

Performance Matters Forum 2024



CONNECTICUT
Education

Thursday, October 10, 2024 | 8:00 a.m.–1:00 p.m.
Connecticut Convention Center, 100 Columbus Blvd., Hartford, CT 06103

Conference Schedule

Check-in	8:00–8:30 a.m.	Session Two	10:45–11:45 a.m.
Opening Plenary	8:30–9:15 a.m.	Session Three	12:00–1:00 p.m.
Session One	9:30–10:30 a.m.		

Conference Information

- Parking is available in the Convention Center Garage. Bring your ticket to the conference check-in table for validation.
- Please plan to arrive between 8:00 and 8:30 a.m. to pick up your name tag. We do not require a sign-in at the conference.
- Continental breakfast is being provided from 8:00–9:30 a.m.
- All breakout session rooms are located on floor 6 on the side of the convention center facing the city. There will be signs to direct you.
- The keynote session begins promptly at 8:30 a.m. This session will be held in the 6th floor ballroom.
- There are no sign-ups for break-out sessions. However, please review the list of available sessions prior to the conference so you are prepared.
- The conference will conclude at 1:00 p.m.
- Free Wi-Fi will be available for attendees. Wi-Fi name: CSDE; Password: PMF2024!
- We will not be providing printed materials at this conference.

Forum Sessions and Locations

Room #	Session 1 9:30 – 10:30 a.m.	Session 2 10:45 – 11:45 a.m.	Session 3 12:00 – 1:00 p.m.
21	Alternative Education: Synergy's Success East Hartford Public Schools	How to Develop the Conditions and Systems for Improving Mathematical Outcomes Bethel Public Schools	Get Ready to Learn: How the Components of Social, Emotional, and Intellectual Habits: K-12 Equip Students to Succeed in College, Careers, and Civic Life CSDE
22	Pathways to Success: Accelerating Attendance Gains CSDE, EdAdvance, Danbury, and Hamden Public Schools	Reorienting and Refining Central Office through Systems Thinking Windsor Public Schools	Shaping Lives at Norwalk Public Schools Norwalk Public Schools
23	Equity in Action: Navigating the Three Core Lines of Action for Growing a Diverse Staff CSDE and Manchester Public Schools	Walking in Their Shoes: Unveiling Equity Insights Through Student Shadowing LEARN & Waterford Public Schools	Mitigating Students Disengagement in Urban Secondary Schools Meriden Public Schools
24	Harnessing Interim Data to Elevate Classroom Instruction CSDE, Thompson and Waterbury Public Schools	Diagramming Dataflow in a K-12 District: Practical Advice for District Leaders LEARN	Maximizing Student Success: Implementing and Sustaining a Successful Dual Enrollment Program Coventry Public Schools
25	Supporting High Achievement in the Middle and High School Science Classroom Coventry Public Schools	Doing This Together: Critical Moves in Literacy Ansonia, Shelton, and Stafford Public Schools	Doing This Together: Critical Moves in Literacy Odyssey Charter, New Hartford, and Milford Public Schools
26	Investing in Innovation and Improvement: Highlighting the assets and strengths of multilingual learners Hartford, New London, and Norwalk Public Schools	Educating for Tomorrow: Collaborative Strategies for Workforce and Postsecondary Success CT State, Colchester, New Haven, Norwalk and Waterbury Public Schools	Using Number Talks to Solve the Problem with Math Understanding Bozrah Public Schools
27	What Does the Research Say? Center for CT Education Research Collaboration (CCERC)	Behavioral Health Bootcamp! Child Health and Development Institute	The Promise of High- dosage Tutoring CSDE, Manchester, Thompson and Regional School District 15

