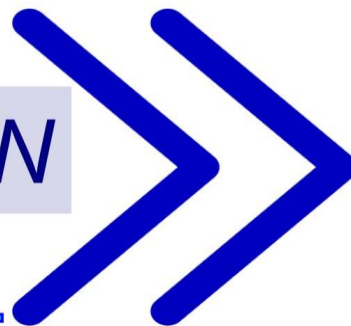




# *EAST HAMPTON* *forward*



## 2019-20 Budget Information East Hampton Public Schools East Hampton, Connecticut

The 2019-20 Budget Proposal, presented in January 2019, is based on recommendations of the Superintendent of Schools, Paul K. Smith. The East Hampton Board of Education will review the budget requests on **January 28, February 11, and February 25**. Public comment and input is welcome and actively sought by the Superintendent and the Board of Education at these meetings or by e-mailing: [psmith@easthamptonct.org](mailto:psmith@easthamptonct.org).

The East Hampton Superintendent of Schools on behalf of the Board of Education proudly presents the 2019-20 Budget designed purposefully to move the East Hampton Public Schools *forward* in dramatic ways ensuring that East Hampton students are highly competitive in college and/or careers. This year's proposal is a modest increase with **extraordinary advancements**. This is accomplished as a result of **teacher concessions during negotiations in 2018** and a **high impact realignment of teachers**. The realignment is a shifting of teachers throughout the district resulting in no additional requests for teaching positions. Most important in the 2019-20 Budget is a commitment to STEM (Science, Technology, Engineering, Math) experience and courses throughout the schools as this programming is now essential in the education of our youth.

The entire school community was given opportunities to suggest budget items and programming to the Board of Education and the Superintendent. All requests, whether included or not, have been prioritized as part of the budget process and are printed in a separate document: *2019-20 Budget Requests (by Tier)*.



EAST HAMPTON  
forward

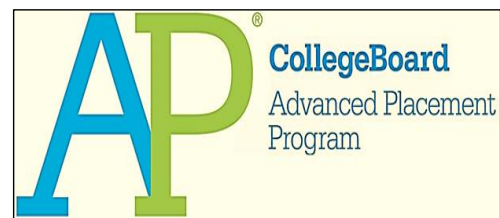


Budget Priorities for 2019-20

## 1. Programming for High Impact Academic Skills



Science, Technology, Engineering, & Math



Advanced Placement Courses



World Language



Exposure to the Arts

Moving *East Hampton "Forward"* requires that our students be among the most prepared and competitive students to enter college and/or careers. Adding K-12 STEM experiences to support the Next Generation Science Standards; rigorous High School AP courses that support STEM college majors and/or careers; High School electives in English, music, and theater; as well as restoring and increasing World Language programming and courses in the Middle School are the priorities this year.

"Some of the core elements in an excellent education are enduring in every era: the development of intellectual powers and capacities; ethical and civic preparation; personal growth and self-direction. But the particulars of educational excellence are necessarily always in flux—necessarily, because what counts as powerful knowledge must be periodically negotiated with the needs and realities of a changing world. Today we are in the midst of transformative changes—environmental, global, intercultural, technological, scientific—that have far-reaching implications for what counts as **empowering knowledge**. On every front, the world itself is demanding more from educated people. Across the nation (and around the globe), designs for...learning are changing in response." From *High Impact Education Practices*, George D. Kuh.



EAST HAMPTON  
*forward*



Budget Priorities for 2019-20

## 2. Programming for High Impact Transferable Skills

	<p>Caring Imagination Confidence Teamwork Wonder</p>	<p>Empathy Creativity Adaptability Community Curiosity</p>	
	<p>Responsibility Initiative Resilience Perspectives Inquiry</p>	<p>Compassion Innovation Perseverance Collaboration Active Learning</p>	

The East Hampton Profile of the Graduate was developed not to be a *vision* for students, but a list of *expectations* for every graduate. Measuring these skills as part of well-designed and impactful curricular assessments in a K-12 digital portfolio is a priority for each of our four schools. The skills are an essential part of an education for the future. “Changes in society are driving the need for change in education. We have experienced an information revolution that has changed the world forever and we now live in a global, knowledge-based economy that emphasizes ideas and innovations. We also face complex political, scientific, health and environmental problems that need to be solved. These societal changes and challenges impact how we define student readiness for the future. **To achieve 21st century readiness for every student, developing a shared vision among all key stakeholders regarding the skills that students need to be successful in work, citizenship, and life is critical.**” From [www.profileofgraduate.org](http://www.profileofgraduate.org). “American classrooms are changing... (and) there’s a common thread—making learning more relevant, rigorous, and effective for students. These approaches are all trying to build **deeper learning competencies** in our graduates, skills that are useful in the classroom and in real life and that allow students to take ownership of their learning.” From *Decoding Deeper Learning in the Classroom*, HWA Foundation.



EAST HAMPTON  
forward



Budget Priorities for 2019-20

### 3. Programming for High Impact Systems Excellence



Professional Growth and Development



Curriculum Writing and Development



Innovation in Teaching and Practices



Equal Success and Access for All Students

We fully expect East Hampton students to receive a world-class education that prepares them for the best college and/or career opportunities. In order to do that we must invest in teacher training and curriculum updates. These are budget commitments that have been trimmed over the last several years. In addition to teacher training and curriculum writing, we must begin to plan for innovation in our daily classroom practices along with guaranteeing that **all** students are successful. **The NEASC recommendations for accreditation and our own budget priorities include a commitment to professional development, curriculum writing, and an expansion of innovative classroom practices impacting students in each school.**

“If our goal is to help students achieve the essential learning outcomes that both educators and employers endorse, then the long-term challenge is to transparently connect these intended outcomes with students’ successful engagement in a thoughtfully planned sequence of high-impact practices.” From *High Impact Education Practices*, George D. Kuh.



EAST HAMPTON  
**forward**  Budget Request

2018-19 Education Budget <i>Approved in May 2018 – Referendum #1</i>	\$30,499,308
2018-19 Education Budget – Final <i>Additional appropriation in October 2018 after Referendum #4 (Town)</i>	\$30,639,308
2019-20 Education Budget Requested Total	\$31,424,508
2019-20 Education Budget Requested Increase	\$785,200
2019-20 Education Budget Percentage Increase	2.5%

