

*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 Middle School**

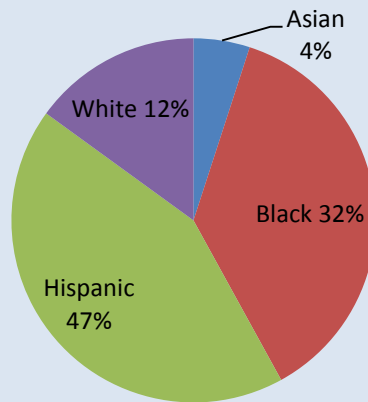
School Address  
East Hartford, CT. 06108

**Annual Budget:** \$9,773,025

**Number of Employees:** 110

**Number of Students:**  
1047

**Race/Ethnicity Breakdown**



Grade Level	Number Students	SPED		EL		F/R Lunch	
6	363	64		42			
7	342	70		30			
8	342	67		41			
EHMS	1047	201		113			

(Demographic Data Date:10/1/2017)

**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 (1/17/2018) <i>Check one based on a holistic rating of work completed to date</i>	End of Year Reporting Period Rating (6/8/2018) <i>Check one based on a holistic rating of plan completion</i>
		Plan has not begun or has significant gaps
	Plan is lagging in progress	Plan is lagging in progress
	Plan meets or exceeds progress	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.
	5. Launch district projects <ul style="list-style-type: none"> <li>○ PowerSchool</li> <li>○ Explore International Baccalaureate (IB) Programme                 <ul style="list-style-type: none"> <li>▪ Explore secondary expansion</li> <li>▪ Re-authorization (O’Connell, CIBA)</li> </ul> </li> </ul>

**Action Plans (Connected to District High Leverage Strategies)**

Action Plan Descriptions	Mid-Year Report	End of Year Report
<p><b>Aligned to High Leverage Strategy 1:</b> Provide all students with a high quality, standards-aligned curricula that focuses on interdisciplinary experiences, culturally responsive instruction, and 21<sup>st</sup> Century Skill Development</p> <p><b>Curriculum Development Grades 6-8</b>                      Complete the summer curriculum revisions and additions:</p> <ul style="list-style-type: none"> <li>● ELA AP College Board Honors revision in grades 6-8</li> <li>● ELA Literature—The literature course will incorporate key components of the Reader’s Workshop model with the critical elements of the Plugged Into Reading/Plugged Into Non-Fiction curriculum. Students will be exposed to short and full length fiction and non-fiction throughout the school year with an emphasis on comprehension strategies, literacy elements, and short and extended literacy response.</li> <li>● ELA Composition—The composition course uses Lucy Calkin’s writer’s workshop model and curriculum to instruct students in three types of writing: argumentative, narrative, and informational.</li> <li>● Honors/Advanced Language Arts—Implementing the AP Springboard Curriculum for the 2017-2018 school year. The plan is to “roll up” this curriculum into the honors program in grades seven and eight over the next two years.</li> <li>● Smarter Balanced and Assessment Action Plan                             <ul style="list-style-type: none"> <li>○ EHMS will incorporate four components of the</li> </ul> </li> </ul>	<p><b>Curriculum Development Grades 6-8</b></p> <ul style="list-style-type: none"> <li>● ELA Composition                             <ul style="list-style-type: none"> <li>○ Continuing to follow Teacher’s College Writers Workshop (For 2018-2019 EHMS will shift to the model below for grades 6/7)                                     <ul style="list-style-type: none"> <li>— Language Arts (Collegeboard/Springboard) combines reading and writing on a daily basis</li> <li>— Language Arts Workshop Teachers College—Readers and Writers workshop. The curriculum will alternate units in reading writing</li> <li>— Honors Language</li> <li>— Reading intervention</li> </ul> </li> </ul> </li> <li>● Honors/Advanced Language Arts                             <ul style="list-style-type: none"> <li>○ Following AP Springboard</li> </ul> </li> <li>● Smarter Balanced and Assessment Action Plan                             <ul style="list-style-type: none"> <li>○ Reviewed the Smarter Balanced Achievement data with staff on 8/25 and reviewed plan for 17-18                                     <ul style="list-style-type: none"> <li>▪ Effective use of IAB’s   <ul style="list-style-type: none"> <li>➤ ELA—students are administered two writing and reading tests. The IAB’s yield the 5 questions where the students did their best/worst on and that is used to drive instruction.</li> </ul> </li> </ul> </li> </ul> </li> </ul>	

<p>plan that will include the following to achieve:</p> <ol style="list-style-type: none"> <li>1. Effective Use of IAB's</li> <li>2. Increased Awareness/Focus</li> <li>3. Modified Approach to Test Administration</li> <li>4. School-Wide Approach to Vocabulary</li> </ol> <ul style="list-style-type: none"> <li>• Math—Revised curriculum grades 6-8             <ul style="list-style-type: none"> <li>○ Smarter Balanced Block Assessments will be used as pre and post assessments to measure student growth and understanding, to align with CCSS, and to create a student comprehension of Smarter Balanced language.</li> <li>○ Focus points will include:                 <ul style="list-style-type: none"> <li>— Curriculum aligned with CSSS Clusters</li> <li>— Common pacing and assessment calendar</li> <li>— Performance tasks for each unit/cluster</li> <li>— Common classroom activities to assess and collaborate with during IDT Time</li> <li>— Banks of Smarter Balanced aligned warm-ups according to unit/cluster</li> </ul> </li> </ul> </li> <li>• PE/Health             <ul style="list-style-type: none"> <li>○ Shifting to skill based instruction to be aligned to the State/National Health standards</li> <li>○ Exploring vertical teams and alignment so that the curriculum and assessments to student outcomes and standards in health</li> <li>○ Incorporating practice/performance goals (3B) to shift from teacher to student directed classrooms</li> <li>○ Started a curriculum review process to examine programming and delivery in Physical Education</li> <li>○ <b>Focus on increasing passing rates of all 4 components of the CTPFT—50% (Sit and Reach, Curl Ups, Push-ups and Pacer)</b></li> </ul> </li> <li>• Science—Continue to integrate NGSS into the Science Curriculum</li> <li>• Social Studies—integrate a shared inquiry approach through Great Book and Close Reading.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase awareness and focus             <ul style="list-style-type: none"> <li>➤ Testing committee meets monthly to work on plan</li> </ul> </li> <li>▪ School-wide approach to vocabulary             <ul style="list-style-type: none"> <li>➤ Changed focus to work on research and question style Smarter Balanced test questions where according to the data students are struggling the most</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Math Curriculum             <ul style="list-style-type: none"> <li>○ Stopped the pre-tests in math due to time. Math is just doing the IAB Post-tests</li> <li>○ The curriculum is aligned to the CSSS clusters—the curriculum for grades 6-7-8 has been revised</li> <li>○ The IDT time has been used to talk formative assessment, performance tasks, and Smarter Balanced problems/activities</li> <li>○ IDT's have been working on creating Smarter Balanced warm-up activities</li> <li>○ More of focus on Smarter Balanced problems with increased performance tasks</li> </ul> </li> <li>• PE/Health             <ul style="list-style-type: none"> <li>○ Focused in grade level IDT's to plan and develop student centered activities</li> <li>○ Focus on PE—and using data to assess classroom structure, motivation, and post tests</li> <li>○ Beginning to assemble a curriculum alignment team to develop an action plan for PE/Health</li> </ul> </li> <li>• Science Curriculum             <ul style="list-style-type: none"> <li>○ Grade 6 implemented NGSS this year</li> <li>○ Grade 7 is in draft form and will be pilot the matter unit in the Spring</li> <li>○ Grade 8 is in the process of writing</li> </ul> </li> <li>• Social Studies Curriculum             <ul style="list-style-type: none"> <li>○ Updated grade 6 with 4 units of study based on Ancient Civilization based on C3 document (state approved curriculum document)</li> <li>○ Grades 7/8 utilizing choices units from the Brown Alliance Grant</li> <li>○ Great Books Student Inquiry and Close Reading</li> </ul> </li> </ul>	
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<ul style="list-style-type: none"> <li>○ Assess literacy quarterly through Great Books and Close Reading. Embed SB performance tasks into units of study</li> <li>● Tech. Ed. Curriculum—exploratory curriculum that feeds into high school to find interest areas --Advanced on STEM Pathways for second semester</li> <li>● UA Fine Arts—work on new standards and translate into curriculum --Begin writing new curriculum through PD sessions on the Guiding Principles (</li> </ul>				
<p>Mid-Year Rating</p>		<p>End of Year Rating</p>		<p>Process are assessed 4X per year in graded through a department rubric</p> <ul style="list-style-type: none"> <li>○ Smarter Balanced skills and areas of focus on being embedded units based on student needs</li> <li>● Tech Ed. Curriculum             <ul style="list-style-type: none"> <li>○ Grade 6—CCAT—Young Manufactures Academy                 <ul style="list-style-type: none"> <li>▪ Fundamental of Manufacturing (Drawing, Assembly Line)</li> <li>▪ Weekly visitors from CCAT to help facilitate the class</li> </ul> </li> <li>○ CCSU 7/8 STEM Focus                 <ul style="list-style-type: none"> <li>▪ Engineering Design Process</li> <li>▪ Measurement for Manufacturing</li> <li>▪ 3D and 2D modeling</li> <li>▪ Computer Programming</li> </ul> </li> <li>○ Grade 8                 <ul style="list-style-type: none"> <li>▪ Computer Literacy (Microsoft Office and Typing Training)</li> </ul> </li> </ul> </li> <li>● UA/Fine Arts Curriculum             <ul style="list-style-type: none"> <li>○ Instruction—continued focus on discourse through PD during department meetings</li> <li>○ 2/20/18—PD on curriculum – share and compare content we are teaching, learn about and from other curriculum models, and to brainstorm next steps. Working towards making small, incremental changes to address the new art standards that were adopted by state in 2016</li> <li>○ Started Music Leadership Team (What is our program and is it relevant and sequential?) to make learning music as engaging as could be</li> </ul> </li> </ul>
<p><b>Aligned to High Leverage Strategy 2:</b> Provide all students with a high quality, standards-aligned curricula that focuses on interdisciplinary, culturally responsive instruction.</p>				
<p><b>High Quality Instructional Focus:</b> Continue to implement the EHMS Intentional Instructional framework with a focus on designing engaging, student centered lessons:</p> <ul style="list-style-type: none"> <li>● Department Supervisors will review practices with teachers and introduce planning model to new teachers</li> </ul>				<p><b>High Quality Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>● EHMS completed Intentional Instructional Planning refresher with EHMS Staff on 9/21/17</li> <li>● EHMS facilitated PD with EHMS staff on Objective writing with staff on 11/1/17</li> <li>● EHMS facilitated a session with faculty on building cultural competence on 1/24/18</li> <li>● EHMS completed bi-weekly walkthroughs</li> </ul>