Opening Plenary

Education Commission of the States

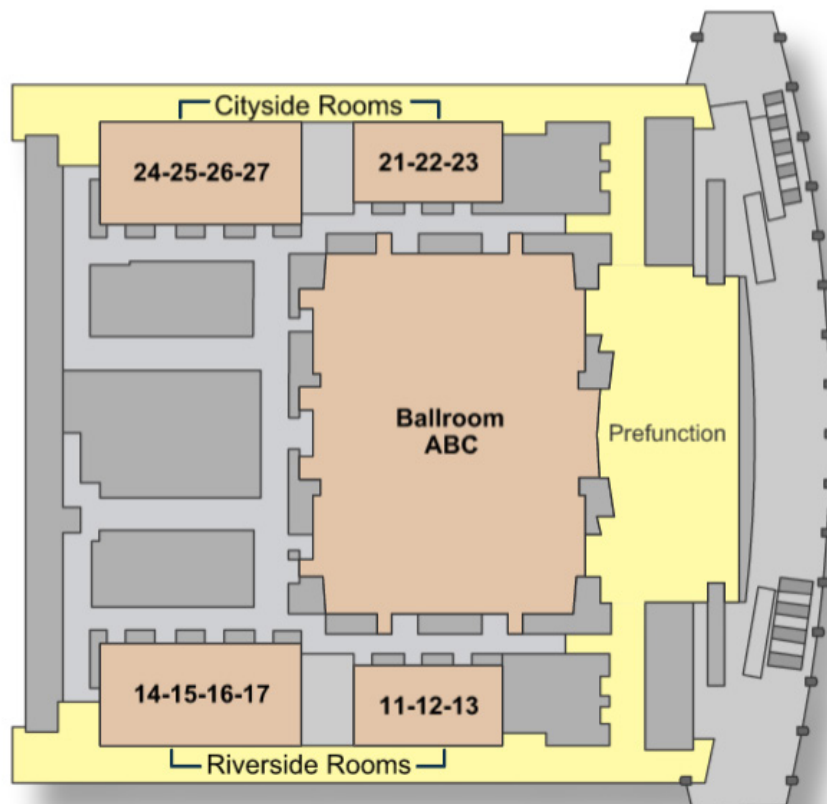


Zeke Perez, Assistant Policy Director. As an assistant policy director at Education Commission of the States, Zeke tracks legislation on student health and wellness, school safety, and postsecondary academic and student affairs. He has been at ECS since 2014, and has contributed to products on those topics, as well as to several publications and meetings on statewide longitudinal data systems. Zeke has a bachelor's and master's degree in Public Policy and Political Science from the University of Denver. He has a passion for state and local politics and for all of Colorado's sports teams.



Joel Moore, Assistant Director of State Relations. As assistant director of state relations, Joel is dedicated to building relationships with key state policymakers and stakeholders from across the political spectrum and supporting them in developing their education priorities. Prior to joining Education Commission of the States, Joel worked for more than 10 years in the nonpartisan bill drafting office of the Colorado General Assembly and served for nine legislative sessions as the amendment clerk in the Colorado House of Representatives. Joel has a bachelor's degree in English and political science from the University of Mississippi, an MFA in fiction from the University of North Carolina Wilmington and a master's degree in public administration from the University of Colorado Denver.

Level 6: Ballrooms and Meeting Spaces



SESSION 1

Presenters & Room #	9:30–10:30 a.m.
<p>East Hartford Room 21</p>	<p>Alternative Education: Synergy's Success</p> <p>EHPS: Synergy School, the Story of an Effective Alternative</p> <p>East Hartford Public School's Synergy Alternative High School celebrated its 50th year this past spring 2024. We will share how the current and past administrators, over the last 10 years, cultivated an environment focused on achievement for all students despite the many challenges. The team's collaboration and community commitment have led to:</p> <ul style="list-style-type: none"> • A transitional curriculum (combination of student-led reflection, college/career readiness, and a social/emotional curriculum). • Creation and Implementation of a Career Readiness Inventory (CRI) <ul style="list-style-type: none"> » A brief description of how the tool was developed, student/staff feedback of the measure, and impact that the use of the CRI has had on post-secondary/employment success. • Partnerships with organizations and dual enrollment course offerings. • Enhanced pathways including human services (assisting in schools and manufacturing. • Rethinking attendance to reward every minute, every day. <p>With the implementation of those programs and effective strategies, the following successes (data points of success) include:</p> <ul style="list-style-type: none"> • Percentage of students participating in applied experiences • College/Career Readiness Improvements on the CRI • Percentage earning credits for graduation • Discipline Reductions — decrease of 90% from last decade • FAFSA completion success • Habitual Truancy Improvements <p>Speakers</p> <ul style="list-style-type: none"> • Thomas Anderson, Superintendent • Edgardo Figueroa, Synergy HS Principal • Craig Outhouse, PPS Director

