

Coventry Public Schools
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Principal
George Hersey Robertson Intermediate School Goals
2020-2021

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.

- Collaborate with district and building leaders to develop a comprehensive plan related to reopening schools, which addresses scheduling, safety and operations, teaching and learning including refinements to distance learning, assessment strategies to identify gaps in learning as a result of distance learning, social and emotional programming, professional development, school activities and events, and the needs of parents and families.

During the Summer of 2020, the administrative team formed district-wide committees composed of various stakeholders to draft a reopening plan for three models of learning: full return, hybrid, and distance learning. Numerous staff members from GHR served on these committees to identify what the reopening of GHR would look like given COVID regulations. Our school re-entry planning included the topics of: Curriculum and Assessment planning, Instructional Shifts, Professional development, Technology, SEL impact, and Operations. While we decided to start the school year in the hybrid model, we were well aware that the instructional model could shift at any time to distance learning or full-in person. We needed to ensure that we had a plan for all three models and could adjust at a moment's notice. The three committees worked to align their planning consistent with CT State Department of Education guidelines.

For in person and hybrid learning models, decisions were made regarding safety, including mask wearing, hand-washing, social distancing, cohorting, classroom set-ups, hallway travel, arrival and dismissal, bus transportation, restroom procedures, sanitation, health practices, signage, attendance tracking, isolation room usage, and meal service. At GHR, our dismissal procedure was completely changed to allow for the anticipated 80-100 pick-ups daily, so schedules and staffing changed to support this need. Additionally, lunch schedules, recess and snack were revised to maximize social distancing while eating, provide outdoor options for snack, and cohorted recess. Recess was staggered to limit the number of students outside. Each classroom was assigned to a specific area of the playground, and each classroom has their own "playbag" containing playground equipment. Each classroom operated on a unique schedule with scheduled mask breaks. Signage from the Centers for Disease Control (CDC) was posted throughout the building, encouraging hand washing, social distancing and mask wearing as mitigating strategies. Included in the signage were markings that were installed on floors to illustrate foot-traffic expectations. Plexiglass was hung in each classroom in front of the SMARTboard to provide a physical barrier. An isolation room was set up to accommodate anyone with COVID- related symptoms. Our office team collaborated with the school nurse and support team to organize communication with parents if their child needed to quarantine. Attendance codes were revised to allow for Medically Remote Present and Remote Present for students learning from home.

Operationally, there were numerous changes to support safe, in-person instruction at GHR. The gym was transformed into a lunch space, with 90 individual tables 6-8 feet apart for social distancing. Due to the increased need for large spaces as well as to minimize hallway traffic, art, music and physical education teachers went into the homeroom classrooms for instruction, with the exception of P.E. which was held outside as frequently as possible. For student belongings, cubbies and lockers were not used this year;

small milk crates were next to each desk so that each student could keep their backpack, coat, and other belongings directly with them. For students taking the bus, assigned seats were implemented and siblings sat together. In Grades 4-5, students did not switch classrooms for science/social studies and science/math respectively, but rather the teacher would move classrooms to ensure that students stayed in their homeroom and remained cohorted. Students who attended math, reading, or counseling in small groups with students from other classrooms worked in small groups that accommodated 6 feet of social distancing.

Under the leadership of our technology department, we ensured remote students had adequate devices and internet to learn from home, and organized a parent-pick up for devices and materials that their student will need with remote learning, including instructional materials and books from school.

In August, we redesigned Meet the Teacher and Tours with the Principal so that there were small groups attending in person with a designated time frame, separate entrance and exit, hallway arrow for hallway travel, and mask-wearing with hand-washing upon arrival. Additionally, we conducted a virtual Open House so that parents could learn more about the grade level curriculum and classroom expectations. Parent-teacher conferences were also held virtually, as were Planning and Placement Team (PPT) and Section 504 meetings, as we decided to limit any outside visitors district-wide. Teachers were innovative in creating slideshow presentations, sharing pictures, and showing student work samples to keep parents connected and informed about their child's progress. Case managers for students with Individualized Education Plans (IEPs) developed Learning Model Implementation Plans (LMIPs) to ensure that their child's needs would be met regardless of the instructional model. Case managers also communicated bi-weekly with parents to address needs and concerns.

To further support students working remotely, our social worker and psychologist directly contacted remote families consistently throughout the year. This phone call helped families feel connected, and our staff was also able to answer any questions or serve as the liaison to address concerns, such as food services or technology needs. Having this added layer of GHR support for remote families was well-received and much appreciated by families working from home. A designated remote teacher for remote students in Grades 3-4 was also implemented by October to focus instruction specifically on remote students. For students who were remote temporarily due to quarantine or COVID-related symptoms, all teachers conducted live-streaming instruction to meet the needs of those students. With new microphones and cameras and training with various platforms and software, teachers were able to teach both the students in front of them and students working remotely. A Distance Learning electronic information guide with sections for each school was developed and provided to all families. This included family and student resources, expectations, and schedules. Support for families will also be provided in the form of supplemental learning resources on the district website, a virtual Help Desk, and frequently communicated literature and information to support distance learning, such as the Guide To Google Classroom for families.

As part of this work as well, GHR recognized that the safety and social, emotional needs of students was paramount. As a result, all certified staff members focused their teacher evaluation goals on social and emotional learning. For example, a classroom teacher's goal was: "I will integrate social and emotional practices into my instruction through the Second Step Program and Social Emotional Boost Lessons weekly." Our teacher evaluation goals and measures aligned with our district-wide focus on safety and SEL.

- Provide models for use of effective instructional strategies and practices employed in distance learning; provide training for teachers on these strategies and practices, and further integrate them into instruction.

Significant time for professional development supported teachers with instructional strategies for distance learning. Beginning in the spring of 2020 and continuing over the summer and through the school year 2020-2021, teachers learned to utilize a variety of programs to support student motivation, engagement, and achievement. These include the platform of Google Suite, which was universally used as each teacher created a Google Classroom to post work, lessons, and information. Students also utilized personalized online learning programs such as Lexia, Reflex Math, MobyMax, ALEKs math, Typing Club, or instructional Resources: such as Newsela, CommonLit, Flipgrid, Screencastify, Edpuzzle, Padlet, Wevideo, RazKids, Mystery Science, and Brainpop. These resources were integrated into our curriculum and lessons were redesigned during coaching sessions to support students with distance learning.

In September, Wednesday afternoons were used district-wide as professional development. Based on survey results, topics such as curriculum compacting, formative and summative assessment strategies for distance learning, integration of high yield instructional strategies into distance learning, integration of technology to support achievement in distance learning, and instruction with those new online curricular resources mentioned above were provided. Additionally, the Director of Teaching and Learning and K-12 Specialists developed K-12 documents which identified core curriculum content area skills and topics by unit covered and not covered in distance learning to address aggregate student skill gaps from the spring. Grade level teams prioritized standards and compacted curriculum in some areas to continue moving forward with grade level instruction and addressing instructional gaps from the previous grade level. In December, we began to pilot remote learning days due to inclement weather, which was well received by families. A daily schedule was revised for each grade level to include related arts and reading/math intervention, and many teachers integrated the snowy weather into their lessons!

