

## Coventry Public Schools

### Capt. Nathan Hale Middle School END OF YEAR GOAL REVIEW 2017-2018 Dena DeJulius, Principal

#### 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.

- *Continue to analyze and disaggregate Smarter Balanced Assessment Consortium (SBAC) data; plan for instructional focus and assessment revisions based on data and student work analysis.*

#### **LITERACY:**

Interim Assessment Blocks (IABs) were administered in December as pre-assessments in the areas of Research and Brief Writes. These two areas of need were identified from the Summative 2017 Spring SBAC. In March, post IAB assessments were administered showing growth across grade levels. ELA and Social Studies teachers created student learning objectives based off the pre-assessment data and all teachers' data showed their classes meeting or exceeding their growth targets. Instructional strategies put into place this year include coordinated instructional approaches with the ELA and Social Studies departments to identify focus areas in each department, including specific question stems to practice and development of a bank of practice materials. Teachers also reviewed data by question and by individual student to plan targeted instruction for December through March. In March, the post-assessment was administered and analyzed to provide further instructional implications leading up to the SBAC summative test in May.

ELA grade level teams developed a four-month plan to utilize Literacy, Informational, Listening, and Edit/Revise IABs as instructional tools. For example, teachers used the aligned materials for warm-ups and having students practice targeted skills. They were also utilized for practice making revisions to open-ended responses to text and for discussing testing vocabulary and question stems. ELA coaching days have been used to calibrate the scoring of Brief Writes, using the SBAC writing rubric and released exemplars. Teachers used the Student Work Protocol to determine next steps, which included identifying the students who need more instruction, whole class lessons, and opportunities for revision or peer review, etc.

There was ongoing collaboration with the Reading Consultant and Library Media Specialist to create lessons regarding research skills, namely: finding credible sources and Research IAB question types. The Library Media Specialist co-taught two to three model lessons in ELA or Social Studies classes in January through March to practice these research skills. The Social Studies Department worked with colleagues to analyze the demands of the Research IAB, identify skills to be taught in the Social Studies curriculum, and create practice materials in Grade 7 using the IAB question stems, that were aligned with the content in their units of study.

#### **MATH:**

Interim Assessment Block pre-tests were completed in September in the following areas: Grade 6: The Number System & Ratios and Proportional Relationships, Grade 7: The Number System & Ratios and Proportional Relationships, Grade 8: Expressions and Equations I & Functions. These were two areas of need in each grade level identified from the Summative 2017 Spring SBAC. Instructional strategies that were put into place this year include review of pre-assessment data by question with individual students and having students write math goals based on their pre-

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assessment. Throughout the year, students have monitored these goals as unit assessments are taken.

The District Math Specialist worked with teachers during coaching days to plan targeted instruction and update assessments for each unit. In December through March, the IAB for each area of need was administered and analyzed to provide any instructional implications in the last few weeks before the SBAC summative in May. A Google Team Drive was created which houses all released IABs, practice and training SBAC materials, and curricular items. All ELA and Social Studies teachers are members of the drive and can utilize these materials for instruction. Math coaching days were used to calibrate scoring of Performance Tasks. Teachers used the Student Work Protocol to determine next steps.

- *Continue to support the revision and vertical alignment of the science curricula in Grades 6-8 to align to the Next Generation Science Standards (NGSS).*

The middle school has been working throughout the year to design, implement, and redesign NGSS units. The Grade 6 teachers have fully implemented the units that were designed at last year's curriculum development consortium. During common meeting times and professional development days, improvements were made to streamline the lessons and sequencing. The end of year professional development time in June is being utilized to reflect and refine the unit bundles that were taught this year in Grade 6.

Each of these unit bundles focuses on engaging phenomena that connect to all lessons. One bundle has students learn about cells and the human body through the lens of Lyme Disease as well as the technological advances within the world of prosthetics. Students had to work through the engineering and design process to build a prosthetic hand that was able to accomplish a variety of specific tasks. The time used during professional development on unit revision will help ensure that students are able to gain the necessary scientific knowledge required to solve each problem based engineering challenge during an appropriate amount of time.

The NGSS standardized test was piloted this spring at CNH and CHS. Based on the pilot and the State of Connecticut's released questions, science teachers from both schools have begun steps to incorporate *computer based* NGSS style assessments within units. These question sets will include informational and scientific text, graphing and interpreting data, and proper experimental design to produce valid results. The Grade 6 teachers also attended CREC's assessment writing professional development to ensure that students gain experience throughout each unit in the style of questioning that will be found on the NGSS standardized assessment.

Grade 7 and Grade 8 teachers attended this year's NGSS consortium and worked with many other districts to create all of the new units for their respective grade level. Professional development days as well as time during staff meetings were used in planning, refining, and sharing these units within the department. Capt. Nathan Hale plans to fully implement the NGSS curriculum for the 2018-19 school year.

- *Continue vertical alignment in mathematics with the inclusion of the grade 5-6 math instructional rounds process.*

Utilizing information gathered from last year's Math focused instructional rounds process and this year's collaboration in February teachers have noted that several middle school math teachers are

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now using the 1-4 self-assessment folders where students give themselves a score on how they feel about the day's lesson. Grade 6 has noted a big improvement this year with Grade 6 students' mastery of topics. It is evident that the pacing and curriculum standards are on track in Grade 5 so students are well prepared for middle school before they leave GHR. Grades 6-8 are continuing to work during content time to make sure pacing is on track and they are looking at student work to find areas of strength and weakness that are addressed to give students support as they progress through middle school.