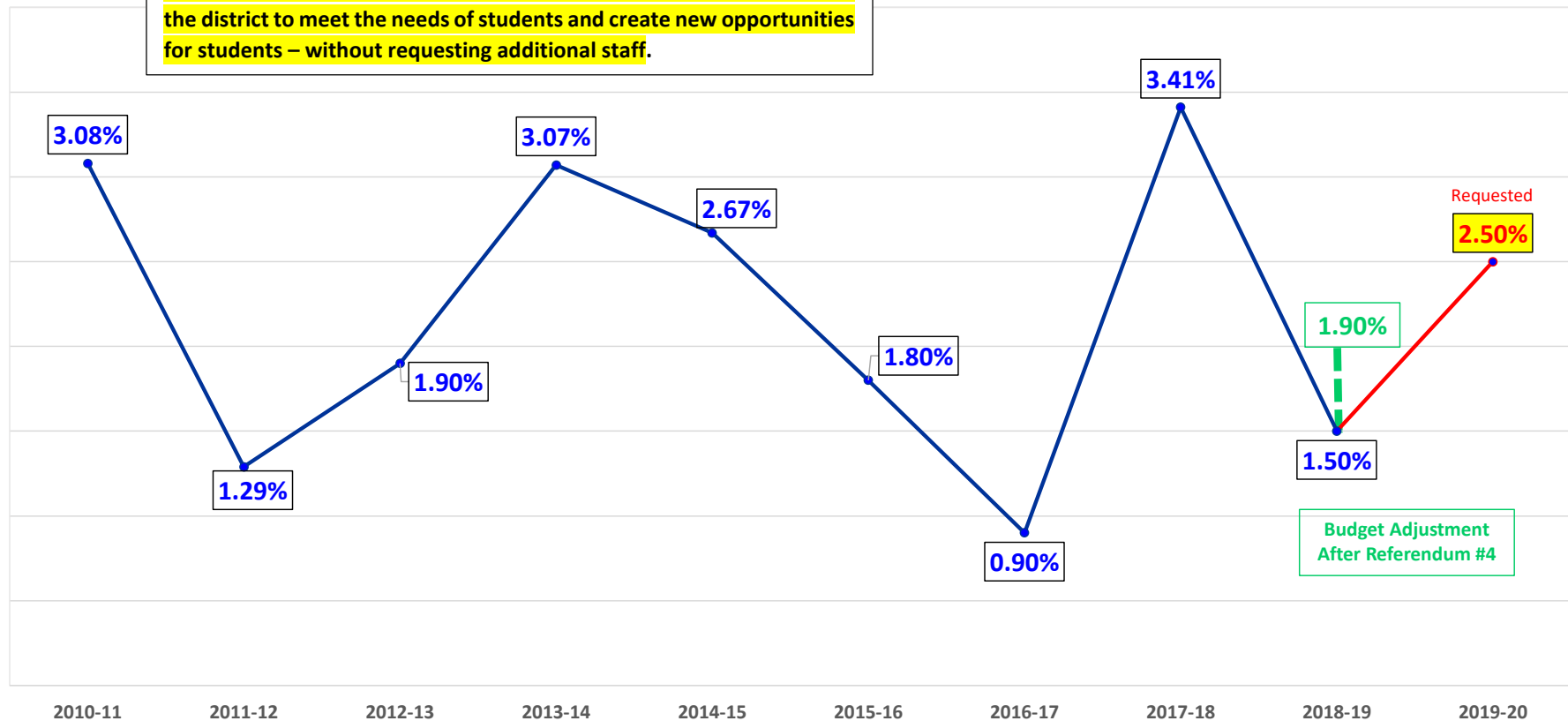
This request, lower than the request for the last two years, is possible as a result of negotiations with the **East Hampton Education Association (Teachers’ local union chapter of the Connecticut Education Association)**. The **three-year stipulated agreement has resulted in the second lowest settlement** of the 60+ contracts that were negotiated in the State of Connecticut. In addition, the **teachers agreed to an additional step on the salary schedule** placed at the bottom of the schedule resulting in an additional year of service required to reach the top (eleventh) step. Also, in 2019-20, year one of the contract, **teachers agreed to a step freeze (no step advancement)** on the salary schedule for the entire membership. In solidarity with the teachers’ union, the administrators’ union has agreed to a step freeze for 2019-20. Our most valuable resource is the teaching staff of the East Hampton Schools who work day-to-day in the classrooms with our children. The East Hampton Board of Education is grateful for the teachers’ willingness to reach such a reasonable settlement, allowing for impactful new programming, courses, and directions for the school district.

**The children of East Hampton are well-served by this proposed budget and the community is well-served by an increase is that is very reasonable.**



In developing this year's budget, the goal has been to craft a proposal with a modest increase while finding ways to (1) make impactful moves forward in programming in each of the schools; (2) keep class sizes at the current levels as much as possible; (3) reposition staff throughout the district to meet the needs of students and create new opportunities for students – without requesting additional staff.

**EAST HAMPTON**  **Budget Increases**  
*forward*













Last year, 5% of the certified teaching positions (8 teachers) were cut prior to the return of the equivalent of two teachers in January 2019 as a result of the compromise between the Town Council and the Board of Education as part of Referendum #4 providing an additional \$140,000 to fund teaching positions. Through the reassignment of staff and two additional positions returned, restoring some programs and moving forward in exciting directions are both possible.

With a biennial budget being crafted by the Connecticut Legislature, it is likely that exact figures for municipal aid will not be available in a timely manner to assist in the budget development process; however, it is anticipated that the legislature will set the Education Cost Share (ECS) funding and the law will not allow the Governor to change it. It is also likely that the Governor and the legislature will seek revenue sources that include such things as tolls and other highly publicized revenue enhancers.

**Budget development was done with aggressive assumptions to keep the increase as low as possible. Two drivers in the budget for 2019-20 are (1) a larger increase in Health Insurance than in 2018-19; and (2) additional classified staff required per students' IEPs.**



## East Hampton High School

 English Teacher (Restore)	Position eliminated last year	\$0 Filled from within
 Music Teacher to Full-time	0.8 position to 1.0 position	\$22,000
 Advanced Placement (AP) Biology Textbooks	Updated texts required	\$4,000
 Advanced Placement (AP) Physics – new course	Training, texts, supplies	\$3,000
 Advanced Placement (AP) Computer Science – new course	Training, texts, supplies	\$2,000
 Advanced Placement (AP) Music Theory – new course	Training, texts, supplies	\$2,000
 Forensics – new course	Texts, supplies	\$1,000
 CAPSTONE Research & Project – new course	Updated graduation requirements	\$0
 Theater Arts – new courses	Elective credit in Theater & English	\$0
 Athletic Funds for Transportation	Football Transportation	\$5,000








Moving *East Hampton “Forward”* requires us to bolster the course offerings of East Hampton High School and add additional STEM courses (Science, Technology, Engineering, Math) in order to prepare students for college and/or career experiences in engineering and manufacturing, two current areas of need in Connecticut and two promising areas of growth in the future. STEM careers in the future will focus on robotics engineering, development of artificial intelligence, sustainable water solutions, and genetic design. The new STEM courses proposed in Physics, Computer Science, and Forensics provided authentic learning in key areas.

As they promote creativity, the ARTS are often considered an important part of a STEM education or STEAM education (includes the “Arts” in the acronym). An additional music course is proposed, along with Theater Arts electives. The State of Connecticut requires a mastery-based graduation requirement beginning with the Class of 2023. The High School already requires a CAPSTONE project, which will meet this requirement. In order to promote in-depth research and possible internships, the school will begin offering an elective to prepare students for the CAPSTONE experience. Ultimately, this course will be a required course at the school.





## East Hampton Middle School

	STEM (Science, Technology, Engineering, Math) Coordinator	Grades 4-8 curricular enhancements & programming	\$0 REFERENDUM #4
	World Language Teacher – Grade 6 (Restore)	Position eliminated last year	\$0 REFERENDUM #4
	Special Education Teacher (Restore)	Position eliminated last year	\$0 Filled from within
	Literacy Specialist / Reading Teacher	New position replaces Reading	\$0 Filled from within
	Competitive Robotics League Team	Supplies, Stipend	\$1,000
	Developmental Guidance	New course in 2018-19 / Grade 6	\$0
	Assistant Cheerleading Coach	Stipend	\$2,000



**Enhancing Science and Math classes, emphasizing technology, and introducing engineering in Grades 4-8 is one of the most positive advancements by the school district for next year. The STEM Coordinator will push-in to support curricular planning and lessons based on the Next Generation Science Standards in Science classes, oversee authentic Math applications in classes, coordinate dynamic activities and hands-on experiences at the classroom level and school-wide, as well as facilitate access by students to professionals in technology, manufacturing, and engineering careers.**




Moving *East Hampton "Forward"* requires a focus on STEM curriculum in the Middle School and a commitment to World Languages throughout our students' school career. While it has been difficult to add World Language to the elementary schools, the Middle School (Grade 6) World Language position will be reinstated with a commitment to provide more than introductory experiences as each grade will increase the amount of time in World Language, preparing students for future World Language Advanced Placement courses at the High School. The Middle School will adopt a seven-period schedule next year and to provide consistency for students, all seven periods will meet each day. A Literacy Specialist will be added to provide the necessary reading support for struggling learners and to oversee the school's commitment to the Columbia Teachers College Reader' and Writers Workshop model, which is the curricular model for Grades K-8.