To ensure personalized professional development, a survey helped plan and organize teacher's needs. For example, teachers in the Applied Behavior Analysis (ABA) program consulted with EASTCONN regarding distance learning instructional strategies for students with autism. Professional development also addressed the topic of formative assessment. Teachers learned about additional formative assessment practices, (i.e., use of web based polling app., review of student work, entrance and exit tickets, student self-assessment, rubrics informing work in progress, etc.) so they can gauge the impact of their teaching by eliciting evidence of student learning, providing feedback, and adjusting their teaching. Support staff collaborated across the district to curate resources and share best practices around supporting students' social-emotional skills, like resiliency, upon students' return to school.

- Continue to analyze and disaggregate Smarter Balanced Interim Assessment data; plan for instructional focus and assessment revisions based on data and student work analysis.

Smarter Balanced Interim Assessment Blocks (IAB) were administered over the course of the year in ELA and Math. An Assessment calendar was developed in August, which included the administration of Research and Literary skills, Listening and Informational text, and Math performance tasks. Other IABs were administered at the end of specific units of study, such as the Operations and Algebraic Thinking in January, and the Numbers Base Ten in February. The Library Media Specialist helped support skill development through lessons targeting listening comprehension and research, and these IABs were

administered in February and March. All of these IABs were used to monitor student learning and to provide student level and class level data which we analyzed to customize instruction to address learning needs.

Time was set aside for classroom teachers to analyze this data and make adjustments to their instruction based on the results. 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. During ELA and math coaching, grade level teams met with the K-12 Literacy and math coach to analyze strengths and needs. Using our district-wide “Looking at Student Work Protocol”, teachers identified general trends, specified individual student needs, reviewed all of the question stems and question types, and determined areas for curricular refinement. These assessments were also useful in providing timely information to identify students for Tier 2 and 3 reading or math intervention.

In reading comprehension, students were administered a test to assess their comprehension of informational text in February 2021. Based on this assessment, an average of 70% of students scored at/above goal, which is commensurate with the informational text IAB of February 2020, in which 70.2% of students scored at/above goal. Therefore, this IAB is a positive indicator of strong achievement on the anticipated May 2021 SBAC Summative, especially since it was administered 3 months before summative SBAC.

To support students with the Research skills addressed on the SBAC, the Library Media specialist created a pre-assessment for Research skills, and designed several lessons using language and vocabulary used on the Research IAB, such as “credible sources”. The Research IAB pre-assessment was administered in December 2020 and the post-test in February 2021, following instruction. The average percentage of students achieving at/above proficiency on the post-test IAB was 64%, a huge increase from the average research pre-test percentage of 18%. Similar to what we saw on the Informational Text IAB, when we compare this year to last year, the average percentage of students achieving at/above proficiency on the post-test IAB 2020 was 69%. When reviewing growth, as a point of comparison, in 2018-2019 and 2019-2020, the average growth for the research IAB was +43 points, which aligns with our research growth this year as well.

In math, students were administered two IABs in each grade level in addition to the Performance Tasks. On their Numbers Base 10 IAB, an average of 60% of students scored at/above proficiency. In context, 75.3% of GHR students were at/above goal on the SBAC summative in 2018-2019. These IABs were administered in February and so there would still be an anticipated 3 months of instruction prior to the SBAC summative assessment in May.

- Continue to develop multi-disciplinary projects in each grade that integrate the newly adopted Coventry Portrait of the Graduate competencies, including utilization of the collaboration and communication rubrics.

With the challenges of social distancing, we used aspects of the collaboration and communication rubrics with students on smaller projects throughout the year. Looking ahead to next year, we hope to finish developing our multi-disciplinary projects so that they can be implemented as designed.

Our collaboration and communication rubrics align K-12, and we have developed rubrics with student friendly language to ensure students know what’s expected of them. Teachers designed self-reflection

forms, as well as sentence starters and journal reflections to assist students in learning how to effectively collaborate and communicate. These two Portrait of the Graduate competencies were explicitly taught and revisited throughout the school year with projects such as the Grade 5 “Kids in Space project” and CEP “Morning Show” project in which a student created a monthly, video Morning Show for all teachers to use in their classrooms.

Teachers used many programs to support collaboration and communication in all models of instruction, ensuring that students working remotely also had opportunities to collaborate with classmates. For example, for science instruction, teachers collaborated with our CREC science consultant to integrate digital resources such as Mystery Science lessons which are aligned with existing NGSS units to support students during hybrid and/or distance learning. These tools included the use of Mystery Science, Generation Genius, edPuzzle, Padlet, FlipGrid, and Google Sites.

- Provide additional opportunities to grow achievement in high performing students, including ways to encourage females on the STEM track.

To encourage females on the STEM track, our Library Media Specialist and Challenge and Enrichment teacher implemented Girls Who Code, open to all girls in grades 3-5. This was a weekly experience in the fall which incorporated a book and coding lessons and applications. Mrs. Phillips and Mrs. Fortin video recorded themselves reading aloud each chapter so students who were remote (and on their home days in hybrid) had access. Students then could post their reader responses after each chapter using Flipgrid or the Google Classroom. Each chapter also included a “Chapter Challenge” involving Scratch. Students were inspired by a Scratch website dedicated to projects from around the world, which students used as exemplars. As an example, for one challenge, students used an algorithm to create a simple picture, and uploaded their work in a Jamboard. They also learned the binary alphabet! We are hopeful to continue this group next year and increase participation.

GHR prides itself on addressing the needs of our highly achieving learners. A teacher of our Challenge and Enrichment Program (CEP) provides instruction to develop the potential of students identified as gifted and/or talented and other students performing above grade level. In Grade 3 we begin the screening process for identifying gifted and/or talented students. Our initial screener is the Otis-Lennon School Ability Test (OLSAT). Based on testing information and teacher recommendation, selected students meet weekly in small groups to work on independent self-selected research projects. Additional components of the 3rd grade screening process include collecting data from classroom teachers, parents/guardians and the challenge and enrichment teacher including the Scales for Identifying Gifted Students (SIGS) Home Rating Scale and a Mid-Screening Reflection sheet focused on creativity, task commitment, and academic achievement. Classroom observations, and test scores are also used to determine a child’s eligibility for identification. In Grades 4 and 5, students identified as gifted and/or talented participate weekly in the Challenge and Enrichment Program, learning problem solving skills and strategies using components of the Future Problem Solvers Programs. They engage in personalized projects as well as many projects which include the engineering and design process and incorporate 3D printing.

For students not identified but with specialized areas of interest, the CEP teacher promotes a whole school enrichment model and develops interest and project based groups each trimester. Topics have included Creative Writing, Math Maniacs, Art and Technology. Females have composed at least 50% of the participants in these groups this year.

