

Coventry Public Schools

Capt. Nathan Hale Middle School Goals

2018-2019

END OF YEAR GOAL REVIEW

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

Based on the 2017-2018 SBAC data it was determined that the Literary and Research Interim Assessment Blocks (IABs) would be the areas of focus for the 2018-2019 school year. The pre-assessments in both areas were administered in October of 2018. In November, the English Language Arts (ELA) and Social Studies teachers met to review the student results across grade levels. The five lowest performing items on each assessment were identified, and the question stems for those items reviewed. Areas of weakness for students in regards to the Literary IAB include identifying central idea, author's purpose and writing short summaries. In regards to the Research IAB, areas of focus include questions with multiple steps and multiple responses. A plan for targeted instruction from December through February was created based on the IAB data. The plan outlined that the ELA teachers would focus on practicing the specific question stems for the Literary IAB and support the research strands. The Social Studies teachers collaborated with the CNH librarian to provide the targeted instruction for the research IAB. In addition, students in grades 6-8 created literacy based goals to address areas of focus within the Literary IAB.

CNH ELA teachers spent part of their December coaching session working with the Reading Consultant and the K-12 Literacy Specialist to develop brief writes (short constructed student responses) that were used as part of their writing instruction in an effort to address areas of concern regarding the SBAC assessment. Each grade level team created three brief writes and aligned it to specific curriculum units. They also developed a timeline for when they would implement the instruction for the newly created materials.

The Reading Consultant provided all grade levels with SBAC aligned bell ringers (short warm up exercises) for grades 6-8. A Google sheet was also created in the Team Drive for the teachers to keep track of which warm ups were used and where students struggled. This accountability measure helped to ensure that daily practice around SBAC question stems occurred on a consistent basis and across all ELA classrooms.

Throughout the year students in grades 6-8 took a variety of IAB assessments in order to prepare for SBAC testing in the spring. The Literary IABs were given in all grade levels in both the fall and spring. Scores show that students 6-8 increased in their understanding of

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literary texts. Students in grade 7 and grade 8 also took the research IAB in the fall and spring. Students in both grade levels significantly increased scores in this area. In addition, social studies teachers across the grade levels used teacher created IABs as practice for the SBAC test. In ELA teachers used the Informational, Listening and Editing & Revising IABs as instructional tools with students. IAB data is presented in Figure 1.

Figure 1

**2018-2019 SBAC and IAB Comparison ELA
Strands of Emphasis**

Grade	Assessment	% Below	% Near	% At	% Above	%Pass SBAC/IAB
6	2017 Grade Level SBAC Data	4.8	12.9	47.6	34.7	82.3
	<i>Grade 5 2018 Cohort SBAC Data</i>	4.2	14.4	38.2	43.2	81.4
	Literary IAB pretest	15	16	46	23	59
	Literary IAB posttest	3	13	20	64	84

Grade	Assessment	% Below	% Near	% At	% Above	%Pass SBAC/IAB
7	<i>2017 Grade Level SBAC Data</i>	7.6	15.1	46.2	31.1	77.7
	<i>Grade 6 2018 Cohort SBAC Data</i>	4.8	12.9	47.6	34.7	82.3
	Literary IAB pretest	14	20	43	26	63
	Literary IAB posttest	2	11.0	32	55	87
	Research IAB pretest	10	14	36	40	76
	Research IAB posttest	0	6	25	69	94

Grade	Assessment	% Below	% Near	% At	% Above	%Pass SBAC/IAB
8	<i>2018 Grade Level SBAC Data</i>	12.8	20.0	36.8	30.4	67.2
	<i>Grade 7 2018 Cohort SBAC Data</i>	7.6	15.1	46.2	31.1	77.7
	Literary IAB pretest	18	14	38	30	68
	Literary IAB posttest	8	8	24	60	84
	Research IAB pretest	11	16	33	40	73
	Research IAB posttest	1	11	23	65	88

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MATH

Based on the 2018 SBAC data, math claim 2 and claim 4 (Problem Solving, and Modeling and Data Analysis) were determined to be the areas of focus in math grades 6-8. IABs do contain one to two questions from claim 2 and claim 4, but the largest density of claim 2 and claim 4 problems is on the Math Performance Task. Grade 6-8 Pre-Performance Tasks were completed in September. The instructional strategies put into place this year include review of the pre-assessment data by teachers and individual students. Teachers used the data to plan lessons addressing areas of concern noted on the Pre-Performance Task. Students used their own data to set goals based on their own areas of need. Students monitor their goals after practice performance tasks and other problem solving opportunities like end of unit assessments.