<ul style="list-style-type: none"> <li>EHMS will provide continued PD on intentional instructional planning with a focus on student directed activities, seamless transitions, and classroom environment/management.</li> <li>EHMS will facilitate bi-weekly walk-throughs</li> <li>Incorporate the EHMS Close Reading Process and reading strategies across the content areas with support from EHMS Reading Coaches and Department Supervisors</li> </ul> <p><b>UCONN Co-Teaching/SPED</b></p> <ul style="list-style-type: none"> <li>Work with the UCONN Neag School of Education to develop a professional development program for teachers to integrate content-area literacy strategies in English, social studies, and science.</li> <li>SPED information/update focus             <ul style="list-style-type: none"> <li>Consistent reviews by SPED teacher on each team to share information with teammates about student identification, needs, and goals</li> <li>Consistent updates by SPED teachers with their teams to discuss progress of identified students and to share specific strategies with the team that may result in improvement/success</li> <li>Review the current list of SPED to determine the following:                 <ul style="list-style-type: none"> <li>Current program/interventions</li> <li>Past program/interventions</li> <li>Performance—history of STAR</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>EHMS continued to implement the EHMS Close Reading process</li> <li><b>Science</b>—focus on discourse in relation to Science and Engineering practices and disciplinary core ideas. Continued work on content reading with literacy strategies. (Talking to text, annotating, summarizing).</li> </ul> <p><b>UCONN Co-Teaching/SPED</b></p> <ul style="list-style-type: none"> <li>Continued PD (Content Area Literacy Instruction with UCONN. Part of an on-going study with five completed PD session a weekly observation. Steps of the process:             <ul style="list-style-type: none"> <li>PD with UCONN</li> <li>Plan the lesson—EHMS Teachers/UCONN</li> <li>UCONN models the lesson</li> <li>EHMS teacher teachers a similar lesson with different text while UCONN observes</li> <li>Feedback with UCONN</li> </ul> </li> </ul> <p><b>SPED Information/Update Focus</b></p> <ul style="list-style-type: none"> <li>One team meeting per week is devoted to SPED where they share information on students with colleagues. Discuss behaviors, RISE referrals, attendance, change in services, updated testing. The next step is to dig deeper and look at individual progress assessments by using STAR Assessment and IEP goals and objectives. Protocols are being developed to assist the SPED case manager in utilizing and updating teammates regarding data and next steps.</li> <li>Special Education Data Team Protocol (Math and Reading):             <ul style="list-style-type: none"> <li>Describing the Data: Guiding Questions                 <ul style="list-style-type: none"> <li>What do you observe in the data?</li> <li>What does the data show?</li> <li>What patterns/trends</li> </ul> </li> <li>Interpreting the Data: Guiding Questions                 <ul style="list-style-type: none"> <li>What does the data suggest?</li> <li>What is import or surprises you?</li> <li>What causes concern?</li> <li>What confirms or challenges your assumptions?</li> <li>What are the areas for growth?</li> <li>What are the areas to celebrate?</li> </ul> </li> </ul> </li> </ul>			
<p>Mid-Year Rating</p>		<p>End of Year Rating</p>		
<p><b>Aligned to High Leverage Strategy 3:</b> Effectively use district,</p>			<p><b>Data Team/Assessment Practices Grades 6-8</b></p>	

<p>school, and classroom data to provide diagnostic information to make instructional decisions</p>			<p><b>School Data Team</b></p> <ul style="list-style-type: none"> <li>• 9/25/17                             <ul style="list-style-type: none"> <li>○ Reviewed District and School Data</li> <li>○ Established protocol procedures (CSDE)</li> <li>○ Reviewed SIP</li> </ul> </li> <li>• 10/30/17                             <ul style="list-style-type: none"> <li>○ Reviewed Smarter Balanced Data</li> <li>○ Developed next steps—created question stems and academic vocabulary that might be difficult for students</li> <li>○ Went through Smarter Balanced questions and vocabulary that can be used through units that are going to be taught</li> </ul> </li> <li>• 11/27/17                             <ul style="list-style-type: none"> <li>○ Analyzed grade 6 IAB's in ELA and identified top 5 questions students struggled/succeeded with most. Claim, vocabulary, and skill needed to answer question successfully. Brought information to each Department</li> </ul> </li> </ul> <p><b>Science Department</b></p> <ul style="list-style-type: none"> <li>• Develop common expectations, roles, and reporting systems:                             <ul style="list-style-type: none"> <li>○ Established norms and updated minutes on the team drives for each grade level—Be Engaged, Be Solutions Oriented, All Contribute, Stay Positive, Put Your Ego Aside, Lean into Discomfort</li> <li>○ Updating minutes on team drives</li> </ul> </li> <li>• Renewed focus on using IDT's to review data and inform instruction:                             <ul style="list-style-type: none"> <li>○ Data team work focus has been on NGSS implementation. Grade 6 is the only official grade implemented NGSS while grade 7/8 are doing pilot units from IMS and NESSLIE grants. Data team time has been focused on aligning assessment to the new expectations and creating classroom lessons and activities to support both content (DCI's) process (SEP's) and overarching themes (CCC's)</li> </ul> </li> <li>• The IDT time will utilize data to inform instruction and to create quicker formative assessments to use in their classroom. An emphasis will be placed on using Smarter</li> </ul>
<p><b>Data/Assessment Practices Grades 6-8:</b> Continue to refine and align the ways we use data to inform instruction to improve student learning:</p> <ul style="list-style-type: none"> <li>• Departments Supervisors and teachers will work to define and strengthen expectations and protocols for IDT Meetings to use data and collaboration to inform instruction                             <ul style="list-style-type: none"> <li>○ Develop common expectations, roles, and reporting systems</li> <li>○ Renewed focus on using IDT's to review data and inform instruction</li> <li>○ The IDT team will utilize data to inform instruction and to create quicker formative assessments to use in their classroom. An emphasis will be placed on using Smarter Balanced style questioning.</li> <li>○ Through the data team process, teachers will work collaboratively to develop daily check ins for understanding in the form of do nows, exit slips, worksheets, graphic organizers, self-assessments, and small group activities.</li> </ul> </li> </ul>			
<p>Mid-Year Rating</p>		<p>End of Year Rating</p>	

