1	1	1	1
Intervention	1	5	1	0	0	1	0	1.5	1	1	1	1	1	1	0
Instructional Specialist	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0