Grades 5/6 MATH at CNH	2/8/18 Half Day PM
Grades 5/6 MATH at GHR	3/28/18 Half Day AM- <b><i>cancelled due to previous weather related missed school days.</i></b>

- *Work with district staff to foster a successful transition of year two for our Chinese curricula and Chinese exchange teacher and develop a comprehensive study related to the Chinese program.*

For the past two years (2016-2017; 2017-2018), Coventry Public Schools has been the recipient of a U.S. Department of State's Bureau of Educational and Cultural Affairs funded Teachers of Critical Language Program grant which supported the addition of the Mandarin Chinese program at Capt. Nathan Hale Middle School and provided a teacher from China each of the two years. Both teachers also provided instruction and enrichment activities about Chinese language and culture at George Hersey Robertson Intermediate School and the Hale Early Education Center. In addition, for the past two years Coventry Public Schools has been the recipient of the Teachers of Critical Language *Project* grant. Last year that grant funded the Chinese New Year's Assembly and Festival for students, families, and community members. In addition, that grant subsidized a student field trip to The Metropolitan Museum of Art in New York for students to view the Chinese art collection as well as a visit in Chinatown. This year's grant supported our students' study of the Terracotta Warriors of the First Emperor and subsidized the overnight field trip in February to the Franklin Institute in Philadelphia where students visited the Terracotta Warriors exhibit, which is on loan to the U.S. from China. Students and families value our Chinese program, and in a variety of ways have expressed their desire for the program to continue. Students have provided this feedback to their teachers, counselors, and Principal. Parents both individually and through the PTO have urged us to sustain the Chinese program. Surveys conducted with CNH students and parents confirm the support of those stakeholders for sustaining and expanding the Chinese program.

Following the passing of the town's May budget referendum we are thrilled to be able to confirm the addition of a teacher for the 2018-2019 school year to support our Chinese curriculum at Capt. Nathan Hale Middle School, Coventry High School, George Hersey Robertson Intermediate School, and the Hale Early Education Center! Mandarin Chinese will be taught to all Grade 6 students and will be offered as a world language option to students in Grade 7 and Grade 8. Our plans include beginning the implementation of a three-year Chinese program for high school students by offering Chinese I at Coventry High School in 2018-2019 and implementing Chinese II and III in ensuing years.

<b>Chinese at CNH, CHS</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Grade 6 (Currently runs Quarterly for all 6 <sup>th</sup> Graders)	Semester I (2 days per week)-41 Students Semester 2: 42 Students Total: 83	Q1-26 Students Q2-26 Students Q3-25 Students Q4-23 Students Total: 100	Q1-25 Students Q2-24 Students Q3-24 Students Q4-24 Students Total: 97
Grade 7	4 Students	4 Students	7 Students
Grade 8	6 Students	8 Students	4 Students
CHS	N/A	N/A	13 Students
<b>Total Student Participation</b>	<b>93 Students</b>	<b>112 Students</b>	<b>121 Students</b>

The Chinese curriculum and Chinese cultural school events such as the celebration of the Chinese New Year have developed our students' skills in speaking Chinese, fostered in our students an appreciation of Chinese culture and traditions, and taught our students the importance of building relationships with people from other cultures and developing a global perspective.

- *Continue implementing goal setting and student learning targets in each core class and related arts class, which includes year one of Student-Led Conferences implementation in Grade 7.*

Student-Led Conferences were held with Grade 7 students on October 24, 25, 26. All Grade 7 students led an individual student conference this year! Student Portfolio development took place during the first thirty minutes of enrichment programming with assigned staff members supporting the portfolio process. Classroom teachers support the creation of learning targets within each content specific area.

#### **2017-2018 Enrichment/Student-Led Conference Portfolio Development Dates**

Tuesday	September 12	Wednesday	December 13
Wednesday	September 27	Tuesday	January 9
Thursday	October 5	Tuesday	February 13
Friday	October 20	Wednesday	March 7
Friday	November 3	Thursday	March 29
Thursday	November 30	Friday	April 27

During Student-Led Conference portfolio development time students successfully created and monitored individual goals with guidance from their mentor teachers also referred to as "Coaches." After surveying personal strengths and weaknesses, students were able to identify areas that they viewed as needing improvement, and were able to set behavioral goals for themselves. Students have reflected and evaluated whether or not those goals have been met or exceeded, and why. In math, all students in Grade 7 and Grade 8 took a pre-assessment (Grade 7 - Number Systems and Ratios/Proportions, Grade 8 - Functions). Based on this pre-assessment, students were asked to set a goal for themselves related to the assessment data. In class, students have been using assessments and Interim Assessment Block data to help track student progress towards meeting these goals. Teachers assisted students to monitor whether or not they were meeting the goal they assigned for themselves. In looking back at the goals that were set in the beginning of the year, the majority of Grade 8 students were able to show improvement with their math goals. In Grade 8 ELA, students filled out goal sheets for improving their writing and evaluated their growth based on their goals and formative assessment data. Another example of goal setting in Grade 8 was done in Art class. All Grade 8 students developed criteria for their own ceramic projects using design thinking strategies. All students completed self-assessments and reflection forms for major

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assignments. 98% of Grade 8 students maintained a portfolio of their written art work through Google Classroom.

