

Coventry Public Schools
Ronda Lezberg, Principal
Coventry Grammar School
Goal Achievement
2017-2018

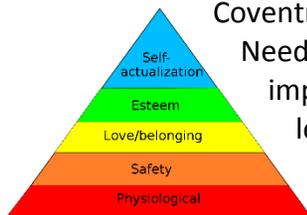
1. Identify, define and measure the critical skills and attributes that are required for success and align systems to continuously improve student performance and achievement.

- *Support the development of the Hale Early Childhood Center (HECC) as a Coventry Public Schools program, aligning all approaches to teaching and learning and all processes and procedures to district practice.*

The Early Childhood Center and Coventry Grammar School created several structures for collaboration this year.

Instructional Rounds provided the means to develop the mathematics curriculum connection across the two schools. Eureka Math is in its second year of implementation at CGS. As a result of preschool teachers observing math instruction at CGS, Eureka will now begin in preschool. Following a three-hour observation rotation across the seven kindergarten classrooms, preschool and kindergarten teachers met to discuss and define best practices in mathematics instruction. Jen Trueman, District Math Specialist, provided **professional development** prior to the observation and implemented protocols for review of practice. Erin Beason, CGS math interventionist, partnered with Mrs. Trueman to provide additional Eureka math training to preschool teachers. This included seamless strategies for incorporating numeracy into play and math stations.

Vertical teaming sessions at the Administrative Building provided focused exploration of two key areas. One session was dedicated to social-emotional development. Early childhood developmental stages, instructional strategies and self-regulation were presented by several Coventry staff members. For example, a review of Maslow's Hierarchy of Basic Needs informed adjustments to the sequence of lessons and emphasized the importance of meeting emotional needs prior to student availability to new learning.



CGS and HECC staff are members of the **District Curriculum Committee** and the **District Literacy Council**. These settings provide the opportunity for alignment of practices and programs. This year author visits at both sites

led to growth in storytelling, writing and self-expression. In addition, the preschool development of a standards-based report card established alignment with the K-2 report cards. The CGS principal co-chairs the **School Readiness Council**. The Director of HECC is a committee member and as such, best practices for preschool are addressed in this setting.

Extensive planning for **students transitioning from HECC to CGS** began in January and is ongoing. Meetings with educators and parents are a critical factor to bridging the experience between the two settings. A June field trip for HECC students to CGS is one initiative to assist with successful transition. Additional visits to CGS are arranged for students with special needs who benefit from increased exposure prior to August of 2018.

- *Plan and implement Student-Led Conferences, K-2.*

This year the district embraced Student-Led Conferences, K-12. Questions, concerns and hesitations were quickly replaced with enthusiasm, creativity and confidence at the K-2 level. Exposure to online resources that demonstrated five, six and seven-year old children successfully presenting their learning and growth to parents and teachers, increased our belief

in ourselves and our students that we could achieve this goal. Behind the scenes we read articles, blogs and professional texts. By April we were preparing and practicing with students and coaches as a school-wide, weekly event. **Planning and Preparation** sessions were scheduled on multiple Fridays and creative means were utilized to inform parents. Specifically, kindergarten teachers created a QR Code of the students singing an invitation song. All certified staff served as coaches and held 1:1 conferences. Our attendance was excellent and each child who was not able to be present on the 22nd will conduct an SLC during the school day.



345 Students

316 Attended (92%)

K=113/120, 94%

1=110/121, 91%

2=93/104, 89%

The tremendous turnout was paired with rave **reviews from parents**. Grade-level raffles were held to promote high survey response, with student winners announced at the Annual Arts Festival, May 25. The following are samples from the SLC online Parent Survey.

It was apparent that XXX practiced and took time to prepare for this conference. He seemed confident and knew exactly what to do. I was very proud to watch him in the leadership role. Thank you.

I was beyond impressed with my daughter's performance as a first grader at Student Led Conferences. Ms. XXX did an incredible job preparing XXX and XXX did an outstanding job! It was beyond a positive experience!! I appreciate the opportunity to let XXX shine and build her confidence! Kudos to CGS for a job well done!

This was a truly magical experience. I was so proud of our son and his ability to discuss his accomplishments. Mrs. XXX prepped XXX so well!

➤ ***Implement and evaluate the newly designed model for interventions in reading and math for general education and special education students, employing research-based programs and materials.***

The initial step for successful implementation was providing **training to interventionists**, general education and special education teachers, of the selected intervention programs. This included Bridges, Leveled Literacy Intervention (LLI) and Visualizing and Verbalizing. Three staff received a week-long, off site training in the Orton Gillingham Reading Program.