				<p><b>Balanced style questioning</b></p> <ul style="list-style-type: none"><li>○ The team is in the process of aligning Benchmark literacy resources to the new curriculum standards.</li><li>○ Through collaboration between science, LA and special education, the science department has identified goals for the second half of the year around collaboration</li><li>● Through the data team process, teachers will work collaboratively to develop daily check ins for understanding in the form of do-nows, exit slips, worksheets, graphic organizers, self-assessments, and small group activities<ul style="list-style-type: none"><li>○ The structure for above is in place for the Science department but varies at this point in the formative assessment arena as new unit are planned</li></ul></li></ul> <p><b>English Department</b> <b>Data/Assessment Practices Grades 6-8:</b> Continue to refine and align the ways we use data to inform instruction to improve student learning:</p> <ul style="list-style-type: none"><li>● Departments Supervisors and teachers will work to define and strengthen expectations and protocols for IDT Meetings to use data and collaboration to inform instruction<ul style="list-style-type: none"><li>○ Develop common expectations, roles, and reporting systems<ul style="list-style-type: none"><li>— English Department Norms were developed and work for data teams and the department meetings</li><li>— Teachers take turns taking minutes</li><li>— Minutes are stored on team drives on google</li></ul></li></ul></li><li>● Renewed focus on using IDT's to review data and inform instruction<ul style="list-style-type: none"><li>○ Data analysis has focused on the SBA IABs. Teachers used data team time to analyze IAB data and to plan for strategy instruction based on student need.</li></ul></li><li>● The IDT team will utilize data to inform instruction and to create quicker formative assessments to use in their classroom. An emphasis will be placed on using Smarter</li></ul>	
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				<p><b>Balanced style questioning</b></p> <ul style="list-style-type: none"><li>○ Teachers use daily SBA style questions in their classes</li><li>○ Teachers use data team time to create SBA style questions that align with current curriculum.</li><li>○ Through the data team process, teachers will work collaboratively to develop daily check ins for understanding in the form of do nows, exit slips, worksheets, graphic organizers, self-assessments, and small group activities</li><li>○ This is in process. The data teams are working on creating SBA style “Do Now” questions.</li></ul> <p><b>Math Department:</b></p> <ul style="list-style-type: none"><li>● Departments Supervisors and teachers will work to define and strengthen expectations and protocols for IDT Meetings to use data and collaboration to inform instruction</li><li>● Develop common expectations:<ul style="list-style-type: none"><li>○ Updated minutes form is kept on the team drives for each grade level team.</li><li>○ Will be transitioning to google drive</li></ul></li><li>● Renewed focus on using IDT’s to review data and inform instruction<ul style="list-style-type: none"><li>○ Focusing on data discussions around formative assessments, summative assessments, IABs, STAR</li><li>○ I have been working with teachers to have more data discussions, not just working on curriculum during IDT time</li></ul></li><li>● The IDT team will utilize data to inform instruction and to create quicker formative assessments to use in their classroom. An emphasis will be placed on using Smarter Balanced style questioning<ul style="list-style-type: none"><li>○ Formative assessment PD in October – also February</li><li>○ Discussions around formative assessments during department meetings</li></ul></li></ul>	
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				<ul style="list-style-type: none"> <li>○ Teams develop formative assessments in IDTs and discuss results</li> <li>○ Lauren Masella presented to the department her methods of incorporating SBA-like problems that are engaging</li> <li>○ Discussions during IDT around performance tasks and developing SBA-like problems</li> <li>● Through the data team process, teachers will work collaboratively to develop daily check ins for understanding in the form of do-nows, exit slips, worksheets, graphic organizers, self-assessments, and small group activities             <ul style="list-style-type: none"> <li>○ A focus for the math department has been to include more formative assessments. Teachers have been implementing do-nows, exit slips, graphic organizers</li> <li>○ During pre and post-observation conferences I discuss with teachers incorporating more self-assessments, rubrics, self-reflections and having students check their understanding with the success criteria</li> </ul> </li> </ul> <p><b>Social Studies Department:</b></p> <ul style="list-style-type: none"> <li>● Departments Supervisors and teachers will work to define and strengthen expectations and protocols for IDT Meetings to use data and collaboration to inform instruction</li> <li>● Develop common expectations, roles, and reporting systems for Close Reading 1-4</li> <li>● Develop CCSS Literacy Skills that we embed in the units(central ideas, citing evidence, contextualization, etc)</li> <li>● Develop and utilize Grade Level Articles for all students.</li> <li>● Updated minutes form is kept on the team drives for each grade level team.</li> <li>● Renewed focus on using IDT's to review data and inform instruction SBAC Sentence Starters</li> <li>● Performance Tasks by Grade Level(e.g. role of the president., role of an emperor, etc.)</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Use Choices Curriculum</li> <li>• Investigate Benchmark Materials</li> <li>• Continue to work on Intentional Instructional Planning</li> <li>• Continue to utilize Great Books and Student Inquiry Learning</li> <li>• Place focus on How was the class student centered</li> <li>• Utilize more Type 2 Quizzes that focus on speaking and listening, and quick writes.</li> </ul>															
<p><b>Aligned to High Leverage Strategy 4:</b> Ensure that all students have access necessary to differentiated interventions as well as opportunities for enrichment to promote “Whole Child” learning</p>			<p><b>Enrichment and Interventions for Students</b></p> <ul style="list-style-type: none"> <li>• Science Honors Curriculum – new units from CREC (Curriculum Writing Consortium Units) have and will be written to serve the honors groups. College prep classes will work on modifying the CREC curriculum for non-honors classes</li> <li>• ELA Honors Curriculum—AP Springboard for grades 6-7-8.</li> <li>• Reading Intervention Tier 2/3: Changed the time from 20 minutes per day to 45 minutes twice per week to implement Reading Plus with fidelity. Focused on students in intervention and urgent intervention for the first half of the year. We will focus “On-Watch” students for the second half of the year. Serviced approximately 220 students in the first half of the year. Assessments are done by quarter for interventions:</li> </ul>															
<p><b>Enrichment and Interventions for students</b></p> <ul style="list-style-type: none"> <li>• Continue to build the honors program and curriculum on all teams in each content area             <ul style="list-style-type: none"> <li>○ The honors program in grades 6-8 will be implementing the College Board Pre-AP Spring Board Curriculum. The plan is to “Roll-Up” this curriculum into the honors program in grades 7/8 over the next two years.</li> </ul> </li> <li>• Reading Lab Intervention—The Reading Lab Course will be provided for students in need of additional assistance in reading comprehension, fluency, vocabulary. These courses integrate needs-specific instruction with Reading Plus intervention software and Digital Coach Common Core Materials             <ul style="list-style-type: none"> <li>— Tier 1: Students receive either 45 or 90 minutes of instruction based on if they are in the core program or honors. Due to the World Language requirements—student in the honors program receive 45 minutes of instruction and are exposed to both reading and writing skills in the same class.</li> <li>— Tier 2: Instruction is based upon winter and spring STAR scores of the previous year. The “Reading Lab” offers students instruction on a two-day rotation in which they participate in a research based, self-guided vocabulary program, silent sustained reading, the <i>Reading Plus</i> computer guided software, and small</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>• <b>Grade 8 Reading Intervention Classes 5 X per week</b></li> </ul> <table border="1" data-bbox="915 1109 1516 1278"> <thead> <tr> <th>Fall</th> <th>Winter</th> </tr> </thead> <tbody> <tr> <td>14 Urgent Intervention</td> <td>9 Urgent Intervention</td> </tr> <tr> <td>28 Intervention</td> <td>31 Intervention</td> </tr> <tr> <td>11 On-Watch</td> <td>9 On-Watch</td> </tr> <tr> <td>2 At or Above</td> <td>6 At or Above</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• <b>Grade 7 Reading Intervention Classes 5 X per week</b></li> </ul> <table border="1" data-bbox="915 1409 1516 1479"> <thead> <tr> <th>Fall</th> <th>Winter</th> </tr> </thead> <tbody> <tr> <td>14 Urgent Intervention</td> <td>16 Urgent Intervention</td> </tr> </tbody> </table>	Fall	Winter	14 Urgent Intervention	9 Urgent Intervention	28 Intervention	31 Intervention	11 On-Watch	9 On-Watch	2 At or Above	6 At or Above	Fall	Winter	14 Urgent Intervention	16 Urgent Intervention	
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2 At or Above	6 At or Above																	
Fall	Winter																	
14 Urgent Intervention	16 Urgent Intervention																	

group instruction aligned with Smarter Balanced core skills. Students will spend 20 minutes per day in each of these areas of study. Diagnostic assessments will be given to each student at the beginning of the course and progress monitoring tools will be used. Each student will track their own individual growth.