Throughout the year students in grades 6-8 took a variety of IAB math assessments in order to prepare for SBAC testing in the spring. Two IABs corresponding with strands of emphasis were given at each grade level after the unit had been instructed. Student scores were compared to 2018 cohort SBAC data to ensure student growth amongst each grade level of students. Any areas of weakness were studied and addressed during class in subsequent lessons. In grade 6, students took the Ratio & Proportional Relationships IAB and The Number System IAB. Students increased their score on the Ratio & Proportional Relationships IAB, but not on the Number System IAB. Upon further analysis, the time students actually spent working on the IAB--average time spent was 33 minutes when the assessment typically should take anywhere from 45-55 minutes, and a spiraling of topics having already been taught at the beginning of the year that were the areas of focus on this IAB may have had an impact on IAB scores. These areas have since been retaught, and continue to be addressed. It should also be noted that when we compare IAB data to the comprehensive SBAC test we are comparing formative assessment data (IAB) to summative assessment (SBAC) data. Therefore, we need to be careful when making predictions for future SBAC performance, taking into account that the IABs are parts of SBAC content, and the IABs are not computer adaptive tests like the summative SBAC. In grade 7, students also took the Ratio & Proportional Relationships IAB and the Number System IAB. Students increased scores slightly on the Number Systems IAB, and then showed tremendous growth and understanding on the Ratio and Proportional Relationships IAB.

In grade 8, all students took the Functions IAB. Students in grade 8 math took the Geometry IAB, and grade 8 students in Algebra I took the Expressions and Equations II IAB. The reason the grade 8 math and the Algebra I students took different IABs is because of where the topics fell in their respective curriculum. Pacing and time constraints also were factors in assigning different IABs to specific classes. To address the different IABs administration, questions were used in classes and formatively assessed. The grade 8 students increased their score on the Functions IAB, and both groups made excellent gains in their individual assessments as well. All other IABs not taken were used as instructional tools with students. This year, students also focused on performance tasks, another part of the SBAC math assessment. All grade levels significantly increased their scores from pre- to post-assessment. Please see data presented in Figure 2.

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Figure 2

**2018-2019 SBAC and IAB Comparisons Math
Strands of Emphasis**

Grade	Assessment	% Below	% Near	% At	% Above	% Pass SBAC/ IAB
6	<i>2018 Grade Level SBAC Data</i>	7.2	26.4	40	26.4	66.4
	<i>Grade 5 2018 Cohort SBAC Data</i>	11	19.5	31.4	38.1	69.5
	Ratios and Proportions IAB	13.4	8.0	19.7	58.9	78.6
	Number Systems IAB	13.4	26.8	21.4	38.4	59.8
7	<i>2018 Grade Level SBAC Data</i>	16.2	27.4	37.6	18.8	56.4
	<i>Grade 6 2018 Cohort SBAC Data</i>	7.2	26.4	40	26.4	66.4
	Number Systems IAB	7.6	25.2	23.5	43.7	67.2
	Ratios and Proportions IAB	1.7	16.3	23.9	58.1	82.0
8	<i>2018 Grade Level SBAC Data</i>	24.2	25	26.6	24.2	50.8
	<i>Grade 7 2018 Cohort SBAC Data</i>	16.2	27.4	37.6	18.8	56.4
	Geometry IAB	8.1	16.1	12.9	62.9	75.8 Grade 8 Math only
	Functions IAB	19.1	21.8	33.6	25.5	59.1
	Expressions & Equations II	0.0	7.5	7.5	85.0	92.5 Algebra I only

The K-12 Math Specialist worked with teachers during coaching days to plan targeted instruction and update assessments for each unit. In December through March, the progress monitoring and post performance tasks as well as the two IABs at each grade level were administered and analyzed to provide instructional implications for teaching staff. A Google drive houses all the related IABs, Performance Tasks, goal tracking sheets, practice and training SBAC materials, and curricular items. Math coaching days have been used to review SBAC math question stems, align instruction and assessments to the Common Core State Standards (CCSS) as well as the SBAC assessment, and to review student work using the Student Work Protocol in order to determine next steps in math instruction.

- *Support the implementation and vertical alignment of the science curricula and engage in assessment development in Grades 6-8 to align to the Next Generation Science Standards (NGSS).*

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Grades 6-8 have fully implemented the newly designed Next Generation Science Standards (NGSS) unit bundles. It is the pilot year for grades 7 and 8, while sixth grade is improving upon the units that were piloted in the 2017-2018 school year. CNH and CHS teachers have worked cooperatively to analyze released questions from the new NGSS pilot standardized test to determine the most effective way to prepare our students for the testing format. Members of the CNH science team attended an NGSS assessment writing consortium to create in-depth and comprehensive methods of assessing scientific knowledge with a focus on middle school students. The newly released *Middle School Science: Inheritance and Variation of Traits* Interim Assessment Block (IAB) was administered to all students in grades 6-8. Having all students take the same IAB was purposeful due to the NGSS focus of genetics across grade levels, and as a way to inform teachers' NGSS implementation & instruction from last year where grade 6 had its first year of a genetics unit. Several observations were noted from the science IAB. Some key vocabulary presented challenges for students. Words such as *omit*, *subsequent*, *present versus absent* and *harmful versus beneficial* proved to be areas of challenge. The science assessments (both IABs and the NGSS test) contain large amounts of text. Students need to have solid reading comprehension skills as well as stamina in order to move through these higher level layered questions about various science topics. Another math related vocabulary concept that was challenging was the use of percentage versus the use of fractions. When students were asked to answer using a percentage, it was noted that students answered with a fraction. The grade 6 raw score average for the IAB was 10.7 out of 21. The grade 7 raw score average was 10.5 out of 21, and the grade 8 raw score average was 12 out of 21. The average raw score for grades 6-8 was 11 out of 21. CNH is still exploring the use of these new science IABs to help inform instruction and track student growth. On April 2 all grade 8 students took the NGSS assessment (first year of administration). Results are expected to be released in the fall of 2019.

