

Coventry Public Schools

Coventry Grammar School

2018-2019

END OF YEAR GOAL REVIEW

Ronda Carrie, 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.

- *Articulate Portrait of the Graduate skills and competencies in terms accessible to K-2 students.*

CGS embraced the Portrait of the Graduate (POG) work in several ways. Two full-day Instructional Rounds were facilitated by the K-12 Literacy and Mathematics Specialists and included staff from each program and grade level. The collaboration competency was the focus. A third, abbreviated, session was held for the remaining staff. The Ed Leader21 rubric was introduced with the progression from compliant to engaged and finally, empowered. Staff reviewed articles and sample lessons were analyzed and lifted to meet the empowered criteria. CGS committee members of Literacy Council and Curriculum Cabinet participated in POG professional development and reported out to staff at every Faculty Meeting.

Collaboration was added to the student goal setting and self-assessment component of Student Led Conferences (SLC). Collaboration skills were identified, explicitly taught and assessed. At the March SLC, students rated and reported their performance in this area. Classrooms embraced a whole-class collaboration goal and earns, such as popcorn parties and pajama days, were the means to celebrate improvement. More than forty staff provided high school and college graduation pictures for the Guess the Graduate Game. Pictures were prominently posted in the lobby to coincide with March Parent Conferences. Students and families took great joy in matching pictures to staff.

In May, the principal and two teachers attended an Ed Leader21 Collaboration Conference. The knowledge and tools from this conference will be presented by the teacher leaders during the initial Professional Development days in August. Staff capacity was developed through district level committee work and presentations. A first grade teacher presented at Convocation in August and the math interventionist presented to the Board of Education and the superintendent's district PTO event.

In June, every classroom will be paired with a graduating high school senior. A picture will be taken with the senior and CGS student, each holding signage indicating their area of major and future career dreams, each with a hat and tassels. This hands-on event, will provide all of your young students with a concrete understanding of what a graduate is.

- *Implement Student-Led Conferences within March Conference dates and pair SLC Coaches with classrooms, October-June.*

This goal was met with great success and unexpected outcomes. First the conferences. A schedule, over the course of three afternoons and two evenings, provided a combination of an extended SLC, 15 minutes, and a 10 minute traditional Parent Conference. Both conferences took place in the student's classroom, creating a smooth and seamless experience for the parents. The design was in response to parent feedback that

indicated the need for both types of conferences. The placement of the SLC in March, a shift from May, combined celebration with genuine goal setting for the remaining three months of learning. This initiated a stronger partnership between school and home.

Pairing Coaches with students, October-June, with the expectation that the classroom teacher and coach would secure a meaningful weekly co-taught lesson spawned new and creative collaborations. In one case a special education teacher and classroom teacher co-taught the weekly Second Step lesson. In another case, the math interventionist and grade one teacher developed Fluency Fridays, a practice adopted by all grade one classrooms.

- *Administer selected CREC Consortium formative and summative NGSS assessments, K-2.*

The K-2 focus was full implementation of all bundles, all grades. This goal was met. Professional Development sessions, grade level meetings and portions of content Coaching were devoted to refining the sequence of lessons and coordination of materials and resources. In grade one, an outstanding UCONN Intern, supported successful implementation across the six classrooms.

- *Maximize efficiencies in special education by providing high-quality, in-district services for students with social, emotional and behavioral disabilities.*

The number of students identified with an Emotional Disability at CGS has increased over the past two years. Additionally, students who have experienced ACES (Adverse Early Childhood Experiences) has also increased, resulting in young children who are challenged to regulate their emotions, reactions and interactions. The further development of two spaces, the Aquarium, and the Three-Stage classroom, has resulted in the successful transition of students from preschool to kindergarten. Protocols for access to and use of the spaces were developed. An increase of materials and equipment for an alternative learning space were purchased and installed. A crow's nest, a cocoon-like sac hanging from the ceiling, was installed in both spaces. Training for general education staff, special education teachers and pupil services staff included Trauma-Informed Practices, Purposeful Play and Executive Functioning. An assigned Board Certified Behavior Analyst at CGS was critical in developing and monitoring Behavior Intervention Plans (BIPs). Midyear, a weekly Student Review meeting was established. We identified students who had high needs and created a rotating schedule to gather all instructors and service providers to review and revise the student's plan every month. We organized space at the start of the school year, placing three special education teachers' classroom in the same wing as the Aquarium and Three-Stage classroom. This "pod" of rooms placed several needs in closer proximity, increasing collaboration and coordination of services.