— Tier 3: Instruction occurs within the Tier 2 classroom. Small groups of students will be pulled from the Tier 2 classroom to work with a tutor. Tutors will be trained in specific instructional techniques and strategies to use with the students based upon need. Tier 3 instruction will be fluid based and determined based upon student need discovered during assessments.

26 Intervention	29 Intervention
14 On-Watch	5 On-Watch
5 At or Above	5 At or Above

• **Grade 8 Reading Intervention Classes 2X per week**

Fall	Winter
3 Urgent Intervention	2 Urgent Intervention
4 Intervention	3 Intervention
2 On-Watch	13 On-Watch
0 At or Above	14 At or Above

• **Grade 7 Reading Intervention Classes 2X per week activity**

Fall	Winter
3 Urgent Intervention	6 Urgent Intervention
22 On-Watch	4 On-Watch
0 At or Above	15 At or Above

• **Grade 6 Reading Intervention Classes 5X per week on team**

Fall	Winter
9 Urgent Intervention	8 Urgent Intervention
24 Intervention	14 Intervention
3 On-Watch	9 On-Watch
3 At or Above	7 At or Above

• **Grade 6 Reading Intervention Classes 2X per week activity**

Fall	Winter
6 Urgent Intervention	3 Urgent Intervention
11 Intervention	7 Intervention
41 On-Watch	22 On-Watch
0 At or Above	26 At or Above

Mid-Year Rating

End of Year Rating

				<ul style="list-style-type: none"> <li> <b>Math 80/20 – Grade 7</b> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="background-color: #d3d3d3;">Fall</th> <th style="background-color: #d3d3d3;">Winter</th> </tr> </thead> <tbody> <tr> <td>3 Urgent Intervention</td> <td>1 Urgent Intervention</td> </tr> <tr> <td>23 Intervention</td> <td>9 Intervention</td> </tr> <tr> <td>25 On-Watch</td> <td>24 On-Watch</td> </tr> <tr> <td>14 At or Above</td> <td>31 At or Above</td> </tr> </tbody> </table> </li> <li> <b>Math 80/20 – Grade 8</b> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="background-color: #d3d3d3;">Fall</th> <th style="background-color: #d3d3d3;">Winter</th> </tr> </thead> <tbody> <tr> <td>5 Urgent Intervention</td> <td>4 Urgent Intervention</td> </tr> <tr> <td>19 Intervention</td> <td>5 Intervention</td> </tr> <tr> <td>8 On-Watch</td> <td>8 On-Watch</td> </tr> <tr> <td>9 At or Above</td> <td>22 At or Above</td> </tr> </tbody> </table> </li> <li> <b>Math Excellence Lab—Tier III</b> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="background-color: #d3d3d3;">Fall</th> <th style="background-color: #d3d3d3;">Winter</th> </tr> </thead> <tbody> <tr> <td>14 Urgent Intervention</td> <td>9 Urgent Intervention</td> </tr> <tr> <td>28 Intervention</td> <td>31 Intervention</td> </tr> <tr> <td>11 On-Watch</td> <td>9 On-Watch</td> </tr> <tr> <td>2 At or Above</td> <td>6 At or Above</td> </tr> </tbody> </table> </li> <li>                     Social Studies Honors—leveled the reading articles and ramped up DOK levels on questions, and utilized more choices curriculum. Need to develop time together as core teachers to define honors courses on all teams.                 </li> </ul>	Fall	Winter	3 Urgent Intervention	1 Urgent Intervention	23 Intervention	9 Intervention	25 On-Watch	24 On-Watch	14 At or Above	31 At or Above	Fall	Winter	5 Urgent Intervention	4 Urgent Intervention	19 Intervention	5 Intervention	8 On-Watch	8 On-Watch	9 At or Above	22 At or Above	Fall	Winter	14 Urgent Intervention	9 Urgent Intervention	28 Intervention	31 Intervention	11 On-Watch	9 On-Watch	2 At or Above	6 At or Above
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**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	<ul style="list-style-type: none"> <li>Engage students by providing opportunities for voice, leadership and celebrations of their learning.</li> </ul>
		<ul style="list-style-type: none"> <li>Empower students to become effective decision makers and citizens by implementing Social Emotional Learning (SEL) standards.</li> </ul>
		<ul style="list-style-type: none"> <li>Continue to promote restorative justice practices by reducing punitive disciplinary practices.</li> </ul>
		<ul style="list-style-type: none"> <li>Promote every day school attendance.</li> </ul>
	2. Family and	<ul style="list-style-type: none"> <li>Engage families and community through high quality programming designed to develop school to home relationships.</li> </ul>

	Community Culture	<ul style="list-style-type: none"> <li>Empower families through accessible, frequent, and friendly communication.</li> <li>Increase and enhance community partnerships centered on providing high quality experiences and resources for students.</li> </ul>
	3. Faculty Culture	<ul style="list-style-type: none"> <li>Appreciate employee contributions and efforts through recognitions and celebrations of excellence.</li> <li>Engage and empower employee innovation and talent by promoting faculty voice, input and feedback on organizational decision making.</li> </ul>

**Action Plans (Connected to District High Leverage Strategies)**

Action Plan Descriptions	Mid-Year Report	End of Year Report
<p><b>Aligned to High Leverage Strategy 1: “Student Culture” – Engage</b> students by providing voice, leadership, and celebrations for their learning. <b>Empower</b> students to become effective decision makers and citizens by implementing Social Emotional Learning (SEL) standards. Continue to implement a restorative practices philosophy. Promote student attendance.</p> <p><b>SEL Implementation:</b></p> <ul style="list-style-type: none"> <li>Develop a roll-out plan that includes an overview of the SEL Second Step Curriculum, the steps of implementation, and PD</li> <li>Continue to implement the First Step curriculum through weekly advisory period session</li> <li>Continue to implement the EHMS Advisory through on-going work with Community Circles. Review norms/expectation to engage in meaningful discourse</li> <li>Establish and launch staff and student communication expectations “The Falcon 4” to create clarity, methodology, and accountability around how we talk and interact with all members of the falcon community</li> <li>Develop student leadership organizations to engage and empower student voice, contribution, and investment to EHMS</li> </ul> <p><b>Restorative Practices Implementation:</b></p> <ul style="list-style-type: none"> <li>Continue to implement the Restorative Practices Program with an on-going focus on building and strengthening relationships, being proactive, and student centered</li> <li>EHMS Climate and Culture Buckets of Work                             <ol style="list-style-type: none"> <li><b>Restorative Practices/Cultural Competence</b> <ul style="list-style-type: none"> <li>Philosophy and Practices</li> <li>Engage the faculty and students in dialogue through a culturally efficient process to strengthen relationships and the community</li> </ul> </li> </ol> </li> </ul>	<p><b>SEL Implementation:</b></p> <ul style="list-style-type: none"> <li>Focused on Social and Emotional Learning with continued work on Restorative Practices, Cultural Competence and Family Engagement</li> <li>Faculty Meeting focus on SEL on 10/4 with Social Workers and Staff                             <ul style="list-style-type: none"> <li>SEL Second Step curriculum has been implemented weekly through advisory</li> </ul> </li> <li>PD on SEL with EHMS staff on 2/6/18                             <ul style="list-style-type: none"> <li>Continued focus on Community Circles and Restorative Practices/Discipline through EHMS Teams as SEL topics were addressed</li> </ul> </li> </ul> <p><b>Established the EHMS Student Leadership Team to contribute to school and community</b></p> <ul style="list-style-type: none"> <li>Contributed to EHMS Food and Clothing Drives</li> <li>Assisted with the Flying Falcon Leadership Program</li> <li>Faculty and Student Team building—developed “Getting to know you week” where students and staff interact, ask questions, and learn more about each other</li> <li>Friendship and Kindness Week (2/5/18 to 2/16/18)—where teams decorate their doors to demonstrate and support acceptance</li> <li>Black History Month (February). The Student Leadership Team be responsible for information, updates, and bulletin boards</li> </ul> <p><b>Restorative Practices Implementation:</b></p> <ul style="list-style-type: none"> <li>Reviewed Philosophy &amp; Practices with staff and facilitated restorative circles on team</li> <li>Addressed executive functioning on teams by working with teachers to establish clear classroom expectations that are visible, explicitly taught and referenced (Intentional</li> </ul>	

