

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

Accountability and Support Committee

Monday, October 22, 2018
450 Columbus Plaza North Hearing Room J
Hartford, Connecticut

Minutes

I. Call to Order

Pursuant to notice filed with the Secretary of the State, Committee Chairperson Dr. Estela López called the meeting to order at 2:59 p.m.

Committee Dr. Estela López, Chairperson
Members Present: Erin D. Benham
 Donald F. Harris, Jr.

Committee William Davenport
Member Absent:

Staff Present: Desi Nesmith
 Lisa Lamenzo
 Jennifer Webb
 Iris White
 Aldith Dewar
 Carla Ghostlaw

Guests Present: Nathan Quesnel, Superintendent, East Hartford Public Schools
 Anthony Menard, Principal of East Hartford Middle School, East Hartford
 Anne Marie Mancini, Deputy Superintendent, East Hartford Public Schools
 Dr. Carol Birks, Superintendent, New Haven Public Schools
 Keisha Redd-Hannans, Assistant Superintendent, New Haven Public Schools
 Kristina DeNegre, Principal of Clinton Avenue School

II. Approval of Minutes

Estela López moved, Erin D. Benham seconded, that the committee approve the minutes of the March 14, 2018 Accountability and Support Committee meeting.

Vote: In Favor: Lopez, Benham
 Abstained: Harris
 Opposed: 0
 Absent: Davenport

III. East Hartford MS, East Hartford

Nathan Quesnel, Superintendent of East Hartford Public Schools, Anne Marie Mancini, Deputy Superintendent, and Anthony Menard, Principal of East Hartford Middle School (EHMS), reported to the committee this is their fourth year in the Commissioner's Network. EHMS appeared before the Committee to discuss their progress and for consideration of an additional year in the Commissioner's Network. The school's leadership has been a good steward of Network funds and is working to ensure

that all spending and current resources are maximized for student benefit. The school mentioned they have been taking a rigorous approach in ELA classrooms by implementing high level strategies and by using embedded assessments to provide structure. In math they have assessed the curriculum to ensure standards alignment and have implemented intervention classes.

There is an increased focus and sense of urgency on improving the chronic absenteeism rate, suspension rate and achievement levels in literacy and math. The district has provided increased professional learning and support to leaders and teachers with a focus on developing a deep understanding of standards in mathematics and literacy. EHMS has strengthened the school-wide behavior system by focusing on social emotional learning, restorative practices, and cultural competence to meet the needs of the students. EHMS has continued parent engagement support through the development of parent groups focusing on student achievement and social emotional learning.

EHMS is representative of the work being done district-wide in which continuous improvement, high expectations and preparation is reinforced. EHMS is committed to engaging students, staff, and families in the process of academic achievement and social/emotional growth. The committee thanked Mr. Nathan Quesnel, East Hartford Superintendent of Schools, Anne Marie Mancini, Deputy Superintendent, and Mr. Anthony Menard, Principal at EHMS for the great leadership and successful school year.

IV. Clinton Avenue School

Dr. Carol Birks, Superintendent of New Haven Public Schools, Keisha Redd-Hannans, Assistant Superintendent, New Haven Public Schools, and Kristina DeNegre, Principal of Clinton Avenue School (CAS) reported to the committee that they are currently in their third year in the Commissioner's Network. CAS appeared before the committee to discuss their progress and for consideration of an additional year in the Commissioner's Network.

Principal DeNegre summarized that CAS has implemented a coaching model to support teachers through model lessons, co-teaching, observations, and walkthroughs. They designated an instructional block to provide additional remediation/enrichment for all students in grades K-8. The intervention programming is identified based on progress monitoring profiles. Most qualified teachers are paired with highest need students. All staff members are trained and utilized to implement this model. They have continued to develop and implement a standards-aligned Literacy Framework for grades K-8 and have also implemented Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices. In order to address the increase in chronic absenteeism, CAS continues to educate families about the importance of regular school attendance with a focus on early intervention, as well as tapping wraparound services and community partners to support this effort.

CAS is revisiting the school's focus, mission and vision they developed three years ago. CAS has made investments in people and systems in order to build capacity and sustain progress and this has contributed to their success.

The meeting was adjourned at 4:35 p.m.