- *Continue vertical alignment in mathematics with a focus on formative assessment and student goal setting in Grade 5 through Grade 8.*

Due to the successful implementation of the new middle school math goal-setting forms in the 2017-2018 school year, those forms were brought down to grade 5. All students in grades 5-8 are now using the same goal-setting form and progress monitoring questions with slight variations in student language. Within these forms, students get the chance to choose from three learning targets created by teachers based on the Math Practices and performance on the Pre-Performance Tasks. Each learning target comes with a set of skills needed for the successful implementation of that learning target. These skills and learning targets are then monitored and adjusted at each grade level.

Teachers in grades 6-8 have noted an improvement in the knowledge and mastery students have this year over previous years; evidence of improved pacing. Grades 5-8 continue to work during coaching and content time to ensure pacing is on track and student work is examined for areas of strength and need in order to drive instruction.

- *Develop a plan for the integration of additional multi-disciplinary standards based projects and student passage presentations so all students have access to high levels of engagement and the use of enjoyable and challenging learning*

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experiences that are constructed around students' interests, learning styles, and preferred modes of expression.

Teachers collaborated this year to review and analyze two EdLeader21 rubrics as well as identify lessons and/or units which lend themselves to integrating the performance indicators outlined within the EdLeader21 Collaboration and Communication rubrics. They developed a plan related to use of the Collaboration rubric (direct instruction on attributes, best practices in use of rubrics, options for use of the rubrics, lesson development and refinement related to collaboration). Teachers mapped out what units have significant tasks currently focused on collaboration and looked for leverage points for revamping their approach to important learning tasks involving collaboration. In 2019-2020, teachers will implement the Collaboration and Communication Rubrics; draft interdisciplinary projects and review additional standards based rubrics (Critical Thinking & Citizenship) aligned with our Portrait of the Graduate competencies.

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

READING

The reading intervention program at CNH continues to support students needing assistance in the areas of decoding, fluency and comprehension. Currently, we have 42 students enrolled in reading intervention classes for grades 6-8. Of those 42 students, 1 student is currently receiving support in the area of decoding and fluency using the Just Words Program. Seven students were exited from Just Words after completing the program in January and February of this year. They are currently being serviced with the remainder of the students (41) receiving support in the area of comprehension using the Leveled Literacy Intervention (LLI) reading program.

In January all students enrolled in the reading intervention program were given their second formal assessment of the year. The Benchmark Assessment System or BAS looks for strengths and weaknesses in the areas of decoding, fluency and comprehension. The goal of the assessment is for all students to gain three BAS levels (one grade level) within the year. According to the most recent assessment scores, 27 percent of students went up two or more levels. 68 percent of students went up one level, and 5 percent of students remained at the same level. This shows that students are receiving quality instruction using the redesigned intervention model. In addition, it provides support that the programs are being done with fidelity and that these programs help move students forward in the area of literacy.

MATH

This year we have serviced a total of 57 students from grades 6-8 in math intervention classes. Of these students, 8 students have been exited due to meeting their goals, and 6 students have been exited due to parent request. We are currently servicing 43 students using a variety of topics from the ALEKS math program and through providing direct instruction on current topics being learned in class. Students receive math intervention services with the intervention teacher, the special education teacher, or both depending on the student's needs. Intervention was successful in filling in gaps from prior grades in math, that we changed the format and content of the topics students see in math intervention. On ALEKS, topics are now broken into objectives and cover content from prior grades as well as at grade level topics being learned in DCD 5/20/19

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class. Students are presented with the material in the order they learned it in their Tier I classroom (regular math class) and are eligible to exit when they catch up with the current topic they are learning in class. When students do not have anymore gaps, they have a more successful transition back to their Tier I math classroom.

Literacy, Math SMART Goals

- *Increase the percentage of Grade 6-8 students who demonstrate at or above goal scores on the ELA/Literacy Smarter Balanced Assessment (SBAC) by 4 percentage points as measured by the spring 2018 SBAC assessment data to the spring 2019 SBAC assessment data.*

2019 SBAC assessment results are scheduled to be released in June. Capt. Nathan Hale Middle School SBAC Literacy results will be reported to the Coventry Board of Education in the fall.

- *Increase the percentage of Grade 6-8 students who demonstrate at or above goal scores on the Math Smarter Balanced Assessment (SBAC) by 4 percentage points as measured by the spring 2018 SBAC assessment data to the spring 2019 SBAC assessment data.*

2019 SBAC assessment results are scheduled to be released in June. Capt. Nathan Hale Middle School SBAC Math results will be reported to the Coventry Board of Education in the fall.