<p><b>2. Addressing Executive Function</b></p> <ul style="list-style-type: none"> <li>▪ Needs of students</li> <li>▪ Cultivate a positive learning and physical environment</li> <li>▪ Classroom expectations are visible, explicitly taught, and referenced</li> <li>▪ Consistent routines/expectations</li> <li>▪ Tier 1 Strategies, Falcon 4, de-escalations techniques</li> <li>▪ Community Circles and Restorative Discipline</li> </ul> <p><b>3. Emphasis on Strengthening Team and Team Structures</b></p> <ul style="list-style-type: none"> <li>▪ Teach specific expectations, routines, and norms</li> <li>▪ Team meetings, managements and parent/student engagement</li> <li>▪ Build a sense of community and pride on team</li> <li>▪ Create positive incentives, acknowledge great choices, and build a culture of success</li> <li>▪ Determine fluids of intervention (teacher, buddy teacher, support staff, community/restorative circles, EIP)</li> <li>▪ Develop a Team Discipline Management System</li> </ul> <p><b>4. Falcon 4 – Staff and Student Agreements</b></p> <ul style="list-style-type: none"> <li>▪ Listen &amp; Hear what one another has to say</li> <li>▪ Be open to seeing a different point of view</li> <li>▪ Avoid defensive reactions or judgements</li> <li>▪ Communicate respectfully &amp; speak your truth</li> </ul> <p><b>Student Attendance Support</b></p> <ul style="list-style-type: none"> <li>• Continue to engage students in 6-8 Attendance Plan enhance the “All-In—Every Child, Every Day” campaign to improve daily attendance and reduce chronic absenteeism             <ul style="list-style-type: none"> <li>○ Continue to develop a communication and</li> </ul> </li> </ul>	<p>Instructional Planning). Implemented community circles and launched the Falcon 4</p> <ul style="list-style-type: none"> <li>• Facilitated the 4<sup>th</sup> session of Cultural Competence with EHMS Staff on 3/10/18             <ul style="list-style-type: none"> <li>○ Session 1: Established norms with Faculty to engage faculty in uncomfortable conversation about intentional/unintentional bias 3-4-17</li> <li>○ Session 2: Talked about race/culture and different experiences on 4-5-17</li> <li>○ Session 3: Timeline activity on 5/3/17</li> <li>○ Session 4: Talked about unconscious bias on 1-24-18</li> </ul> </li> <li>• EHMS participated in the CPTV documentary the “Color of Justice” which focused on relationships between the students, faculty, and the EHPD</li> <li>• Team Break-Thru assembly on 1-8-18 to reinforce the core values on Respect, Responsibility, and Leadership             <ul style="list-style-type: none"> <li>○ Will release three “7 Minute to Success” videos and handouts to be delivered on team through Community Circle work                 <ul style="list-style-type: none"> <li>▪ 1/12/18 – Respect</li> </ul> </li> </ul> </li> <li>• EHMS hosted the National Theatre to perform the play version of the Outsiders on 11/9/17. Eight middle schools from across the state attended the performance</li> </ul> <p><b>Emphasis on Strengthening Teams and Team Structures</b></p> <ul style="list-style-type: none"> <li>• Moved forward with emphasis on EHMS Teams with a PD focus (8/25/17, 9/6/17, 1/2/18) on:             <ul style="list-style-type: none"> <li>○ Increasing overall team ownership, consistency, and autonomy</li> <li>○ Improving team decisions (Team Operations, Team Structures &amp; Practices, and Team Routines and Procedures)</li> <li>○ Reviewed the elements of Team Development (Team Forming, Norming, Storming, and Performing)</li> </ul> </li> </ul> <p><b>STEM Fridays</b></p> <ul style="list-style-type: none"> <li>• 9/29—Tower Challenge</li> <li>• 11/3—Building Catapults</li> <li>• 12/8—Pratt and Whitney Project STEM Engineering Activities</li> <li>• 2/2—Growth Mindset Escape Room</li> </ul>	
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<p>messaging plan to engage all the stakeholders in the process of improving attendance</p> <ul style="list-style-type: none"> <li>○ Revise the current plan and develop a weekly report to be shared with the administrative team, team leaders, and faculty to monitor progress</li> </ul>		<p><b>Emphasis on Strengthening Teams and Team Structures with PD Focus on “Kid Talk”</b></p> <ul style="list-style-type: none"> <li>● Focused on building effective teams, building trust, keeping commitments, maintaining open communication, and supporting others</li> <li>● Focused on facilitating effective meetings when talking about kids:             <ul style="list-style-type: none"> <li>○ Identify the positive connections that kids have with school and their strengths</li> <li>○ How does the student best learn in our classroom?</li> <li>○ Prioritize Growth Areas/Interventions “How do we support his/her growth?”</li> <li>○ Action Steps/Timetable</li> </ul> </li> </ul> <p><b>Falcon 4—Staff and Student Agreements</b></p> <ul style="list-style-type: none"> <li>● Launched the Falcon 4 Staff and Student agreements on 8/25/17 with EHMS staff             <ol style="list-style-type: none"> <li>1. Listen &amp; Hear what one another has to say</li> <li>2. Be open to seeing a different point of view</li> <li>3. Avoid defensive reactions or judgements</li> <li>4. Speak your truth and communicate it respectfully</li> </ol> </li> <li>● Launched the Falcon 4 Staff and Student Agreements with students on team during the week of 9/11/17 to 9/15/17</li> <li>● Refresher on the Falcon 4 Staff and Student Agreements with students on team during the week 12/4/17 to 12/8/17</li> <li>● 2018 PD – A New Year with a Renewed Focus at EHMS on 1-3-18             <ul style="list-style-type: none"> <li>○ Review of EHMS SIP 17-18</li> <li>○ Falcon 4 Staff and Student agreements</li> <li>○ Individual and team based goal setting</li> <li>○ Exploring levels of Efficacy—Knowing your Why</li> </ul> </li> </ul> <p><b>EHMS Visitors</b></p> <ul style="list-style-type: none"> <li>● Governor Malloy visited EHMS on 9/20/17</li> <li>● 32 Principals and Educators from China visited EHMS to collaborate and learn together on 9/25/17</li> <li>● Bright Nyirenda—Superintendent from Zambia, Africa visited EHMS on 12/6/17</li> <li>● Representatives Manchester Public Schools and the Manchester Police Department visited EHMS on 1/16/18</li> </ul>	
<p>Mid-Year Rating</p>			<p>End of Year Rating</p>