Specifically in math, the adaptive enrichment program **Assessment and LEarning in Knowledge Spaces (ALEKS)**, supports Grade 5 students with advanced math. As we look to engage more females along the STEM track, particular focus is spent on identifying females for this program. This year, 10 female Grade 5 students demonstrated their mastery of grade level content and skills early in the year. These students use ALEKS math daily to begin instruction on Grade 6 math content and pre-algebra.

- Enhance communication with parents and the community by promoting school achievements and highlighting initiatives through varied media; communicate regularly with families of remote learners to monitor progress and adjust instructional practices to support students learning at home.

More than ever before, communication was imperative to support remote families and ensure a strong home-school partnership. Throughout the year, a sizeable number of students fluctuated between remote and in-person learning, and so it was imperative that a consistent message be sent and that the school was working in tandem with parents to provide their child with a strong education. As such, School Messengers were sent out weekly to share updates and communicate important information. This included information about remote snow days, schedules, celebratory events, and policies and procedures that were new this year such as pick-up procedures.

Teachers also continued their regular communication through varied media like emails, newsletters, phone calls, and presentations. Many teachers innovated the traditional Author's Celebration and held virtual publishing parties with student writing displayed on Google slides, allowing both families and classmates to share personalized feedback. Our art teacher, for example, created a monthly art project newsletter to share updates on the units of study and display student work virtually.

To support remote learners, a remote teacher for students in Grades 3-4 provided the contact point for instruction. Grade 5 classroom teachers collaborated closely with their remote families to provide weekly updates and schedules for live streaming. Beginning in late fall, our school psychologist and social workers also began frequent calls or emails to all GHR remote families to answer any questions they may have and provide another avenue of outreach to ensure their child's needs were being met through remote learning. This ongoing communication between remote families and the school was an added layer of the home-school partnership.

GHR was recognized this year as a 2020 National Blue Ribbon School. This accolade came with several press releases throughout the year and video spotlights highlighting the work of the school. In September, U.S. Secretary of Education Betsy DeVos today recognized Coventry's George Hersey Robertson Intermediate School (GHR) as a National Blue Ribbon School for 2020. The recognition is based on a school's overall academic performance or progress in closing achievement gaps among student subgroups. The coveted National Blue Ribbon Schools award affirms the hard work of GHR educators, families, and the Coventry community in creating safe and welcoming schools where students master challenging and engaging content. In November, GHR was recognized at the 2020 National Blue Ribbon Schools Awards Ceremony, and Senator Joe Courtney presented the school with a plaque and flag which are proudly displayed in the school lobby. In May, a press release recognized the selection of GHR for a national video school profile featured on the National Blue Ribbon Schools website. Based on the information shared as part of the 2020 National Blue Ribbon School application, GHR was selected for a video profile due to its excellence in writing instruction. This video school profile was developed over the

course of 4 months, during which students and teachers were interviewed about their evolution in writing instruction over the past six years, specifically with the implementation of the Writer's Workshop model.

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.

A social media presence at GHR was also important to highlight initiative and achievements. A schoolwide Twitter and Instagram account promoted the awesome accomplishments of students throughout the year. The Instagram account boasts 173 followers currently, with over 60 posts so far this school year. We have taken pictures of the first day of school, virtual author visits, Student Council conference, daily student work, events like Veteran's Day Recognition and CCMC PJ day, our sensory hallway, monthly principal's forum, and other notable events during the year. Given the fact that visitors are not able to come into the building this year, these frequent pictures help parents view their child's experience at GHR.

- Continue to implement Project Lead the Way module "Input/Output: Computer Systems" for all students in Grade 4 to address the Computer Science Framework and revise for remote learning environments.

All Grade 4 classes engaged in Project Lead the Way lessons weekly during library class in January and February. A new curriculum was developed due to COVID regulations and the need for social distancing. Each student created their own Clicker Game, which is a Scratch project. Students used video tutorials as models, and this project proved to be much more challenging than last year's Tynker project. Students participated in two introductory lessons focused on digital citizenship and Scratch accounts, followed by lessons on input and output computer systems. Then, they learned about the information highway and binary code, as well as plotting points on a coordinate grid. Finally, students applied this knowledge to creating their own Scratch Clicker Game using such technical terms as: constraint, criteria, variable, debug, and navigator. Students were encouraged to keep designing or building after their Project Lead the Way unit ended. A similar unit was shared with Grade 4 remote students, but participation was inconsistent during remote library lessons. While they had the initial experience, certainly the project will be revised again next year to allow for an in-person and partner experience.

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) to 75% as measured by the fall 2020 SBAC literary interim assessment data to the spring 2021 SBAC literary interim assessment data.

In ELA, the SBAC ELA score includes the claims of reading, listening comprehension and writing and research/inquiry. Across the three grades, the general trend from previous SBAC data was that the fewest number of students achieved a 3 or higher in reading, compared with listening and writing/research. As such, reading comprehension in the area of literary text was our area of emphasis. We administered a

pre-assessment in October 2020 to get a baseline score of students' comprehension of literary text. The average percentage of students scoring at/above goal in literary tests as measured by the pre-assessment was 10.5%. As a point of comparison, last year's average on the literary pre-assessment was 14.5% at/above goal.

After analyzing this data, we spend significant time collaborating on lessons targeting areas of need, and revising pacing guides to accelerate instruction. For example, grade level teams implemented SBAC question stems in all of their unit tests and in daily practice. We began reading intervention immediately with a "boost" session that lasted approximately 5-6 weeks. Teachers also integrated other opportunities to support wide reading of literary texts. This includes all students having choice over their independent reading book, options to read on RazKids or EPIC, which provides tools such as read to text and visuals which serve as supportive features for striving readers.

As a school, reading was also promoted in many ways. This includes the annual Nutmeg book celebration, as students' names were featured on the announcements once they completed the Nutmeg reading challenge. The principal collaborated with the Library Media Specialist, K-12 Literacy Specialist and Challenge and Enrichment (CEP) teacher to host a weekly Principal's Book Club in February and March. Our K-12 Literacy Specialist conducted several sessions of book clubs in Grades 3-4 as an enrichment opportunity. Additionally, three diverse virtual author's visits honored great books and celebrated authors Jerry Kraft, Janae Marks, and Kelly Yang. We recognized World Read Aloud day with a free book for each classroom and a virtual read aloud by Dr. Petrone, and a "book fairy" visited each classroom to surprise them with a new book featuring a social-emotional theme.

In April of 2021, students were administered the literary post IAB. Across the grade levels, an average of 63% of students achieved in the at/above goal range. While the goal was not achieved, the growth from pre- to post- IAB is notable. The average % points of growth was +52 points. Additionally, over 33% of each grade level scored a Level 4, which is Advanced. Comparative data is not available due to the COVID-19 pandemic last spring.