- *Implement and evaluate the redesigned intervention programming to provide a continuum of reading and math support services to better address students' ongoing needs.*

#### **LITERACY:**

Through the redesign of our math and literacy intervention programming, we were able to service more students than in previous years as well as provide them with more specific instruction based on individual needs. Grade 6-12 Intervention Programming Meetings that included intervention teachers, administrators and the Superintendent to evaluate program needs and plan for refinements were held on:

***Monday, November 13, 2017; Tuesday, January 9, 2018; Tuesday, May 1, 2018***

CNH reading intervention allows students to move fluidly throughout levels and groups. Thirty-six students were serviced through the CNH reading program during the 2017-2018 school year. Typically, students rotate reading groups on a quarterly basis, but can change at any given time. Three students have been exited. It is anticipated that two more will exit by the end of the school year. All students have made at least one level of growth according to the Benchmark Assessment System (BAS). We predict that all students will make at least two levels of growth, with 75% of students making three levels or more. Parents were contacted at least once each quarter. It is a goal for next year to increase our parent communication to at least twice each quarter. Throughout the year, students created and revised individual reading goals. This will continue in the 2018-2019 school year. Work is still needed on creating smoother transitions out of reading intervention, developing cut points for reading intervention, identifying additional assessments to use with students who show progress with the BAS but not on SBAC/NWEA, and supporting students with generalization of knowledge from what is learned in reading groups to transfer to content area classes.

#### **MATH:**

This year we have serviced a total of 79 students, grades 6-8, in math intervention classes. Of those students, 35 have been exited; however, two of those students have chosen to stay in intervention to receive extra support for their math classes. We are currently servicing 46 students during quarter 4, but not all are using the ALEKS program. There are also students using ALEKS in Study Skills class but not in an intervention class.

- *Review and develop a proposal for engineering/computer science pathways.*

In 2018-2019, we will be implementing the robotics curriculum through Project Lead the Way for all Grade 6 students as part of their quarterly related arts rotation. The middle school STEM class curricula taught in Grade 6 and Grade 7 will be revised next year to support the changes that are occurring due to the Next Generation Science Curriculum implementation. These experiences will enable students to increase their critical thinking skills along with testing ideas and hypotheses in a collaborative setting with their peers while using the latest engineering software and hands-on

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equipment. Increases in students' self-confidence and motivation have been noted from other districts that implement Project Lead the Way curricula.

**Literacy, Math SMART Goals**

- Increase the percentage of Grade 6-8 students who demonstrate at or above goal scores on the Writing and Research/Inquiry Claim by 5 percentage points as measured by the spring 2017 SBAC assessment to the spring 2018 SBAC aligned Interim Assessment Block data.

The data for the ELA and Social Studies IAB can be found in the following table marked Table A. Overall, students demonstrated growth from fall to spring in regard to students passing the IAB in each grade level 6-8. All grade levels exceeded their 5-percentage point growth target. The largest gains are seen in Grade 8 where students grew four percentage points and had an overall passing rate of 89%. The least amount of growth was seen in grade 6 (1%). This can be attributed to the increase in multiple response questions and higher-level texts. Teachers noted that students struggled most with questions involving indirect plagiarism and multiple correct answers. Teachers will continue to work with students on strategies for how to approach questions that require multiple steps and/or allow for multiple correct answers.

**Table A 2017-2018 SBAC Literacy (Research) IAB Comparisons**

Grade	Assessment	% Below	% Near	% At	% Above	% Pass SBAC/ IAB	Number Administered
6	2017 Grade Level SBAC Data	10.2%	19.5%	40.7%	29.6%	70.3%	116
	2017 Cohort SBAC Data (in Grade 5)	7.3%	13.7%	45.9%	33.1%	79%	124
	Fall 2017 Research IAB	16%	47%		37%	84%	115
	Spring 2018 Research IAB	15%	29%		56%	85%	119
7	2017 Grade Level SBAC Data	9.8%	15.6%	47.5%	27.1%	74.6%	122
	2017 Cohort SBAC Data (in Grade 6)	10.2%	19.5%	40.7%	29.6%	70.3%	116
	Fall 2017 Research IAB	23%	65%		12%	77%	113
	Spring 2018 Research IAB	20%	30%		50%	80%	115

<b>8</b>	<i>2017 Grade Level SBAC Data</i>	2.4%	22.8%	44.9%	30.7%	75.6%	127
	<i>2017 Cohort SBAC Data (in Grade 7)</i>	9.8%	15.6%	47.5%	27.1%	74.6%	122
	Fall 2017 Research IAB	15%	35%	50%	85%	120	
	Spring 2018 Research IAB	11%	22%	67%	89%	111	

- *Increase the percentage of Grade 6 students who demonstrate at or above goal scores on the Ratios and Proportional Relationships target by 5 percentage points as measured by the spring 2017 SBAC assessment to the spring 2018 SBAC aligned Interim Assessment Block data.*
- *Increase the percentage of Grade 7 students who demonstrate at or above goal scores on the Number Systems target by 5 percentage points as measured by the spring 2017 SBAC assessment to the spring 2018 SBAC aligned Interim Assessment Block data.*
- *Increase the percentage of Grade 8 students who demonstrate at or above goal scores on the Functions target by 5 percentage points as measured by the spring 2017 SBAC assessment to the spring 2018 SBAC aligned Interim Assessment Block data.*

The data for the three italicized math goals listed above can be found in the next table marked Table B. Overall, students demonstrated growth in regard to students passing the IAB in each grade level 6-8. The largest gains are seen in Grade 7 with the Number Systems and Ratio and Proportion IAB data. The percentage of students at/above goal increased from last spring to this spring by nearly 10 percentage points and 22 percentage points respectively. It should be noted that the data is looking at growth as the spring 2017 assessment was the comprehensive math SBAC test, where the IAB data is focused on one particular area that is covered within the overall math SBAC test. In Grade 6, students performing at/above goal increased with the Ratios and Probability IAB by 4.3 percentage points and had a one-tenth percentage point drop with the Number Systems IAB. After looking at the results of the IAB and completing a student work protocol teachers were able to decipher which skill or skills needed to be retaught and reviewed for future success.