- Partnered with the Hartford Symphony Orchestra to bring in musician Gareth Johnson to hear him perform and ask him question in an informal master class on 1/19/18
  - Kia Harris/UCONN Woman Player and Canadian Olympic Team—discussion on Female Empowerment
- EHMS Student Recognition**
- Flying Falcons—quarterly
  - Quarterly High Honors Award Ceremonies
  - Student of the Month Breakfast
  - Monthly Team Awards
- College Visits**
- **CCSU 8** visited Central Connecticut State University to explore the campus and understand the admission process
- EHMS School Counselors**
- EHMS School Counselors complete workshop sessions with all grade 8 students on the college admission process
  - The EHMS support staff delivered classroom lessons to all EHMS students on conflict resolution in the month of January/2018
  - September back to school orientation
  - October classroom lessons:
    - Grade 6: Career Key/Interest Inventory
    - Grade 7: Strength Explorer Inventory
    - Grade 8: Post-Secondary Planning—College Search
  - New Student Orientation /Student Guide Programming
  - High School Choice Programming
  - “Kid-Talk” meeting with EHMS Support Staff
  - Organize Student of the Month Breakfast
  - Started Advisory Clubs to offer enrichment activities for students
  - EHMS Step-up visits
- EHMS School Resource Officers**
- The EHMS SRO’s delivered presentations to all sixth grade students on Internet Safety from 1/22/18 to 1/26/18



				<p><b>Attendance Plan</b></p> <ul style="list-style-type: none"> <li>• Implemented the Warning System</li> <li>• Over 2,000 parent contacts have been made as of 2/1/18</li> <li>• Implemented a mentor program for 65 chronically absent students</li> <li>• Student of the Month Breakfast—Most Outstanding/Most Improved</li> <li>• Chronically Absent Letters sent home at the beginning of the month</li> <li>• Weekly messages home</li> </ul> <p><b>The RISE Program</b></p> <ul style="list-style-type: none"> <li>• EHMS revised the RISE Intervention protocols where transition in and out of RISE became more fluid. This decision was based on information that EHMS received a behavioral specialist who facilitated an audit on the program.</li> </ul>	
<p><b>Aligned to High Leverage Strategy 2: “Family Culture”</b> - Engage families and the community through high quality programme designed to develop school to home relationships; provide families with accessible resources to support their child.</p>				<p><b>Engage the Family and Community Liaisons with the EHMS Family Engagement Committee to increase family contact and communication</b></p>	
<p><b>High Quality Family and Community Programming</b></p> <ul style="list-style-type: none"> <li>• Engage the Family and Community Liasion with the EHMS Family Engagement Committee to form a partnership/plan to increase family contact and communication             <ul style="list-style-type: none"> <li>○ Family Liaison Programming</li> <li>○ Student Attendance Support</li> <li>○ School Governance Council</li> <li>○ Student Leadership</li> </ul> </li> <li>• Revise the EHMS Family Engagement Plan as developed by the Family Engagement Committee and roll-out to staff</li> <li>• Continue to build upon the Student Led Conferences model from 2016-2017</li> </ul>				<ul style="list-style-type: none"> <li>• EHMS Turkey/Food Drive on 11/13/17 to 11/18/17             <ul style="list-style-type: none"> <li>○ EHPD, EHMS, and the EHMS Student Leadership Team partnered to facilitate a Turkey Drive to feed 25 families on Thanksgiving</li> </ul> </li> <li>• EHMS Holiday Drive on 12/8/17             <ul style="list-style-type: none"> <li>○ EHMS partnered with the EHPD and Mount Carmel Church to fundraise for toys for families throughout November and December with a culminating holiday dinner on 12/8/17</li> </ul> </li> <li>• EHMS Food/Clothing drive for Puerto Rico             <ul style="list-style-type: none"> <li>○ The EHMS Family Liaison coordinator worked with EHMS Faculty, EHMS Student Leadership Team, and the EH Community to collect donations for Puerto Rico on 10-2-17</li> </ul> </li> <li>• EHMS Mentorship Program 2017/2018             <ul style="list-style-type: none"> <li>○ Approximately 30 faculty members volunteered to serve as a mentor for at least 2 EHMS students. The responsibilities include weekly meetings and quarterly group sessions</li> </ul> </li> <li>• EHMS Veterans Day Celebration—11/13/17</li> </ul>	
<p>Mid-Year Rating</p>		<p>End of Year Rating</p>			

				<ul style="list-style-type: none"> <li>○ The Social Studies Department invited U.S. Veterans to EHMS to visit classrooms and talk about their experience</li> <li>○ EHMS honored faculty members who have served with a Veterans Day breakfast</li> <li>● EHMS Open House/Recruitment Nights             <ul style="list-style-type: none"> <li>○ 9/14/17—EHMS Open House, welcomed students and families to EHMS. Reviewed our vision, mission, and the EHMS SIP</li> <li>○ 1/30/18—EHMS Recruitment Night—Reviewed our vision, mission, and the EHMS SIP</li> </ul> </li> <li>● Family Liaison Coordinator             <ul style="list-style-type: none"> <li>○ Collaborated with PE/Health to have the Yard-Goat mascot visit EHMS for EHMS Open House. Approximately 85 families attended challenge.</li> <li>○ Facilitated Student of the Month Breakfast—with parents and connected attendance awards</li> <li>○ Co-Facilitated information parent night (Invention Convention) for sixth grade parents</li> <li>○ Started the “Sky is the Limit” mentor program for 65 students who are chronically absent. Approximately 30 faculty members meet with chronically absent students daily</li> <li>○ Facilitated the training on the Sky is the Limit mentor program for 30 EHMS faculty members</li> <li>○ Coordinated Early Warning Team (Have made 1900 contacts made with family members) regarding attendance</li> <li>○ Facilitated PD with EHMS Faculty on attendance, the role of the Family Liaison Coordinator, and the Mentor Program</li> <li>○ Facilitated parent night in December</li> <li>○ Facilitated daily Warning Meeting, 4 Attendance Task Force Meeting, and 2 Principal Advisory Meeting on Cultural Competence</li> <li>○ Presented on Power School with Mr. Kelsey for parents</li> <li>○ Assisted 174 parents with power school</li> <li>○ Made 25 home visits in regard to attendance</li> <li>○ Sent a team of EHMS students to work with at-risk students at elementary schools in East Hartford</li> <li>○ Presented on the Goal-line kick-off event for at-risk students</li> </ul> </li> </ul>	
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				<ul style="list-style-type: none"> <li>○ Facilitated a Holiday Outreach Program to get toys and food for at-risk families</li> <li>○ Distributed coats to students in need across the district and at EHMS</li> <li>○ Committees (Principal Advisory Committee, PBIS, Family Engagement, SGC, Early Warning Team, Attendance Task Force)</li> <li>○ Facilitated Conflict Resolution sessions with students</li> <li>● UCONN Goal-line Program             <ul style="list-style-type: none"> <li>○ 150 students participate in on-campus events, a reading initiative (book report = goal-line jacket) and athletic contests</li> <li>○ Monthly Character Education programming with UCONN Athletics and Youth Services</li> </ul> </li> <li>● EHMS Youth Services             <ul style="list-style-type: none"> <li>○ Adventure Plus—1X per month where they work on team-building, character education, conflict resolution</li> </ul> </li> <li>● Building Bridges             <ul style="list-style-type: none"> <li>○ Mentorship program that provides convicted offenders to give back to the community. EHPD, Social-Workers, and Correction Personnel provide learning sessions for students</li> </ul> </li> <li>● EHPD/EHMS School to Police Task Force             <ul style="list-style-type: none"> <li>○ Meet twice per week, 1 weekend per month, and a summer academy where EHPD and EHMS work on building positive relationships and understanding careers in civil service</li> </ul> </li> <li>● Boy Scouts             <ul style="list-style-type: none"> <li>○ Leadership opportunities for EHMS students to work on character education, leadership, decision making, and building positive relationships</li> </ul> </li> <li>● School Governance Council             <ul style="list-style-type: none"> <li>○ 9/19/17—SRO overview and welcoming workshops</li> <li>○ 10/19/17—Family Engagement Liaison presentation and Open House feedback on Student Led Conferences</li> <li>○ 11/14/17—Security Team update and SEL update by school psychologist</li> <li>○ 12/19/17—Student Council Report</li> </ul> </li> </ul>	
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				<ul style="list-style-type: none"> <li>○ 1/19/18—Snow day—canceled</li> <li>● Family Engagement Committee/ Plan             <ul style="list-style-type: none"> <li>○ Continuing to monitor the under 70 reports and team spreadsheets on the N-Drive to track parent contacts</li> <li>○ 12/14, 1/8—Prepared for “Celebration of Culture &amp; Taste of Hartford”</li> </ul> </li> </ul>	
<p><b>Aligned to High Leverage Strategy 3: “Faculty Culture”-</b>          Appreciate employee contributions and efforts through meaningful recognitions and celebrations of excellence</p> <p>Engage and empower</p>				<p><b>Faculty Culture/Appreciation and Voice</b></p> <ul style="list-style-type: none"> <li>● EHMS recognizes faculty members monthly through the “Hard Hat Hero” and “Jumping through the Hoops” awards. Faculty members are nominated with a description about the recipients and their contributions to EHMS—the description is read at the Faculty Meeting</li> <li>● Family Engagement Committee</li> <li>● Principal Advisory Committee             <ul style="list-style-type: none"> <li>○ Developed a series of deliverables on Cultural Competence for EHMS faculty</li> </ul> </li> <li>● Student Led Conferences             <ul style="list-style-type: none"> <li>○ The Student Led Conference Team worked with teachers/team to create systems to facilitated student-led conferences from 10/10 to 10/14</li> </ul> </li> <li>● Power School Roll-Out—Gillian Rondinone             <ul style="list-style-type: none"> <li>○ PD on class rosters and understanding class set up</li> <li>○ PD on grading set-up</li> <li>○ PD on student backpack (enrollment/student data)</li> <li>○ PD on progress report commenting and submission</li> <li>○ PD on gradebook review for accuracy</li> <li>○ Consistent troubleshooting (grade book set-up and navigating the system to find student data)</li> </ul> </li> <li>● Team Building Committee EHMS PD on             <ul style="list-style-type: none"> <li>○ Team Building PD on 10/26/17</li> <li>○ EHMS Community Holiday Party on 12/8/17</li> </ul> </li> <li>● Testing Committee             <ul style="list-style-type: none"> <li>○ Reviewed the Computer Based Assessments (STAR, IAB’s, State, NGSS/CMT, Smarter Balanced)</li> <li>○ Explored test taking options/considerations                 <ul style="list-style-type: none"> <li>❖ Content/team teachers facilitate the test</li> <li>❖ Testing rubric</li> <li>❖ Testing on team (Teach schedule/window, assemblies/incentives, stamina/completion of</li> </ul> </li> </ul> </li> </ul>	
<p><b>Faculty Culture/Appreciation and Voice</b></p> <ul style="list-style-type: none"> <li>● EHMS will continue to create a culture that celebrates, expects, encourages, and embraces the spirit of excellence, hard work, and support             <ul style="list-style-type: none"> <li>○ Faculty appreciation awards and events</li> </ul> </li> </ul> <p><b>Faculty Voice/Feedback</b></p> <ul style="list-style-type: none"> <li>● Continue to build a distributive leadership model to empower teachers, coaches, team leaders, and AP’s. Stakeholders will be encouraged to create and lead initiatives and special projects             <ul style="list-style-type: none"> <li>○ Family Engagement Committee</li> <li>○ Principal Advisory Committee</li> <li>○ Restorative Practices/PBIS</li> <li>○ School Data Team</li> <li>○ Student Led Conferences</li> <li>○ Power School</li> <li>○ Team Building Committee</li> <li>○ Testing Committee</li> </ul> </li> <li>● Provide multiple opportunities for faculty feedback and input on organizational decisions making throughout the year             <ul style="list-style-type: none"> <li>○ Survey and focus groups as needed</li> </ul> </li> </ul>					
<p>Mid-Year Rating</p>		<p>End of Year Rating</p>			