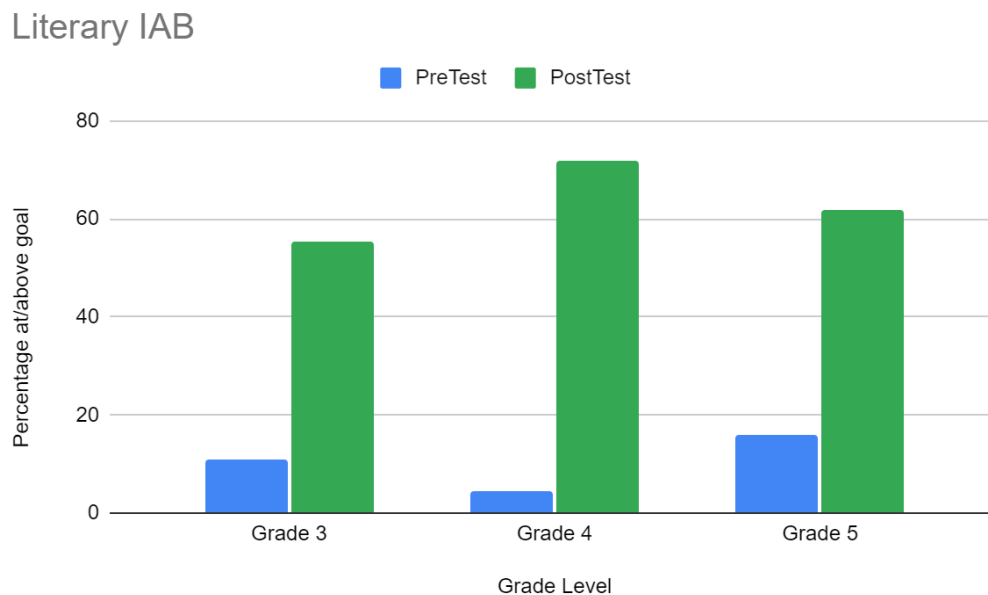


Figure 1: Literary Reading Comprehension growth from pre to post IAB

Writing

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

With the support of the K-12 Literacy Specialist during ELA coaching 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. This included the reteaching of concepts, modeling effective writing with think-alouds, and providing students with instructional tools such as graphic organizers, sentence starters, and word banks for vocabulary. The 1:1 integration of Chromebooks has been an instrumental support for our writers, as they use tools such as spell check and adaptive features such as speech-to-text so that students can get their ideas down.

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 13 points, which even exceeds our accomplishment in the school-year 2019-2020 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 "mock student" given piece. Students must take on the role of that "mock 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 practice the skills needed to be successful on SBAC brief writes. They use the rubric to self-report grades and set their writing goals on brief writes.

Writing Growth

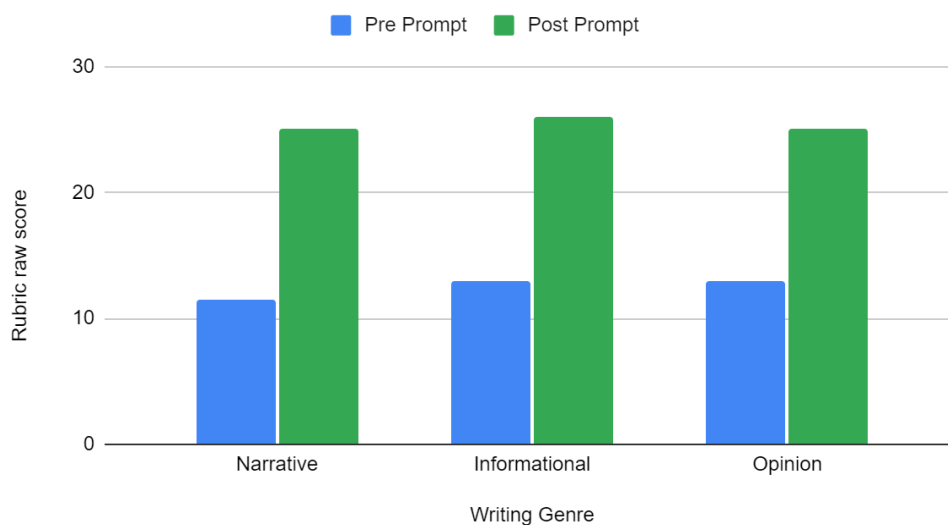


Figure 2: Writing growth from pre to post prompt for each genre

Math

Increase the percentage of Grades 3-5 students who demonstrate at or above goal scores on the Math Smarter Balanced Performance Task Assessment (SBAC) to 60% at/above goal as measured by the fall 2020 SBAC pre performance task data to the spring 2021 SBAC post performance task data.

Teachers collaborated with the Director of Teaching and Learning, our K-12 Math Specialist, and our math intervention team to review the baseline assessment data of our Fall performance task. With this information, they designed lessons and practice opportunities that scaffolded the degree of independence of students with complex problem solving, beginning with the teacher modeling, and then providing small group and partner practice, followed by independent opportunities to engage in a performance task.

Performance Tasks are multi-step problems that integrate numerous math skills into a real-world scenario. For example, students may be tasked with finding the cost of items at a skate park rental given certain parameters, and then expand that to the cost for a whole class. They must use information from a table of prices and a diagram of dimensions of the skate park to answer questions. There are numerous questions that students must answer, and they must explain their reasoning for each response, communicating with math vocabulary. The performance task also integrates numerous math skills, rather than skills in isolation. This gives us a comprehensive understanding of a student's problem solving and reasoning skills.

In the Fall of 2020, the percentage of students at/above goal for the performance task was 8%, 37%, and 3% in grades 3-5 respectively. On the post-performance task in April, students achieved 56%, 65%, and 47% at/above goal in grades 3-5 respectively. This is tremendous growth, resulting in an average of 56% at/above goal, with 40 percentage points of growth on average. Additionally, on the post-performance task, over 26% of students in each grade scored in the Above range, which is tremendous to have so many

students scoring that advanced level.

