

Coventry Public Schools
Jennifer DeRagon, Principal
George Hersey Robertson Intermediate School Goals
2018-2019

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) 2018 data to identify instructional focus areas and assessment revisions for each grade level, including the implementation of Interim Assessment Blocks in ELA and Math based on each specific focus area.*

Over the course of the summer and fall of 2018, in collaboration with the district staff and GHR colleagues, teachers analyzed SBAC summative data from the prior spring. This analysis helped inform our curricular alignment, instructional areas of focus, and other assessment needs. Teachers looked at cohort data, individual student achievement, and grade level performance to determine areas of focus for 2018-2019 school year.

Through this analysis, we determined which Interim Assessment Blocks would be most critical to serve as a formative assessments to measure student's progress during the year. The Literary, Informational, Research and Listening Interim Assessment Blocks (IAB) would be administered following specific units of study in the ELA curriculum, to monitor if students were acquiring the necessary understanding of grade level standards. In math, each grade level determined two IABs that would address their areas of need, such as the Operations and Algebraic Thinking and the Numbers Base Ten. Through the SBAC analysis, Claims 2 and 4, which both relate to problem solving and communicating reasoning, appeared as an area of need. In addition to each grade level administering two IABs in math, they also each conducted a Performance Task, which is a complex, multi-step math problem. When looking at math achievement compared to ELA, all grade levels demonstrated a greater need in math. As a result, teachers set their Student Learning Objectives (SLOs) on math achievement and specifically Claims 2 and 4, using the IABs and unit assessments as measures of growth throughout the year.

Based on the SBAC analysis, our school-wide focus for the school year became Listening comprehension. In grades 3-5, only 27%, 39% and 30% scored in the Above range on the Listening portion SBAC respectively. This was lower than the achievement in reading and writing, and so Listening became our area of need. To address this, teachers planned monthly listening comprehension instruction and practice using sample items, and then administered the Listening Interim Assessment Block (IAB) in March 2019. Related arts teachers also provided 1-2 practice opportunities by using their content to teach listening skills. The Library Media Specialist explicitly taught the strategy of visual note-taking, called sketchnotes, to support students' listening comprehension, and also provided practice using SBAC question stems. This school-wide approach ensured that all students had over 10 opportunities for explicit instruction and practice of listening comprehension skills.

As teachers reviewed individual student data, they sought other data points such as Fall Benchmark Assessment System (BAS) and MAPS scores to identify students who need intervention in reading and/or math, supports such as small group testing, as well as students to recommended for challenge and enrichment programming. This triangulation of data helped us evaluate the student holistically to determine their areas of need.

- *Evaluate benchmark BAS assessments and identify instructional needs and student support areas.*

In collaboration with the Reading Consultant and Reading Teacher, teachers evaluated student's BAS assessments in September and October of 2018. Teachers used the Fountas and Pinnell Continuum of Learning to determine the reading level of their students, compared it to grade level expectations, and then identified what skills they needed to learn in order to improve their reading. For example, teachers noticed that many students had difficulty identifying the genre of the text. To address this, teachers planned lessons that included genre definitions, genre sorts, and organized portions of their classroom library by genre. Teachers also identified which students may need reading intervention, or used the BAS data as one data point in conjunction with SBAC and MAPs to discuss specific student needs and concerns at our Intervention Referral Team meetings. The BAS assessments also helped teachers determine small groups for Tier 2 classroom reading support, such as guided reading groups or pulling groups to work on specific skills, such as inferring theme or character traits. Teachers used the Literacy Continuum of Learning by Fountas and Pinnell, to determine what skills students need and what the characteristics of text are at each level. Lastly, classroom teachers used the BAS leveling system to help students find appropriate independent reading books that provided the right challenge. For students receiving intervention, the BAS assessment was conducted again in January 2019 as another method of progress monitoring.

- *Continue to collaboratively score and analyze pre and post on demand writing prompts and SBAC aligned brief writes using the Student Work Protocol to inform instruction in narrative, informational, and opinion writing.*

With the support of the K-12 Literacy Specialist during ELA coaching days and long-team times, grade level teachers collaboratively scored and analyzed their on-demand writing. As part of the Teachers College Writer's Workshop model, students write a pre and post prompt (beginning and end of unit assessment) in narrative, opinion, and informational writing. The pre-prompts help teachers ascertain background knowledge of the writing genre, which informs their instruction and conferencing with individual students. For example, teachers may determine that the majority of their class is strong with using figurative language, but they need help with crafting an engaging beginning. Teachers then designed lessons to address this. Teachers also used the pre-prompt analysis to identify students who may need more support and instruction. Teachers pulled small groups and conducted individual conferences to reteach concepts, model effective writing, and support students with instructional tools such as graphic organizers, sentence starters, and word banks for vocabulary.

To encourage student ownership of their learning, students analyzed their own pre-prompts and wrote goals for the unit. Students identified an area of need based on a student friendly version of the rubric and monitored their own progress toward their goal by collecting writing samples throughout the unit that demonstrated their best writing. This goal and writing samples were shared with parents during March Student-Led Conferencing. Student goal setting in writing continued all year, with teachers monitoring individual progress during writing conferences.

The post prompt serves more as a summative assessment to determine what students' learned over the course of the unit. A writing rubric is used to score these writing prompts, with a raw score total of 44 being the mastery score and 33 being the grade level expectation. This analytic rubric helps teachers

objectively assess the introduction, conclusion, transitions, organization, grammar and mechanics, and elaboration of each piece of writing. On average, students are expected to grow 6 points from their pre to their post prompt. This was set as the school-wide writing goal, which was surpassed by an average writing growth of 12 points.