- *Utilize district level, trimester, CGS/GHR program reviews to refine the Autism Program practices and delivery of services.*

K-5 Special Education meetings were held beyond the school day, alternating between the two sites. Maintaining program books, strategies for maintenance of skills, collection and presentation of data, crafting relevant IEP goals and objectives, addressing behaviors of concern and modification of Tier I curriculum were addressed in these meetings. The district BCBA served both schools and as such was a conduit for sharing best practices between the two sites. Preparation for grade 2-3 transition included GHR staff observing students at CGS and meeting with the CGS case managers to write goals and objectives, coordinate multiple school visits to GHR and adjust materials accordingly.

- *Identify problem behaviors, determine their purpose and create Behavior Intervention Plans, with clearly defined tiered support, in the Autism Program.*

We continued psychological and behavioral consultation services with EASTCONN and made great progress towards the consultation goals. This included the successful transition of behavior supports to the District Board Certified Behavior Analyst (BCBA). A program-wide behavior intervention plan (BIP) was developed and presented to parents at Planning and Placement Team meetings. Behavior data was monitored on a regular basis and progress was clearly communicated via line graphs. When a student's need was beyond the program-wide BIP, a Functional Behavior Assessment (FBA) was administered and resulted in an Individualized BIP. The BIP protocols were implemented with fidelity and resulted in the decrease or extinguishment of undesired behaviors and the increase of desired behaviors.

As a result of on-going and targeted training, para-educators implemented prevention strategies with 90% accuracy. In one of nine domains assessed by EAST CONN in 2016, Review and Monitoring of Progress and Outcomes, we have doubled our best practice from the baseline 40% to 80% in May 2019.

- *Collaborate with district administrators to include additional assessment data in Alpine Achievement that drives decisions related to teaching and learning at CGS.*

Ongoing collaboration between the District Technology Director, principal and kindergarten teachers informed additions of kindergarten assessments to Alpine. Letter Identification and Sounds, High Frequency Words, Phonological Awareness Skills Test, Writing on Demand and Mathematics were uploaded into Alpine. This required trimester goal levels to be delineated into three areas of performance. This new ability to place more data in one location facilitated student reviews that informed our instruction and decisions regarding intervention. Additionally, we communicated with the Hale Early Education Center (HEEC) and pre and post assessment data for 3-4 year olds and 4-5 year olds in now being included in Alpine. This includes print concepts, sorting, number and letter identification, 1:1 correspondence and spatial relationships. We are now well informed of the nearly 65 preschool students transitioning from HEEC to CGS in August.

Reading, Math SMART GOALS:

- *Increase the percentage of students who demonstrate at or above benchmark scores on the Benchmark Assessment System (BAS), while decreasing the percentage of students who are performing at concerning levels.*
 - Kindergarten: 75% at or above (BAS D) with no more than 5% at a concerning level (BAS B or below).
 - 83% at or above benchmark (+8), exceeded goal
 - 11% at a concerning level (+6), did not meet goal
 - First Grade: 70% of students at or above (BAS J) with no more than 10% at a concerning level (BAS G or below).
 - 80% at or above benchmark (+10), exceeded goal
 - 8% at concerning level (-2), exceeded goal
 - Second Grade: 80% of students at or above benchmark (BAS M) with no more than 10% at a concerning level (BAS J or below).
 - 89% at or above benchmark (+9), exceeded goal
 - 10% at a concerning level, met goal

	Above		On		Approaching		Concerning	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Kindergarten	7	46 (+39)	25	39	19	7	51	11 (-40)
First Grade	43	77 (+34)	7	12	29	3	43	8 (-35)
Second Grade	31	80 (+49)	34	27	9	5	48	13 (-35)

	At or Above		Concerning	
	Fall	Spring	Fall	Spring
Kindergarten	31 % (32 students)	83% (85 students)	50% (51 students)	11% (11 students)
First Grade	41% (50 students)	80% (88 students)	35% (43 students)	8% (9 students)
Second Grade	52% (65 students)	87% (107 students)	38% (48 students)	10% (13 students)

This school year we transitioned from the Developmental Reading Assessment (DRA) to the Benchmark Assessment System (BAS). In depth training was provided to all teachers in June 2018 with follow up sessions during this school year. This change of assessment tool informed changes in our instruction, becoming more rigorous with greater emphasis on reading for meaning, and introducing skills and concepts at earlier points in the curriculum. The addition of the Fountas and Pinnell Classroom Guided Reading Collection, midyear for kindergarten and a bit later for first grade, made an enormous impact on our instruction. This upgrade of leveled texts immediately lifted our teaching practices.