Performance Task Data

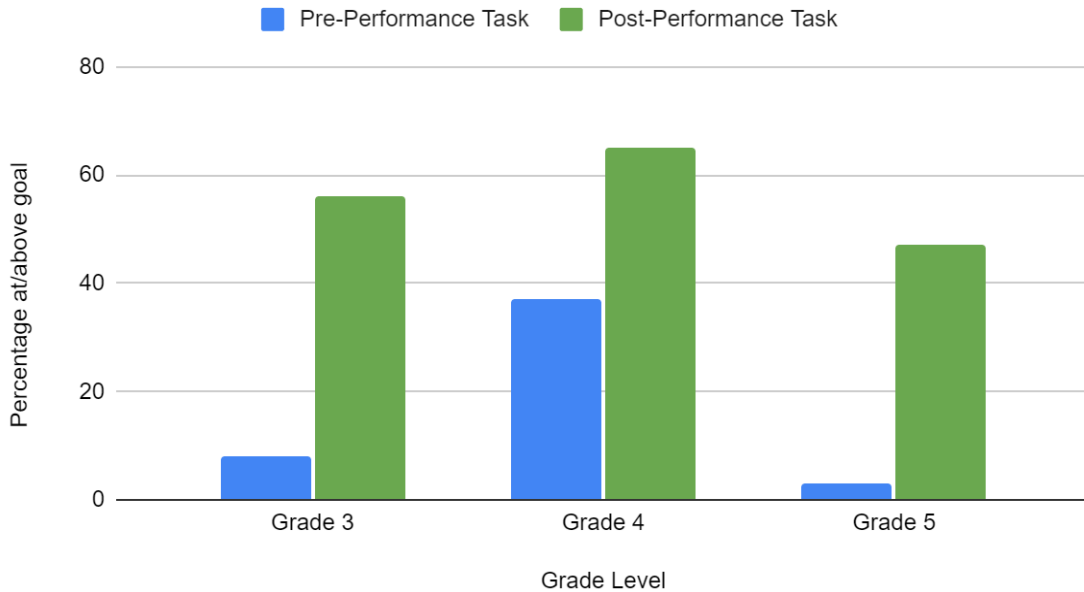


Figure 3: Math Performance Task growth from pre to post IAB

Due to the start of the year in the hybrid model of instruction, teachers worked with the Director of Teaching and Learning to accelerate their curriculum and determine which lessons could be conducted together, and which lessons were not based on priority standards. Additional information about the student's math performance was gathered from a Zearn Diagnostic Assessment in September. This helped teachers diagnose unfinished learning from last year and further helped them revise their curriculum. With professional development focused on the Zearn product, which aligns with Eureka Math, teachers began to use both programs so that students could continue their math instruction both in person and online, remotely. Even upon return to a full in-person model of instruction, students continued to use Zearn all year as homework, to support differentiated math work, and to review concepts presented in class with the video tutorials and supplemental practice. Each grade level created a new pacing guide to ensure that students would be filling in gaps from the Spring and continuing their grade level curriculum. Based on this data, teachers collaborated during math coaching for the implementation of Eureka lessons, and created Performance Task opportunities that aligned with units.

Whole School Indicator:

All classrooms will implement strategies to support social and emotional learning, such as the expansion of Second Step lessons to promote equity and trauma informed practices.

Please review the detailed description of action steps and indicators under Goal 2: Maintain and promote a positive and respectful learning community.

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 progress and growth during the year.

On a survey administered to parents in March following parent-teacher conferences, 95% of parents agreed or strongly agreed that they are aware of their child's goals and growth. Parents were emailed this survey, due to the fact that conferences were virtual via Google Meet.

Other survey results include:

Survey results:

I have a better understanding of my child's effort, skills, and classroom behaviors:

- 79% Strongly Agree
- 14% Agree

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

- Develop a Culturally Relevant Pedagogy committee to support a respectful, relevant and responsive curriculum and learning environment.

Over the summer of 2020, GHR staff created a culturally relevant pedagogy committee to promote racial equity and an inclusive learning environment. The committee worked throughout the year to research and develop resources to support educators in recognizing traditionally underrepresented populations. A Google drive folder was created for each month of school, in which teachers crafted Morning Messages, historical facts of the day, and curated lessons, resources, and read alouds that aligned with the focus for the month. For example, classrooms recognized Hispanic Heritage Month in September, Disability Awareness Month in October, Native American Heritage Month in November, the Declaration of Universal Human Rights in December, Leaders of the Civil Rights Movement in January, Black History Month in February, Environmental Awareness in April, and Asian and Pacific Islander Heritage Month in May. Teachers used recommended picture books as read alouds and shared pertinent information during daily morning meetings. The committee continues to meet regularly to revise their work and update resources.

The Culturally Relevant Pedagogy committee also attended several professional development sessions under the leadership of CREC. This helped further the knowledge base of the members of the committee and thus they were able to be instructional leaders at GHR. All staff members were involved in an August training from CREC focused on racial equity and unconscious bias. Part of the work of our schoolwide Culturally Responsive Committee was to inventory classroom libraries and our book room, which led to the realization that we needed books that reflected different cultures and races. In collaboration with our Library Media Specialist and K-12 Literacy Specialist, we began to review new, culturally relevant texts. This work will continue, but we have purchased over 50 new titles to add to classroom libraries and the book room.

Additionally, two Grade 5 classrooms participated in EASTCONN's faces of culture grant, in which they were partnered with Hebron to promote engagement and interactions between communities. The 2 goals of this program are to reduce racial, ethnic and economic isolation and to improve student's academic performance and personal growth through an SEL and arts-focused approach. This program promotes

positive relationships and improves students' cultural competence. Partner classrooms become pen pals, spending 47 hours working together through skype, letters, and in-class virtual workshops. Students are engaged in mindful practices geared toward developing social and emotional understanding and regulation in self and others. Activities and workshops focus on acceptance, communication, goal setting, and self-understanding. To address the second goal, students are engaged in studying the indigenous American Peoples through art. With their partners, they recreate early artwork, research their own personal histories, and create an artistic representation of themselves. This year, cultural expression was explored through virtual visits and lessons by artists, musicians, and storytellers.

- Develop and implement additional tiered interventions to address social and emotional learning needs students have experienced as a result of the pandemic.

Students had varying social and emotional needs as we returned to in-person schooling in the fall. As a Tier I measure for all students, our school support team curated lessons and resources on a new Social and Emotional Learning Google Classroom. Resources were organized by topic: Kindness, Healthy Habits, Problem Solving, Size of the Problem, Movement Breaks, Relaxation, Sensory Needs, and COVID safety. The school psychologist and social worker also conducted office hours for students or staff in September. As another layer of support, our district social worker created 4 video lessons on topics to help students readjust to being back in school. Teachers shared these with students on Google Classroom so that learners in any model of instruction had access. These topics such as staying connected while physically distanced, respecting similarities and differences, and dealing with feelings of stress or nervousness. Based on student responses to this work, she created a school-wide word cloud that visually represented strategies to address social and emotional needs. Students brainstormed deep breathing, asking for help, employing positive thinking, using stress balls and music, or going to your calm place, for example. This word cloud was displayed on a large bulletin board so that all students could remind themselves of techniques daily. As another layer of support, the Responsive Classroom text "Morning Meeting ideas" was purchased for each grade level. These activities addressed communication, team building, problem solving, and recognizing emotions.

For Tier II and III support, we gathered more specific information to customize programming. In September, we reviewed teacher survey data to help identify individual student needs in order to personalize instruction and allocate resources appropriately. Our social worker conducted push-in lessons to certain classrooms in which a majority of students had expressed the need for more social and emotional support and skill development. After this first round of lessons, our social worker developed a second staff survey as a follow-up to the SEL morning meetings, which asked teachers to reflect on the effectiveness of the SEL morning meeting lessons for your students, engagement of students, and the need for continued push-in SEL lessons, facilitated by the social worker. Through December, these lessons across ten classrooms focused on such topics as: kindness, growth mindset, emotional regulation, peer dynamics, and managing frustrations.