As in previous years, brief writes were also administered and used instructionally to support students with the writing demands on SBAC. Rather than composing an entire piece, SBAC requires students to write an introduction, conclusion, or add elaboration to a given piece. Students must take on the role of that student and then employ the characteristics of good writing in a paragraph. It's a unique task, and teachers instructed students on how to apply their writing skills to this task. By reviewing exemplars, writing brief writes together, modeling good writing, and using a 2 point rubric to evaluate writing, students practices the skills needed to be successful on SBAC brief writes.

- *Continue to implement, evaluate, and refine intervention programming to provide a continuum of reading and math support services to better address students' ongoing needs in a timely manner.*

To build upon the work of last year, we currently have 12 trained reading interventionists including four special education teachers, six para-educators, Reading Consultant and Reading teacher. They are trained in programs such as Leveled Literacy Intervention (LLI), Just Words, Visualizing and Verbalizing and Orton-Gillingham. Math interventionists include our Math Interventionist, four special education teachers, and four para-educators. They are trained in programs such as ALEKs math, Bridges, and MobyMax. Over the course of the 2018-2019 school year, we had an average of 25 students in each grade level who received reading intervention, and 23 in each grade level who received math intervention. This is consistent with research and best practice, which informs us that the top 15-20% of each grade level may need more than the Tier I instruction.

Intervention programming is a fluid process which is revisited constantly. Based on student progress, groupings are changed, programs are altered, and levels of support are revised. Through our bi-weekly Intervention Referral Team (IRT) meetings, and weekly meetings of intervention staff, student progress is monitored. To ensure consistency, communication and collaboration, a weekly time is built into the duty schedule for certified and non-certified interventionists to discuss each student's individual progress and review lessons. If a student is not demonstrating expected growth, the grouping, time commitment, or program may change to be responsive to their needs. Likewise, students who have accelerated progress and close their achievement gap to meet grade level expectations are exited from reading intervention. This year, we serviced a total of 55 students in math intervention over the course of the year, and 82 students in reading intervention. Parents were contacted bi-weekly by the math or reading interventionists to update them on progress, including reading levels and comprehension, and proficiency toward standards. If students increased or decreased their time in intervention, or changed programs.

District-wide K-5 Intervention meetings with the Superintendent and Director of Teaching and Learning were also held in reading and math to review student progress and look at both individual students and also the efficacy of interventions as a whole. These meetings occurred on: November 11th, February 21st, and June 11th for 3 hours each. These meetings helped us evaluate program needs and plan for refinements.

- *Support the implementation of the science curricula in Grade 3, and continue to develop the science curriculum and assessments in Grades 4-5 to align to the Next Generation Science standards.*

As we implement the NGSS across all grade levels at GHR, support was provided through a consultant at EASTConn, who met with each grade level at least 3 times for professional development over the course of this past year. Grade 3 recognized the need for increased and adjusted pacing, including adding more time to science instruction. In grades 4 and 5, two teachers from each grade level attended a CREC consortium to help develop assessment items related to their curriculum. Teachers were also provided professional days to work collaboratively to design lessons based on the newly released NGSS bundles. Grade level teams also determined the materials and resources they will need to teach each bundle and began drafting a pacing calendar for the 2019-2020 school year.

In terms of assessment, Grade 5 administered the NGSS at the end of March 2019 and scores are expected back by July 2019. This will serve as an informative baseline as we analyze the specific areas of strength and need in our science instruction. Interim Assessment Blocks were also released to support our science instruction, and those were used as instructional practice materials this year in Grade 5. We aim to increase the use of these IABs in Science next year in alignment with corresponding bundles in each grade level.

- *Work with district administrators and PreK-12 specialist to continue the revision of ELA curriculum in all grades, including refinement to the integrated social studies and ELA curriculum in Grade 5.*

In collaboration with the Director of Teaching and Learning and K-12 Literacy Specialist, ELA curriculum was revised and refined during ELA coaching days and curriculum writing time. In grade 3, 3 units were revised: poetry, biography, and literary essays. These revisions incorporated SBAC and BAS aligned questions, critical vocabulary, and clear learning targets for daily lessons. Grade 3 also focused on small group reading instruction, such as guided reading and book clubs, to provide more targeted instruction based on student skill need or reading level. The use of materials from the reading room and book room were reviewed and selected to help support students at varying reading levels.

Grade 4 made revisions to their ELA curriculum to address areas of need as identified by BAS and SBAC. They incorporated additional instruction on writing open-ended responses identifying theme in a text, and conducting authentic book club discussions. Grade 4 also added lessons around evaluating a first and second hand account of events, with instruction on point of view and evaluating a topic such as the dust-bowl and early 20th century immigration from multiple perspectives.

In Grade 5, after implementing the new integrated social studies and ELA curriculum for the first time last year, Grade 5 teachers recognized areas that needed to be refined and revised individual lessons and unit assessments. Significant changes were made to the Indigenous Peoples unit, to incorporate more engaging texts with a focus on teaching reading skills. Grade 5 also added a unit for the beginning of the year that focuses on building a classroom reading community, including such skills as selecting just-right books, conducting an effective book discussion, and building reading stamina.