In addition, creating an enthusiasm for STEM in coding and robotics at an early age is the purpose of beginning a competitive Robotics League Team. Planning for young women to be part of STEM activities and careers is also a priority of the East Hampton Public Schools.









**EAST HAMPTON** *forward* **East Hampton Center School**

 STEM (Science, Technology, Engineering, Math) Coordinator <i>(Same position listed under Middle School)</i>	Grades 4-8 curricular enhancements & programming	\$0 <b>REFERENDUM #4</b>
 STEM – Coding – Makerspace LAB	Supplies, Equipment	\$6,000 + Grant Funds
 “Reflex Math” Program	Math support 24/7	\$3,000

**EAST HAMPTON** *forward* **East Hampton Memorial School**




 Special Education Teacher (RESTORE)	Position eliminated 2 years ago	\$0 Filled from within
 “Reflex Math” Program	Math support 24/7	\$3,000
 “Foundations Phonics” Program	Grades K-1	\$12,000
 Accreditation Costs: National Association for the Education of Young Children	NAEYC Accreditation required of Preschool Program for Grant	\$5,000

Moving **East Hampton “Forward”** requires an introduction to STEM experiences that stimulate and challenge the thinking of our elementary students. According to Laura Flemming, a technology-based Makerspace *“is a place where young people have an opportunity to explore their own interests; learn to use tools and materials, both physical and virtual; and develop creative projects.”* With the assistance of grant funds, the Center School will develop a space for student exploration and creativity in science and technology.

Two years ago, the school district began implementing the *Go Math* program in Grades K-8. As an additional support, the school utilizes *Reflex Math*, a program for fact fluency that is available to students, 24/7. The Special Education teaching position restores a teacher that was utilized for new programming implemented without additional staffing. The Memorial School is a beneficiary of Connecticut’s five-year “Smart Start” preschool grant. As a condition of the grant, which supports a full-day preschool experience for qualifying students, the school must commit to NAEYC accreditation of the preschool program and the existing half-day preschool programs.



## East Hampton District-wide

	Board Certified Behavior Analyst (BCBA)	Oversees autism programming	\$0 Funded by tuition
	Professional Development	Teacher training – new programs	\$10,000 + Grant Funds
	Trauma Kits for each school	Emergency preparation	\$2,000

Moving *East Hampton “Forward”* requires a commitment to high levels of learning for *all* students. One of the outstanding programs of the Special Education department is the support of students by our team providing ABA therapy (applied behavioral analysis). The BCBA position trains and oversees the providers. This program has been recognized as a program of excellence by state consultants and, as a result of this program, many children who would be outplaced are serviced in our schools.

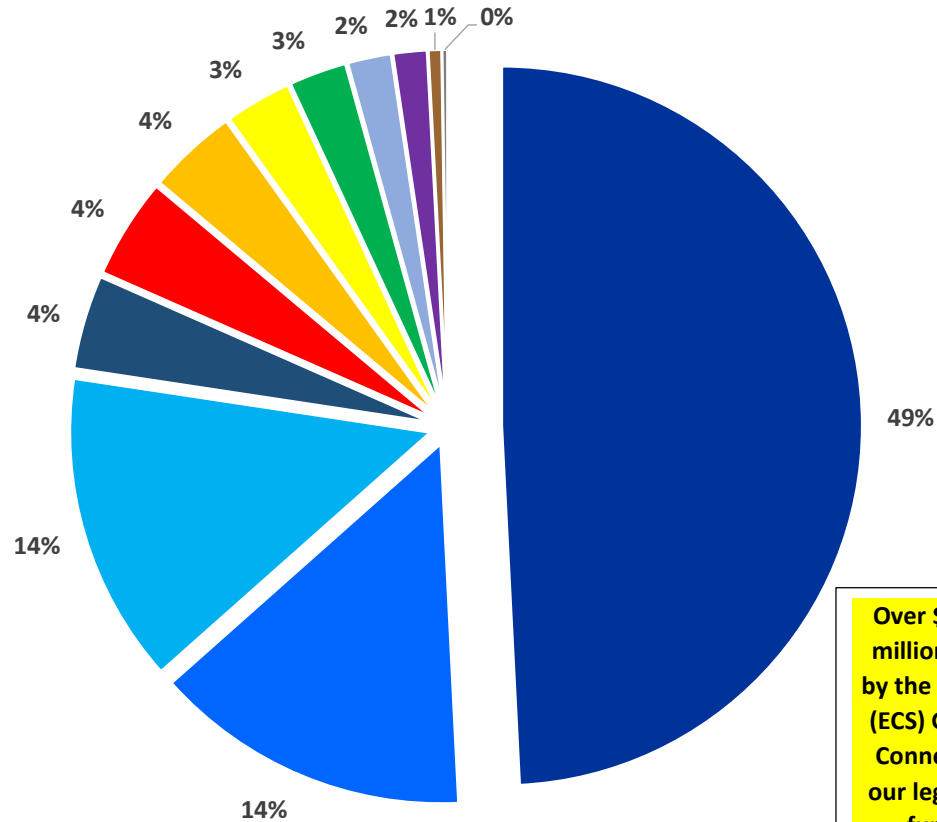
The school district has made great strides in the security and safety of our children and staff. Emergency plans developed in cooperation with East Hampton Police and other emergency services serve as an exemplar for the state. The schools have adopted a visitor management system, which electronically completes background checks in all fifty states for all adults entering the building. Through grant and capital funding there is safety laminate over all glass entrances and all ground floor windows, secure visitor screening entrances, and enhanced radio communication directly with the East Hampton Police Department. As of the Fall of 2019, through Capital Funds, all schools will have interior classroom security locks. Additional trauma kits are encouraged for each school for first aid provisions in the most extreme case of injury.