				test) o Smarter Balanced schedule, Progress-next steps	
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**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 centered on the following district themes: <ul style="list-style-type: none"> <li>• Literacy at all levels across all content areas</li> <li>• Highly effective teaching strategies</li> <li>• Culturally responsive practice(s)</li> <li>• Leadership development</li> </ul>
	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
<p><b>Aligned to High Leverage Strategy 1:</b> Attract, hire, develop, and promote a talented and diverse work force at all district</p> <p><b>Attract, hire, develop, and promote a talented and diverse work force at all districts</b></p> <ul style="list-style-type: none"> <li>• EHMS values its teachers, leadership, staff, and students and understands the central role staff plays in the improvement process. EHMS will continue to recruit, identify, and retain exceptional teaching and support staff                             <ul style="list-style-type: none"> <li>o Continue to participate in recruitment events including minority fairs</li> <li>o Explore opportunities to partner up with local colleges to secure interns and tutors</li> </ul> </li> <li>• EHMS offers robust career ladders for teachers ready and willing to explore leadership opportunities                             <ul style="list-style-type: none"> <li>o Teacher Leadership Academy</li> <li>o EHMS Academies</li> <li>o Committee participation</li> <li>o Team Leadership</li> <li>o Principal’s Advisory Committee</li> </ul> </li> </ul>		<p><b>Attract, hire, develop, and promote a talented work force for all students</b></p> <ul style="list-style-type: none"> <li>• Partnered up with local colleges to secure interns and tutors—CCSU 7 has secured multiple tutors for the 2017-2018 school year</li> <li>• Teacher Leadership Academy—EHMS has three faculty members enrolled in the EHPS Leadership Academy</li> <li>• EHMS facilitates monthly academy meeting directed by Assistant Principal’s and Team Leaders</li> <li>• EHMS facilitate quarterly State “Town Hall Meeting” that are facilitated by assistant principals, team leaders, teachers, and students</li> <li>• EHMS currently has 8 committees with over 70 faculty members involved</li> </ul>	
Mid-Year Rating	Meets	End of Year Rating	

Progress					
<p><b>Aligned to High Leverage Strategy 2:</b> Develop faculty capacity by providing growth opportunities on the following district themes:</p> <ul style="list-style-type: none"> <li>Literacy at all levels across all content areas</li> <li>Highly effective teaching strategies</li> <li>Culturally responsive practice(s)</li> </ul>				<p><b>Effective Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>EHMS refresher on Intentional Instructional Planning on 9/21/17</li> <li>EHMS refresher on objective writing on 11/4/17</li> <li>EHMS refresher on student discourse on 2/7/17</li> <li>EHMS session with faculty on Cultural Competence on 1/23/18</li> </ul>	
<ul style="list-style-type: none"> <li>Literacy at all levels across the content areas                             <ul style="list-style-type: none"> <li>Continued focus on Close Reading process                                     <ul style="list-style-type: none"> <li>1<sup>st</sup> Read: What does the text say?</li> <li>2<sup>nd</sup> Read: How does the text work?</li> <li>3<sup>rd</sup> Read: What does the text mean?</li> <li>4<sup>th</sup> Read: What does the text inspire you to do</li> </ul> </li> <li>Highly Effective Teaching Strategies                                     <ul style="list-style-type: none"> <li>Intentional Instructional Planning</li> <li>Team structures</li> <li>Restorative Practices</li> </ul> </li> <li>Cultural Competence                                     <ul style="list-style-type: none"> <li>School Wide approach to engaging in dialogue through a culturally efficient process to strengthen our relationships and build a sense of community</li> </ul> </li> </ul> </li> </ul>					
Mid-Year Rating	Meets Progress	End of Year Rating			
<p><b>Aligned to High Leverage Strategy 3:</b> Utilize professional development structures reflective of educator empowerment/choice, collaboration/professional learning teams, and the development/deployment of internal expertise.</p>				<p><b>PD Themes for 17/18</b></p> <ul style="list-style-type: none"> <li>EHMS quarterly state of the union and academy presentations to faculty and students on EHMS core values, staff and student agreements, and team building</li> <li>EHMS Team Meetings/Focus                             <ul style="list-style-type: none"> <li>PD with Emphasis on Teams and Team Structures that were delivered on 8/25/17, 9/6/17, and 1/3/18</li> </ul> </li> <li>EHMS refresher on Intentional Instructional</li> </ul>	
<p>Professional Development Themes for 17-18</p> <ul style="list-style-type: none"> <li>EHMS Growth Mind-set                             <ul style="list-style-type: none"> <li>Continuous improvement for staff/students</li> <li>Getting our students to understand <i>how</i> they will improve and that they</li> </ul> </li> </ul>					