Whole School Learning Indicator Goal

- *All students in Grades 6-8 will develop academic portfolios that will include numeracy and literacy goals with demonstrated growth as evidenced by student and staff data points as well as individual student portfolio documentation.*

All students in grades 6-8 developed both numeracy and literacy goals as part of their student portfolios. Students in grade 6 and grade 7 set goals in ELA around better understanding central ideas within text structures. Students in grade 8 set goals around identifying theme and central ideas. In math, all students selected math goals based on one of three learning targets: making sense of problems and being able to persevere in solving them, attending to precision or constructing viable arguments. Learning targets were chosen based on analyzing math pre-performance tasks. Students shared goals at both their fall and spring Student-Led Conferences (SLC). The post SLC parent survey data showed that 88.6 percent of the parents who attended their child's SLC stated they are aware of their child's ELA and Math goals. One area that needs refinement next year is having students take more ownership for their goals. This will include having students create their goals using student friendly language, utilizing their own student work to reflect upon their goals and include the work in their portfolio, and reflect on individual action steps that will assist in helping students reach their goals.

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

- *Provide ongoing training to staff on effectively utilizing restorative practices and building positive relationships with students.*

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Restorative Practices continue to be implemented at Capt. Nathan Hale Middle School in various capacities. On a Tier I, or foundational level, staff are encouraged to prioritize relationship building with their students. Through these proactive measures, students are developing their character and interpersonal relationship skills among their classmates and teachers. Staff continue to work on coming together in their classroom with group activities that foster discourse among students. This in turn allows students to better get to know each other and accept each other's individuality. Tier II restorative practice strategies have allowed for teachers to manage minor difficulties. Teachers have been trained to respond to situations with a restorative intention. It also encourages empathy and affective statements when those in conflict interact with one another. Many teachers are familiar with this philosophy should an issue arise in their classroom. Tier III interventions continue to be addressed by our Assistant Principal. This allows for those more intense interventions to occur between students. The focus continues on how to repair harm that has been done rather than on rule breaking.

Overall, Restorative Practices have empowered teachers to have more autonomy in the classroom where they are able to handle situations on their own and keep students who exhibit more challenging behaviors in the classroom. Meaningful communication and healthier relationships have greatly contributed to a more positive climate for students and school personnel.

- *Develop a plan to include the acquisition of social emotional learning practices and trauma informed practices to help build a stronger middle school culture of respect and understanding.*

On October 9 and November 6, middle school support staff provided professional development regarding trauma, its impact on students and how to implement trauma informed practices in the classroom setting. Additionally, staff viewed portions of the movies "Paper Tigers" and "Resilience" to reinforce the concepts regarding trauma. Staff participated in an activity to determine the connections that they have made with their students. In the activity staff indicated which students they had a connection with. The goal of the activity was to identify which students may not be connected to an adult in the building. Staff were requested to complete a pre/post assessment on their knowledge regarding the impact of trauma and the relationship between trauma and learning. Results of the the post assessment showed a 90 percent increase in knowledge base amongst staff. Second Step, a program rooted in social-emotional learning (SEL) that helps transform schools into more supportive and successful learning environments was also purchased in order to implement social emotional learning lessons to students in grade 6 during their developmental guidance classes. On January 30 staff also reviewed strategies to incorporate social and emotional skills into any class. Some strategies include: mindfulness, visualization to release stress, starting class with something positive, and circle sharing. In the spring during advisory small groups met and staff conducted restorative circles with students to discuss and generate ideas to help foster a more positive school climate. During Instructional Leadership Team (ILT) Meetings a TED (Technology Entertainment & Design) Talk video was shown titled *Connections*, which focused on making connections with students and the powerful impact it can have on a student's life. Discussion followed the video.

- *Integrate literacy-based experiences into our school culture as well as other specific theme based programs targeting students' interests in order to create a community of lifelong readers.*

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CNH held its second annual after school literacy event on January 16, 2019. Close to fifty students signed up and attended the activities. This more than doubles the attendance from last year's event. Students engaged in an author Skype with Geoff Rodkey, completed a literary based Escape Room and engaged in other literacy based games. One teacher noted, "I loved the amount of time allotted for each event. There was a perfect amount; not too much, not too little. I also liked the activities themselves. They were very engaging and the ticketing system gave students a large incentive and encouraged them to work in groups towards those earnings." Students noted that they liked the events and the ability to work with their friends to "open the pirate's treasure chest!"

Students in the reading intervention program have had the opportunity to practice their fluency skills while reading with a therapy dog on a bi-weekly rotation. Students love to sit with the dogs (Brody and Dawson) and read the texts they have practiced throughout the weeks. Many of the students dislike reading out loud, however, when Brody and Dawson join the class, they can't wait for their turn.

In the fall, students in all grades submitted ideas for a library mascot and then voted as a school. Leroy the Library Lizard is a chameleon that changes color based on the genre he is reading. This complements our library's goal of genrefying the space and the ELA curriculum that focuses on historical fiction, adventure, dystopian, memoir and other genres.

CNH also continues to promote reading through enrichment based activities. Students have the opportunity to spend their Enrichment classes reading to the preschoolers or engaging in literacy based escape rooms which require deciphering secret codes and reading directions.

Within the ELA classrooms, teachers are working hard to promote reading as well. Students have engaged in Book Tastings, field trips to see short stories come to life, a literary dinner party as a way to understand the challenges of autism, choice research projects and the creation of Glogs (posters created via an online learning platform) to demonstrate their understanding of choice Nutmeg texts. Grade 6 students participated in a Breakout Box challenge as a fun way to prepare for SBAC. A Breakout Box is a series of puzzles/activities that students must complete in a specified amount of time in order to obtain codes that open a box. The activities can be curriculum based or just fun puzzles. The purpose of the Breakout Box is to get students working collaboratively and creatively to solve problems.