# Expenditures

## Budget Expenditures

- Certified Salaries
- Classified Salaries
- Medical Insurance
- Payroll Taxes, Unemployment, Pension, Worker's Comp
- Transportation
- Tuition, Magnet Schools
- Professional/Tech Services,
- Electricity, Fuel, Oil, Gas, Water
- Software, Textbooks, Supplies, Computer Equipment
- Repairs & Maintenance, Property Insurance, Services
- Copiers, Printing, Phones
- Dues, Training



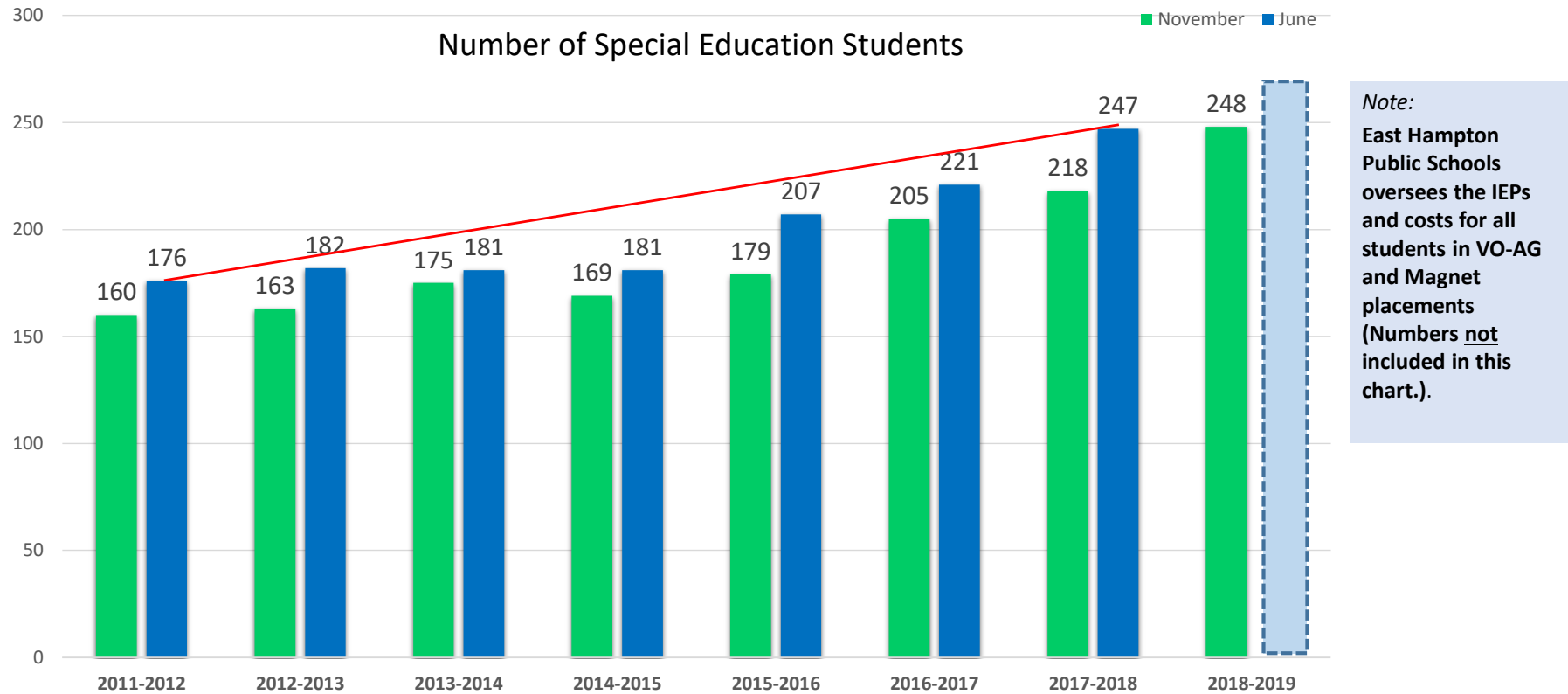
**Over \$7 million of the \$31 million budget is provided by the Education Cost Share (ECS) Grant by the State of Connecticut. Making sure our legislators support this funding is essential.**

As a school system, our primary objective is to service students by a highly trained staff of teachers and other professionals. It is most common in school districts for approximately 80% of the budget to be utilized for staffing and benefits. We proudly provide direct instruction to students whose needs are diverse and learning styles varied. In breaking down figures, 115 K students will be serviced by 6 teachers, 120 Grade 1 students by 6 teachers, 147 Grade 2 students by 7 teachers, 150 Grade 3 students by 7 teachers, 157 Grade 4 students by 6 teachers, 129 Grade 5 students by 6 teachers, 470 Grade 6-8 students by 4 Math, 4 Science, 4 English, 4 Social Studies, 3 World Language teachers, and 499 Grade 9-12 students by 5 Math, 6 Science, 6 English, 6 Social Studies, 4 World Language Teachers.

The elementary school PTO, the middle school PTO, music boosters, athletic boosters, and parent groups that support soccer, softball, baseball, cheerleading, and other supports have been great contributors to our curricular and extracurricular programs and extremely generous in providing our students with additional supplies, technology, equipment, and other items important for the success of programming, PreK-12.



EAST HAMPTON  
*forward* >> Special Education

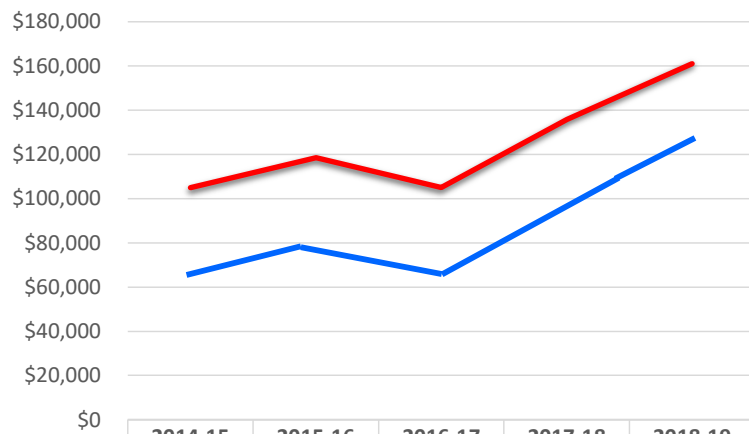


Each year, it is hard to predict Special Education costs. Budgeting each year is based on known costs and existing populations. Additional students are identified as requiring Special Education services during the course of the year after a thorough process of interventions and as a result of testing. Our goal is to make sure that every child meets with success and this requires us to make sure students with diverse needs are accommodated in ways that are most appropriate. **Efforts have been made to educate students in district by establishing viable programming and thus avoiding costly outplacements.**

(Note: East Hampton Public Schools oversee all special education students in magnet and other specialized schools and pay for all special education costs associated with students in magnet schools, PK-12.)

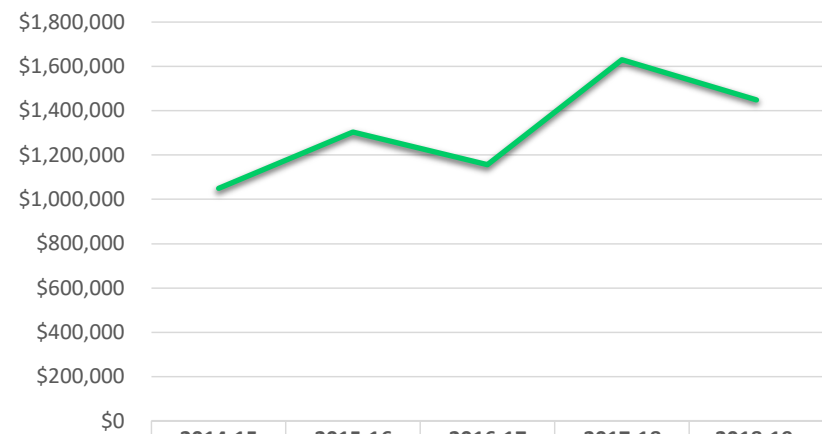


**Expenditures Per Outside Special Education Placement**



**Estimated Expenditure after Excess Cost Reimbursement**  
(Excess Cost Reimbursement percentage from the state varies each year.)