Presenters & Room #	9:30–10:30 a.m.
<p>CSDE, EdAdvance, Danbury, and Hamden Public Schools</p> <p>Room 22</p>	<p><i>Pathways to Success: Accelerating Attendance Gains</i></p> <p>This interactive workshop will explore effective strategies to accelerate post-pandemic attendance gains. Leaders from two districts, with significantly improved attendance, will share insights on evidence-based practices for reducing chronic absenteeism and fostering student engagement. Participants will learn how to create strong support systems, leverage data to overcome attendance barriers, and build a culture of attendance. The workshop will also highlight the “School is Better with You!” campaign and offer practical tools to enhance district attendance efforts.</p> <p>Speakers</p> <ul style="list-style-type: none"> • Kari Sullivan Custer, Education Consultant for Attendance and Engagement, CSDE • Caroline C. Calhoun, Professional Learning and Attendance Specialist and LEAP Coordinator, EdAdvance • Gary Highsmith, Superintendent of Schools • Emily McClain, SRBI Coordinator • Susan Smey, Director of Media, Assessment, and Intervention, Hamden Public Schools • Kelly Truchess, Assistant Superintendent • Kara Wanzar, Director of Data, Assessment, and Research, Danbury Public Schools • Michelle Tarsi, Principal of Mill Ridge Primary School
<p>CSDE Manchester</p> <p>Room 23</p>	<p><i>Equity in Action: Navigating the Three Core Lines of Action for Growing a Diverse Staff</i></p> <p>The primary aim of this session is to present a guiding equity framework to establish a connection between equity, human capital, and talent development as a foundation for strengthening efforts to narrow the educator diversity gap. During this presentation, we will explore best practices in diversifying the educational workforce including professional conversations for empowering an HR team to create “grow-your-own” educator pipelines. This session includes practical implementation strategies for school districts to consider. Throughout our discourse, participants will reimagine their approach to diversifying their educator community.</p> <p>Speakers</p> <ul style="list-style-type: none"> • Renise Washington, LMSW, Employee Relations Specialist, Manchester Public Schools • Waishana Freeman, Human Resources Generalist, Manchester Public Schools

Presenters & Room #	9:30–10:30 a.m.
<p>CSDE, Thompson and Waterbury</p> <p>Room 24</p>	<p><i>Harnessing Interim Data to Elevate Classroom Instruction</i></p> <p>Explore how Smarter Balanced Interim Assessment Blocks (IABs) can be a transformative tool for driving instruction in grades 6–8. In this workshop, participants will receive a brief overview of the reporting system, learn how to interpret key data points that provide valuable insights into student understanding and progress, and gain insight on how to embed these assessments within curricula.</p> <p>Co-presented by educators from Thompson and Waterbury—two distinctly different districts—this session will highlight how the flexibility and effectiveness of IABs can meet the needs of diverse educational settings. Through the experiences shared by these educators, participants will gain practical insights into using interim data to enhance instruction and support student achievement. Whether you’re from a small, rural district or a large, urban one, this session will demonstrate the universal applicability and value of Smarter Balanced IABs in today’s classrooms.</p> <p>Speakers</p> <ul style="list-style-type: none"> • Jennifer Michalek, Education Consultant, CSDE • Patricia Chenail, Mathematics Curriculum Leader, Thompson Public Schools • Elizabeth Corbin, Secondary Mathematics Supervisor, Waterbury Public Schools
<p>Coventry</p> <p>Room 25</p>	<p><i>Supporting High Achievement in the Middle and High School Science Classroom</i></p> <p>Join Coventry’s Capt. Nathan Hale Middle School and Coventry High School science teachers as they share practices that have raised student achievement. Educators and students will share projects and performance tasks which have engaged students in developing and using models, planning and carrying out investigations, and employing the engineering design process to construct solutions. Panelists will discuss how unit storylines support student learning, how interim assessment blocks are integrated into instruction and used for formative assessments, and what approaches both schools use to prepare students for the NGSS assessment.</p> <p>Speakers</p> <ul style="list-style-type: none"> • Stella Demand, Science Teacher, Coventry High School • Kyle Macsuga, Science Teacher, Capt. Nathan Hale Middle School • Sean Parker, Science Teacher, Capt. Nathan Hale Middle School • Cindy Wilbur, K-12 STEM Specialist, Coventry Public Schools