The second round of survey data also helped us identify students for Tier II informal counseling groups. The support team worked collaboratively to form numerous new small groups for pull-out SEL instruction. Social skills instruction for students needing Tier II or III supports are conducted using the Social Thinking Curriculum, which incorporates the use of expected and unexpected behaviors as a descriptor. Students created personalized "Size of the Problem" charts. Tier III supports included 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 Second Step, a social skills curriculum to support social and emotional learning, adding to the school-wide approaches of responsive classroom and restorative practices.

For the second consecutive year, Second Step was implemented in all classrooms as a way to ensure a systematic approach to social and emotional instruction across classrooms. This Tier I program includes lessons on perspective-taking, empathy, processing emotions, understanding and resolving conflicts, and building positive relationships. During Morning Meeting, teachers use Second Step lessons to explicitly teach these vital skills. The use of the Second Step program allows for our consistent use of language and reinforcement of skills by all adults in the building. We have seen firsthand that this program has fostered relationship building between students and teachers and helped students have a positive self-concept and attitude toward school. When issues arise in the classroom, the teacher reinforces and reteaches the applicable skill using language and resources from Second Step.

We embed Second Step lessons in our Morning Meeting, a structure from Responsive Classroom. We have adopted components of Positive Behavior Intervention Supports (PBIS) with the development of school-wide expectations for locations throughout the building and promotion of our C.A.R.E.S. initiative. Students are encouraged to show C.A.R.E.S.: Cooperation, Assertion, Responsibility, Empathy and Self-Control. C.A.R.E.S. banners run down the corridor, and students are recognized with Kindness Cards written by staff and other students for demonstrating C.A.R.E.S. We showcase Kindness Cards school bulletin boards. Each month, selected students who have received Kindness Cards participate in the Principal's Forum and are recognized with a trophy and positive note home. The PBIS strategy of school-wide expectation posters is used to provide a bulleted list of expectations for each area in the building. Our school also promotes Spike's Buddy Bench, a location at recess for students who don't have anyone to play with. Students are taught how to help a friend in need and invite them to play. If students do not display CARES behavior, think sheets ask students to reflect on their behavior and how it impacted themselves and others. These notes are signed by both the student and parent. These Tier 1 supports have ensured consistency of expectations and a common language in our school.

For Tier II and III supports, we use the Social Thinking Curriculum with the "size of the problem" strategy, provide both formal and informal counseling, and model SEL lessons. Our social worker and school psychologist conduct a therapeutic morning meeting for students who need an added layer of support with skills targeted to address their needs as specified by their Individualized Education Plan (IEP). This also gives students an opportunity to foster a relationship with another trusted adult in the building to support their success. Some students also have morning and afternoon check-ins with a support staff member to review their goals and self-reflect on their day, specifically addressing their social and emotional needs.

In terms of school-wide structures that support social and emotional learning, our Safe School committee, composed of the principal, nurse, school social worker, board certified behavior analyst (BCBA) 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 consultation by reading or math specialists, speech and language, BCBA or occupational therapy. Our Intervention Referral Team (IRT), provides a biweekly platform for teachers to share academic or social/behavioral concerns about students with a committee of internal experts, including the Principal, psychologist, social worker, reading specialist, math interventionist, and special education staff. IRTs helps us monitor student growth and progress, and brainstorm strategies along the tiered continuum of supports. These regularly scheduled meetings are structures that allow us to take a holistic and timely approach to student needs,

addressing the whole child.

In September, staff completed a teacher self-assessment developed by our social work team to help them identify their strengths and needs for Tier 1 SEL practices in your classroom. Our guiding philosophy is that the foundation for helping children with SEL skills is built through the experience of respect, safety, and connection in relationships, especially with the adults in the school.

At our January faculty meeting, our district-wide social worker provided training on the CASEL competencies which include: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. The majority of teachers set their professional goals to align with the social and emotional instruction that they were providing to students, so this understanding of the CASEL competencies expanded their knowledge-base to understand their connection to our current practices, district goals, and Portrait of the Graduate competencies.

In the fall, Yale Center for Emotional Intelligence offered a free, virtual course entitled "Social and Emotional Learning in Times of Uncertainty and Stress: Research-Based Strategies.". Approximately 15 educators at GHR participated in this asynchronous course that focused on emotion science, strategies for helping ourselves and others manage their emotions, and how to be more culturally responsive. In November, presenter Kate Field from the CT Education Association (CEA) shared her best practices on self-care and mindfulness. She shared practical strategies and applications for staff, and activities to support self-care for students in the classroom. In May, two teacher leaders helped us revisit our professional development text Hacking School Discipline, which focused on restorative justice practices.

- Implement personalized goal setting with opportunities for students to set instructional goals for themselves as they take ownership over their own learning.

Throughout the year, students set instructional goals for themselves and measured their growth. Since we did not conduct Student Led Conferences for March 2021 conferences, teachers instead brainstormed what authentic goal setting would look like for students this year to ensure that all students continued to reflect and remain leaders of their own learning. For example, Grade 3 students set a goal in reading, writing and math in October, and then revised this goal leading up to March Parent Teacher Conferences. At those conferences, the teacher shared examples of their growth in each area based on the student self-identified goals. Grade 4 students set goals in writing and self-assessed using the writing progressions rubric. They set goals based on their pre-prompt writing and then compared it to their post-prompt. In Grade 5, students reflected on a strength and weakness in each subject area, which was shared with parents at conferences. For example, a student reflected that in math an area of strength is solving complex problems, whereas an area that they will work on is two-digit multiplication. These are specific goals and can be improved upon within the year. For students involved in Challenge and Enrichment Programming (CEP), students set project-based goals using rubrics. Then, during their project presentations, students provided peer critique and offered ideas to improve the project based on the rubric. For students who receive reading intervention, students set goals on their reading accuracy, fluency, and comprehension and reflect on their growth biweekly as measured by running records. For Grade 5 students participating in Band, students set personal music goals for home practice and track this in their weekly practice journal. Parent feedback was overwhelmingly positive and they appreciated the authentic and genuine approach to setting realistic and specific goals and working towards their achievement.

To encourage ownership of their learning, we continued our second year of Grade 5 Student Council,

composed of 16 students. These students meet every 3 weeks to discuss concerns from their classrooms, and brainstorm and implement ideas to improve our school. At our first meeting, students completed a leadership self-inventory to identify leadership skills that they already have, and which skills they can improve. During the year, Student Council members participated in the Connecticut Association of Schools CAS Elementary Leadership Conference to connect with other Student Council members from across the state. They also helped plan our Blue Ribbon Spirit Week for June, designed positive bulletin boards to inspire classmates, ordered and organized new recess equipment for each classroom based on COVID regulations, and served as a panel of judges for our t-shirt design contest. These are young leaders who continue to have a positive impact on their school.

