

Coventry Public Schools

Capt. Nathan Hale Middle School Goals

2020-2021

End of Year Goal Report

Dena DeJulius, Principal

1. Identify, define, and measure the critical skills and attributes that are required for success and align systems to continuously improve student performance and achievement.

- *Use the most recent ELA, mathematics, social studies, and science IAB assessment data, along with student work samples to inform pedagogy and pacing in these content areas.*

The ELA and math departments complete a student work protocol for IAB and Unit assessment results regularly throughout the school year. Student results are analyzed for strengths and weaknesses in areas of learning. A plan is then developed to address areas of concern and reinforce areas of strength in the curriculum.

Social Studies has developed four Interim Assessment Blocks (IABs) per grade level plus pre and post tests for data analysis and skill acquisition. The department uses their data time each month to investigate what is working and what areas need improvement. They then develop a plan to address those areas to provide for the needs of their students.

During the year the science department has been collecting data to help refine student learning and application of concepts with a focus on writing succinct Claim Evidence Reasoning responses. Data was used to review areas of strength and weakness, and to help teachers curtail their work to areas of need. In addition to the Next Generation Science Standards (NGSS) IABs this year, the 8th grade also implemented a new assessment tool called InnerOrbit. While still new to this platform it allowed more practice for students in grade 8 with NGSS style questions prior to taking the Spring assessment.

- *Continue to offer grade 6-8 students engineering/computer science pathways and opportunities with a continued focus to engage female students in pursuing a STEM track at the 6-12 level.*

This year, in addition to our in person and remote learners attending STEM classes in Grades 6 and 7, we offered a virtual all girls STEM Showcase with the CT Science Center that had 44 girls in Grades 6, 7 and 8 in attendance. This STEM Career Showcase was designed for middle and high school students to connect informally with professionals from corporate partners across the state through a series of virtual panels and discussion rooms, to engage in meaningful conversations and learn more about exciting STEM opportunities. To fully demonstrate the wealth and accessibility of employment possibilities in our students' home state, they featured a diverse array of presenters from a wide range of fields.

As eighth graders do not have a STEM class, their application of STEM concepts has come through in the form of technology education where they are experimenting more with robotics and coding this year.

- *Continue collaborating with Goodwin University on the development of STEM*
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Curriculum in Grades 6 and 7 aligned to the State Department of Education (SDE) Computer Science Framework.

Teachers in Grades 6 and 7 have continued to collaborate with Matt Dadona of Goodwin University to design STEM curricula that proves to be engaging and challenging with an array of projects and ability levels.

Even through the challenges of a pandemic Matt Dadona and our staff continued to collaborate to lay out a fluid curriculum for Grades 6 and 7. In order for us to use the laser cutters with all of our students, Goodwin is supporting us on best approaches to modify the requirements for students who need differentiated instruction. We have discussed and learned about differentiated levels of templates and software. One idea for next year is to explore paper lanterns/lights cut with lasers.

We discussed a potential Capstone project to build community or impact our community through a project. Issues and problems in the community might come with structured choices for students to explore. Possible topics: laser cut wellness cards, kinetic sculpture for courtyards (like an outdoor sensory space) or tiles to make a mural on an exterior wall or courtyard. All of these concepts are in designing and planning stages and would require the integration of several different forms of hands-on learning, with a focus on the engineering and design process.

Overall, CNH had several planning meetings this year with CNH staff, the Director of Teaching and Learning, and the consultant from Goodwin College. Discussion and planning took place regarding making modifications this year to the existing curriculum due to the pandemic as well as mapping out curriculum units for the 2021-2022 school year.