A school-based team was established and met every Wednesday to manage the multiple components of the intervention model. This included selection of participants, progress monitoring, establishment of parent communication and training and more. The weekly meetings maintained a rotating focus including reading, math and social/behavioral. Classroom teachers attended student case reviews when progress was noted to be stagnant or slow. Action steps were identified and monitored to ensure accelerated growth, and if not, immediate next steps.

Interventionists met bi-weekly, with content experts, to review programs and student progress. Each cycle, parents received notification of their child's entrance to the cycle, length of cycle, specific area of focus, schedule of service and the interventionist's name and title. Parents were provided tools for at-home practice and reinforcement. Parents received written mid-cycle progress reports. All such reports were filed in cumulative files to record the student's academic journey.

District-level, K-5, meetings were held three-times. These served as valuable avenues for communication between CGS and GHR and pollinated successful strategies across the two schools. The following is the 2017-2018 math intervention summary.

Grade	Cycle 1 (9/18-11/27)			Cycle 2 (11/27-03/09) Enrollment: K 121, , Gr.1-120, Gr. 2-102				Cycle 3 (03/09-06/22) Enrollment: K 120, Gr.1-121, Gr. 2-104		
	Number of Students	% of students	Students dismissed at end of cycle	Number of new Students	Number of students continuing	Total students In intervention	Students dismissed at the end of cycle	Number of new Students	Number of students continuing	Total students In intervention
K	1 retained	1%	1(100%)	6 (5 reg ed, 1 sped)	0	6 (5%)	0	4 (2 reg ed, 2 Sped)	6 (5 regular ed., 1 ped)	10 (12%)
1st	19 (16 reg ed, 3 sped)	16%	5 (26%) (4 regular ed, 1 sped)	7	14 (11 regular ed, 3 sped)	21(17%)	2 (including 1 Sped)	2	19 (17 regular ed, 2 sped)	21 (16%)
2nd	19 (16 reg ed, 3 sped)	18%	3 (16%)	2	16 (13 regular ed. 3 sped)	18 (18%)	1 (Sped)	3 (1 reg ed, 1 sped)	17 (15 regular ed. 2 sped)	20 (19%)
Total	39 students		10 students (26%)	15	30	45 (13%)	3 Students (7%)	9	41	50 (14%)

	Cycle 1	January	March	May
Number of modules instructed	72	127	188	280
Pass rate:	<ul style="list-style-type: none"> 62/72=86% (Passed the first time through a module) 69/72=96% (Passed first or second time through a module) 7 modules repeated and 	<ul style="list-style-type: none"> 113/127=89% (passed the first time through a module) 123/127= 97% (passed first or second time through a module) 2 student needed module repeated 3 times in order to pass <ul style="list-style-type: none"> 1 student is sped 	<ul style="list-style-type: none"> 176/188= 93% (passed the first time through a module) 187/188 = 99% (passed first or second time through a module) 1 student will be moved from Tier 	<ul style="list-style-type: none"> 264/280= 94% (passed the first time through a module) 278/280= 99% (passed first or second time

	<p>passed the second time.</p> <ul style="list-style-type: none"> • 1 student in the process of repeating a module. • 2 students moved to earlier modules in order to fill in skill gaps. • Change of interventionist, increase of intervention time, decrease in group size • 2 students to test this week for dismissal (second grade) 	<ul style="list-style-type: none"> ○ Tried module 2 X ○ Then moved back to earlier skills, increased intervention time and attempted module third time and passed, student continues to pass modules <ul style="list-style-type: none"> • 2 students moved to earlier modules in order to fill in skill gaps. 	<p>III to Tier II based on progress through modules and skills gained</p> <ul style="list-style-type: none"> • 1 student will remain at Tier III but will change providers to math interventionist and reduce group size (one-on-one) 	<p>through a module)</p> <ul style="list-style-type: none"> • 1 student who did not pass is currently on second time through module. • One student in Tier III is going through Special ed. testing
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➤ ***Develop assessments and implement Next Generation Science Standards (NGSS) curriculum in grades K-2.***

A partnership with UCONN, participation in **consortium assessment development** and on site professional development, were critical to the implementation of the Next Generation Science Standards.

Two teachers from each grade level, in addition to the STEAM teacher, attended a two-day session in the winter to develop assessments, alongside educators from multiple districts. These assessments will be refined and then published in the summer for use in the 2018-2019 school year.

Three **UCONN fifth year students** assisted with the implementation of NGSS lessons in grades one and two. Every week UCONN students provided informed and engaging science lessons alongside grade level teachers.

K-2 **coordinated bundles and materials** during professional development and each grade implemented two or three bundles. This proved to be a mammoth task of identifying materials, literature, sequence of lessons and meaningful integration across content.