We also showcased and celebrated students in numerous ways. 26 students who excel in Art were recognized through their selection in the Virtual Art Show at Arts Center East in Vernon. In March, 2 selected Grade 5 students were celebrated at the Connecticut Association of Schools Elementary Celebration of the Arts. In music, 12 Grade 5 students were selected to perform and record our newly developed school song, to be premiered at the GHR Blue Ribbon Celebration in June. Selected band students performed “window concerts” which adhere to COVID safety guidelines and allowed them to showcase their instrumental accomplishments with a real audience. They also created a video collage concert using FlipGrid which was shared with all families of band students and with GHR staff.

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

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

Given the unique needs of this school year, professional development was planned comprehensively and in collaboration with district administrators. Our primary focus for PD was social and emotional learning (SEL) and cultivating a safe school environment. To start the school year, all staff participated in DCF training, engaged in PD on mindfulness, and classroom teachers collaborated to enhance their lessons with Second Step, our social and emotional curriculum. This focus on SEL was a throughline of professional development throughout the year.

Embedded grade level 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, curriculum compacting given the hybrid and remote models instruction, analysis of formative and summative unit assessments, and the creation of resources and support materials for students in person and remote. Personalized professional learning also came in the form of side-by-side coaching, as in the case with book clubs in Grades 3-4 with the support of the K-12 Literacy Specialist. 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. For science, a CREC consultant provided guidance and support throughout the year to revise pacing and innovate lessons with COVID guidelines in mind.

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 technology professional development in which teachers tried out new technology for their classrooms. Related arts teachers attended content related PD during the year with colleagues throughout the district, and networked with other districts to adapt their practices to adhere to COVID guidelines. 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.

Staff is always encouraged to pursue professional development in their areas of interest. As such, numerous teachers are members of professional organizations such as the CT Reading Association, International Literacy Association, the Connecticut Association for School Librarians, and the National Council for Teachers of Mathematics. Over the past year, teachers have attended regional conferences, including the national Teacher Your Heart Out Virtual Conference. Our school psychologist and social worker attended monthly meetings with EASTCONN and CREC as part of their professional network, and have coaching with our district consulting neuropsychologist as they continue to improve their practice.

- Maintain a focus on wellness for staff, 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 for adults was paramount given the feelings of stress, uncertainty, and anxiety that staff were feeling. There were new procedures and schedules for nearly every operational facet of our day, and new safety precautions to help keep everyone healthy.

This work began over the summer, as I hosted optional, virtual meetings in July and August to keep staff apprised of changes for the upcoming year and to check in emotionally. A school safety meeting was held to discuss the mitigation strategies we were putting in place, including cohorting and social distancing, expectations for classroom set-up and procedures like hand-washing. Facility improvements such as additional hand sanitizing stations, plexiglass dividers, and increased disinfecting of high traffic areas and high touch surfaces was also shared. These meetings were heavily attended and kept staff informed of the frequent updates and changes that were happening leading up to the school year. All of these presentations and updates were recorded and also posted on my Professional Learning Google Classroom so that staff could access them at any time and review the critical information, as needed. These optional meetings helped support our teacher's mental and emotional wellness so that they could prepare accordingly and feel safe upon return to school.

During our August professional development, we restructured Meet the Teacher to align with COVID-guidelines. Students visited with their classroom teacher in small groups with no more than 8 people in the classroom at a time to allow for social distancing. There was a designated entrance and exit, and face coverings and hand washing helped all staff feel comfortable having families and students back in the classroom. Time for training on universal precautions and blood borne pathogens also aligned with our safety measures.

A topic that was revised throughout this year was staff self-care. On January 6th, we hosted Dr. Paula Gill-Lopez from Fairfield University who shared her extensive knowledge of self-care and practical strategies that can be done every day. She has written blogs and book chapters on self-care, as well as recorded a podcast. She and her student research team are currently compiling data that investigates the benefits of practicing self-care and mindfulness for school practitioners, graduate students, and the whole school climate. Several teachers also shared quick activities that they do daily to practice self-care, including mindfulness moments, yoga poses they can do with their class, sensory hallway activities for

physical health, and keeping a gratitude journal.

Our Library Media Specialist was awarded a \$750 grant from the Connecticut Reading Association this year to help support the social and emotional needs of students and staff. Through this project, the GHR Library bolstered its SEL collection, providing materials that reflect various backgrounds, genders, cultures, and perspectives as they apply to SEL. By increasing the number and types of SEL holdings, the library will be able to offer multiple avenues for exploring SEL in the way the learner prefers, whether that be e-book, audiobook, graphic novel, picture book, fiction, or nonfiction titles. A bookshelf and display was added to the staff lounge so that teachers could check out the new texts and share with students and families. We extended this project to the community by offering our print resources to loan to families in conjunction with informative strategies for parents to use with their children at home to support their SEL needs. In collaboration with her intern, the Library Media Specialist developed 6 SEL lessons for families that were recorded and shared in School Messengers, and then posted on the Library Media website for families to access anytime. Our hope is that through connecting with families often to share print and self-created informational videos, we enhanced SEL support for all in our community, whether in school or at home.

To continue supporting a positive school culture, we held an April Spirit Month. Each day, something different was celebrated, from National Pretzel day and National Licorice day with treats in staff mailboxes, to a Hairstyle Appreciation Day and dance party over the announcements. We also held weekly raffles for staff goodies. Seemingly frivolous, these celebrations kept spirits high.

- Engage in cultural competence training to support teachers in recognizing unconscious bias, understanding the role of culture in education, and using students' cultures as a basis for learning.

Understanding the role of race and culture in education was a critical goal for GHR this year. Under the leadership of our Culturally Responsive Pedagogy committee, the staff engaged in professional development and coaching throughout the year on topics related to racial equity and teaching in a culturally affirming manner. In addition to the aforementioned monthly topics of recognition, staff engaged in professional learning on the following topics: racial equity, equity and literacy, the Yale CASEL competencies, and restorative justice.

As part of this work, we began to inventory the texts we currently use and make conscious efforts to diversify our school and classroom libraries to be more culturally representative. The library media specialist curated additional resources like picture books and graphic novels to support more widespread representation with characters of different races, abilities, and cultures. As part of this effort, the K-12 Literacy Coach and Library media specialist were awarded a \$750 grant from the Connecticut Reading Association to purchase 18 copies of 4 different titles featuring racially diverse characters. These books are now being used in classrooms as book clubs, whole class read alouds, and options for independent reading. To begin the school year, we start each year at GHR with a common mentor text that all students read together. This year, the selection was [The Day you Begin](#) by renowned author Jaqueline Woodson. Additionally, each classroom was provided a copy of *Sulwe*, a picture book by Lupita Nyong'o, to celebrate World Read Aloud Day on February 3rd.