The Grade 6 ten-week STEM cycle curriculum was modified for 2020-2021 to include the following units of study

- Using Tinker CAD and 3D printing speakers
- A Circuit unit
- Some learning activities from Hour of Coding and Code.org
- Introduction to Scratch coding app
- The robotic arms were not utilized in Grade 6 STEM this year due to the pandemic/social distancing. The robotic arms will be utilized next year to expose students to the three functions of the arms: laser printing, suction cup and grabber

The Grade 7 twelve and a half week STEM cycle curriculum this year included:

- More of a STEAM approach this year
- Use of Kapla blocks and planks, Cobra Chains
- Using foldable art pieces
- Use of Scratch coding app

Planning for Grade 7 STEM instruction for 2021-2022 includes

- Pipe insulator roller coasters
 - Robotic arms (Dobot Magician) to be used to solve challenges through the Engineering
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Design Process

- Use of Spheros
- Laser printer-lanterns project
- Possible unit: Wellness cards for nursing homes and hospitals-laser with robotic arm; or fold up cards done up with lasers; creation of ornaments to sell at annual Craft Show and have funds possibly support a local cause.

Curriculum writing for Grade 6 and Grade 7 STEM will ensue this spring/summer.

Alignment of the Grade 8 Technology Education Curriculum to Technology and Computer Science Courses and pathways at Coventry High School

A review was conducted of previous units and units instructed this year-2020-2021 in Grade 8 and the Technology Education pathways for CHS. 2020-2021 units included a video unit, "All About Me," a Career & Technical Education (CTE) Careers Exploration Unit, and a coding unit using the recently purchased Ozobots. Prior to the pandemic, an important unit of instruction was the CO2 Dragster unit which involved students in the design, construction and racing of the vehicle.

CNH and CHS Technology Education staff reviewed the existing technology education and computer science aligned learning progression currently in place in the district which includes Project Lead the Way (PLTW) Robotics in Grade 6 (which has not been able to run in 2020-2021 because of the pandemic). Teachers met collaboratively to investigate additional units which might be added and to discuss further alignment of content, instructional strategies, and instructional tools between Grade 8 and CHS program. Perkins funding will be used for the purchase of a Computer Numerical Control (CNC) woodworking machine, and laser machine for CNH.

Four units of instruction were proposed. The first is the Design and Development unit. After investigating other possible projects that exist, the teachers and consultant from Goodwin agree that the Dragster unit offers the richest learning opportunity for students. It includes the engineering and design process, introduction to CAD, and a small woodshop component. This unit can be rewritten to add more cross curricular components such as data analysis and graphing. We will be exploring the Onshape software and considering its use in the Design and Development unit. The second unit will focus on coding and the Ozobots, which we licensed for two years with Title IV funding, and will include off screen coding with color codes and onscreen coding with Ozoblockly block coding. The Ozobot lesson library will support further development and refinement of this unit. An architectural project unit involving students in designing container houses or tiny houses using Revit software will enable them to create floor plans. A fourth unit involving the CNC machine and the creation of signs was also proposed. Following discussion on the constraints of time in this course that is offered in a trimester rotation, the team agreed that depth rather than breadth would serve students better and that the use of the CNC machine could be incorporated either into the Dragster unit, the architecture unit or both. Discussion also centered on how students could be introduced to video either through one of the projects or in creating a personal video portfolio of their work throughout the course.

Teachers established the alignment of Grade 8 units to courses offered in the technology education pathway at CHS. The goal is to build students' background knowledge and potential

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interest in pursuing various pathways through the technology education courses at CHS.

Grade 8 Unit	Alignment to CHS Course
Design and Development	CAD I, II, III; Wood Tech I, II; Architecture; Construction
Ozobot Coding	Computer Science Principles; Robotics
Architecture	Architecture; Environmental Building Design
Incorporation of CNC into a unit(TBD)	Wood Tech I, II; CAD I, II, II
Incorporation of Video into a unit or as a course project	Video Production I, II

Currently, staff is working on Grade 8 unit lengths, pacing, and timelines, and has begun to write and revise curriculum. Units will be aligned to the Portrait of the Graduate competencies.

- *Utilize the Portrait of the Graduate (PoG) Collaboration and Communication rubrics with students that are aligned with our Coventry PoG competencies.*

Teachers across departments incorporated either the EdLeader Collaboration or Communication rubrics within their classes this year. Some classes focused on specific rubric indicators that were aligned with their specific lesson plans and units. Below is a table outlining the specific departments along with their rubric selection, and corresponding lesson(s).