All ELA classes engage students in reading Nutmeg books, so they are well-prepared to vote in the state-wide competition at the end of April. In addition, the top 10 readers from each grade are recognized at a special luncheon. Some students have read over 10 books on the Nutmeg lists alone!

On March 1, CNH students celebrated Read Across America. ELA teachers took over the Morning Show, infusing Dr. Seuss wherever possible. In the afternoon, all students participated in DEAR (Drop Everything and Read). Throughout the month of February and into the beginning of March, 37 students decorated 9 classroom doors with details from a favorite book or topic.

CNH is also gearing up for summer reading. Coventry High School staff have already visited grade 8 students, and students are beginning to make their book choices for next year's DCD 5/20/19

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discussion groups at CHS. Students entering grades 6-8 will each read one choice novel and one choice Nutmeg book. They will also select one project to complete based on their interests and talents. Students joining us from GHR will be visited by a CNH staff member to get them excited for summer reading! We have also partnered with Booth and Dimock Library in order to promote summer reading.

- *Collaborate with staff to enhance our schoolwide enrichment program to provide enriched learning experiences for all students using the school-wide enrichment model protocol in order to develop students' talents based on their strengths and interests.*

In the fall, staff completed the Enrichment Cluster Planning Guide template as a way to refine our existing enrichment programming. Through understanding the enrichment triad model (Joseph Renzulli's model out of UCONN) teachers plan enrichment topics based on three different types of activities: general exploratory activities, which includes bringing in experts in the field to present and share, group training activities (students as researchers, designers, producers, etc.), and individual and small group investigations of real problems (student presentations to real world audiences). Students were surveyed in the fall to find out about their interests and the type of enrichment clubs they would like to see offered.

For the 2018-2019 school year the CNH staff offered the following enrichment clubs: Best Buddies, blogging & website design, breakout boxes/escape rooms, Chinese exchange, collaborative art, Coventry rocks, environmental exploration, history/science fiction, meditation, modern music, multi-sport, Shark Tank Jr., spy school, student council, tabletop sports, volleyball, website design, crafts to brighten peoples' day, early engineers, music video makers, and reading to preschoolers. These clubs provided opportunities for students to experience something they typically may not during the regular school day and helps staff to connect and engage with students in new ways.

- *Continue with year three of our LEASA (Learning Everyday Alternatives for Success and Achievement) programming and refine our service-learning model with UCONN support.*

The 2018-2019 LEASA program core group began with five students in August. A new student to the district joined in October as well as two additional students to the structured study hall. The parallel ELA class currently serves 14 students.

Overall academic success has been a hallmark of the first semester for the core group. 50 percent achieved honor roll (B- or in all classes) for quarter 1 and 67 percent of the students earned that distinction for quarter 2. The group's overall GPA is 3.28. The structured study hall meets only twice a week but is an invaluable tool for their academic progress as it allows time to organize, finish homework, study for tests, and complete projects with all the materials readily available as well as adult support.

As the school year is winding down, the students and staff who are a part of the LEASA program are feeling proud of their successes. Academic data for quarters 2 and 3 continued to be strong with four of six students (67 percent) making the honor roll (B- or higher in all classes) for both quarters. This is a real source of pride for the students who have experienced DCD 5/20/19

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many academic failures in their school careers. The spring has seen much less resistance to getting started in study hall and an impressive increase in reaching out for support, as needed, with challenging assignments and study groups for upcoming quizzes. Avoidance is no longer the preferred strategy!

One of the six students continues to struggle academically; and grades have declined over the course of the year. The clinical team continues to monitor the student. Increased parent contact, a focus on attention issues, and a new behavior intervention plan are in place to address this student's needs. There is one other student for whom attendance is a problem; additional interventions for the second semester are in place for him as well. Attendance data for the second semester shows 83 percent of LEASA students have had five or fewer unexcused absences. Unfortunately tardies to school increased significantly from the first semester for one student and slightly for two others. However, overall data, for the LEASA students for whom attendance was a significant issue during the 2017-2018 school year, has improved greatly. One student has additional absences due to a hospitalization. Two students have maintained excellent attendance throughout the year.

Service learning is a vital part of the LEASA program. Through various service opportunities, students practice real world social and job skills while they learn cooperation and teamwork. Executive functioning skills are also a focus during these opportunities. The support of two UCONN graduate students allows this part of the program to provide multiple and varying opportunities. So far this year the students are running three "businesses" - the Cool Cats Copying Company, Kafe Kangaroo, and the lunchtime mobile library cart.

Cool Cats continues to copy cafeteria menus for the entire district and sort and distribute approved flyers for community groups as well as complete copying and binding jobs for CNH staff. Kafe Kangaroo has served ten lunches to teachers and staff. Students plan menus, make shopping lists, create order forms, prepare and deliver food for an average of 12 people each week. Every Thursday, students bring library books to the cafeteria for check out during lunch. They also accept returns and requests making it easier for their classmates to access books even when they can't get to the library.