Presenters & Room #	9:30–10:30 a.m.
<p>Hartford, New London, and Norwalk</p> <p>Room 26</p>	<p><i>Investing in Innovation and Improvement: Highlighting the Assets and Strengths of Multilingual Learners</i></p> <p>Please stop by this session to hear how three Alliance Districts are re-imagining support for multilingual learners in high school. Leadership from Hartford Public Schools, New London Public Schools, and Norwalk Public Schools have designed culturally responsive practices to support multilingual learners engagement as measured by attendance, high school graduation, and obtaining the Seal of Biliteracy.</p> <p>Speakers</p> <p>Hartford Public Schools</p> <ul style="list-style-type: none"> • Daisy Torres, Assistant Superintendent Teaching & Learning • Johanna Robles, Director of ML Services <p>New London Public Schools</p> <ul style="list-style-type: none"> • Dr. Cynthia Ritchie, Superintendent • Dr. Jennifer Hills-Papetti, Assistant Superintendent • Maria Carillo, Director of Multilingual Learners <p>Norwalk Public Schools</p> <ul style="list-style-type: none"> • Dr. Alexandra Estrella, Superintendent • Ralph Valenzisi, Assistant Superintendent of Digital Learning and Innovation • Frances Saez, Education Administrator for Multilingual Learners
<p>Center for Connecticut Education Research Collaboration (CCERC)</p> <p>Room 27</p>	<p><i>What does the research say?</i></p> <p>In this session, we will discuss recent findings from CCERC research projects and look to the future of CCERC. We will have time for a conversation about the next steps and how districts can get involved.</p> <p>Speakers</p> <ul style="list-style-type: none"> • Dr. Morgaen Donaldson, CCERC Co-Director, Associate Dean for Research, University of Connecticut • Ajit Gopalakrishnan, CCERC Co-Director, Chief Performance Officer, Connecticut State Department of Education • Dr. Alexandra Lamb, CCERC Project Manager, Postdoctoral Research Associate, University of Connecticut

Session 2

Presenters & Room #	10:45–11:45 a.m.
Bethel Room 21	<p><i>How to Develop the Conditions and Systems for Improving Mathematical Outcomes</i></p> <p>In this session, participants will be provided an overview of how we (Bethel Public Schools) created conditions and systems for mathematical success in Grades K–8 including the use of assessment, curricular revisions, instructional practices, professional learning, scheduling changes and more. Join us!</p> <p>Speakers</p> <ul style="list-style-type: none"> • Christine Carver, Superintendent • Kristen Brooks, Assistant Superintendent • Bryan Watson, Bethel Middle School Principal • Heather Farisello, Math Coach • Danielle Legnard, Math Coach • Marie Jowdy, Department Coordinator and 8th Grade Mathematics Teacher
Windsor Room 22	<p><i>Reorienting and Refining Central Office through Systems Thinking</i></p> <p>This session will explore how systems thinking (ST) can transform central office operations by fostering a holistic and interconnected approach to school leadership. Drawing on the work of Shaker and Schecter (2016, 2017) and Rorrer et al. (2007), we will explain the crucial relationship between individual parts of the organization and the organization as a whole, and how we applied ST in Windsor in a process of reorienting the entire district culture. Participants will learn how Windsor took a multidimensional approach to central office leadership, which encouraged comprehensive planning around the vision for high-quality instruction, data systems, professional learning initiatives, and accountability structures. By reorienting and refining central office functions through systems thinking, leaders can break down silos, enhance collaboration, and create a more adaptive and responsive organizational culture.</p> <p>Speakers</p> <ul style="list-style-type: none"> • Dr. Noha Hady, Assistant Superintendent of Schools • Bonnie Fineman, Director of Secondary Curriculum • Michelle Williams, Director of Elementary Curriculum