Grade 8 had a slight dip with the Expressions and Equations I IAB. Students performing at/above goal went down 5.9 percentage points. The deviations in scores on the IABs may be due to many variables. For example, the Grade 8 Expressions and Equations IAB was taken before the unit was complete. There were 7 unplanned days off prior to taking the IAB which made pacing difficult. The results were used to gauge where students were at up to that point and continued the unit accordingly. The Expressions and Equations IAB was particularly difficult as 6 out of 14 questions were labeled “difficult,” meaning only students who would be performing at a Level 3 or Level 4 would be likely to see these on the SBAC, and an average Level 3 student would only see these questions about 25% of the time versus this IAB test where they occurred 42% of the time. In the Functions IAB in Grade 8 we saw an increase with students performing at/above goal from 56.3% last spring to 66.4% this spring

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It is also important to note that SBAC is adaptive (questions get harder or easier depending on student's responses) and the IABs are not. Seven out of the 14 questions were on skills related to non-priority standards which do not take up the majority of our instructional time with our students. These non-priority standards (Scientific Notation/Laws of Exponents) do not spiral back into priority standards taught later in the year as easily as other concepts, so it is more difficult to review them. Prior to taking this IAB students had not seen proportional relationships and slope in Grade 8, which accounted for 3 of the 14 questions. Following the Expressions and Equations IAB, the priority standards (Solving Equations/Slope) that were on the assessment were either taught or reviewed during the functions unit. This is reflected in the success of students on the Functions IAB. Teachers used this formative IAB data to address areas within their classroom instruction. The math team continues to streamline and re-work our curriculum and assessments based on each year's strengths and weaknesses.

**Table B 2017-2018 SBAC MATH and IAB Comparisons  
Strands of Emphasis**

Grade	Assessment	% Below	% Near	% At	% Above	% Pass SBAC/ IAB	Number Administered
6	2017 Grade Level SBAC Data	21.6	29.3	25.0	24.1	49.1	
	2017 Cohort SBAC Data (in Grade 5)	11.4	22.7	32.6	33.3	65.9	
	Ratios and Prop IAB	16.1	13.7	25.0	45.2	70.2	126
	Number Systems IAB	9.4	24.8	28.2	37.6	65.8	117
7	2017 Grade Level SBAC Data	13.4	30.3	34.5	21.8	56.3	
	2017 Cohort SBAC Data (in Grade 6)	21.6	29.3	25.0	24.1	49.1	
	Number Systems IAB	14.9	26.3	33.4	25.4	58.8	117
	Ratio and Proportion IAB	4.3	25.0	25.0	45.7	70.7	116
8	2017 Grade Level SBAC Data	12.6	18.1	31.5	37.8	69.3	
	2017 Cohort SBAC Data (in Grade 7)	13.4	30.3	34.5	21.8	56.3	
	Expressions & Equations I	19.5	30.1	20.3	30.1	50.4	123

	Functions IAB	14.3	19.3	28.6	37.8	66.4	116
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**Whole School Learning Indicator Goal**

- *All students in Grades 6-8 will develop academic goals and monitor individual standards based learning targets, as evidenced by student and staff data points as well as individual student portfolio documentation.*

CNH had a substantial number of students exceed the target for this goal for the 2017-2018 academic year! All students in grades 6 through grade 8 have created academic goals, goals within their related arts classes and goals within their support (intervention) classes. These goals were based on the standards and learning targets of the specific content area. Goals were recorded and reflected upon during advisory time, classroom time, and documented in student portfolios. Staff has recorded student growth via their individual SLO goals/data.

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

- *Continue with year two of our alternative education programming (program has been named LEASA: Learning Everyday Alternatives for Success and Achievement) and implement a service-learning model in spring 2018 with UCONN support.*

The ten students in the alternative education program have continued the 2017-2018 school year by meeting new challenges and reaching their goals. Academic success has continued through the second semester with the group maintaining a 2.67 GPA for the year to date. Five different students have achieved honor roll this year for at least one quarter; two of those have attained the required B- in all classes for more than one quarter. For the 3<sup>rd</sup> quarter, a historically challenging quarter in middle school, 50% made the honor roll and 90% completed the quarter with no Ds or Fs. Six of the 10 students fully enrolled in LEASA applied to a technical high school and five were accepted. Four have decided to go; two to Cheney Technical High School and two to Windham Technical High School.

Attendance data is a bit mixed. Most students have fewer than 10 days absent, all an improvement over last year and the majority are excused absences for doctor and therapy appointments. Members of the clinical team (school social worker, school psychologist, school counselors, Dean of Students) are working with some students and their respective families to address absences at any given time that are 10% or more of possible school days. Attendance will continue to be a focus next year in regard to working on strategies to increase individual attendance throughout the school year.

SBAC testing is now complete and students in the ELA class, which includes the students in the program, spent no fewer than 98 minutes and as many as 162 minutes on the test, an increase for all but one over their time spent last year. They appeared motivated to do their best and we predict this will translate into improved achievement scores.