- *Refine the student goal setting process and student-led conferences across Grades 3-5 to incorporate writing and math as they work to take ownership of their own learning and monitor their progress.*

Following an outstanding first year of Student Led Conferences (SLC) in 2017-2018, this year our school decided to expand student ownership and goal setting to include math in addition to writing. During a fall professional development day, we created a calendar that specifically set aside 5 times that the school would “shut down” to allow time for coaches and classroom teachers to work with students on goal setting, collecting evidence, and reviewing their individual progress toward their writing and math goals. Each classroom teacher was paired with another certified staff member, referred to as an SLC “coach” to help support students and conference with them throughout the year. Students developed portfolios with goal setting sheets and utilized rubrics, checklists, and error analysis documents to reflect on their progress and growth in math and writing. They also crafted invitations to their parents and rehearsed what they would share at their SLC to ensure they felt prepared. Aside from the 5 designated “shut down” times devoted to SLC, students were also setting goals and reflecting on their progress organically throughout units of instruction. Many were able to achieve their first goal, for example, and then set another one related to the next unit of study. 6 classrooms also piloted digital portfolios using Google Sites and Seesaw, with the support and guidance of our Educational Technology Coach. Through this constant cycle of goal setting, understanding expectations and seeing models of expected work, and then reflecting on their progress, students took a great deal of responsibility in their own learning and were proud to showcase their growth to their parents.

Over the course of spring conferences, 362 GHR students celebrated their growth with their parents. For the 12 students who did not attend their student-led conference, they met with a staff member in the following week so that they could still share their work and demonstrate their accomplishments. As part of the exit survey for parents, 98% shared that they were aware or well-aware of their child’s goals and the steps that they took to address them.

- *Explore opportunities for students to enrich their learning based on talents and interests, including multidisciplinary projects.*

Through the Student Led Conference process, it became evident that students took more ownership in their learning when they felt passionately about a topic. To increase that investment in their learning, teachers re-examined the opportunities their students had for learning that appealed to individual talents and interests. In addition to revisions of classroom projects, the Challenge and Enrichment Teacher changed her programming to allow for interest based groups in each grade level that were open to all students. Some of these interest groups included engineering, math, and creative writing. This allowed interested and motivated students to pursue their passion at an allocated weekly time during the school day. As one example, a fourth grade group created a Living History museum by researching a person of their choice, creating a presentation, and then transforming themselves into this person as classes attended and asked them questions.

Throughout the year, students have opportunities to enter contests related to a variety of interests. Students in Grade 5 all participated in the *CHET Dream Big* essay contest to win CHET certificates. One student was selected as a statewide winner to receive a monetary gift certificate and recognition at an upcoming Yard Goats game. Many students also entered the CT Department of Transportation Road Safety Contest, and a fourth grader won first place in the state for her artistic submission about texting and driving. She received recognition at a special ceremony, attended by the Coventry Chief of Police and

Lt. Governor Susan Bysiewicz. Over 20 students had their artistic work displayed this winter at the Arts Center East, a regional arts center in Vernon. Students also had their artwork showcased at the District-wide Annual Arts show on May 17th. For music, four fifth grade students auditioned and were selected to perform in the 2019 Connecticut Music Educators Association (CMEA) Elementary Honors Choir. This Choir is an opportunity for exemplary Chorus students in Grades 4-6 from across Connecticut to join together for a daylong festival and performance of high-quality choral music while singing under the direction of a guest conductor. The festival was held on Friday, April 12, 2019 as part of the 2019 CMEA In-Service Conference at the Connecticut Convention Center in Hartford, CT.

GHR provided numerous interest based groups after school as well. These included: Paints on Fire, Arts in the Afternoon, Ski Club, Multidisciplinary Sports, Service Learning Club, Science Club, Hiking excursions, trips to Storrs Adventure Park, and Girls on the Run. These ran for different periods throughout the school year and provided another opportunity for students to explore their interests.

As teachers learned more about our Portrait of the Graduate competencies and the shift to 21st century skills to increase not only student engagement, but empowerment, they worked with colleagues to revise unit assessments, projects, and lessons. One of these examples is the Grade 4 geometry town, in which students apply their knowledge of polygons and geometric terms to design a town that fits certain criteria. The focus of Instructional Rounds, as well as PD time during the year, was devoted to student empowerment and collaboration. This work continues as we move forward next year with teaching and assessing collaboration and communication skills. There is still more work to be done in this area.

SMART Goals

Reading

Increase the percentage of Grades 3-5 students who demonstrate at or above goal scores on the ELA/Literacy Smarter Balanced Assessment (SBAC) by 2.6 percentage points as measured by the spring 2018 SBAC assessment data to the spring 2019 SBAC assessment data.

Administered in May- results are forthcoming. This data will be provided to the Superintendent to share with the Board of Education by August 1, 2019.

Writing

All students in grades 3-5 will increase their writing scores from pre to post on-demand prompts in narrative, informational, and opinion writing by an average of 6 points as measured by the Lucy Calkins rubric.

The writing on-demand prompts are the assessment related to each unit of study in the Teachers College Writers Workshop program. Students are given a pre-prompt at the beginning of each genre unit, and then a corresponding post prompt to evaluate their writing growth. An analytic rubric developed by Teachers College is used to score the prompts, with a raw score of 44 exceeding grade level expectations, and 33 meeting grade level expectations. It is expected that students improve a minimum of 6 points from their pre- to post- prompt in all genres.

In narrative writing, students improved an average of 12 points, doubling their expected growth! Similarly, the average growth in informational writing was 11 points. In opinion writing, the growth was again 12 points.