Furthermore, the Service Learning class created a mural dedicated to the Camp Fire victims, human and animal. Through showcasing an eighth grader's original artwork, they raised just over \$100 which was sent to the Red Cross and the North Valley Animal Disaster Fund with student-made messages of hope and support. All students submitted a written piece for the Veteran's Day assembly reception and half were involved in the assembly itself; one student had a speaking role, reading his original poetry. LEASA students also created personalized coasters as gifts for their family members and delivered homemade muffins to teachers before the holiday break. In addition to the service learning class, LEASA students are involved in the school community on their own time. Four of the six students (67 percent) involved in all components of the LEASA program are involved in chorus or band and one is a member of the student council.

Service Learning class, with the support of two amazing UCONN graduate interns, has been productive second semester as well, providing innovative educational opportunities outside the traditional classroom. Kafe Kangaroo continues to serve staff homemade lunches planned, prepared, and delivered by students. It is even being featured on a Coventry Education Spotlight segment. Students made an inspirational message Post-It note for every student and

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teacher and covered the lockers and doorways during Kindness Week 2019 in February. Students self-assessed their communication skills and then improved them through a video interview project in conjunction with the alternative ELA class.

One student has completed the Bird Habitat nesting boxes and bird houses that were begun last year and the entire group is about to head out to the site to clean up and install all of them, along with the plants and coordinating with their science teacher. The Cool Cats Copying Company is still doing most of the office distribution of flyers and the copying of menus for the entire district as well as alleviating a little of their teachers' burdens by doing their large copy jobs. We had a discussion and video based unit on pride - in ourselves and in our school and our community. And we nominated several of these initiatives, along with first semester projects, for the Connecticut Association of Schools *Challenge to Educational Citizenship Awards*.

On surveys administered in November 2018, students were asked to rate, on a scale of 1 (low contribution) to 5 (high contribution), each program component and its contribution to their feelings of success in school. The averages are reported in the chart below under November 2018. The spring administration of the student survey garnered the following results shown under the April 2019 column. Students who are in the full program were, again, asked to rate, on a scale of 1 to 5, each program component and its contribution to their feelings of success in school. One student refused to participate. The average of the other five responses are reported here.

Program Component	November 2018	April 2019
Study hall	3.8	4.6
Service learning	4.0	4.1
Team building/Yoga	4.0	3.6
Health & Wellness	3.8	4.2
Small ELA class	3.6	4.0
Two teachers in some classes	3.5	3.8
Incentives (cooking, game time, enrichment, pep rallies, etc.)	4.3	4.8

The spring data shows that, over time, students in the program realized the value of the supports and incentives available to them. They were able to see the correlation more clearly between these opportunities and their individual success. Students top three program components are highlighted in green.

In addition they were asked to use the same scale to reflect on their emotional and social well being. The same student refused so the data is the average of five students. The top three statements students selected are highlighted in green.

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Statement	November 2018	April 2019
I enjoy coming to school.	3.5	3.5
I sometimes worry during the school day.	3.0	2.2
I am excited during the school day.	3.2	3.7
I am sometimes proud during the school day.	3.6	3.3
I feel that my teachers care about me.	4.3	4.4
I enjoy seeing friends at school.	4.0	4.8
I think I am smart.	3.8	4.0
I should work harder.	3.5	3.3
I think my teachers want me to do well.	4.0	4.8
I should be more organized.	4.0	4.5
I am confused during the school day.	3.4	2.8

Students in the program reflected honestly and thoughtfully about the program. As a whole, they are grateful and proud because, as opposed to the beginning of the year when teachers had to constantly remind them to stay on track, they have internalized many of the skills and are able to keep up more independently.

Seventh graders are feeling positive. “It has been a good year for me because I have improved on basically everything - my grades, my attitude, and my caring, ” wrote one. Another explained, “I think it [the program] helps me de-stress and feel ready for anything. It also has helped me learn good financing skills and cooking skills and communication skills. I think being with you has helped me for next year with being able to communicate with teachers and peers better.” An eighth grader summed up LEASA’s impact on himself very nicely on his survey. “This program has extremely helped me for two years to keep my grades pretty high above average and shown me better ways to work towards my academic goals. Whenever I was in need of help I got it. And if I ever had a question I was given an honest answer. I am ready for high school.” From the mouths of “babes,” the LEASA program has been a success this year.

- *Evaluate school climate and educational outcomes for all students through review of discipline and academic data, and our LEASA (Learning Everyday Alternatives for Success and Achievement) program to inform future decision making regarding school structures and processes.*

Disruptive behavior (defined as causing a disruption in class or another area) has been the top offense for CNH discipline office referrals for both this school year and last.

Insubordination/disrespect (unwillingness to submit to authority, refusal to respond to a reasonable request) was also the second top offense in both years. This school year, tardiness replaces fighting as the top third offense. A change this year is that teachers are holding students more accountable for being on time to class, and referring student names to the office if they are tardy three or more times to one class. Overall, referral numbers decreased from 284 to 265 this school year. Although it is a decline in number, it is important to note that 40 percent of referrals came from three students this year alone. However, the general decline of

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referrals is most likely attributed to staff utilizing restorative practices in the classroom. This philosophy encourages teachers to implement tier one preventative and proactive relationship building strategies in the classroom. Some teachers are even utilizing tier two strategies where they are conducting small group interventions and mediations. Also, it is important to note, due to bullying laws, documentation is necessary for teasing. Some referrals are for documentation purposes and so that students can be addressed to discuss the seriousness of bullying. In school suspension (ISS) and out of school suspension (OSS) referrals have increased from 15 to 41. Some of this is attributed to the nicotine and Tetrahydrocannabinols (THC), which is the active chemical in cannabis, or marijuana vaping surge in schools across the country. There were ten referrals this school year for students vaping, possession of e-cigarettes, or for distribution. Administration has taken measures to educate all grade levels on the dangers of vaping in an effort to prevent an increase in use, and held a parent presentation covering this current topic affecting today's youth.