Our revised reading intervention model included new staffing, adjusted entry and exit criteria, the addition of a new assessment in grades one and two and revised Tier I practices. We administered the Reading Measures of Academic Progress (MAP), fall and spring. This enhanced our triangulation of data. One reading consultant, two reading teachers and one reading para-educator, served students in small groups and 1:1. This year all reading certified staff and two special education teachers received Ortin Gillingham (OG) Training. One special education teacher received OG training last year, which means that all reading interventionists are now OG trained. This program has addressed the needs of struggling readers and is the perfect complement to the Leveled Literacy Intervention (LLI) Resources we use. We added two additional LLI Kits that include lessons for levels A-E. The increase of exceptional text with accompanying lessons improved our success with students reading below grade level.

- Increase percentage of students achieving goal on addition and subtraction fact fluency assessments.
 - The percentage of grade one students fluent with addition facts within 10 will increase from 15% to 75% as measured by the CORE Fluency assessment.
 - The percentage of grade one students fluent with subtraction facts within 10 will increase from 4% to 65% as measured by the CORE Fluency assessment.
 - The percentage of grade two students fluent with addition facts within 20 will increase from 21% to 85% as measured by the CORE Fluency assessment.
 - The percentage of grade two students fluent with subtraction facts within 20 will increase from 10% to 70% as measured by the CORE Fluency assessment.

	Addition, Fall	Addition, Spring	Subtraction, Fall	Subtraction, Spring
Grade One	15%	82.5% (+67.5)	4%	63.2% (+59.2)
Grade Two	21%	63% (+42)	10%	41% (+31)

- Measure of Academic Progress (MAP), Mathematics
 - We exceeded both goals.
 - First Grade students will increase their Rausch Unit (RIT) score by 10 points in the Operations and Algebraic Thinking strand.

	Operations and Algebraic Thinking
Fall 2018	162.1
Spring 2019	181.6 (+19.5)

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

	Operations and Algebraic Thinking
Fall 2018	183.7
Spring 2019	193.3 (+9.6)

The saying goes, “We treasure what we measure.” The focus on fact fluency was realized in every Coaching session with the K-12 Math Specialist, through an adjusted assessment schedule, a unique database, revised Tier I practices and revised Eureka sequence of fluency lessons. New materials were purchased to support creative and engaging ways to practice and master facts. Heavy involvement of students setting goals and tracking progress was implemented. Staff shared best practices at Faculty Meetings. The use of current resources, Reflex Math in second grade and Todo Math in first grade, were included in Mid-Year reviews and classroom schedules were adjusted to meet the required weekly time on task.

Whole School Learning Indicator

- *Develop and implement a school-wide program for instructing, supporting and responding to desired and undesired student behaviors at Tier I, II and III in order to establish a positive and safe school climate and culture that incorporates best practices of Responsive Classroom, PBIS (Positive Behavioral Interventions and Supports) and Restorative Practices.*

Our work included a review of researched best practices, an inventory of practices already in place and review of school data to analyze our areas of strength and areas for improvement. Several groups of staff met in a variety of settings to tackle this goal. A Steering Committee, see below, led a portion of the work. We established school-wide guidelines. We adopted the following Responsive Classroom guidelines; we are responsible, we are respectful, we are safe, to ourselves, others and our environment. The committee created a visual that was then placed in all settings in the school. Each setting, be it a classroom or specials area, took the structure and further developed specifics for that setting. For example, what does it look like to be safe at recess, in the bathroom and in music? Slide shows were created and we embraced the concept of branding. With the icons and format the same, the students would easily recognize the message. With a school-wide common language of guidelines, we could reinforce any student in any location.

Morning Meeting, a common component in a K-2 classroom, was explored more carefully. We reviewed and adopted the criteria for each element; Greetings, Sharings, Group Activities and Morning Messages. An example of a shift in practice was creating messages that went beyond a report of the daily schedule, and provided an element for student response each morning. [Eighty Morning Meeting Ideas for Grades K-2](#) was purchased for each team. The fidelity of implementation was measured with a checklist and a Morning Meeting lesson plan template was established.

We implemented the social emotional learning curriculum, Second Step, in January of 2018 in kindergarten. Our incoming second grade class has had the benefit of one and a half years of SEL instruction. We will complete the implementation in grade two next year. The instruction, visual resources and tools of this program have elevated the social and academic skills of our students.

Teacher language is a critical component to successful classroom management. We read several articles including, *Positive Language, Reminding, Redirecting and Reinforcing Language*. Staff used a record sheet to self-assess their current performance, select an area for growth, and commit to practicing the strategy. This included identifying practices that would be replaced. What will I do less of? What will I do more of? How will I assess my progress? Other professional development opportunities this year focused on the needs of special education staff and kindergarten teachers. Several days of Purposeful Play training increased our knowledge of children's literature, play materials and the use of scenarios (i.e. the bakery) to increase students' executive functioning skills.