Another program goal is to get students more involved in the school community and thus more likely to contribute positively to it. Five out of the 10 (50%) were involved in at least one activity outside of the classroom including the Veteran's Day assembly, wrestling, track, basketball, student council, and band. One student was honored as Student of the Quarter for Most Improved and one was named Most Spirited at the pep rally.

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Student feedback collected through surveys about their involvement is primarily encouraging with regard to feeling more successful and positive about this school year overall. In addition, the majority 8<sup>th</sup> graders have articulated a satisfactory level of preparedness for high school that they directly attribute to the program. There are a few data points that deserve highlighting. Students participating in LEASA expressed a higher enjoyment at coming to school and a decrease in worry (anxiety) during the school day. In addition, there was a significant increase in the feeling that teachers care about them and an even greater increase in the feeling of students that they are smart. Lastly, the ability of students to understand their personal role in their education is reflected in their ability to recognize that they should work harder. Teachers report generally positive interactions with, and results from students in their classes. However, lack of autonomy among students as well as difficulty with interpersonal skills, especially in a group setting, remain areas of focus for staff to address and plan for in the LEASA program for the 2018-2019 school year.

The service learning class continues to be an integral part of the program. The service learning internship support from UCONN assisted students with being involved in a myriad of projects promoting empathy, independence, collaboration and a sense of belonging and fulfillment. In addition to the service learning projects, lessons were implementing focusing on social skills instruction during the service learning block to help our students with their behavioral challenges. Some of the service projects this year are outlined below:

#### **Give Change to Make a Change** (September)

This was our first service learning project aimed at raising money for hurricane relief. The money was raised “penny wars” style to create a friendly competition and incentive between grades. The students created posters, flyers, a morning show announcement, decorated jars, and promoted the project to their peers. Additionally, students made “comfort cards” to send to local Texas and Florida middle schools. The students also periodically counted the money collected to give the school an update. The collection spanned approximately 2.5 weeks and overall they raised \$515.43 for hurricane relief! All proceeds were donated to the Save the Children foundation.

#### **Breast Cancer Awareness Month** (October)

Students created a poster to hang outside of the cafeteria (also the hallway where all students enter the building in the morning) that says, “October is Breast Cancer Awareness Month.” Each of our students contributed their own letters to the poster. Students also made pink ribbons for students, faculty, and staff to write words of encouragement or names of those battling breast cancer. Ribbons were available during lunch waves and our students hung the ribbons in the front windows. Conversations about the prevalence of breast cancer were discussed during service learning class time and students shared their own personal stories of how breast cancer has affected their lives.

#### **Cooking** (November)

In November, specific behavioral criteria was reviewed for each student for each class. Once students had met the criteria, the class earned their chosen reward of cooking. Students planned for and made a pancake breakfast in the CNH Family & Consumer Science (FCS) classroom. Students loved having this opportunity! More cooking incentives were brought forward throughout the year including starting the Kafe Kangaroo mobile café!

#### **Hand Warmers** (December)

In anticipation of another cold winter, the students in service learning decided that it would benefit their community to sew small, microwaveable hand warmers to donate to the No Freeze shelter in Willimantic. With help from the CNH Family Consumer Science teacher, the students created over 20 hand warmers using different fabrics and shapes that were delivered to the No Freeze shelter.

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**Kafe Kangaroo** (February, March, April)

The service learning component began a mobile cafe service for staff. Students took turns planning and cooking various treats and snacks that were available for school staff to purchase during their lunch block on Thursdays. Menu items were shared weekly in an email to staff. This opportunity created more positive relationships between the students in the LEASA program and school staff. It was also a leadership opportunity for these students. The students demonstrated a lot of pride in their food creations! Menu items included chicken and tuna salad sandwiches with chopped veggies and grapes, chicken and rice soup, and banana chocolate chip muffins.

**Art Project** (February, March, April)

Students have been involved with designing and constructing permanent garden structures in conjunction with the outdoor ecosystem improvement (Greenworks) grant. With help from the CNH art and technology education departments students have designed and built multiple birdhouses, each with individual creative components. Along with birdhouses, students have created small water bowls for birds to drink from, and a tile to recognize the students who contributed to this project. This project will help beautify the landscaping efforts from other students involved in the completion of this grant as well as promote ecosystem growth, and sustainability.

**Interview Project** (February, March, April)

In accordance with the UCONN Graduate Internship requirements, a unit is required to be implemented as an inquiry project. The implemented project required students to interview a staff member in the school in order to promote positive relationships and help students understand staff as a whole, rather than just as an authority figure within school. This project was research designed, utilizing direct instruction and data-based decision making. Students presented their projects in a school community oriented environment on April 25. Students were intrigued to learn more about school staff. Students and school staff have both reported more positive interactions between each other since implementation of this project.

Overall, the data and anecdotal information available point to a successful 2017-2018 school year for the students enrolled in the LEASA program.

- *Provide training to all staff on restorative practices and the acquisition of social emotional learning practices and philosophy to help build a stronger middle school culture of respect and acceptance.*

Restorative Practices are being implemented at Capt. Nathan Hale Middle School in various capacities. The idea behind this philosophy is to recognize the importance of fostering positive, healthy school climates and helping students learn from their mistakes. Restorative Practices support moving away from potentially harmful and counter-productive zero-tolerance discipline policies and toward proven restorative approaches to addressing conflict in schools. Through proactive measures, students can develop character and establish a positive school climate. The responsive component manages student conflict and misbehavior, meets students' needs, repairs harm, and restores relationships.