**Total Outside Special Education Placement Expenditures**



**Outside Placements**

	2014-15	2015-16	2016-17	2017-18	2018-19
PK-8	6	7	6	5	2
9-12	4	4	5	7	7
<b>Total</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>12</b>	<b>9</b>

An investment of successful internal special education programming has resulted in a reduction of outside placements for students. The benefits of these internal programs include (1) financial stability for the district; (2) the potential for tuition students from other districts as space allows thus further offsetting costs; and (3) a commitment to best practice, which is East Hampton students being educated in their own community with peers as much as possible. There is a cost savings each year, as well-planned and appropriate in-district programming will always be less expensive than outside placements.

As outside placement costs (tuition and transportation) continue to rise, East Hampton is seeing a reduction in the number of placements as well as a reduction in the total cost of outside placements.



EAST HAMPTON  
*forward*  Enrollment

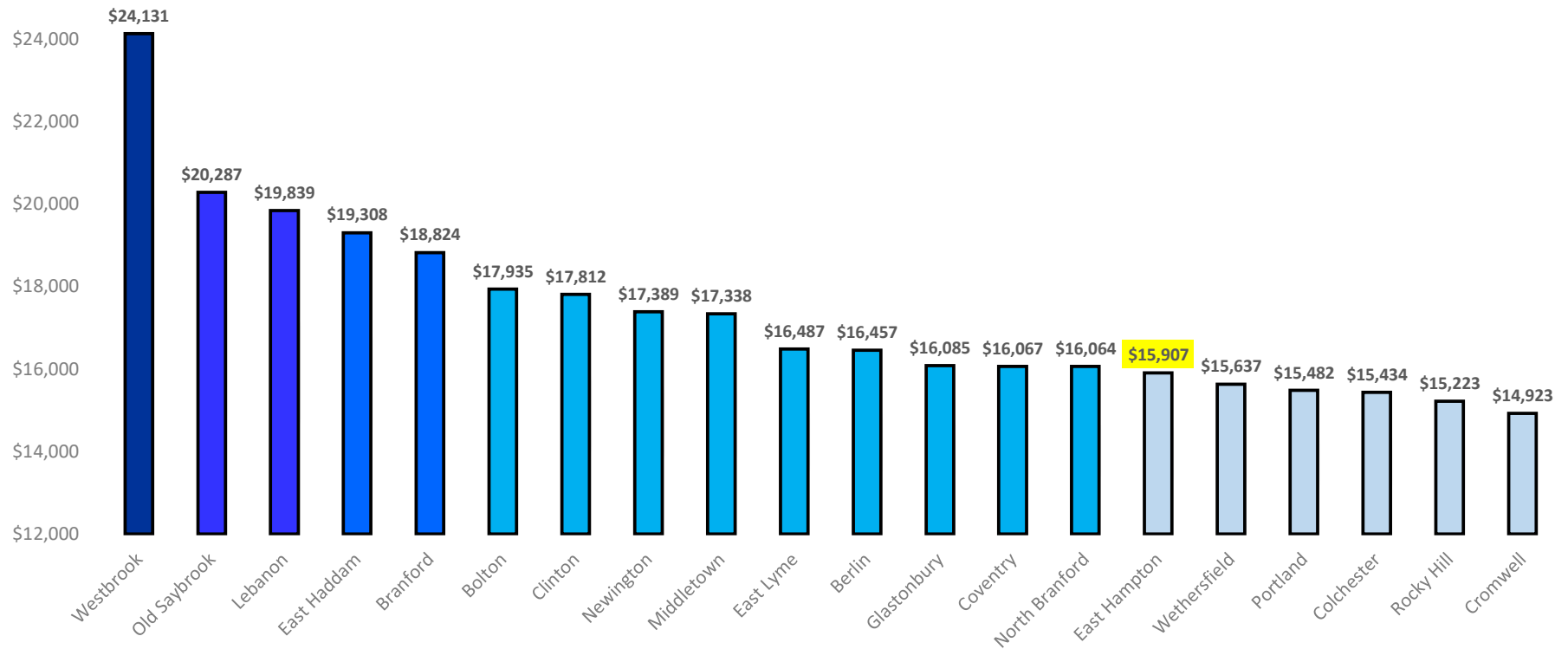
	October 2014	October 2015	October 2016	October 2017	October 2018	Projected 2019
Pre-K	30	47	48	45	52	55
Memorial School	572	584	580	572	566	531
Center School	284	297	324	320	275	286
Middle School	432	433	423	450	465	470
High School Includes Learning Center & Post Grad	511	520	494	474	506	499
Outside Placements Regular and Special Education	10	11	11	13	10	10
VOAG Students Regular and Special Education	3	10	12	15	15	15
Magnet School Students	114	89	89	86	75	72
<b>TOTAL</b>	<b>1,956</b>	<b>1,991</b>	<b>1,981</b>	<b>1,975</b>	<b>1,964</b>	<b>1,938</b>
Change from prior year		1.79%	-0.50%	-0.30%	-0.56%	-1.32%

*The school district utilizes the services of the New England School Development Council (NESDEC) to complete enrollment projections.*

While there has been some reduction in enrollment, we are not seeing dramatic reductions as initially predicted by NESDEC several years ago and as other communities are seeing at this time. Local communities, similar to East Hampton in nature (with their own High School and no regional association) have typically seen 5-year enrollment reductions of 10% and as much as 18-22%. The projections for East Hampton for 2019-20 indicate a reduction in the size of the Kindergarten class of approximately 15 students, similar to the reduction we saw this year. A five-year analysis of East Hampton projections (October 2014 to October 2019) show an overall decrease of about **1.00%** (1956 actual in 2014 to 1938 projected in 2019). Based on the completion of the high school project and last year's higher than predicted enrollment, **the NESDEC projections for the high school seem conservative for 2019-20**. In 2018-19, the enrollment at the High School was larger than projected with less students choosing to attend magnet schools, technical schools, or private schools. With the High School construction project completed, the access to 1-to-1 Chromebooks, and the increase of AP courses and electives, it is anticipated that more students will continue to enroll at East Hampton High School, their local high school choice.



2017-18 Per Pupil Expenditure



The chart above shows the **Per Pupil Expenditure of local school districts** that are similar to East Hampton in that each community has its own high school and does not have a regional school association. In this comparison of 20 similar communities, East Hampton ranks **15<sup>th</sup>** in Per Pupil Expenditure.