Department	Rubric Selection	Grade Level/Lesson(s)/Unit(s)
ELA	Collaboration	8th grade: Discussion about audience and autism Unit 1, 7th grade: Book Review, 6th Grade Historical Fiction Unit (Refugee)
MATH	Collaboration	All Grades: Teams create and teach a 5 minute lesson on a word problem
SCIENCE	Collaboration	6th grade: Heat Transfer, Weather Forecast, 7th:chemistry/ecology, 8th: sound & light unit
SOCIAL STUDIES	Communication	6th Grade: Early Man/Egypt Unit 7th grade: South America/Sub-Continental Asia Units 8th Grade: Colonial Personal Perspective Roundtable discussions/Civil War dialogue

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WORLD LANGUAGE	Collaboration	7th Grade Spanish: Ofrenda project 8th Grade Spanish: Alebrije project 7th Grade French: Group story writing 8th Grade French: Breakfast around the French speaking world project (Dec)
FCS	Communication	7th Grade FCS: Health and Wellness PSA - 6th Grade FCS: Positive Child Guidance Scenario Skits
ART	Collaboration	8th Grade Art 1 Point Perspective Large Community Based Poster 7th grade wire and plaster sculpture
PE	Collaboration	Peer Push Up Assessment Project
TECH ED	Collaboration	6th and 8th- All About Me Videos, CTE projects
MUSIC	Communication	Post-concert small group discussion and written reflection (6, 7, 8th grade)
SPECIAL EDUCATION	Collaboration	6th, 7th, 8th Grade Life Skills Cooking project
HEALTH	Communication	6th grade- Smoking/Vaping, Personal Space, Nutrition units 8th Grade- Relationships, Stress/Mental Health and Drugs/Alcohol units
DIGITAL CITIZENSHIP	Collaboration	Appropriate Use Policy for use of Technology

We will continue our rubric implementation in the 2021-2022 school year, and have plans to include the Critical Thinking rubric.

- *Strengthen student goal setting in literacy and mathematics, and continue to expand the use of digital portfolios in all grade levels.*

English Language Arts brief write data has been reviewed and tracked throughout the year showing student progress, as well as informing teachers about areas for instructional focus. Students have had multiple opportunities to rewrite their brief writes after direct instruction. In addition, students practiced scoring brief writes using the SBAC scoring guides for Grades 6-8. Students in Grades 6, 7, and 8 completed literary goals based on their post Literary IAB data that was administered in March. Goals have been posted along with a student work sample in their digital portfolio drive. Students were asked to share their portfolios at home with their parents.

Math performance task data has been reviewed and tracked throughout the year showing student progress, as well as informing teachers about math skills and content that need additional focus. Progress monitoring allows teachers to identify students who may need additional support

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or differentiated instruction. Students in Grades 6, 7, and 8 will be writing individual goals based on their spring unit assessment. Goals will be posted along with a student work sample in their digital portfolio drive. Students will share their portfolios at home with their parents.

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

Reading:

The reading intervention program at CNH continues to support students needing assistance in the areas of decoding, fluency and comprehension. Currently, we have 54 students (13.9%) enrolled in reading intervention classes for Grades 6-8. All students enrolled are receiving support through the use of the Leveled Literacy Intervention (LLI) reading program. This year, we are also using the Lexia reading program as well. This program supports students in the area of word study, grammar and comprehension.

In September, students were assessed using The Benchmark Assessment System or BAS, which looks for strengths and weaknesses in the areas of decoding, fluency and comprehension. This year the BAS was extremely important in determining the amount of loss due to the COVID school closures. Out of the 54 students being serviced, 47 students remained at the same level as the previous year, four students decreased by one level and three students increased by one level.