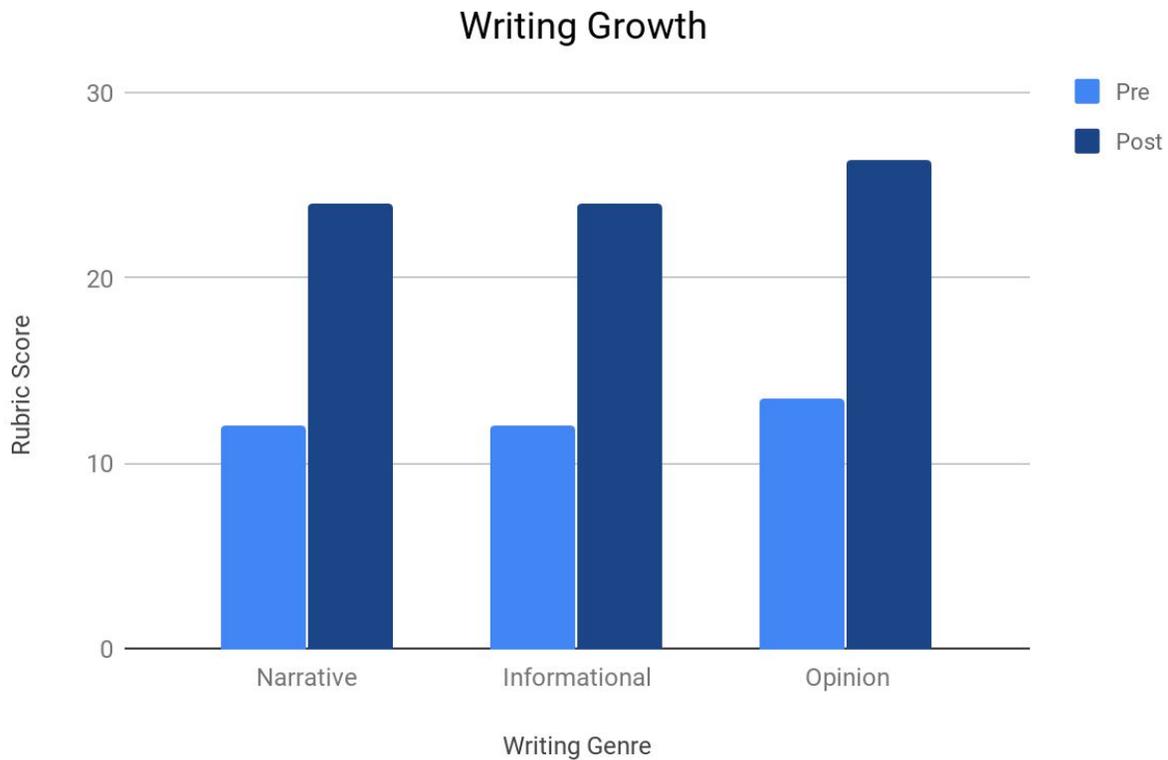


Figure 1: Writing growth from pre to post prompt for each genre

Math

Increase the percentage of Grades 3-5 students who demonstrate at or above goal scores on the Math Smarter Balanced Assessment (SBAC) by 6 percentage points as measured by the spring 2018 SBAC assessment data to the spring 2019 SBAC assessment data.

Administered in May- results are forthcoming. This data will be provided to the Superintendent to share with the Board of Education by August 1, 2019.

Whole School Indicator:

71% of students will achieve mastery in listening comprehension as measured by a Listening Interim Assessment Block by March 30, 2019.

From our SBAC data analysis, listening comprehension again became an area of school wide focus. As a whole school indicator, this meant that all certified staff were responsible for increasing students’ skills in listening comprehension. As a result, our related arts teachers each designed 2-3 lessons that incorporated their content with listening practice. Our library media specialist conducted two lessons in January that taught sketchnoting, a form of visual note taking that helps students attend to the audio and take notes by drawing. This was reinforced by reading room staff during intervention. Several resources about sketchnoting were provided to teachers as they began to implement this note taking strategy with students. Students also learned strategies such as reading the questions first so they have a focus for listening, listening to the audio clip numerous times with a different purpose each time, taking written and visual

notes, and using process of elimination. Classroom teachers provided monthly explicit listening comprehension practice using released SBAC items, scaffolding their instruction as the year progressed so that students were independently practicing by January and February. By the end of March, students took the Listening Comprehension IAB, which was our measure of success for this goal.

The grade level averages for the percent of students achieving mastery are as follows:

Grade 3- 74.3%

Grade 4- 81.6%

Grade 5- 86.2%

Whole School Average: 80.7% achieved mastery in listening comprehension, which exceeds our goal.

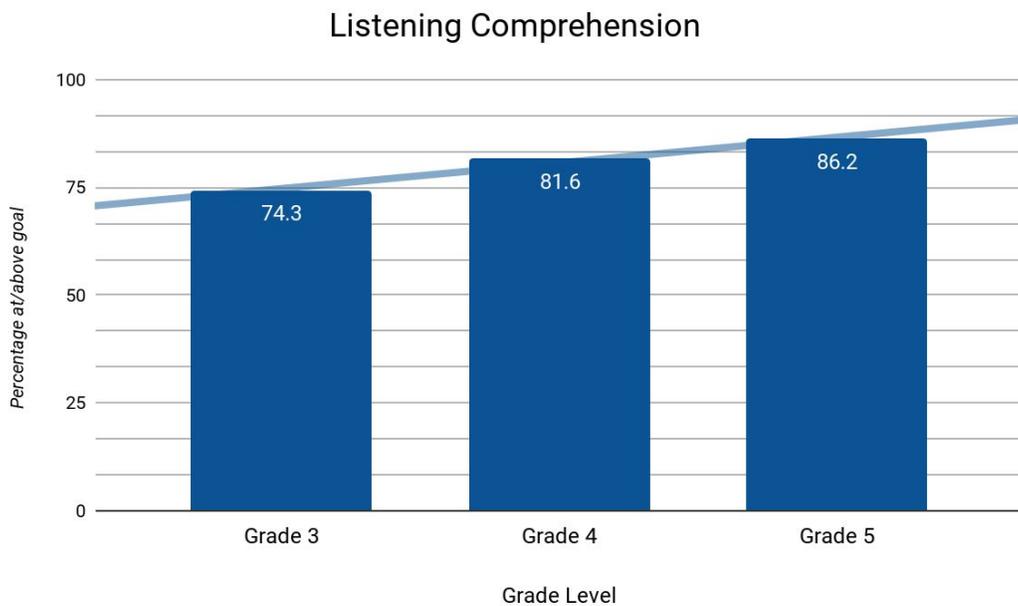


Figure 2: Listening comprehension assessment

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

- *Enhance the GHR C.A.R.E.S. initiative to include GHR behavioral expectations, Kindness cards, the promotion of school spirit, and increased awareness and publicity of our school-wide philosophy.*