In January, students in the LEASA program were exhibiting appropriate behaviors for the most part during the first semester. Among 83 percent of the group, there were only three office referrals resulting in a total of one after school detention and 1.5 days of in school suspension; those ISS days were early in September before the positive effects of the program were able to take hold. 50 percent of the students had no referrals to the office as of the mid year. One student, however, was presenting with significant behavior challenges since his arrival to our district in the fall. Administration, teachers and staff, as well as the clinical team continue to work to address the issues in conjunction with the student's family, outside resources, a behavior intervention plan, a combination of consequences and rewards, and many interventions aimed at keeping the student in class and engaged. A schedule change has also been inconsistently effective. There have been many instances of both disruptive and insubordinate behavior even with myriad interventions.

Since the mid year, four of six LEASA students had no office level disciplinary issues. One student had one office referral in February for a minor rules infraction. There is another student who continues to struggle with positive choices and interactions with peers although academics have remained a consistent strength and the challenges have been worked through clinically, not through the discipline referral process.

- *Support parents with their understanding of school related practices and student learning through offering parent seminars to address current trends and topics affecting today's middle school students.*

The theme of this year's parent seminars has been *Better Understanding Your Adolescent*. On October 17, Connecticut State Trooper Kate Cummings facilitated a presentation on Internet Safety & Social Media Awareness. On March 6, a representative from the Southeastern Regional Action Council (SERAC) presented on current drug trends, which included the following topics: vaping, alcohol and marijuana, illicit drugs and prescription medications, and synthetic drugs.

Parent Goal

- *75% or higher of our CNH parent community will agree or strongly agree that they are aware of their child's goals and the action steps their child will take to achieve them as measured by our fall 2018 student-led conference parent/guardian survey data.*

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CNH had terrific attendance at our fall Student-Led Conferences (SLC). We had 88 percent of our parents attend our fall Grade 6-8 SLCs and 292 parents took our post SLC parent survey. As a reference point, in the fall of 2017 CNH had 57 percent of parents attend our conferences. In grade 7 alone where we had our first ever SLCs in the fall of 2017, we had 95 percent parent attendance. Overall, this is a 31 percent increase in parent attendance from last year. We exceeded our parent goal of having 75 percent or higher of our CNH parent community agree or strongly agree that they are aware of their child's goals and action steps needed to achieve them. 95.6 percent of our CNH parent community agreed or strongly agreed that they are aware of the goals and action steps their child will take to achieve them. At the December Team Leader Meeting we discussed our survey results and the parent feedback, specifically how we can provide parents with specific teacher comments and feedback. Another suggestion from the survey data was to close the conferences with the student's action plan to improve and/or maintain their grades. Overall, parent feedback was very positive. October Parent survey comments included the following:

"I feel as though these types of conferences are much more productive and I like how it is making the students responsible for their own goals."

"I really wish that there was some teacher feedback from my child's teachers to see how they are doing socially in class or if they see anything that they may be struggling with. Love that I can see my child shine."

"I enjoy how it is very student oriented. It gives them an opportunity to discuss their education, their strengths, and weaknesses."

"While my daughter was not looking forward to sharing her goals, she loved sharing her goals with me!"

"The empathy for our child was impressive!"

"I loved how prepared she was for the conference."

"We really enjoyed the time that allowed our quiet child to shine! Thank you!"

"I think he was spot on with what he needs to improve on and his goals. I feel it would be the same response if I were meeting with his actual teacher."

Based on parent feedback from the fall, we provided parents with individual teacher comments at our March Student-Led Conferences. 96.7 percent of parents responded on the March post SLC survey that they found receiving their child's progress report with teacher comments at the SLC helpful. In March, we had 66 percent parent attendance, which is a large drop of 22 percentage points from the fall conferences. However, it should be noted that this is the first time we have held a spring conference at the middle school. All parents were invited to attend the March SLC through email and snail mail communications. Follow up phone calls and emails were conducted as well. In March, there were nine families (3%) who scheduled a SLC, but did not show up. Prior to implementing SLCs, parent attendance averaged 38 percent at our traditional parent/teacher conferences going back to 2012. Figure 3 shows the breakdown of our 2018-2019 SLC parent attendance data.