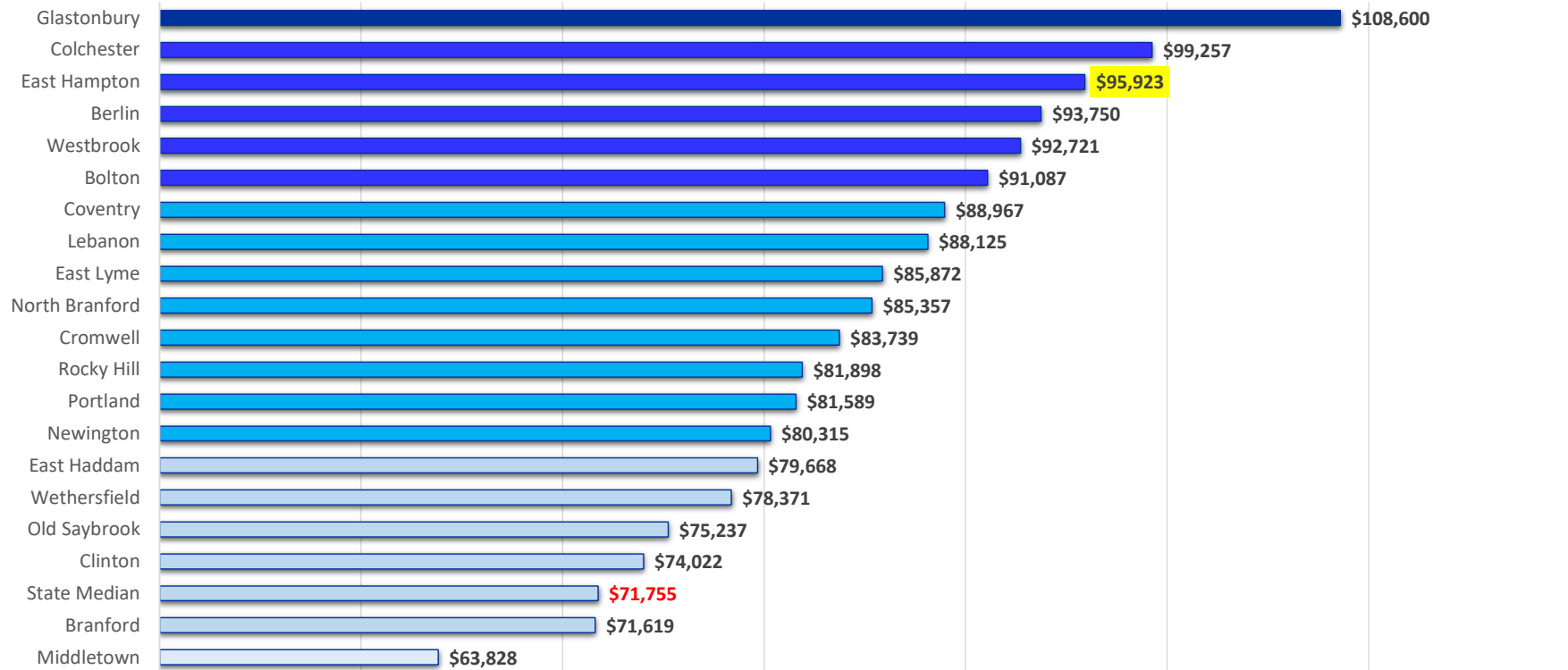
In addition to these schools, the State of Connecticut employs a classification system in which districts are grouped together based on the presence of students with similar socioeconomic status and need. These groupings are referred to as the District Reference Group, or DRG. Similar towns are grouped into nine different DRG's, labeled "A" through "I." East Hampton is in DRG "D." In 2014-15, within the DRG "D," East Hampton ranked **14<sup>th</sup>** in Per Pupil Expenditure out of 24 towns. In 2015-16, within DRG "D," East Hampton ranked **16<sup>th</sup>** in Per Pupil Expenditure. In 2016-17, within DRG "D," East Hampton ranked **15<sup>th</sup>** in Per Pupil Expenditure. In 2017-18 within DRG "D," East Hampton ranked **14<sup>th</sup>** in Per Pupil Expenditure.





## Expenditures

### 2016 Median Household Income



The chart above indicates the Median Household Income of the same towns included in the previous chart. Each local school district is similar to East Hampton in that each community has its own high school and does not have a regional school association. While East Hampton ranks 15<sup>th</sup> out of the 20 schools in terms of Per Pupil Expenditure, the town ranks 3<sup>rd</sup> out of the same 20 towns in terms of Median Household Income.

In the state's District Reference Group "D" – 24 towns, currently (FY 2018) East Hampton ranks 4<sup>th</sup> in Per Capita Income (\$48,317). In addition, East Hampton ranks 2<sup>nd</sup> in Median Household income (\$97,011) compared to the same 24 towns. East Hampton ranks 1<sup>st</sup> in Average Household income (\$123,680) compared to the same 24 towns.

East Hampton Public Schools — East Hampton, Connecticut

## East Hampton 2025

### Educating for Excellence

Today's youth live in a world brimming with opportunity. Some will create, catalyze, and capitalize on a dynamic world hungry for innovation. Thriving in the 21st century will require real competencies, far more than academic credentials

Tony Wagner, *Most Likely To Succeed*



Vision of The East Hampton Public Schools  
Preparing and inspiring students to be  
**innovative, responsible, contributing members**  
of an ever-changing global society.

*The East Hampton Public Schools District:*

- promotes respect by developing a culture that fosters compassion, acceptance, and positive relationships;
- inspires students to own their learning, pursue their passions, and develop creativity in all learning environments;
- nurtures a growth mindset that emphasizes adaptability, resilience, and perseverance to encourage lifelong learning;
- teaches students to be effective communicators, critical thinkers, and collaborators through exposure to diverse areas of study;
- cultivates active learning and encourages curiosity, valuing both the process and the product;
- empowers students to engage actively with the community to create positive change from the local to the global;
- demonstrates resourcefulness to maximize value for the community and inspire students to be flexible and to seek sustainable solutions;
- creates partnerships between students and the community to foster civic engagement and public service.



## East Hampton 2025

A vision of excellence  
crafted by the community of East Hampton  
specifically for the children of East Hampton

Our vision, developed in 2016  
will be updated in 2020!



The spring of 2016 marked the beginning of the East Hampton Public Schools' efforts to promote a vision that imagined what our schools would be like in 2025. The Class of 2025 is currently in grade 6 - their first year of Middle School. The vision speaks to a level of excellence that should serve as our "north star" when planning our annual budget. "Informed by vigorous faculty and campus dialogue across the nation... the vision for student learning places strong emphasis on global and intercultural learning, technological sophistication, collaborative problem-solving, transferable skills, and real-world applications—both civic and job-related. In all these emphases, (we) reposition... education, no longer as just an option for the fortunate few, but rather as the most practical and powerful preparation for 'success' in all its meanings: economic, societal, civic, and personal." From *High Impact Education Practices*, George D. Kuh.

**Bringing the vision, East Hampton 2025 to life has resulted in this community's greatest return on its investment in the schools.** In the spring of 2020, the school will update the vision, creating **East Hampton 2030** a guide for preparing our students for a future of success. The Class of 2030 is currently in grade 1 at the Memorial School.