Our GHR C.A.R.E.S. initiative is our school-wide approach to community building and setting common expectations. Following the philosophy of Positive Behavior Intervention Supports (PBIS), this year we defined the behavioral expectations at different places throughout the building, such as the cafeteria, hallway, gym, classroom, bathroom, etc. Signs were designed and displayed in each of these locations throughout the buildings, and these expectations were explicitly taught to students. The expectation also included volume levels for places throughout the building, and now we are consistently using the same language with GHR students when we say, for example, “You are working in groups, so this is a voice

level 2.” A school-wide Kindness assembly was held in September to share the message of kindness and treating all living creatures with respect. Classroom teachers all received a copy of our school mentor text in August, Tracy Ludwig’s “The Invisible Boy” to share with students at the beginning of the year as they develop their classroom community. This mentor text is revisited as needed as students work to strengthen empathy.

Kindness cards and school spirit recognize and celebrate our wonderful school. To make the Kindness cards more appealing, we now have them on golden tagboard and have displayed hundreds of Kindness cards on bulletin boards throughout the building so that students are more publicly recognized for their acts of Kindness. In addition, classroom teachers reinforced the notion that peers can give Kindness cards to one another, and so there was an increase in student-to-student Kindness cards. Based on a random drawing of Kindness cards, students are selected from each classroom to participate in the Principal’s Forum, a monthly lunch.

School spirit days are supported by our PTO on the last Friday of every month, and staff and students alike are encouraged to wear their GHR spirit wear and GHR colors. Spike the dragon, our school mascot, also makes an appearance during arrival time and we have “high five Fridays” as students enter the building and give a high five.

- *Provide opportunities to collaborate with the PTO to embed service learning projects and volunteer opportunities in Grades 3-5, such as Penny Wars, school beautification, Crayola marker recycling, and a book drive.*

The support and involvement in the PTO has been instrumental to our school’s success. Service learning opportunities are open to all students and address a myriad of needs. Crayola marker recycling has been an ongoing effort all year long, as students bring in dried up markers which are sent back to Crayola for recycling. Fun Friday volunteer efforts led to the painting and display of Kindness rocks at our front entrance, fall mums planted in our garden, and daffodils in the spring. The collection of Box Tops and Coins for College has continued to benefit our students by helping raise money to support our schools.

With the leadership of our school social worker and psychologist, students conducted a food drive to gather food for the local food pantry, and designed ornaments for friends at Orchard Hill Estates. In December, PJ Day for Connecticut Children’s Medical Center was celebrated district-wide, and our PTO was significant in promoting and collecting donations to benefit children’s cancer research. A teacher also began a Service Learning club in the spring, in which students became pen pals with residents of Orchard Hill estates. Grade 3 launched a campaign to raise money for Tara Farms, and created informational posters in May to solicit monetary donations, including a \$1 fee for a stuffed animal day. All proceeds will benefit Tara Farms and their work to save and protect animals. We also supported awareness of Muscular Dystrophy by wearing green on March 15th, “Rock Your Socks” Down Syndrome Awareness on March 21st, and “Wear Blue for Autism Awareness” on April 2nd.

Grade 5 students were selected as responsible leaders to run our school store, which operates every Tuesday and Thursday afternoon. Under the supervision of a para, the students order school store merchandise, handle the money, organize their store, and deliver purchases to each classroom. This is a terrific real-world volunteer opportunity and a coveted role in our school.

- *Develop a plan to integrate appropriate social and emotional learning practices, restorative practices, and trauma informed practices for Grades 3-5.*

The plan to integrate social and emotional learning (SEL) practices continued from last year, including a school-wide focus on educating the whole child and addressing specific social and emotional needs. Professional development on trauma informed practices, led by our school social worker, psychologist, and a teacher was held on September 19th and March 6. Professional development on mindfulness as an SEL practice was held on February 13th, and smaller classroom activities related to mindfulness were shared during staff meetings throughout the year. A workshop on schoolwide community building and discipline practices was held during a December PD, in which the staff revised our behavior think sheet to include the schoolwide motto of C.A.R.E.S. and added a more reflective component, as well as an area for parent signature. Our school social worker also joined the Social Emotional Learning Council through our regional education council and attended a workshop this winter.

In terms of school-wide structures that support social and emotional learning, our Safe School committee, comprised of the principal, nurse, school social worker, and psychologist meet every other week to discuss the needs of individual students. Intricately linked to this team is the Intervention Referral Team (IRT), which also includes classroom teachers and consult by reading or math specialists, speech and language, or occupational therapy. IRT serves as the vehicle by which we discuss individual student needs- both academic and social/emotional, and brainstorm ways to support the student, including adding or revising interventions. This team meets every 2-3 weeks and, on average, includes the discussion of 8-12 students each time.