➤ ***Work collaboratively with GHR and CGS staff and administration to coordinate Instructional Rounds to build continuity and understanding between grade levels and stronger vertical alignment in our literacy and mathematics curriculum.***

Instructional Rounds addressed alignment and best practices within and beyond CGS. Half-day sessions occurred for PK to K, Grade 1 to Grade 2, Grade 2 to Grade 3 and Grade 3 to Grade 2. Each was expertly facilitated by the district literacy and mathematics specialists. The sessions were initiated with preparation of observers, followed by the use of guided questions to focus the observation and finally, **reflection leading to improved instructional practices for both the observed and the observer**. Teaching is often referenced as a profession of isolation. Instructional Rounds opens classroom doors and consequently opens minds.

➤ ***Continue the refinement of the autism program to address current and future needs.***

Meeting the needs of specialized populations of students is an ongoing process that continually incorporates new research and requires great attention to detail. Consultation with EASTCONN

Autism staff, weekly at the building level and quarterly at the district level, served as one means to refine and improve our program for children with autism. Additionally, the district Board Certified Behavior Analyst, collaborated with special education teachers to establish protocols and address training needs of paraeducators.

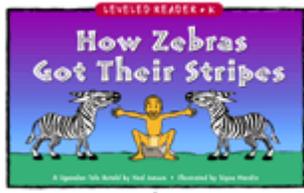
Seeking appropriate and meaningful ways for students on the Autism Spectrum to participate in general education classrooms, while gaining skills through discrete trial instruction that can be generalized to new settings is a balancing act. Teachers attended several trainings that yielded improved data recording, analysis and as a result improved Behavior Implementation Plans (BIPS).

➤ **Explore computer science programming and provide STEM activities as an extension to the school programming.**

At CGS, computer science programming and STEM activities are incorporated within the Common Core. One way we accomplish this goal is by providing activities in **specialist's settings**, such as library, and in **content areas**, such as math.

Twice a month the librarian led Tech Tuesdays, integrating Tech Standards into lessons that connect to school-wide themes and classroom work. During weekly library lessons students used Google Cardboard Virtual Reality goggles, Dash/Dot codable robots, BookFlix and PebbleGo. During the CGS Winter Olympic Festival, students built ramps, sleds, tracks, rinks and other sports-related items that could be found in the winter games with KEVA planks. Grade two library lessons included the use of www.buildyourwildself.com. Students designed themselves as an animal in the wild. Students printed final products and wrote about each animal body part and how it helps them adapt to their habitats.

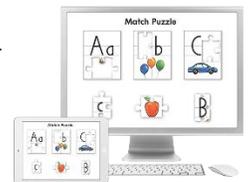
Back in the classroom setting, grade two students were introduced to 3D printing by Jeff Spivey, Educational Technology Coach, and Jennifer Trueman, district math specialist. They collaborated with the classroom teachers to instruct students in math concepts such as, vertices, angles and faces with the creation of 2 and 3D medallions. Literacy instruction is



enhanced and differentiated through the use of Raz-Kids, an app providing ebooks that are motivating and engaging. Students used iPads to photograph evidence on the Nature Trail, enhancing science journal entries. Writers Workshop got a boost with green screen animation in kindergarten. Students in kindergarten livened up their “How To” oral reading with a backdrop of their illustration. We recognized that K-2 students were very comfortable with

iPads, but were in need of skills to access a Chrome Book, laptop or desktop.

Keyboarding Without Tears was implemented to meet this need. It is a web-based curriculum that teaches typing, general computer readiness, digital citizenship, and online test prep. We want to ensure these skills are solid when students are administered the Smarter Balanced Assessment Consortium.



Computer Science and STEM is a family affair at CGS. For example, at our Camp Out and Read event Chatterpix was used by families to integrate technology while retelling stories.

2. Maintain and promote a positive and respectful learning community.

➤ **Work collaboratively with GHR administration and PSSS Director to explore effective social-emotional learning and restorative practices to increase students' access to instruction.**

The partnership between the GHR principal, the PSSS Director and the CGS principal has been intentional and has yielded improved practices.

Monthly meetings include review of professional readings, establishment of new practices and coordination of resources. We explored a newly purchased guide book, **Ten Steps to Create a Trauma Informed School**, from which action steps were selected and implemented.

Participation in a three-day series provided by The State Education Resource Center of Connecticut (SERC), Improving Outcomes for Students with Disabilities, yielded countless resources. The document published by IDEAS that Work, Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers, is an example of one such resource. Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom served as a primary resource.

Restorative practices often occurred outside of the school day, ensuring access to instruction was not interrupted. For example, partnerships between home and school facilitated students arriving at 7:30am to complete a genuine task to make amends for a mistaken choice. The ability for students to repair mistakes allowed for improved relationships with peers and adults as well as increasing a student's self-efficacy and worth.