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Figure 3

October 2018 Student-Led Conferences	Number of Conferences	Percentage of Parents in Attendance
Grade 6	109/119	92%
Grade 7	111/127	87%
Grade 8	99/117	85%
TOTAL	319/363	88%

March 2019 Student-Led Conferences	Number of Conferences	Percentage of Parents in Attendance
Grade 6	84/120	70%
Grade 7	78/127	61%
Grade 8	78/116	67%
TOTAL	240/363	66%

Next year, our goal is to have our students better understand their own learning styles as measured through a learning styles inventory, and work with students so they are better able to communicate their understanding of their individual learning styles with their parents. We will have students' goals written in student friendly language so both students and parents understand individual goals; being careful not to overuse educational jargon that may frustrate our students and families. Additional parent feedback from the survey revealed that some parents feel strongly that they still want the traditional parent/teacher conference option. This is only year two of implementing SLCs. As we improve students' portfolios, and improve information shared about each student's learning goals, parents should leave the SLC having an even better understanding of how their child is performing in school as well as areas for improvement.

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.*

This year CNH offered a four part workshop series for teachers in the Fall. The original intention was to focus on supporting teachers in Year 1 or Year 2 of their careers, but based on interest from staff it was opened up to all. The sessions focused on providing teachers with

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resources to ensure they would have a successful year in their classrooms. The resources were taken from Charlotte Danielson's "Framework for Teaching" and Dave Burgess' professional literature, Teach Like a Pirate. The teach like a pirate philosophy encourages teachers to bring both their passions and their students' passions into their classrooms. Rigorous standards are implemented through student choice, high levels of enthusiasm, creative instructional practices and above all else a classroom environment built on respect and positive relationships. Throughout the year during faculty meeting time, and Instructional Leadership Team meetings staff was introduced to five different teaching frameworks from the EduProtocol Field Guide by Marlena Hebern & Jon Corippo, (a resource aligned with our pirate initiative) to bring into their classrooms. These frameworks may be used across various content areas incorporating research based effective teaching strategies in a highly engaging atmosphere that embeds student collaboration, kinesthetic movement, critical thinking skills, ongoing assessment, and/or student choice. In April, eighteen CNH teachers, over the course of two days, attended the New England League of Middle Schools Annual Conference held in Providence, RI. One of our teachers, Ms. Audra Leach was a presenter at the conference. Ms. Leach's presentation was titled *Innovative Classrooms that Promote Authentic Learning*. Educator and middle level national speaker Monica Genta was the keynote speaker for the conference. Genta's work and teaching philosophy are completely aligned with Dave Burgess's teach like a pirate instructional practices. Attendees received a copy of Monica Genta's book 180 Days of Awesome. CNH has plans to incorporate ideas and strategies described in 180 Days of Awesome, as well as Genta's instructional strategies, into classroom practice during the 2019-2020 school year.

In September, teachers and district specialists reviewed SBAC 2017-2018 summative data analysis for math, ELA, and social studies. We identified areas of strength and need, made a comparison of cohort data among grade levels, and determined how this data would shape our school improvement plan, teacher goals, and student goals.

Both the content areas of literacy and numeracy continue to meet five times a year with their specific K-12 district specialist for a half day of instructional coaching. The specialists use data from district and state assessments to design sessions that meet the needs of the current student cohorts. A session will include topics such as data analysis by using a student work protocol, curriculum development and revision, developing more rigorous lesson plans, and planning for ways to increase student engagement.

For the seventh consecutive year Instructional Rounds (IR) took place at CNH/CHS. Our topic this year was *Collaboration: Bringing Students From Compliance to Empowerment!* This was an opportunity for teachers to think about designing empowering learning opportunities for students using collaboration. IR was conducted three times this year-one day focused on CNH, one day on CHS, and a combined CNH/CHS experience. The rounds focus is linked to the district work with Portrait of the Graduate (PoG) and our five PoG competencies.

- *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.*

Capt. Nathan Hale Middle School continues to recognize our Most Valuable Patriots each quarter. Staff are able to recognize anyone who contributes to the school community and promotes an exceptional learning environment, and then these nominees are recognized during our faculty meetings. These school community members have gone the extra mile to prepare students for the 21st century skills, have integrated technology in learning, have a commitment to project based learning, exhibit innovation, promote life and career skills, and are involved

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within the school community. For the 2018-2019 school year, there have been eight MVP nominations submitted. Some of the MVP Award Nomination Application statements describing the MVP's characteristics associated with the **Promotion of Excellence in Learning** include the following:

"...one of my favorite memories is accompanying her class to the senior living community next door, where students brought cookies they had baked to share, caroled door-to-door, and spent time socializing in the community room..."

"She is tireless in her dedication to her students and colleagues...she is willing to assist anyone with any project in any way needed..."

"A role model of high quality teaching and peer collaboration...she has been an indispensable resource...and shares with me the progress of her students and the creative techniques she uses in her classes."

Capt. Nathan Hale Middle School has also devoted an MVP display case showcasing photos of our MVPs along with a narrative describing each MVP's contributions to the school community that is located 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 14 interns/student teachers from UCONN and ECSU. Intern assignments were in the following departments: Social Studies, Science, Math, ELA, and our Alternative Education Program. For the second year in a row we had two UCONN interns working with our Service Learning Project initiative that is part of our LEASA (Learning Everyday Alternatives for Success & Achievement) Program. We had two ECSU student teachers who were also building substitute teachers for the entire school year. We are very grateful for this invaluable opportunity to work with prospective teachers and share our expertise in education, and in turn have university students contribute in such valuable ways to our school community. Our partnership is a definite win-win!! We are scheduled to have three UCONN interns in 2019-2020 to support our LEASA program.