Systems for frequent positive reinforcement were required in every classroom at an individual student level and whole class level. Teachers maintained autonomy with the details and themes. One class may have a gem jar while another class has golden tickets. Faculty meeting agendas included teachers presenting articles, strategies, videos and templates to build staff capacity. We began to include restorative practices for students who veered from the guidelines. Restorative practices replaced punitive practices, and in doing so relationships were repaired and the classroom community was enhanced. A student who wronged a classmate could do the student's class job for few days to make amends.

In addition, mindfulness practices were implemented. In the way that students participate in Brain Breaks to move within the school day, GoNoodle was utilized to provide practice melting, a strategy for letting go of unwanted feelings such as anger and frustration and rainbow breathing which helps students relax and think positive. Classrooms made calming jars, water bottles filled with gel and sparkles, and utilized belly breathes to increase self-regulation.

There are some students who need more tools to be successful. We have implemented fidget files that include items that a student can independently access to help achieve a calm state or increasing focus. We purchased standing desks with fidget bars as an alternative to traditional desks or tables. We purchased a sensory path that will be located in a hallway to promote movement. Social stories were created for students to read on a regular basis, priming the student to follow guidelines in trouble areas, such as recess or the bathroom.

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

- *Establish a Steering Committee to lead the work of integrating best practices from Responsive Classroom, PBIS and Restorative Practices.*

A committee of certified staff, with representation from all grades and programs, was provided release time to work on Tier I practices that were adopted school-wide. Weekly Social Emotional Learning (SEL) Student Assistance Team (SAT) meetings addressed Tier II and III strategies. A formal Check In/Check Out protocol was implemented for several students, K-2. A staff member was assigned to meet with a student at the start and end of the school day. Two to three, student specific, behavior goals were established, along with a point system determining earned incentives or loss of privilege. Modified Morning Meetings were coordinated for students requiring a small group entry to the school day.

- *Increase explicit instruction of skills, tools and strategies that result in appropriate academic and social behaviors including, Second Step at grade one and kindergarten.*

This year kindergarten and first grade fully implemented the Second Step curriculum, August-June. Kindergarten instructed four units for a total of 25 lessons. First Grade instructed four units for a total of 22 lessons.

	Kindergarten	First Grade
Unit 1 Skills for Learning	Learning to Listen, Focusing Attention, Following Directions, Self-talk for Staying on Task, Being Assertive	Learning to Listen, Focusing Attention, Following Directions, Self-talk for Learning, Being Assertive
Unit 2 Empathy	Feelings, More Feelings, Identifying Anger, Same or Different?, Accidents, Caring and Helping	Identifying Feelings, Looking for More Clues, Similarities and Differences, Feelings Change, Accidents, Showing Care and Concern
Unit 3 Emotion Management	We Feel Feelings in Our Bodies, Managing Frustration, Calming Down Strong Feelings, Handling Waiting, Managing Anger, Managing Disappointment, Handling Being Knocked Down	Identifying Our Own Feelings, Strong Feelings, Calming Down Anger, Self-Talk for Calming Down, Managing Worry
Unit 4 Problem Solving	Solving Problems, Inviting to Play, Fair Ways to Play, Having Fun with Our Friends, Handling Having Things Taken Away, Handling Name-Calling, Reviewing Second Step Skills	Solving Problems Part I, Solving Problems Part 2, Fair Ways to Play, Inviting to Join In, Handling Name-Calling, Reviewing Second Step Skills

Kindergarten utilizes a rich resource from Teachers Pay Teachers that provides videos, books and a Word of the Week that reinforce the weekly lesson. (See Attachment, Kindergarten Second Step Resources)

- *Implement weekly Community Meetings, grade level and across grade levels, that deepen relationships, celebrate growth and include joy.*

A secure, 30 minute block was scheduled on Fridays. A 10-month schedule was published indicating which grade or combination of classrooms would gather for a Community Meeting. Greetings, songs, group building activities and dismissal rituals were established. This block was also used for whole-school community events such as the Veteran’s Day Assembly and Holiday Sing-a-Long. Students developed relationships with all adults who work in the grade level and all students in the grade level. The 19-20 Scheduling Committee has selected to maintain this model for next year as the result of positive feedback from staff and students.