The staff at the middle school have been introduced to the philosophy of Restorative Practices and why it is used. As a whole school, we evaluated our beliefs about education, school climate and school discipline. The staff also explored the types of restorative practices and have learned how to implement them within their daily schedules through role play. Tier I is the foundation of Restorative Practices, which has a focus on school climate. These are school-wide initiatives that

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are prevention practices. This would include circles, or ways of coming together to facilitate student and teacher connectivity, using restorative dialogue/questioning and the use of affective statements when staff and students interact with one another. Tier II includes managing minor difficulties. This would be responding to situations with a restorative intention in order to provide students with teachable moments. This would include problem-solving circles, restorative conversations, hallway conferences/conversations, restorative conferences, and peer and/or adult mediation. Tier III is more intense intervention, which focuses on rebuilding relationships and repairing harm. This would include intervention circles and restorative conferences. Many staff have already begun implementing these techniques within their classroom. On January 24, Dr. Regina Hopkins, from the State Department of Education, led a half-day professional development workshop further explaining the philosophy and mindset of Restorative Practices to the staff.

Through these tiered levels of intervention, Restorative Practices acknowledge that relationships are central to building community. They build a system that addresses misbehavior and harm in a way that strengthens relationships. In addition, the focus is on the harms done, rather than only on rule breaking. It gives a voice to the person harmed, allows for engagement in collaborative problem-solving, empowers change and growth and enhances responsibility.

The positive outcomes of implementing restorative practices will be demonstrated through a reduction in the number and intensity of fights and physical altercations, fewer disruptions, reduction in the number of students suspended and expelled, as well as referred out of the classroom, a greater sense of safety in the school, a more positive climate for students and school personnel, healthier relationships between students and adults, and increased and more meaningful communication. More training and support for staff will continue in the 2018-2019 school year.

- *Collaborate with Director of Food Services to implement and evaluate Breakfast After the Bell Toolkit-which includes Breakfast in the Classroom, Grab and Go and Second Chance Breakfast options.*

Coming to school on an empty stomach can impact a student's ability to concentrate and focus in class. There are many research-based studies supporting this claim. Research findings about the benefits of having students eat a healthy balanced breakfast are supported with the Food Research and Action Center (FRAC), Action for Healthy Kids and the United States Department of Agriculture to name a few. Breakfast helps students be their best. The School Breakfast Program provides nutritionally balanced, low-cost or free breakfasts to children each school day. The program was established under the Child Nutrition Act of 1966 to ensure that all children have access to a healthy breakfast at school to promote learning readiness and healthy eating behavior. FRAC research studies show that increased School Breakfast Program participation is associated with better academic test scores, daily attendance, and class participation and behavior. The School Breakfast Program has also been linked to reductions in student absences and tardiness.

There are many reasons why students don't eat breakfast before the school day, whether they are simply not hungry first thing in the morning or have challenging family schedules or transportation issues. The Second Chance breakfast model is an effective means of building breakfast right into the school day and helps increase the number of students who go to class with a nutritious breakfast. Some concerns were expressed about taking away instructional time to offer this. We have found that the few minutes that are lost are gained later in the day with fewer trips to the nurse's office and far better focus and behavior in class.

To date there have been 3,444 Second Chance Breakfasts served at CNH from 7:45am -10:30am from 9/1/2017 through 5/14/18. There have been 4,839 (regular) breakfasts served from 7:20am-7:45am. There were 52 students who took advantage of the Second Chance Breakfast. These students had not previously been purchasing a breakfast. We plan to continue offering this opportunity next year.

- *Integrate the themes of **kindness, respect, and acceptance of others** aligned with our One Book, One School selections, All of the Above by Shelley Pearsall, Crash by Jerry Spinelli and Wonder by R.J. Palacio into our school culture as well as other specific aligned theme based programs targeting student interests.*

We started the school year by students turning in their summer reading projects based on the choice selections of All of the Above by Shelley Pearsall, Crash by Jerry Spinelli and Wonder by R.J. Palacio. Over 90% of CNH students turned in projects. These projects included a visual component where students were asked to create T-shirt designs based on quotes around the themes of kindness, respect, and acceptance of others. These T-shirts were displayed in the library during the author visit and in the cafeteria during Literacy Night. In addition, author Shelley Pearsall presented to students on September 28. She spent the day at CNH and GHR speaking to students about the struggles and successes associated with being an author. Shelley also worked with a small group of students in a Writer's Workshop session, which the kids greatly enjoyed.

In another effort to engage students in our ongoing school wide theme, we kicked off the school year with having students attend an assembly with motivational guest speaker, Mark Marsteller on September 11, 2017. Through sincere and authentic conversation, Mike taught students how to build self-confidence, disarm a face-to-face or online bully, use empathy to help others, and create an inner circle of friends. This was through the use of his "Cool to be KIND" message.

This year CNH had its first annual *Playing in PJs* event which was a huge success! We had about 75 students at Playing in PJs, five parent volunteers, and a dozen staff after school on December 8 as we extended our celebration of our annual PJ Day for the Kids 2017. In total we donated over 125 toys for Connecticut Children's Medical Center (CCMC) treasure chest. We also raised \$1852 to support pediatric patients and their families at CCMC. CNH Student Council was instrumental in making this year's PJ Day a success!