Presenters & Room #	10:45–11:45 a.m.
<p>LEARN and Waterford Public Schools</p> <p>Room 23</p>	<p><i>Walking in Their Shoes: Unveiling Equity Insights Through Student Shadowing</i></p> <p>This workshop invites educators, administrators, and advocates to explore a powerful data collection technique for fostering growth in the equity arena. Participants will learn how to effectively implement student shadowing, analyze findings, and translate insights into actionable strategies. By experiencing the school day through students’ eyes, we gain a deeper understanding of their diverse needs and challenges, revealing critical areas for improvement.</p> <p>Speakers</p> <ul style="list-style-type: none"> • Dr. Linda T. Darcy, Director of Teaching and Learning, LEARN • Mandy Batty, Assistant Principal, Waterford High School
<p>LEARN</p> <p>Room 24</p>	<p><i>Diagramming Dataflow in a K–12 District: Practical Advice for District Leaders</i></p> <p>With the jump to remote learning during the pandemic, decisions were made, money was spent, and school staff worked to adjust their practices and pedagogies to best serve their students. As schools returned to in-person learning, the technological leaps that districts made in crisis held with the continued use of various educational products and platforms.</p> <p>Districts now have a collection of technologies, and understanding how data flows between them is directly related to the everyday operations of a school and the security and safety of each student. From, “Who is authorized to pick up a student?” to “What is a student’s preferred name and gender?”, these are examples of critical pieces of data that live and flow across technologies in a district. We will share our experiences creating a diagram of technologies in our district. (What were the critical components? Who were the stakeholders? and What were the challenges in this continuing process?) We will share what we have learned and provide guidance that districts can use to begin to examine their own district’s dataflow.</p> <p>Speakers</p> <ul style="list-style-type: none"> • Dr. Wendy Jean Sonstrom, Regional Coordinator of Student Information • Pamela M. Santerre, Coordinator of Educational Technology Integration • Michelle Cozzi, Assistant Director

Presenters & Room #	10:45–11:45 a.m.
<p>Ansonia, Shelton, and Stafford Public Schools</p> <p>Room 25</p>	<p><i>Doing This Together: Critical Moves in Literacy</i></p> <p>Connecticut’s goal is that all students are able to read at or above grade level independently and proficiently by the end of third grade. To achieve this, districts and Charter Schools throughout the state have been making critical moves on a variety of fronts. This panel will feature three districts as they share their critical moves towards building sustainable literacy leadership teams and using assessment data to inform instruction to increase achievement in the area of literacy.</p> <p>The result? Districts and Charter Schools are reporting that teachers feel more empowered, student confidence and excitement around reading is growing, and student achievement is rising.</p> <p>Speakers</p> <p>Ansonia Public Schools</p> <ul style="list-style-type: none"> • Lydia McCarthy, Literacy Coach (Grades 3–5) • Melissa DeNigris, Grade 3 Teacher • Lynn Frager, Grade K Teacher • Kayla Jarrin, English Language Arts & Social Studies Curriculum Director, K–12 <p>Shelton Public Schools</p> <ul style="list-style-type: none"> • Ken Saranich, Superintendent of Schools • Kristen Santilli, Director of Curriculum, Instruction, and Data Pre–K–12 • Cara Foley, Reading Consultant, and 5–12 English Language Arts Curriculum Coordinator <p>Stafford Public Schools</p> <ul style="list-style-type: none"> • Dr. Laura Norbut, Chief Academic Officer • Erin Grasso, PK–5 Literacy Leader • Jennifer Ledbetter, Grade K Teacher at West Stafford School • Adrian DePellegrini, Grade 2 Teacher at Stafford Elementary School

Presenters & Room #	10:45–11:45 a.m.
<p>CT State, Colchester, New Haven, Norwalk, and Waterbury Public Schools</p> <p>Room 26</p>	<p><i>Educating for Tomorrow: Collaborative Strategies for Workforce and Postsecondary Success</i></p> <p>During this session, CT State Provost, Dr. Karen Hynek will facilitate a panel discussion with a variety of districts to understand how each has articulated with CT State and workforce partners to create career pathways. Panelists will share how they have developed opportunities for students to access college credit and/or industry recognized credentials to expand the post-secondary opportunities for their students.</p> <p>Speakers</p> <ul style="list-style-type: none"> • Amy Begue, Principal, Bacon Academy, Colchester Public Schools • Dina Natalino, Supervisor of College & Career Pathways, New Haven Public Schools • Carol Wiltshire-Toth, Education Administrator, Workforce Development and School Counseling, Norwalk Public Schools • Linda Richard, Health Science Educator, Department Chair Career and Technical Education, Waterbury Career Academy High School, Waterbury Public Schools