While all classrooms implement Responsive Classroom and the structure of morning meeting, many teachers also created a Zen Zone or Calming Corner in their classroom for personal reflection, collaborated with the physical education teacher and occupational therapist to design movement and sensory breaks for students, utilized online videos such as those from GoNoodle for brain and movement breaks during the day, and leveraged student self-reflection to assess on daily behavior, growth, and performance. As we work to ensure consistency across all classrooms, Second Step was purchased and classroom teachers were trained in April 2019. This program will be implemented as a Tier I approach to social and emotional instruction next school year.

For Tier II and III supports for students, behavior charts and behavior plans are crafted that are responsive to specific needs, and several students participate in a therapeutic morning meeting that includes Movement Monday and activities designed to foster self-control, emotional self-regulation, and empathy. Social skills groups are convened during lunches and on an as-needed basis, and the social stories are designed to help prepare individual students for transitions, recess behaviors, and conflict management. Social skills instruction for students needed Tier II or III supports are conducted using the Social Thinking Curriculum, which incorporates the use of expected and unexpected behaviors as a descriptor. Our transition room is also a warm, comfortable environment in which students can work in a small group or 1:1 to de-escalate their behaviors and self-regulate. Schoolwide supports such as the Buddy Bench at recess and the Kindness table at lunch are other locations that help students develop friendships. As another layer of support for students, mentoring is offered after school to selected students who greatly benefit from time with a high school role model. Led by our school social worker, weekly structured mentoring activities help students form lasting relationships and work on social skills. Tier III supports also include consultation with inter-agency services, consultation with our community resources liaison and neuropsychologist, Planning and Placement Team Meetings, and parent meetings with administration and related services staff.

- *Implement goal setting in math and reading, with opportunities for students to set instructional goals for themselves as they take ownership over their own learning.*

Last year, students were incredibly successful in their writing achievement, largely due to their frequent goal setting in writing, analysis of their own work, 1:1 conferencing with the teacher, and applied strategies to improve their writing. This same process continued for writing, but we also integrated student goal setting into math. In collaboration with the K-12 math specialist, teachers helped students identify an area of need in the math module, based on an error analysis of their pre-test. Did they struggle because they made quick computation mistakes, or did they struggle because they didn't answer all parts of the question or explain their reasoning thoroughly, using math vocabulary? Students used a checklist to guide their personal goal, and then reviewed this goal throughout the unit of instruction. This culminated with a post-test, and students again self-assessed based on their achievement on this test and determined if they met their goal and were ready for a new goal, or if they still needed to improve. Students also set Reflex goals, which tracks their fact fluency in addition, subtraction, multiplication and division. They charted their own progress using a bar graph each month. This approach helped students become leaders and active participants in their own education, and provided them the ownership and control over their learning in the unit.

- *Enhance communication with parents and the community by promoting school achievements and highlighting initiatives through varied media.*

As a new principal, enhanced visibility and communication was a critical aspect of promoting school achievements and initiatives. A GHR Principal Twitter account was developed to relay information to followers and celebrate daily successes and achievements. The account currently has 73 followers, comprised mostly of parents, and information is shared at a minimum of 1x/week. Such tweets include pictures of students working, information about author visits, pictures of writing celebrations, pictures from assemblies or special events, and reminders about upcoming events such as PTO meetings, the book fair, or ice cream social.

Our school also purchased digital signage in the form of a screen in the gym lobby that constantly displays a slideshow of pictures. This display runs during the morning, parent pick-up, and during night events so that families can view pictures and achievements. This slideshow is updated monthly and can also include reminders for special events, upcoming trips, upcoming concerts, and other school information. Due to the large number of parents who pick up students, this is a great way to communicate and showcase information.

To feature our Kindness initiative at GHR, the technology department created a video that was distributed to all Coventry Families regarding our Kindness day celebration, Buddy Bench, Kindness Table, mentor text, and designing Kindness rocks. This video featured a skit of 5th grade students acting out kindness in the hallways, and included clips of staff interviews. This was one of 13 videos that the district developed across all Coventry schools.

More traditionally, an electronic newsletter from the PTO is distributed bimonthly and includes information from each grade level, notes from the nurse, a letter from the principal, reminders from related arts teachers, a calendar of upcoming events, and district-wide information. Paper copies are available to anyone who requests it.

Several presentations regarding district initiatives also occurred throughout the year. On February 13th, the Director of Educational technology spoke with parents about the Google suite of apps for education and instructional apps like Typing Club and Reflex that all students are using. This interactive presentation helped parents understand the programs and how it supports their child's learning. The Portrait of the Graduate initiative was shared with parents on September 17th and then formally unveiled as part of the Superintendent's joint PTO meeting on April 10th. Information about 21st century skills and competencies were shared as part of our district approach to empowering student learners. Family Math Night, held on May 1st, was another night to encourage families to learn more about collaborative math problem solving by solving a Breakout Box. All of these events helped communicate our district and school-wide priorities and initiatives to our families.

Another way in which we have enhanced communication with the community is through our partnership with the Coventry Police Department. At three different days throughout the year, several officers came to have lunch with all lunch waves. The police officers took pictures with students, sat and conversed with them, and answered questions. This practice promotes a positive relationship between students and the police department, and supports the ongoing collaboration with the community.

- *Maintain a focus on wellness both for staff and students, including professional development and increased practices that support physical, mental and emotional wellness.*

To support the focus on wellness for students and staff, the emphasis on social and emotional learning was paramount. At each staff meeting, practices related to mindfulness, physical movement, sensory breaks, or restorative classroom practices were shared between teachers. Our P.E. teacher opened the gym for structured movement breaks for students before classes began, and developed a list of exercises that students can do independently in their classroom if they need an individual movement break.