CNH's first annual Literacy Night occurred on January 9, 2018. The night featured games, snacks, raffles and a photo stop for students to get more familiar with how literacy affects their lives. About 25 people attended (including five families). Students reported having a fun time and surveys showed an overall positive reflection of the night.

Students and teachers also participated in Read Across America Day on March 2, 2108. During the day, students had chances to read silently, listen to a story read by a community member and/or listen to a digital text. Many of these texts focused on the themes of respect, kindness and acceptance.

On March 15, 2018, Scott Driscoll from Internet Safety Concepts presented to all middle school students on internet safety. This presentation not only addressed safety, but how students can respectfully and appropriately use social media outlets. Mr. Driscoll also held a parent presentation on this topic in the evening on May 2.

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CNH's Annual Nutmeg Celebration was held on May 11, 2018 as a way to culminate many projects and reading from *all* students at CNH. Students enjoyed a special lunch as they heard about the Nutmeg winners and star readers. It involved the whole school community, as well as many parents who volunteered to help serve lunch. Music and slides were part of the event.

The ELA department has done a great job this year getting students excited to read. Grade 6 ELA added Glogster (an online poster creation site) to their Nutmeg unit in order to engage students with technology. They also encouraged students to write for a purpose by entering the MLK Essay Contest held by a local CT Senator and create PSA's and speeches about topics, which they were passionate about. One class also joined an online Pen Pal program where ideas were shared with students all over the world. 7th grade students created Cereal Box Projects for Nutmeg books and worked to solve real world problems as they engaged in their Civil Rights Unit. Grade 8 used technology in order to explore the environmental problems we face today. Students also engaged in discussion groups which got students in different classes talking to each other about reading. These units help engage students and promote literacy through discussion and the use of technology. In addition, many topics studied this year in both ELA and social studies focused on the injustice faced by groups throughout history. Through the readings, research and discussions students connected the theme of respect and acceptance to major historical events and time periods.

In an effort to bring this theme full circle, Grade 7 students will be participating in a "Day of Wonder" in June. Students will complete a series of activities, which revolve around the ideas of kindness and friendship. Students will also watch and discuss clips from the movie, precepts from the book and connections within their own lives.

- *Evaluate school climate and educational outcomes for all students through review of discipline and academic data, year one of our alternative education program and participation in the Juvenile Review Board (JRB) process.*

Capt. Nathan Hale Middle School was awarded the New England League of Middle Schools (NELMS) Spotlight School Award in April of this year. The purpose of the Spotlight School Award is to recognize schools that have a record of effective teaching and learning for young adolescents and consistently implement best middle level practices. At CNH, we take pride in our school culture and are eager to continue our implementation of restorative practices and embedding social and emotional learning principles within all of our classrooms. The NELMS' visitation team commented on the positive culture that was evident to them as soon as they walked through the doors of our school. The visiting committee praised our school for the strong sense of positive culture and visible strength of relationships between students and staff. With the hiring of our new Dean of Students, she has begun working with staff on implementing Restorative Practice principles with the staff. As mentioned earlier, we have also had Dr. Regina Hopkins, an educational consultant from the State Department of Education, present to our staff on the principles behind Restorative Practices. The statement below encapsulates the Restorative Practice philosophy and comes from [behaviormatters.org](http://behaviormatters.org).

*The restorative practice philosophy provides us with a framework which is underpinned by values and beliefs that asks us to approach wrongdoing differently. This approach is called Restorative Practice and the focus is about community, relationships and healing. This framework is also about real accountability; according to people and their needs, rather than accountability according to rules and codes of conduct. The Restorative Justice philosophy encourages schools and organizations to shift their*

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*thinking from a traditional model of punishment for wrongdoers to one of education, accountability and meaningful change. Restorative Practice assists schools to put into practice important values and beliefs that emphasize rights and responsibilities, positive relationships, productivity and cooperation and at the same time meeting individual needs within their community. One of the persuasive outcomes for restorative schools is the alignment of student discipline practice with school values. (<http://behaviourmatters.org.au>)*

*Disruptive behavior* (defined as causing a disruption in class or other area) was the top offense for CNH discipline office referrals for the past two years. The number of students placed in In School Suspension (ISS) or Out of School Suspension (OSS) has decreased significantly. Last year there were 19 incidents where students were placed in ISS. This year there were only 12 incidents. Last year there were nine incidents that warranted OSS. This year there were three incidents that revolved around one student. This is most likely attributed to the adoption of Restorative Practices among staff. Discipline focuses on the importance of fostering positive, healthy school climates and helping students learn from their mistakes. There were zero Juvenile Review Board (JRB) referrals this year. We believe the LEASA program (*Learning Everyday Alternatives for Success and Achievement*), which allows students at-risk the necessary supports to find success both socially and academically is responsible for not having to refer students to the JRB.

**Parent Goal**

- *90% or higher of our CNH parent community will schedule a grade 7 student-led conference as measured by our fall 2017 student-led conference parent/guardian scheduling data.*

CNH had 95% of our parents schedule and attend a Grade 7 Student-Led Conference. Ninety three percent of our parents attended their child's SLC during the planned October Student-Led Conferences (10/24, 10/25, 10/26). Ninety five percent were completed as of March 1.

Grade 7 parent conference participation was up 56 percent from last year. Total parent participation for conferences this year in grades 6-8 was up 17 percent from last year to 57 percent overall. This number is up 22 percent from 2012.

One hundred percent of all Grade 7 students had a Student-Led Conference. Six students did not have a Student-Led Conference (SLC) with a parent in attendance, but had a Student-Led Conference during quarter 4 with a mentor teacher in attendance where they shared their learning targets and student work portfolios.