EAST HAMPTON  
*forward* >>> East Hampton 2025

1. Promoting respect by developing a culture that fosters compassion, acceptance, and positive relationships



2017-18



2018-19

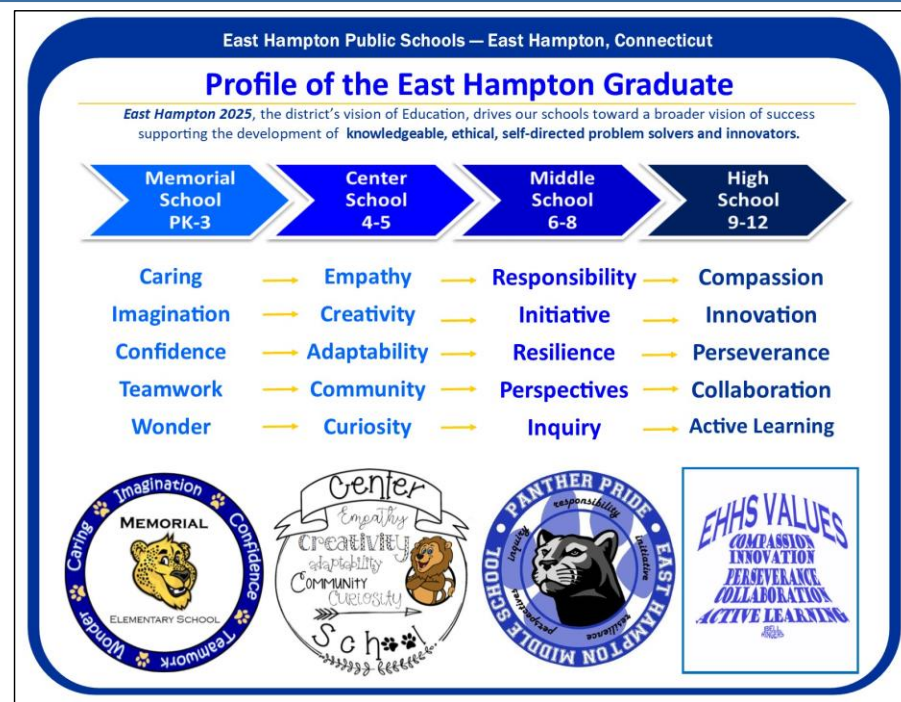
Return on Investment  
→

In the survey to develop East Hampton 2025 that was completed by the East Hampton Public Schools community of students, parents, and teachers, the number one term from responses that described “the most important trait of a successful student” was “**compassion.**” The word serves as the cornerstone of East Hampton 2025 with its presence in the very first of eight statements used to describe the commitments of the East Hampton Public Schools to students. In order to promote compassion, the district’s goals, serving as the basis for building goals, stressed “kindness and caring” in 2017-18. As a way to ensure an impact on the entire community, one of the district goals in 2018-19 now calls on the schools and students to “share” kindness and compassion in and out of school. **The number of service projects, outreach programs, and charity fundraisers in each school speaks to the commitment to compassion by our students.**



EAST HAMPTON **forward** >>> East Hampton 2025

2. Inspiring students to own their learning, pursue their passions, and develop creativity in all learning environments



Return on Investment

Harvard professor and author, Tony Wagner suggests that learning in the 21<sup>st</sup> century should focus on the acquisition of “survival skills.” “The rigor that matters most for the twenty-first century is demonstrated mastery of the core competencies for work, citizenship, and life-long learning. Studying academic content is the means for developing competencies, instead of being the goal, as it has been traditionally. **In today’s world, it’s no longer how much you know that matters; it’s what you can do with what you know.**” From *The Global Achievement Gap*, Tony Wagner.

**The East Hampton Schools have fully committed to promoting the acquisitions of the skills in the Profile of the Graduate.** “Central to student ownership of learning are high aspirations and goals clearly aligned to achieve them. Students’ ability to motivate and engage in learning to persist in achieving key goals along with their ability to reflect on their progress can lead to increased self-efficacy and self-confidence as students learn that they can reach their goals by exerting effort.” From *Student Ownership of Learning*, David T. Conley



### 3. Nurturing a growth mindset that emphasizes adaptability, resilience, and perseverance to encourage lifelong learning



Return on Investment  
→

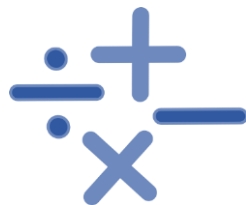
Understanding the process of learning is essential according to Carol Dweck in her book, *Mindset*. While our schools believe in the growth of intellect and talent, we must also work as a school community to create a growth mindset in our students. Research by Claro and Loeb reveals that students with a growth mindset learn more over the course of a year than otherwise similar students who do not have a growth mindset. In fact, the average growth in English language arts scores due to a changing from a fixed mindset, according to Claro and Loeb is equivalent to approximately **19 says of learning – almost a calendar month of school**. In Dweck’s research, she found that, “people’s theories about their own intelligence had a significant impact on their motivation, effort, and approach to challenges. Those who believe their abilities are malleable are more likely to embrace challenges and persist despite failure.” **Efforts in all four schools have been made to create a language, a culture, and an atmosphere of growth mindset.** A growth mindset is characterized by confidence, risk-taking, acceptance of constructive criticism, leadership, responsibility, and persistence. (*Decoding Deeper Learning in the Classroom*. HWA Foundation)



#### 4. Teaching students to be effective communicators, critical thinkers, and collaborators through exposure to diverse areas of study



Return on Investment 



In order to make sure that our students have the essential high impact academic skills, we continue to seek the resources needed to train our teachers to provide the most rigorous and relevant teaching experiences for our students. Research shows that in order to raise our students' level of learning, they must be active in their classroom activities, communicating their ideas, thinking critically about their ideas, and collaborating with others about existing and new ideas. **Training teachers in educational practices that have the most impact is an essential component of East Hampton 2025** and will remain a focus of our budget in 2019-20. Our mission is to provide the most challenging learning experiences including innovative seminars; collaborative projects and research; global learning opportunities; service and community-based learning; internships, and capstone courses and projects.

*"Students with a mastery-oriented mindset enjoy challenge, are willing to engage in difficult tasks, and employ strategies to cope with obstacles." From Student Ownership of Learning, American Behavioral Scientist*





East Hampton 2025

5. Cultivating active learning and encouraging curiosity,  
valuing both the process and the product



Return on Investment 

Grade 8 students will pilot a Capstone experience as a culmination of the middle school years and preparing them for their high school experiences.

**We have created experiences in which students explore passions and realize strengths through hands-on projects that require self-directed learning.** Neurological research supports the idea of experimentation, access to makerspaces, and unstructured learning - all requiring student-choice as the most important developmental learning. “Time spent in a makerspace is a chance for them to experience self-directed exploration and tinkering, something that is an increasingly rare option... The self-direction that is integral to (genius hour, capstone projects, and other independent work) also encourages curiosity... Giving students the chance to explore gives them the opportunity to practice and strengthen their curiosity, which in turn can lead to better, deeper learning.” From *The Brain Science of Making*, Conn McQuinn.

“Research finds that the strongest growth in demand will be for technological skills... which will rise by 55 percent and by 2030 will represent 17 percent of hours worked, up from 11 percent in 2016. This surge will affect demand for basic digital skills as well as advanced technological skills such as programming. Demand for social and emotional skills such as leadership and managing others will rise by 24 percent, to 22 percent of hours worked. Demand for higher cognitive skills will grow moderately overall, but will rise sharply for some of these skills, especially creativity.” From *Skill Shift*, McKinsey Global Institute





## 6. Empowering students to engage actively with the community to create positive change from the local to the global

### East Hampton Public Schools District Goal



Take collective responsibility for the emotional well-being of every student ensuring that students are known, valued, and connected to the school community.

<u>Memorial School</u>	<u>Center School</u>	<u>Middle School</u>	<u>High School</u>
All students will participate in one school-based & one community service project.	All learners will experience meaningful service learning.	Learners will engage in activities that allow them to explore ways to better the world.	Through strong connection and relationships at the high school students will explore ways to give back.