Our P.E. teacher collaborated with classroom teachers and our whole staff to promote a focus on wellness. She conducted a gently used sneaker drive in the winter to collect extra sneakers for students who do not come to P.E. prepared, allowing them to use these sneakers to participate in class. She also organized family outreach to encourage parents to exercise with their children, and developed a list of family friendly exercise activities to do at home. Related to this, students completed a goal setting challenge by checking off wellness activities such as getting nine hours of sleep or jumping on a trampoline for 20 minutes. All of this was in an effort to promote wellness at home as well as school.

To continue to promote exercise at school, the P.E. teacher partnered up with a Grade 3 classroom to create a five minute exercise video with exercises learned in P.E. class. This video was then shared with families, with GHR teachers, and even with Coventry Grammar School so that classroom teachers can play the video with their students as a structured movement break. With a tropical island video theme, this movement video was an instant hit and students have been practicing the exercises in their classroom!

In an effort to promote healthy eating and improved nutrition, food services conducted "Try Day Friday" in which students were encouraged to try different fruits and vegetables. One week students tried kiwi, another week persimmon! This was held several times throughout the school year and students in all grade levels voluntarily participated.

Our Crisis Prevention Team also became a more formalized system, including participation from various stakeholders such as a member of the Coventry Police Department, parent, para, classroom teacher, nurse, school psychologist and social worker, principal, custodian, and special education teacher. This diverse

mix of perspectives helped our committee identify safety concerns and issues, and then work to solve them. This included a review of restraint and seclusion legislation, examination of de-escalation training, analysis of the School Safety Plan, and led to an additional school safety training provided to staff at a May faculty meeting, led by Officer Opdenbrouw.

Parent Feedback Goal

90% or higher of our GHR parent community that responds to the survey 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 spring 2019 student-led conference parent/guardian survey data.

Out of 334 parents who responded to this survey, **98% responded that they agreed or strongly agreed** that they are aware of their child's goals and the action steps their child will take to achieve their goals. Other survey results include:

Survey results: (N = 334)

My child was prepared for the conference:

- 88% Strongly Agree
- 10% Agree

My child shared their writing and math goals with me:

- 92% Strongly Agree
- 8% Agree

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

- *Work with district administration and teachers to evaluate the current Teacher Evaluation Instrument to determine if the adoption of an alternative tool is needed.*

In collaboration with district administration and teachers, other alternative teacher evaluation tools from other districts were reviewed. 18 districts whose approved Teacher Evaluation Plans differed from state requirements were researched, and a summary was provided to compare those to Coventry's existing plan. Proposed changes were shared and discussed at the PD/TEVAL committee meeting in February and feedback was gathered from all buildings. As a result, revisions to the existing informal observation process were agreed upon at an April 2019 PD/TEVAL committee meeting. This revision includes the time required for an informal observation to be reduced to a minimum of 15 minutes from the previous 30 minutes, and feedback from an informal observation will be shared verbally with teachers, with written evidence aligned to domain indicators if the component is scored "developing" or "below standard".

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

Professional development was planned comprehensively and in collaboration with district administrators. Our school-wide focus this year was on student empowerment and collaboration, and this included work with Portrait of the Graduate, student-led conferences, and review of an EdLeader21 collaboration rubric.

All staff also had an opportunity to participate in Instructional Rounds, which also focused on the degree to which we construct learning that results in compliance, engagement, and then empowerment. A second area of focus for PD was social and emotional learning, including trauma informed practices. All staff participated in DCF training, engaged in PD on mindfulness, and classroom teachers were trained in Second Step, which is a social and emotional curriculum that will be implemented in every classroom next year. A third significant area of focus was Next Generation Science Standards (NGSS) and the implementation of new science bundles. A CREC consultant provided guidance and support with this process, and grade level teams worked through the units to devise daily lessons.

Coaching Days in ELA and Math provided differentiated professional development based on the specific needs of grade level teams, including the pacing and revision of pacing guides and calendars, revision of curriculum, analysis of formative and summative unit assessments, and the creation of resources and support materials for students. Personalized professional learning also came in the form of side-by-side coaching, as in the case with BAS assessment in September which was supported by our Reading Consultant and Reading teacher who would assess students with the classroom teacher to model the administration and scoring of the assessment. The K-12 Literacy and Math coach, as well as the Educational Technology coach, met with teachers on PD days, coaching days, long team time meetings, and supported numerous teachers by modeling lessons and co-teaching students.

In order to differentiate professional development, teachers often worked in grade level teams with the support of coaches and consultants, or chose their topic of interest, such as during our STEAM professional development in which teachers tried out new technology for their classrooms, such as green screen technology, 3D printers, makerspaces, and robots. Related arts teachers attended content related PD during the year, such as an EASTConn workshop related to physical education and a PD with a UHART music director. Following each professional development day or half day, staff took a reflective survey that provided feedback to the administrative team in terms of what went well and what staff found valuable to their practice, or areas/topics in which they want more support and training. This continued to help personalize the professional development experience.

Instructional Rounds (IR) was a professional development opportunity that was provided to all certified staff at three different dates throughout the year. It was held on November 27, December 5, and March 8. The focus of this year's IR was student empowerment and ownership, to align with collaboration as a competency within our Portrait of the Graduate. By categorizing types of learning experiences that students have in the classroom, and then revising them to incorporate more student agency and collaboration, teachers were able to reflect on common teaching practices and understand the power of engagement and collaboration.

Additionally, a voluntary professional book club focused on Understanding Texts and Readers by Jennifer Serravallo. With twelve members, teachers held monthly meetings to discuss their learning and implications for best literacy practices in their classroom. As a result, teachers implemented more opportunities for book clubs, redesigned their classroom library to be categorized by genre and author, and differentiated small group reading lessons to the reading level of individual students.