Presenters & Room #	10:45–11:45 a.m.
<p>Child Health and Development Institute</p> <p>Room 27</p>	<p><i>Behavioral Health Bootcamp!</i></p> <p>Are you a school leader or staff member looking to strengthen your school's behavioral health system but don't know where to start? Overwhelmed by the number of programs and curricula available to you? Then this Behavioral Health (BH) Bootcamp is for you! This bootcamp will provide a brief overview of free programs currently available in Connecticut along with the materials so that you can get started. Programs we will review include:</p> <ul style="list-style-type: none"> • School Health Assessment and Performance Evaluation (SHAPE) System, a needs assessment for schools to assess their behavioral health strengths and gaps; • Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Bounce Back (BB), a Tier 2 intervention delivered in schools; • Gizmo Curriculum for mental health promotion and suicide prevention; • Students Supporting Students: A School-Based Peer Support Program for middle and high school students; and • CONNECTing Schools to Care for Students to help schools enhance their trauma-informed school mental health supports using some of the programs listed above (e.g., SHAPE, Peer Support). <p>The following objectives will guide the bootcamp:</p> <ul style="list-style-type: none"> • Objective 1: Participants will learn strategies to assess and strengthen their current behavioral health system in schools; • Objective 2: Participants will learn how to utilize and integrate the resources provided in this session in order to implement them in their school settings; • Objective 3: Participants will learn about how to connect with their local service array and how to access trainings to youth and families; and • Objective 4: Participants will learn how to access free technical assistance and support to implement these programs. <p>Speakers</p> <ul style="list-style-type: none"> • Rebekah Behan, Senior Project Coordinator • Rosie Breindel, Project Coordinator • Mackenzie Wink, Project Coordinator

Session 3

Presenters & Room #	12:00–1:00 p.m.
CSDE Room 21	<p><i>Get Ready to Learn How the Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 12 Equip Students to Succeed in College, Careers, and Civic Life</i></p> <p>Please join us to learn about the Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 12 (Habits K-12). The Habits K-12 document supports school leaders and ALL educators to equip every child with the knowledge and skills necessary to succeed in college, careers, and civic life. In this session, we will (1) provide an overview of the Habits K-12, (2) share information about how to get started using the Habits K-12 in coordination with curricula and classroom instruction, and (3) discuss strategies for implementation. Additionally, we will revisit the statewide rollout of Social-Emotional Learning.</p> <p>Speakers</p> <ul style="list-style-type: none"> • Dr. Joanne White, Education Consultant, CSDE • Dr. Kimberly S. Traverso, Program Manager and Education Consultant, CSDE
Norwalk Room 22	<p><i>Shaping Lives at Norwalk Public Schools</i></p> <p>Norwalk Public Schools is a large and diverse urban community nestled in Fairfield County, boasting close to 12,000 scholars who share a total of 54+ languages. We were afforded the opportunity to conduct the SHAPE Assessment through the Behavioral Health Pilot Grant from the state of CT. In partnership with the Clifford Beers Community Health Center and Child Health & Development Institute (CHDI), Norwalk embraced this opportunity for the district and all our 22 schools, K-12. In this presentation you will spend some time with our district staff and partners learning more about our districts' needs, school implementation process, and successful outcomes.</p> <p>Learn about ways in which the SHAPE Assessment implementation can benefit your district and how to best manage the challenges along the way. We will further partner with you to discuss how you can implement a system that will work best for your district's unique needs.</p> <p>Now, in year two, we invite you to explore with us as we embark on a new journey in which we are using this data to make a systematic impact. We hope you join us on this exciting endeavor toward comprehensive mental health and wellness for all stakeholders.</p> <p>Speakers</p> <ul style="list-style-type: none"> • Robert Pennington, Assistant Superintendent of Schools • Carol Wiltshire-Toth, Educational Administrator, School Counseling & Workforce Development • Dr. Robin Gredinger, Social Worker in Residence • Marrissa Magnone, Senior Officer of Development and Strategic Partnerships, Mid-Fairfield Community Care Center

Presenters & Room #	12:00–1:00 p.m.
Meriden Room 23	<p><i>Mitigating Student Disengagement in Urban Secondary Schools</i></p> <p>Students enter kindergarten eager to learn and believe school is personally important to them. Nationally, school engagement significantly decreases during middle school for many students and often remains “low” throughout high school. This disengagement results in lost student potential and is a national challenge for secondary schools. A student’s psychological engagement, or disengagement, is influenced by their personal beliefs that promote or inhibit success in both school and work. Some of these beliefs are valuing schoolwork, studying, attending school, and appropriate in-school behaviors, but these beliefs can be mitigated. Social-psychological studies have a long history of changing student beliefs and behaviors, which can lead to large and sustained gains in achievement and decreases in misbehavior. Over the past ten years, Meriden Public Schools has developed valid and reliable measures of student engagement and has initiated an evidenced-based middle school intervention at scale. This latent psychological intervention is designed to mitigate inhibiting self-beliefs and increase student engagement. This presentation provides the evidenced-based background, procedures used to implement the intervention, and Year 1 Results of this three-year intervention.</p> <p>Speaker</p> <p>Dr. Alvin F. Larson, Research and Evaluation Specialist</p>
Coventry Room 24	<p><i>Maximizing Student Success: Implementing and Sustaining a Successful Dual Enrollment Program</i></p> <p>It has financial benefits, impacts actual enrollment in post-secondary education, and boosts college retention and completion rates!</p> <p>Participants in this workshop will learn about Coventry Public School’s journey to the development and implementation of a successful high school dual enrollment program. Join us as Coventry educators and counselors share insights, strategies, and practices that have led to students’ academic advancement and increased college readiness through the dual enrollment program.</p> <p>Speakers</p> <ul style="list-style-type: none"> • Joseph Blake, Principal, Coventry High School • Korrie Fetta, School Counselor, Coventry High School • Michele Mullaly, Director of Teaching and Learning, Coventry Public Schools