- *Provide an informative and supportive special education and 504 process for parents through the creation of user-friendly documents and inclusive protocols.*

A CGS parent, with the support and collaboration of the District Pupil Services Director, initiated a Special Education PTO. CGS special education staff regularly attended the monthly meetings, at times serving as presenters. The relationships established or nurtured at these meetings transferred to the Planning and Placement Team meetings. Tools, such as an acronym document and frequently asked questions, were created to assist parents with navigating these processes. A district-wide agenda template was established. This assisted families with children in multiple schools, receiving information in a uniform manner, making it easier to navigate. We increased our communication with parents prior to meetings. This included gaining input on the agenda, reviewing assessment results and gathering concerns for discussion. Follow up phone calls were made to check for understanding, address additional questions and to restate who to reach out to. We initiated increased communication with outside agencies, such as private counselors, in-home programs and outside service providers.

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

- *Participate in district committee work charged with reviewing the teacher evaluation model.*

Two classroom teachers, an interventionist and the principal served on the Professional Development and Evaluation Committee (PDEC). This year the committee sought feedback regarding an adjustment to the Informal Observation protocol. Two proposals were shared with staff via email. Teachers' responses were factored into the district level discussion where it was determined that both proposals would be implemented.

Committee report outs were scheduled into Faculty Meeting agendas. Other topics representatives served as liaisons for included review of professional development offerings, revisions to the TEVAL documents and the role of Walk Throughs in program reviews. The Educational Technology Coach attended Extended Grade Level Meetings where he provide technical support for uploading artifacts into My Learning Plan in a revised and efficient manner.

This year, uniquely, a third professional development day was scheduled prior to school commencing. The CGS PDEC members contributed to the discussions of Portrait of a Graduate next steps, including the agenda following Convocation.

- *Promote and support leadership through professional development presentations, school-based projects and the SIP Steering Committee.*

There are many opportunities for teachers to serve as leaders in the school and in the district. Two teachers joined the second cohort of district teacher leaders, a second grade teacher and a reading consultant. Along with cohort one, we now have five teachers in this program. One teacher presented the Project Lead the Way Grids and Games program at the Connecticut Educators Computer Association (CECA) Expo. A School Improvement Steering Committee met in the summer months to help craft the school plan and identify action steps that would drive our work. Teachers continue to supervise university and college students in full year residency and shorter term student teaching assignments. It is very impressive to have eight teachers participate in Project LIFT. This multi-year project with UCONN will provide training and materials designed to foster more exceptional students by means of refining our critical thinking and inquiry model.

- ***Create a collaborative document, Adult Charter, that describes how staff want to feel at CGS, the behaviors that foster those feelings, and guidelines for preventing and managing unwanted feelings and conflict.***

The administrative team participated in professional development with presenters from the Yale Center of Emotional Intelligence. Their program promotes several anchor tools. One such tool is a charter. The charter is designed to explicitly state how we want to feel at school and how we would need to treat one another in order to achieve the desired feelings. It is suggested to start this work with the adult community. At CGS this work started at our August PD day. A collection of fifty-seven feelings were identified by staff. Respected, appreciated, confident, happy, supported and energized were among the most commonly stated feelings. Next, we established behaviors that would foster those feelings. For example, the behavior of giving practical and tangible strategies and resources would result in a staff member feeling support. Teachers created statements such as:

I feel valued and appreciated when teachers positively comment on the work of my students.

I feel respected when fellow teachers say hello and include me in conversation/collaboration.

I feel supported when during the times I need help, I get it.

I feel supported when I am encouraged to try new things, strategies and programs.

I feel respected when people listen, carefully.

I feel calm/not anxious/no stressed being prepared ahead of time with information needed for daily meetings, or other situations.

The feedback collected informed decisions about how work was organized during the school year. More tasks were completed by committee. This included the development of a new Field Day structure. Each grade had a voice in how to create a successful experience for students and it was a great success. A special project, 2019-2020 Scheduling, was held during which certified and non-certified staff from every program and grade determined criteria for the ideal schedule and then went about the hard work of discussion, dialogue and decision making. Staff reflected that the ability to have all perspectives voiced and listened to by one another resulted in improved relationships across teams. An expanded Staff Cheer Squad, organized fun events. They published a holiday calendar in December earmarking the two weeks before break with contests and theme days.

We continued the MVP momentum at CGS with the recognition of four individuals/groups of staff. They were honored at the annual winter staff breakfast in December. The MVP program meets a critical staff identified, to feel celebrated, needed and important.

School-wide conversation has yielded several suggestions for moving to a more connected adult community next year. Considerations include a monthly Coffee Klatch, a group of friends getting together over a cup of coffee. Increased opportunities to observe each other teaching. Scheduled time for general educators and interventionists/specialized instructors to collaborate. This last wish was addressed by the scheduling committee and is secure for the next school year.