- *Continue to recognize and honor staff who have demonstrated excellence in teaching and learning in multiple ways, including at faculty meetings, Positive Postcards, Staff Shout-Out bulletin board, the "Most Valuable Patriot" program.*

As the new principal to this building, it was imperative that I build relationships with staff by supporting them and recognizing terrific efforts. This recognition came in many forms. At each faculty meeting, two educators were asked to share some of the innovative practices they are employing with their students, serving both as recognition but also providing practical ideas for colleagues. For example, a fourth grade teacher shared about her compliment roller coaster team building activity, and a fifth grade teacher shared about the ways she uses Google docs for timely peer and teacher writing feedback.

Each week, I also write three positive postcards for staff members to recognize wonderful things that I notice or hear about. For example, our custodian went out of her way to work with a student who needed a break, and our art teacher stayed late with students and organized a game for them when the bus was particularly late. These positive postcards help reinforce the great work of our staff each and every day, and support a positive culture and climate in our building. Related to this, we have had 2 staff nominations for the MVP district-wide award, which is selected by and for staff.

Additionally, with the help of the school psychologist and social worker, we improved our staff lounge to include a calm corner with a throw rug, comfortable chairs, and a privacy screen. We also designed a Staff Shout-Out bulletin board where all staff members can write each other positive notes and affirmations. This space was also cleaned out to promote a welcoming and comfortable environment for staff to rejuvenate during a busy day.

Several staff members have also strengthened their leadership and personal areas of expertise by presenting at local conferences. One of these examples is the UCONN iPad Educators Conference in May, in which a fourth grade teacher and the library media specialist presented on green screen technology, based on a social studies project on geographical regions. Our library media specialist also won a grant through the CT Reading Association (CRA) to fund books for summer reading, and presented this project at an annual awards banquet.

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

Our college partnerships were robust this year, with two interns from ECSU who helped gain teaching experience through student teaching, their internship hours and serving as a building substitute. We also had a eight student teachers from ECSU and UCONN across all three grade levels, a student teacher in art, and a student teacher in special education. The majority of our tenured teachers are TEAM trained and can support a beginner teacher, student teacher, or intern.

In Spring 2019, we explored a unique opportunity from UCONN as part of a research study by Dr. Catherine Little, entitled Project LIFT. Through Project LIFT (Learning Informs Focused Teaching), two of our interested grade 3 teachers will seek to enhance professional preparation and practice related to developing advanced academic potential. The project focuses on teacher perceptions of high potential and use of instructional practices that may encourage and develop students' advanced potential. The project encourages increased teacher involvement in the process of eliciting, recognizing, and responding to high potential in the primary grades, as well as supporting the ongoing development of critical and creative thinking skills in all students. Teachers attended an informational workshop in August, and will be trained in the Summer of 2019 with the program implementation next year.

- *Provide structures for collaboration and professional learning to further develop the capacity of our staff in curricular revisions, assessment, and highly effective instructional strategies in the areas of English Language Arts, Mathematics, and Science.*

In order for professional learning to be an active priority, time must be dedicated throughout the school year and thoughtfully planned. Six coaching days split between the K-12 ELA and Math specialist were conducted during the year. The coaching agendas for these days were all differentiated to support grade level needs, but involved developing pacing guides for units, revision of curriculum as needed, evaluation of assessments and the use of the Student Work Protocol to determine strengths and needs, and then corresponding instructional planning. Coaching also incorporated the review of Interim Assessment Blocks (IABs) administered in both ELA and Math as formative assessments throughout the year. By reviewing student achievement on those assessments, instruction could be further differentiated to address specific student's needs, and teachers could implement small group or 1:1 instruction as needed.

To support the implementation of NGSS units, an hour of coaching time, four half days during professional development days, and additional science curriculum writing hours were added. Paid curriculum writing time was offered several times throughout the year. We also reclaimed time during dismissal for grade level teams to meet two times per week. At these meetings, grade levels meet with interventionists, consult with the Library Media Specialist and K-12 Educational Technology Coach, score and analyze grade level assessments, and plan upcoming lessons. This time is also used for reading and math interventionists to discuss student progress and plan instruction based on updated student data.

- *Continue to provide monthly technology coaching opportunities to ensure meaningful integration of technology to increase student engagement and enrichment opportunities.*

The K-12 Educational Technology Coach meets with grade level teams regularly during their common plan time. A Google doc was created to communicate teacher questions and technology needs with the technology coach. Topics included implementing google calendar, creating email distribution lists for parents, adding standards to PowerTeacher Pro assignments, Chromebook and iPad updates, and the use of Google drive for teacher evaluation artifact curation and organization. Additionally, the technology coach was instrumental in supporting several teachers who piloted digital portfolios for the first time. Instead of a paper portfolio for student led conferences, these classes used Google Site or Seesaw as the platform in which they set goals, uploaded artifacts, and communicated their growth throughout the year. The Educational Technology coach has also collaborated with classroom teachers on projects, such as the Grade 4 Mystic Tall ships research, in which students created a website using Google sites for the first time.

A differentiated professional development session this winter focused on new STEAM equipment, including green screen technology, virtual reality goggles, and 3D pens. Teachers became more familiar with the technology and explored how it can transform learning, then collaborated with the Library Media Specialist and Ed Tech coach to integrate this in their instruction. For example, one class used the green screen to transform book reviews and provide a video review in which they could become the main character. This professional development aligned with the K-12 district-wide STEAM night, in which these resources were shared and celebrated to further inform parents of the resources available to students at each school. Additionally, the Director of Education Technology presented at a PTO meeting regarding Google Apps for Education, Typing Club, and Reflex math to support parents in using these instructional programs at home. This work continues to increase student engagement and enrichment.