Presenters & Room #	12:00–1:00 p.m.
<p>Odyssey Charter, New Hartford, and Milford</p> <p>Room 25</p>	<p><i>Doing This Together: Critical Moves in Literacy</i></p> <p>Connecticut’s goal is that all students are able to read at or above grade level independently and proficiently by the end of third grade. To achieve this, districts and Charter Schools throughout the state have been making critical moves on a variety of fronts.</p> <p>This panel will feature 3 districts as they share their critical moves in selecting and implementing a comprehensive K-3 reading curriculum and shifting mindsets and practices to evidence-based instructional strategies rooted in the Science of Reading.</p> <p>The result? Districts and Charter Schools are reporting that teachers feel more empowered, student confidence and excitement around reading is growing, and student achievement is rising.</p> <p>Speakers</p> <p>Milford Public Schools</p> <ul style="list-style-type: none"> • Bethany Mauro, Instructional Supervisor, Humanities PK-5 • Marissa Acampora, Instructional Supervisor of Equity and Engagement PK-12 • Gina Cristina, Grade 2 Teacher • Megan Delmonte, Elementary Instructional Coach <p>New Hartford Public Schools</p> <ul style="list-style-type: none"> • Jeff Sousa, Superintendent • Heather Mathes, Curriculum Coordinator • Kim Stimson, Grade 3 Teacher • Kathleen Tancreti, Grade K Teacher <p>Odyssey Charter School</p> <ul style="list-style-type: none"> • Jessica Swann, Co-Principal • Meghan Foley, Literacy Specialist • Shelley Buonacquisto, Kindergarten Teacher

Presenters & Room #	12:00–1:00 p.m.
Bozrah Room 26	<p><i>Using Number Talks to Solve the Problem with Math Understanding</i></p> <p>In this session, participants will learn how Bozrah K–5 teachers have utilized “Number Talks” as a strategy for improving student understanding of number sense, fluency, and problem solving. The Bozrah math specialist and third grade teacher will share how using Number Talks has assisted students in being able to explain their thinking and processing.</p> <p>Speakers</p> <ul style="list-style-type: none"> • Jamie Owen, Math Interventionist/Coach/Specialist • Ian Polun, Principal, Fields Memorial School
CSDE, Manchester, Thompson, and Regional School District 15 Room 27	<p><i>The Promise of High-dosage Tutoring</i></p> <p>Join the CSDE and several public school districts for an insightful panel on the transformative impact of High-Dosage Tutoring (HDT) for math students in Grades 6–9. This initiative, launched by the CSDE in 43 school districts, has boosted student learning outcomes, enhancing content mastery, attendance rates, and overall engagement in classrooms. Students have not only shown remarkable improvement in math proficiency but have also forged stronger relationships with their teachers. While tutoring itself is not a novel concept, the strategic and evidence-based implementation has proven to be a game-changer in the world of post-COVID public education. During the panel, school and district leaders will share their successful setups, detailing the methodologies that have yielded such promising results. Discover why schools are eager to grow this effective intervention during the 2024–25 school year, aiming to further elevate student achievement.</p> <p>Speakers</p> <ul style="list-style-type: none"> • John Scianimanico, Director of Special Projects, CSDE • Patricia Chenail, Mathematics Curriculum Leader, Thompson Public Schools • Javier Perez, Middle School Math Coach, Regional School District 15 • Josh Steffenson, Director of Teaching and Learning, 5–12 STEAM, Manchester Public Schools