Parent survey data following the student-led conferences was very positive. 86.7% of our parents stated that they agreed/strongly agreed with having, "A clear picture about what my child has been studying." 86.8% agreed/strongly agreed with having "a better understanding of my child's effort, study skills, and classroom behaviors." Some other favorable parent comments about the SLC were:

- *I am very impressed with this presentation and happy they have involved my son in providing feedback on how he is doing.*
- *I like how the student takes the lead. This should give them more confidence and bridges the gap between school and home.*
- *I truly appreciate how the school helps my daughter recognize her strengths and improvement!*
- *I strongly believe that children should take ownership in their education and so I like the idea of students participating in conferences.*

- *I enjoyed hearing my son share his work with me and explain about his behaviors and his favorite classes.*
- *This was a great idea to help especially shy students with growth on speaking up.*

Several parents shared that as much as they enjoyed the SLC they would still like the opportunity to meet with individual classroom teachers and receive teacher feedback about their child's academic performance. We will continue to offer parent/teacher conferences as well.

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

- *Continue to provide ongoing and individualized professional learning opportunities for all staff with a focus on effective pedagogical practices, strategies, and assessment.*

We continue to offer staff differentiated professional learning opportunities based on their content area or specialization. Our district literacy and math specialists have assisted this year with continuing to provide ongoing professional development focused on effective teaching strategies in the classroom during our weekly Instructional Leadership Team Meetings and several coaching days throughout the school year as well as during planned professional development (PD) days. Below are some of the professional development opportunities that were provided to staff this year:

- September: SBAC 2016-2017 summative data analysis for the entire school. We identified areas of strength and need, made a comparison of cohort data among grade levels, and how this data shapes the school improvement plan.
  - Curriculum Compacting PD was held in early January for all grade levels and the Related Arts teachers regarding differentiation for students who are pulled out for a variety of reasons, including challenge and enrichment and intervention. Follow up PD at the end of January involved teachers planning their February and March instructional calendars based on pullouts and streamlining lessons, assignments, and assessments based on individual student needs.
  - Instructional Rounds (IR) at CNH/CHS. Our topic this year was *Fostering Student Engagement through Checking for Understanding*, and highlighted the attributes of effective formative assessment. IR was conducted three times this year—one day focused on CNH, one day on CHS, and a combined CNH/CHS experience. Teachers also learned about types of formative assessments discussed in our district book read *Leaders of their Own Learning*, such as Student Discussion Protocols and Debriefs.
  - April: Over the course of two days, nearly a third of the CNH staff was able to attend the New England League of Middle Schools (NELMS) Annual Conference in Rhode Island where key principles behind student engagement and motivation were the focus of PD as well as reading strategies in the classroom. There also numerous other PD sessions covering multiple middle level topics. We will continue our learnings from the NELMS conference into next school year through what we are referring to as *Teach Like a Pirate!* which simply stated means bringing the passion, spirit and courage of that of a pirate into your classroom practices.
- *Continue to recognize and honor middle school staff quarterly at CNH faculty meetings, through the "Most Valuable Patriot" program, who have demonstrated outstanding leadership and excellence in teaching and learning.*

This is our second year recognizing CNH Most Valuable Patriots! CNH nominees are recognized during faculty meetings. These MVPs are presented with a narrative describing their

accomplishments as well as a small gift. This year, seven CNH staff members were recognized as Most Valuable Patriots for 2017-2018! Some of the MVP Award Nomination Application statements describing the MVP's characteristics associated with the **Promotion of Excellence in Learning** include the following:

- *She strives to find creative and innovative ways for students to connect with the curriculum content in meaningful, real world ways. She personalizes the curriculum to the students' needs and interests in a way no textbook can.*
- *He creates an environment that fosters mutual respect...challenges students in an engaging enjoyable manner while providing continuous feedback to his students...he is flexible in his approach to teaching.*
- *She shows dedication to her students every day by always being available to them including during her planning period and every day after school. She is willing to have students re-submit work until they attain mastery, even if it requires multiple grading and scores. She believes that all students can learn and continually tries new approaches to meet individual student needs.*

An MVP display case showcasing photos of our MVPs along with a narrative describing each MVP's contributions to the school community is displayed near the main entrance of CNH. CNH nominees are moved forward to be considered as district MVPs. These district-wide MVPs are announced at the district convocation in August.

- *Maintain partnerships with ECSU, UCONN, and other local universities and colleges through supporting student teacher assignments and practicums, internships and supporting ongoing UCONN research opportunities across disciplines.*

This year CNH supported 10 interns/student teachers from UCONN and ECSU. Intern assignments were in the following departments: alternative education program, social studies, math, Spanish, ELA, and science. Two new UCONN interns will be working with our Service Learning Project initiative in the 2018-2019 school year that is part of our LEASA (Learning Everyday Alternatives for Success & Achievement) Program.

We continue to support UCONN with their research. This year students in Grade 6 through Grade 8 will participate in a survey in June that will be gathering information to examine the unique contexts surrounding individual and group experiences around bullying. UCONN is conducting this research study to better understand different types of bullying in middle and high schools, and to figure out what are the best ways for students, school staff, and families to deal with these different types of bullying. The survey is being conducted by researchers in Human Development and Family Studies at the University of Connecticut. The Society for the Psychological Study of Social Issues and the UCONN Office of the Vice President for Research Scholarship Facilitation Fund is sponsoring this survey.