According to the most recent assessment scores, two students increased their BAS scores by two or more levels and the remaining 52 students increased by one level. In addition, two students have been fully exited and two students were partially exited (2 days of support per week). It is anticipated that three additional students will be exited at the end of the 2020-2021 school year. This shows that students are receiving quality instruction using the current reading intervention model. In addition, it provides support that the programs are being done with fidelity and that these programs help move students forward in the area of literacy regardless of the model of learning students are engaged in. Several students have been remote during all or some portion of the year thus far. Due to the small group sizes demanded by the program, these students are getting the support they need as are the students who participate in in-person learning. Lessons are designed specifically to meet the individual needs of students.

Math:

This year we have serviced a total of 48 students (12.3%) from Grades 6-8 in math intervention classes (CNH refers to math intervention classes as "Math Investigations"). Of these students, six students have been exited due to meeting their goals, and two students have been exited due to leaving the school district. We are currently servicing 42 students using a variety of topics from the ALEKS math program and through providing direct instruction on current topics being learned in class. Intervention was successful in filling in gaps from prior grades in math using the ALEKS software and direct instruction, as well as a variety of research based instructional strategies including game-based and cooperative learning. On ALEKS, topics are organized into objectives and cover content from prior grades as well as at grade level topics being learned in class. Students are presented with the material in the order they learn it in their Tier I classroom (regular math class) and are eligible to exit when they catch up with the current topic they are learning in

class. When students do not have learning gaps, they have a more successful transition back to their Tier I math classroom without the addition of their math intervention class.

During the school year, five students have exited Math Investigations by completing the program and succeeding independently in their math classroom. On average, Grade 6 students learned 34.3 topics; a growth of 270 percent. The Grade 6 students went from mastering 16 percent of grade level content to mastering 58 percent. On average, Grade 7 students learned 37 topics; a growth of 308 percent. The Grade 7 students went from mastering 13 percent of grade level content to mastering 55 percent. On average, Grade 8 students learned 21.4 topics; a growth of 594 percent. The Grade 8 students went from mastering 4 percent of grade level content to mastering 27 percent. A total of 90 percent of students participating in Math Investigations passed their math classes in Quarter 3.

Literacy, Math SMART Goals

- *Increase the percentage of Grade 6-8 students who demonstrate at or above goal scores on the ELA/Literacy Interim Assessment Blocks (IAB) by 10 percentage points as measured by the fall 2020 IAB assessment data to the spring 2021 IAB assessment data.*

Students demonstrated tremendous progress from fall to spring on their literacy IAB performance. Following the school closures from last March and learning remotely last spring, we saw very low fall baseline data that can be attributed to the pandemic, spring remote learning adjacent to summer vacation, and the return to school during a pandemic, which included numerous instructional and physical changes to the school environment. All grade levels had significant growth from fall to spring with an overall average of 33.9 percentage points of growth across grade levels.

CNH ELA Interim Assessment Blocks (IAB) Data 2020-2021			
Average of ALL ELA IAB's (literary, informational, research)			
Grade Level	Percent of Students At or Above Goal Fall 2020	Percent of Students At or Above Goal Spring 2021	Growth Fall 2020 to Spring 2021 (Percentage Points)
6	27.9	54.3	+26.4
7	30.6	68	+37.4
8	35	73.1	+38.1
6-8 Average	31.2	65.1	+33.9

The table below shows a comparison between the 2019 ELA SBAC scores and the 2020-2021 average score of the ELA IABs. The scores for this year are for students who were in person (Portal) taking the IAB. We disaggregated the data and took out the remote student data due to the fact there were a significant number of students in quarantine when some of the IABs were

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administered. These students had to take the IAB remotely, and their scores were significantly lower. Although we tried to replicate the question types and structure as the portal by using Google Forms that was not completely possible. We were limited to multiple choice, select number of responses, and open ended questions. This did not allow part a/ part b so we had to make them as separate multiple choice questions. It also did not allow for hot text- where students click on words or sentences and it highlights that portion of text. Although we did try to find readings at a similar level, on a similar topic and replicate the question on the portal as much as possible. There were questions close in language, but it was not the same. The readings were also close in topic and level, but not exact. The students also had to complete three google forms, one for each reading. This did not allow them to necessarily have the reading and questions in a split screen like on the portal unless the student knew how to create the split screen. Students also did not have access to some of the universal tools they would be able to use in the portal. Students had to complete a reading and one Google form in one sitting, because google forms do not save if you exit out, or leave idle and come back. Therefore, some students did not submit all three readings and forms because they lost stamina. Finally, students are not in a classroom environment so distractions may have been different at home.