One of the unintended positive effects of our COVID precautions is that we could host author visits virtually. In terms of funding, virtual visits allowed us to host 3 different authors, instead of our usual one. It also allowed us to connect with author's from around the country. In October, we met with Kelly Yang,

the author of Nutmeg Award winner The Front Desk which is loosely based on her own experience as a first generation Chinese American immigrant in California. Next, we hosted Janae Marks, the author of From the Desk of Zoe Washington which focused on the themes of family, systemic racism, and loyalty in an age-appropriate manner. Finally, our fifth grade team worked in collaboration with Captain Nathan Hale Middle School to visit with Jerry Kraft, author of graphic novels The New Kid and Class Act. These high-interest, award winning texts tackled the issues of peer relationships, social dynamics, and racism and cultural stereotypes. Throughout these virtual visits, students were able to ask questions and interact with notable authors.

In addition to representation through books, we also wanted to celebrate different cultures in our school environment. As such, we showcased artwork and quotes from Learning for Justice (formerly Teaching Tolerance) to celebrate world cultures. These are prominently displayed throughout the school.

- Continue to recognize and honor staff who have demonstrated excellence in teaching and learning in multiple ways, including at faculty meetings, leading professional development, Positive Postcards, the “Most Valuable Patriot” program, and develop leadership through the teacher Leadership Academy.

During a challenging and uncertain year, it was imperative that I continue to foster relationships with staff by supporting them and recognizing their innovation and flexibility given many challenges. 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 third grade teacher shared her Kindness Week ideas, and an intern shared her virtual birthday recognition for students who are remote. A third grade teacher is currently being trained in self-care practices including mindfulness and yoga through the organization Breathe For Change, and will be certified next fall.

Each week, I also write three positive postcards for staff members to recognize wonderful things that I notice or hear about. 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 4 staff nominations for the MVP district-wide award, which is selected by and for staff. Our MVP nominees include a Grade 5 teacher, School Nurse, Board Certified Behavior Analyst (BCBA) and district Social Worker. They are currently showcased on a hallway bulletin board with quotes from their MVP recognition.

Through the district-wide teacher Leadership Academy, 2 GHR teachers network with other educators throughout the district and meet five times during the year with an EASTCONN consultant. From self-assessing their leadership qualities to refining their capacity for teacher leadership, these two teachers have then led professional development for our GHR staff. This included the culmination of our professional book club focused on restorative justice. I continue to support teachers in leadership positions, especially with providing professional development to colleagues.

During Faculty meetings this year, our K-12 Literacy Specialist, Reading Consultant and Reading teacher engaged staff in learning about equity in literacy, our social worker taught us about the CASEL competencies from Yale to support social and emotional learning, 2 teacher leaders shared ideas for teaching empathy, and a classroom teacher shared ideas for virtual writing celebrations and virtual

publishing parties. Additionally, each faculty meeting also includes a time for committees to share updates and information, including educators who are part of the District Literacy Committee, Curriculum Cabinet, PD/TEVAL committee, and District Technology committee. All of these opportunities help educators learn from one another and promote teacher leadership and collaboration.

- Maintain partnerships with ECSU, UCONN, and other local universities and colleges through supporting student teacher assignments, practicums, independent projects, and internships with a focus on distance learning and virtual instruction.

Our college partnerships were adjusted this year to include virtual opportunities for undergraduate students and an in-person experience with an intern from Eastern Connecticut State University (ESCU) who helped gain teaching experience through student teaching, and serving as a building substitute over the course of the school year. This year proved challenging to have undergraduate college students in the building, but we hope to have a robust program again next year. The majority of our tenured teachers are TEAM trained and can support a beginner teacher, student teacher, or intern. We also had a new staff member supported through the Durational Shortage Area Permit (DSAP) who was assigned a mentor to help her through her first year of teaching.

In partnership with UCONN, we continued Year 2 of our involvement with Project LIFT (Learning Informs Focused Teaching), a research study by Dr. Catherine Little. The project focuses on teacher perceptions of high potential and use of instructional practices that may encourage and develop students' advanced potential. The program was implemented in a Grade 3 classroom this year with lessons across content areas. These lessons are inquiry based to elicit high potential behaviors in all children, and support the ongoing development of critical and creative thinking skills. The teacher will also participate in the second year of a summer institute at UCONN and we hope to extend these lessons with other Grade 3 teachers for next year.

- Continue to provide regular technology coaching to ensure meaningful integration of technology to support varied models of instruction, including distance learning.

Ongoing technology coaching was one of the factors that was imperative for our success this year, given the 3 models of instruction: in-person, remote, and hybrid. Teachers had to be able to teach students at home, and students live in person simultaneously. We also needed to structure learning to include both asynchronous and synchronous opportunities. To begin the school year, teachers learned to navigate new Chromebooks with 1:1 implementation, support remote students with live streaming, manage interactive Google Meets, organize assignments on Google classroom, and implement new programs to increase student engagement. Professional Development in August included work with integrating technology to support collaboration between students, formative assessment tools, and effective feedback. Screencastify, WeVideo, Flipgrid, and EdPuzzle were reviewed from the spring, since these programs allowed for interactive, highly engaging asynchronous instruction and activities. Teachers set up their Google Classrooms to organize work and assignments, especially for the start of the school year in the hybrid model. At our September Faculty Meeting, teachers learned about the programs of bitmoji, padlet, and jamboard to support their interactive lessons.

Through instructional coaching sessions throughout the year, teachers learned about ClassLink and Securely to help streamline student technology use and monitor appropriate, safe usage. As needs came

up throughout the year, the technology department met individually with teachers or with grade level teams to answer questions and offer suggestions and support. This included what virtual instruction would look like for remote snow days. Again, this was a new experience for the whole Coventry community, and GHR teachers revised daily schedules, met with their grade levels to develop a common plan and lessons to be instructed, and also tried to integrate the weather- snow!- to make it an enjoyable experience for kids learning from home. Our remote snow day attendance was over 90% of students participating, which we found to be a great success and we look to continue this option in the future.

In the spring, significant planning went into technology support for remote learners with standardized assessments, such as the LAS-Links for English Language Learners, Next Generation Science Standards Assessment for Grade 5 students, and the Smarter Balanced Assessment Consortium for all students in grades 3-8. Collaboration between GHR and CNH, under the leadership of the technology department, helped us develop a multi-week plan to support remote students with this new experience. Students were all issued a district Chromebook and were trained by Mr. Spivey and Mrs. Phillips over two sessions on how to take this assessment and the tools embedded to support remote testing, such as the chat and video features of the assessment. Remote students picked up Goodie Bags with their golden testing ticket, scratch paper and pencils, parent-friendly user guides, a calendar and some motivational stickers. The technology department then trained numerous teachers to proctor remote testing. Finally, a parent information session was developed and provided on April 27th, which was also recorded and posted on the Coventry Public Schools website. Once again, all of this was a new undertaking for the year and required extensive organization, support, and training provided by our technology team.