East Hampton Food Bank, MLK Day of Service, GI GO Jeans for Troops, United Way, Food Drives, CCMC Pajama Day, Book Drive, Letters for Veterans, UNICEF, Toy Drive, Kindness Rocks placed on the Airline Trail, canned food collections, Make a Wish, GIFT (Generations Investing in Friendships Together), Jump Rope for Heart Health - American Heart Association, Senior Gift Baskets, Christmas for Kids, Fundraisers for Humane Society, Soccer Fundraiser for breast cancer research, Flowers for Friends, Blanket & Towel Drive for the Humane Society, Jog A Thon, Pennies for Patients, Turkey Plunge for East Hampton Food Bank, Wreaths Across America, Veterans Day Breakfast and Assembly, Memorial Day Tribute, Dress Down Fundraisers, Costume Day Fundraisers, Monthly water quality testing of Lake Pocotopaug, Bio-assessment testing with DEEP, Botany Class plant sale, Artificial wetlands testing, Cross Country trail maintenance, March Madness Basketball, Election Day Bake Sale, All Around the World Festival for Roots of Development, Penny Wars for Homeless Shelter, Friendship Pins for Homeless Shelter, Elf a Teacher fundraiser, Christmas Shelter Visit to Homeless, Taco Tuesday Luncheon Fundraiser, Health & Wellness visit at Homeless Shelter, Blood Drives, Fall & Spring Dodgeball Tournaments, Relay Bank Night, Pantherfest, Relay for Life at East Haddam Elementary School, Alzheimers Walk for Hope-Face Painters, Senior Center Comicon, Babysitting for events and meetings, Paint EHHS Purple, Manis for a Cure, Stuff A Bear at the Senior Center, Trunk or Treat – UNICEF, ABC Women’s Center Holiday Drive, PTO BINGO Volunteers, Breakfast with Santa Volunteers, ABC Women’s Center Holiday Drive, Senior Center Holiday Party Volunteers, Center of Town Tree Lighting with Park and Recreation, Valentine’s for Troop and Homeless, Quilt Square Fundraiser for *Benny’s or Trevor Project*, Pride Sock Fundraiser for *UCONN Conference*, Ergathon Fundraiser, Turkey Plunge, Belltown 5K Spring Sprint, Charities of Hope – Earth Day Throw Down, Thanksgiving Family Photo Weekend, Holiday Christmas Party for Underprivileged Hartford age elementary school aged children, Old Home Day Volunteers, HOPE Church Diversity Prom

According to research, **“Children and youth need ongoing opportunities to practice caring and helpfulness.** A good person is something one can always become, and throughout life we can develop our ethical capacities. Learning to be caring and to lead an ethical life is like learning to play an instrument or hone a craft. Daily repetition...and increasing challenge make caring second nature and develop and hone youth’s caregiving capacities.” From Making Caring Common Project, Harvard University

We strongly believe that we have made great efforts to ensure that East Hampton children **make caring for others a priority; continue to practice caring and helpfulness; take in the big picture and consider multiple perspectives; and serve as strong role models for their peers in other school districts.**

There is new research indicating that **empathy** is the most important foundational skill in 21<sup>st</sup> century learning and an essential life skill on its own. ([Mindshift](#), [KQED](#))



## 7. Demonstrating resourcefulness to maximize value for the community and inspiring students to be flexible and to seek sustainable solutions



Moving our classrooms from a place where the pursuit of knowledge is central to a place where students create, make, and design.

### By 2030...

Workers will spend less time on routine, manual tasks and more time focusing on people, solving strategic problems and thinking creatively.

By the time today's kindergartners enter the workforce, activities will substantially change across most occupations and will increasingly require the application of expertise and creative problem solving, as well as collaboration, management, and the development of people.

McKinsey & Company

Return on Investment 

Everyone envisions schooling from their own days as a student. Careers have changed since our own education and schools have kept up with that change. The Superintendent offers tours of our schools for those who wish to see 21<sup>st</sup> Century education in progress.

"Demand for higher cognitive skills such as creativity, critical thinking and decision making, and complex information processing, will grow through 2030 at cumulative double-digit rates... The growing need for creativity is seen in many activities, including developing high-quality marketing strategies. The rise in complex information processing, meanwhile, is related to the need to be aware of market trends and the regulatory environment that affects a company's operation, or the need to understand and explain to customers the technical details of a company's products and services... **But it is workers with technological skills who, by 2030, will experience the biggest proportional increase in the demand for their time.**" From *Skill Shift*, McKinsey Global Institute

It is our expectation that East Hampton students will demand solutions to local and national issues and thus lead the way, inspiring us as a school community to change our classrooms to labs of creativity and thinking. **East Hampton 2030 will focus on shaping the educational experiences of children from classrooms to the "class-world."**



EAST HAMPTON  
*forward*  East Hampton 2025

## 8. Creating partnerships between students and the community to foster engagement and public service

**Interact**  **Earlyact**

East Hampton High School

East Hampton Middle School

**Education is entering an age in which social learning is the new norm.  
Pure academics are giving way to increased opportunities for students to work together.  
Listening, learning, and teaming are the new core skills.  
At the heart of this new skillfulness for everyone is the ability to forge deep connections  
leading to creative problem solving and positive pursuits.**

Return on Investment 

(from Mindshift)

The East Hampton Rotary was instrumental in the foundation of the East Hampton High School Interact Club, a service group that now numbers over 100 students and is the largest and most active club at the school. This school year saw the beginning of the **Middle School Earlyact Club**, an offshoot service organization that has been very active in its first year of existence. Participation in these types of groups prepare our students to be future leaders who lead with empathy and not lead with judgement.

“We are in a time when it takes a cohort of educators and partners to bring the rich learning experiences that kids need. It is essential that all classrooms, schools, and districts continue to look at community partnerships as a way to bring modern learning experiences to all kids. Seeking these partnerships is the right and moral thing to do for all of our students as the learning outcomes that we seek grow more and more complex.” From *Principally Speaking*, Dr. Robert Dillon.



Our children in 2030

The ways people interact, socialize, and work are shifting rapidly. By the time the kindergartners of today become the graduates of 2030, the world will be vastly different from anything previous generations have experienced.

McKinsey & Company



## The Class of 2030 and Life-ready Learning

Microsoft and  
McKinsey & Company

“Unprecedented opportunities for collaboration, the progressive automation of lower-skilled jobs, employers’ demands for workers with more well-rounded skills, and students’ desire and expectation to operate with autonomy and choice all indicate that our education system needs to **prepare students for the future in a very different way** than it has in the past... **Advances in technology will cause major disruptions in the workforce**, as automation could replace up to 50 percent of existing jobs in the U.S. alone. Occupations associated with lower education attainment levels will decline by up to 11.5 million jobs in the U.S. by 2030. At the same time, the fastest growing occupations will require higher level cognitive skills in areas such as problem solving, critical thinking, and creativity, and 30 to 40 percent of jobs will require explicit social-emotional skills... The skills and attitudes young people develop across their schooling will impact their mindset, skill set, and capacity to learn, unlearn, and relearn. The young people who contributed to this landmark study were clear: **they had high aspirations for their future learning in order to engage in impactful work; they valued creativity, problem solving, and the use of technology; and they wanted more time spent developing the social and emotional skills that will help them navigate a future which will be profoundly social.**” From *The Class of 2030 and Life-ready Learning*

*Be a partner in making  
East Hampton's Schools the best  
in the State of Connecticut.*



# East Hampton

# *Proud!*

Great strides forward have been proposed as a result of a high impact realignment of staff. The repositioning of teachers should not be looked at as "new" teachers that are optional or who were not needed in the first place. **We have made dramatic changes to our Middle School schedule and programming at the High School and Middle School that allow us to repurpose these staff members to move the district forward.**



Budget information is available any hour of the day, over coffee, and at your own home if you cannot make it to the Central Office!



Please take the time to become knowledgeable about the 2019-20 Budget and the budget review process. **The budget is being designed to move the East Hampton Public Schools *forward* as a leader in the State among high performing districts.** Get involved - you'll be glad to be in the know on this budget and all that it offers to the children of East Hampton.

Please contact the Superintendent of Schools, Paul K. Smith at [psmith@easthamptonct.org](mailto:psmith@easthamptonct.org) or 860-365-4000 to ask questions or to arrange a meeting at your convenience.