<p><i>will improve</i></p> <ul style="list-style-type: none"> <li>• EHMS Intentional Instructional Planning             <ul style="list-style-type: none"> <li>○ Objective, Agenda, Do-Now, Exit</li> <li>○ Academic Conversations, DOK?'s</li> <li>○ Rigor, Differentiations</li> </ul> </li> <li>• EHMS Team/Meetings Focus             <ul style="list-style-type: none"> <li>○ Emphasis on Support Structures and Practices – “Team Talk”</li> <li>○ Focus on team conversations about individual students – “Kid Talk”</li> <li>○ Team conversations about school performance indicators – “School Talk”</li> <li>○ Collaboration to advance person and collective learning to reflect upon readings, studies, news segments, and articles – “Professional Talk”</li> <li>○ Team building activities to foster trust, camaraderie and to address barriers and challenges in order to advance shared outcomes and goals – “Team Building”</li> </ul> </li> <li>• EHMS Close Reading Process             <ul style="list-style-type: none"> <li>○ 1<sup>st</sup> Read: What does the text say?</li> <li>○ 2<sup>nd</sup> Read: How does the text work?</li> <li>○ 3<sup>rd</sup> Read: What does the text mean?</li> <li>○ 4<sup>th</sup> Read: What does the text inspire you to do</li> </ul> </li> <li>• EHMS Restorative Practices/Cultural Competence             <ul style="list-style-type: none"> <li>○ Philosophy &amp; Practices</li> <li>○ Falcon 4 Staff and Student agreements</li> <li>○ Addressing Executive Function needs of students</li> <li>○ Emphasis on Strengthening Teams and Team structures</li> <li>○ School Wide approach to engaging in dialogue through a culturally efficient process to strengthen our relationships and build a sense of community</li> </ul> </li> <li>• EHMS Talent &amp; Voice             <ul style="list-style-type: none"> <li>○ Monthly Academy Meetings</li> </ul> </li> </ul>	<p>Planning on 9/21/17</p> <ul style="list-style-type: none"> <li>• EHMS refresher on objective writing on 11/4/17</li> <li>• EHMS refresher on student discourse on 2/7/17</li> <li>• EHMS session with faculty on Cultural Competence on 1/23/18</li> </ul>	
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<ul style="list-style-type: none"> <li>○ Team Leaders</li> <li>○ EHMS Team Leadership Academy</li> <li>○ Committees</li> <li>○ Student Voice</li> </ul>					
Mid-Year Rating	Meets Progress	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
<p>Aligned to High Leverage Strategy 3: Continue to acquire and managing grant funding to supplement our budget; continue to develop a system for alignment and coherence between funding sources for all district programs</p> <p><b>District Grant Acquisition and Management</b></p> <ul style="list-style-type: none"> <li>● Continue to collaborate with the state through the Commissioner’s Network program to secure funding and support to meet student needs</li> <li>● Collaborate with the United Way to secure funding for an On-Track coordinator</li> </ul> <p><b>Faculty/Infrastructure Development</b></p> <ul style="list-style-type: none"> <li>● Complete the Window Wall Project in the Summer of 2017</li> <li>● Complete the EHMS Bathroom Renovation project in the summer of 2017</li> <li>● Upgrade the Dining Hall for the 2017-2018 school year</li> </ul>	<ul style="list-style-type: none"> <li>● Dining Hall Upgrade completed on 10/6/17                             <ul style="list-style-type: none"> <li>○ New kitchen, refrigeration, appliance and furniture installed</li> </ul> </li> <li>● Completed the EHMS Bathroom Renovation</li> <li>● Completed EHMS Window Wall Project</li> <li>● Upgraded the Dining Hall</li> <li>● Ordered 30 Upper Media Center chairs to assist with multiple groups</li> <li>● Completed mid-year assessments for the Commissioner’s Network and the United Way</li> </ul>	
Mid-Year		End of Year



Rating		Rating			
Aligned to High Leverage Strategy 5: Develop and implement a school technology plan with a focus on infrastructure upgrades and service operability				<ul style="list-style-type: none"> <li>• Installed the Upper Media Center Presentation System</li> <li>• Ordered 108 notepads and carts</li> <li>• Facilitated PD at EHMS to assist with the transition from E-School to Power School.</li> </ul>	
<p><b>School Technology Development</b></p> <ul style="list-style-type: none"> <li>• Continue to work on completing the technology/inventory plan                             <ul style="list-style-type: none"> <li>○ 1 to 1 Notepads for Yale Grades 6-8</li> <li>○ 1 to 1 Notepads for Trinity Grades 6-8</li> <li>○ Replace 175 computers that are 5 years or older at EHMS to complete the total update for EHMS</li> </ul> </li> <li>• Continue to build Google program</li> <li>• Make the transition from Eschool to PowerSchool as a student information system</li> </ul>					
Mid-Year Rating		End of Year Rating			

Appendix H: Talented and Diverse Work Force- Professional Development Plan  
**PD Plan (Half-days) for 2017-2018**

Date	Theme/ Focus for SY17	Topic/ Description	Audience
8/28/17	EHMS Team Building— School/Academy/Classroom	Develop a team approach to improving student learning <ul style="list-style-type: none"> <li>▪ To reflect upon and celebrate the successes of 2016-2017</li> <li>▪ To establish the focus points for 2017-2018 and communicate school theme/goals</li> <li>▪ To facilitate/discuss work in the following areas:               <ul style="list-style-type: none"> <li>○ Restorative Practice Philosophy &amp; Practices/ Cultural Competence</li> <li>○ Addressing Executive Function – Needs of Students</li> <li>○ Emphasis on Strengthening Teams and Team Structures</li> <li>○ Falcon 4 – Staff and Student agreements</li> </ul> </li> <li>▪ To complete mandated trainings</li> </ul>	EHMS Faculty – Full Day
8/29/17	Social and Emotional Learning	Addressing student behavior challenges and classroom management <ul style="list-style-type: none"> <li>▪ To continue to build a shared meaning and common definitions of Restorative Practices with an emphasis on communication and cultural competence</li> </ul>	EHMS Faculty—Half Day
9/21/17	Intentional Instructional Planning	Review of the EHMS Intentional Instructional Planning Framework <ul style="list-style-type: none"> <li>▪ To focus on lesson design, classroom structures/routines, and student directed lessons</li> </ul>	EHMS Faculty

<b>10/26/17</b>	Supporting Positive Behavior Through Restorative Practices	Restorative Practices: Community Circles, Restorative Circles, and Resolution Circles <ul style="list-style-type: none"> <li>▪ To focus on restorative conferencing with students to teach them how to engage at higher cognitive level to get them to understand all those who are affected by the action</li> <li>▪ To continue to shift the work from processing of behavior through actions and natural consequences to helping students to understand how they can restore the EHMS Community</li> </ul>	EHMS Faculty
<b>2/16/18</b>	Adult Wellness	Providing the EHMS Faculty with PD on adult wellness <ul style="list-style-type: none"> <li>▪ To focus on ways to get care yourself: <ul style="list-style-type: none"> <li>○ Healthy lifestyle</li> <li>○ Handling stress</li> <li>○ Ways to develop the mind, body, and spirit</li> </ul> </li> </ul>	EHMS Faculty
<b>3/16/18</b>	Adult Wellness	Providing the EHMS Faculty with PD on adult wellness <ul style="list-style-type: none"> <li>▪ To focus on ways to get care yourself: <ul style="list-style-type: none"> <li>○ Healthy lifestyle</li> <li>○ Handling stress</li> <li>○ Ways to develop the mind, body, and spirit</li> </ul> </li> </ul>	EHMS Faculty
<b>4/26/18</b>	School Improvement Planning	School Planning for 2018-2019 <ul style="list-style-type: none"> <li>▪ To work collaboratively with EHMS staff to develop focus points of continued work, to identify the areas of success and focus, and to ensure growth on the STAR, SBAC, and Science assessments.</li> </ul>	EHMS Faculty

<b>5/24/17</b>	EHMS Team Building	To end the year with a team building activity that is reflective, communicative, and engaging as a means to end the year positively <ul style="list-style-type: none"><li>▪ To reflect and examine individual and team contributions to EHMS for 2016-2017</li><li>▪ To participate in team building activities that are supportive, increase dialogue, and promote teamwork</li><li>▪ To offer activities that empower faculty members to take risks and emerge as leaders</li></ul>	EHMS Faculty
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