➤ **Establish Tier I, Tier II and Tier III school-wide proactive and reactive classroom and behavior management practices.**

According to several sources, 25% of children will experience some form of trauma by the age of four. There is even a formal term, **Adverse Childhood Experiences (ACES)**. Many circumstances result in children arriving to school with deficits in social skills and lacking emotional language. CGS has established several strategies to explicitly teach, model and practice these critical social and emotional skills.



The **Second Step social emotional learning program** was purchased and implemented in kindergarten, mid-year, and will be implemented in grades K and 1 2018-2019. Every classroom utilized a Tier I and Tier II behavior management system. For example, desired behaviors were reinforced with pom-poms in a jar. Students determined a preferred activity to engage in each time the jar was filled. A **trauma sensitive space**, The Aquarium, was established in the building. This space was designed to provide a calm

environment with materials that assist with self-regulation such as, thinking putty, Find it Games, kinetic sand, soft blankets and a cave-like reading structure. A **three stage classroom** was established that includes a space for play-based learning, a take space for de-escalation and a safe space.



3. Recruit, retain and develop high quality staff at every level.

➤ **Recognize and honor CGS staff who have demonstrated outstanding leadership and excellence in teaching and learning, through the Most Valuable Patriot program, three times a year.**



The practice of **peers acknowledging and celebrating their colleagues** has had a positive impact on the school climate. It is noteworthy that those acknowledged stretch across every setting of the school, from the classroom to the cafeteria, from certified professionals to support staff and from the nurse's office to the main office. A Most Valuable Patriot's bulletin board, inspired by the Captain Nathan Hale Middle School display, was purchased and is located in the CGS lobby. A poster insert provides information about the criteria for selection. A photograph of each recognized individual and

group is displayed with a narrative from the nomination form. The individuals and groups are celebrated at staff breakfasts each trimester.

➤ **Provide committed time for general education, special education and Tier II and Tier III instructors to consult and collaborate.**

It is a common barrier, the lack of time for general education teachers and interventionists to meet, collaborate and coordinate. We are finding creative ways to carve out this time. Math interventionists **meet every other Friday** for consultation and collaboration. This was in response to the new model which provides flow between special education and general education staff and students. Best practices are reviewed and problems of practice are resolved. Groupings of students and pairing with instructors are revisited and adjusted as needed.

Special Education staff were included in literacy **coaching days**, facilitated by the district literacy specialist, as well as **Instructional Rounds**.

SMART GOALS:

- Increase the percentage of students who demonstrate at or above benchmark scores on the Developmental Reading Assessment (DRA), grades kindergarten and first grade, and the Benchmark Assessment System (BAS), grade two, while decreasing the percentage of students who are performing at concerning levels.
 - Kindergarten: 77% at or above (DRA 4) with no more than 6% at a concerning level (DRA 2 or below).
 - First Grade: 75% of students at or above (DRA 16) with no more than 10% at a concerning level (DRA 10 or below).
 - Second Grade: 80% of students at or above benchmark (BAS M) with no more than 10% at a concerning level (BAS K or below).

READING	Above		At		At and Above		Below		Concerning	
Kindergarten, 119	81	68%	22	19%	103	87%	16	13%	7	6%
First Grade, 118	73	62%	22	19%	95	81%	23	19%	5	4%
Second Grade, 101	48	48%	28	28%	76	75%	25	25%	11	11%

*Based on May Guided Reading Levels (to be updated with end of year DRA and BAS data)

- K-2 students will increase their writing scores on **On-Demand Writing Prompts** as measured by the district rubric.

	Narrative						Informational						Opinion					
	% Pre			% Post			% Pre			% Post			% Pre			% Post		
	G	P	I	G	P	I	G	P	I	G	P	I	G	P	I	G	P	I
Kindergarten	0	13	87	22	65	14	5	61	34	57	34	9	0	23	77	79	18	3
First Grade	5	47	48	46	50	4	16	61	23	72	27	1	2	35	63	83	15	2
Second Grade	2	65	33	61	38	1	2	71	27	77	23	0	1	72	27			

*G=Goal, P=Proficient, I=Intervention

- First Grade students will increase their Rausch Unit (RIT) score by 10 points in the **Numbers and Operations** strand. *Due June 15

September 2017	158
June 2018	TBD

- Second Grade students will increase their Rausch Unit (RIT) score by 8 points in the **Operations and Algebraic Thinking** Strand.

September 2017	185
June 2018	197 (+12)

- Whole School Learning Indicator
 - A **student-led conference** will be scheduled for every student and will include the following areas; presentation, preparation, evidence of learning based on the learning targets, goal setting and reflection.
 - **344/345 Conferences Scheduled**
 - **92% attended** on May 22
 - **8%** participate in an SLC by June 8
 - **44% Parent Survey return rate** (153 responses)