English Language Arts Passing Rate Comparison Between 2019 SBAC and 2020-2021 IABs

	Percent of Students Scoring At or Above on 2019 ELA SBAC	Average Percent of Students Scoring At or Above on 2020-2021 ELA IABs (Portal)
Grade 6	71%	77%
Grade 7	82%	79%
Grade 8	80%	79%

- *Increase the percentage of Grade 6-8 students who demonstrate at or above goal scores on the Math Interim Assessment Blocks (IAB) by 10 percentage points as measured by the fall 2020 IAB assessment data to the spring 2021 IAB assessment data.*

Students again demonstrated tremendous progress from fall to spring on their math IAB performance. Following the school closures from last March and learning remotely last spring, we saw very low fall baseline data that can be attributed to the challenges of the pandemic. All grade levels had significant growth from fall to spring with an overall average of 40.2 percentage points of growth across grade levels. Grade 7 performance is lower than where we would like it to be. The department has disaggregated data to review areas of struggle as well as to identify specific

student's performance and conduct an error analysis during their coaching sessions and data review time.

CNH Math Interim Assessment Blocks (IAB) Data 2020-2021			
Performance Task IAB			
Grade Level	Percent of Students At or Above Goal Fall 2020	Percent of Students At or Above Goal Spring 2021	Growth Fall 2020 to Spring 2021 (Percentage Pts)
6	4.5	63.0	+58.5
7	12.5	39.0	+26.5
8	20.2	55.8	+35.6
6-8 Average	12.4	52.6	+40.2

The table below shows a comparison between the 2019 Math SBAC scores and the 2020-2021 average score of the Math IABs. The scores for this year are for students who were both in person (portal) and remote taking the IAB. We are very pleased with the spring data, again considering the challenges of the pandemic.

MATH Passing Rate Comparison Between 2019 SBAC and 2020-2021 IABs

	Percent of Students Scoring At or Above on 2019 Math SBAC	Average Percent of Students Scoring At or Above on 2020-2021 Math IABs
Grade 6	63%	63%
Grade 7	67%	75%
Grade 8	56%	57%

Whole School Learning Indicator Goal

- *80% or higher of all students will score a 3 or higher on our newly adopted Collaboration and Communication rubrics as measured by PowerSchool data.*

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In the fall of 2020, CNH staff reviewed our Portrait of a Graduate standards based rubrics, and identified department assignments to our new Effective Communicator and Engaged Collaborator rubrics. Each Department once again identified and reviewed common lessons and assessments, and recorded student performance on the rubric in PowerSchool each semester this school year. Department meeting time allowed for time to review and revise lessons and assessments used to track student performance on the Communication and Collaboration rubrics. Each semester, a school wide report is generated identifying whole school and individual student performance. The final report will be available at the end of the school year and will be shared with the Superintendent. Our mid-year data report on our two rubrics showed that 99% of students scored a 3 or higher on the Effective Communicator rubric and 95% of students scored a 3 or better on the Engaged Collaborator rubric.

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

- *Provide diversity, equity and justice opportunities for students and staff.*

Students in Grade 6 participated in two virtual diversity and equity discussions led by Paul Vivian and Audley Donaldson, Mr. Paul Vivian and Rev. Dr. Audley Donaldson are respected local diversity training consultants who have been offering workshops on diversity to school districts in Connecticut for over 25 years. Vivian was the director of Meriden Children First. He's white and lives in Southington. Donaldson is an Episcopal priest at St. Stephen & St. Martin's Episcopal Church in Brooklyn where he lives. Donaldson, who is black, migrated to the United States from Jamaica in 1984 after accepting a scholarship from Yale School of Medicine and Yale Divinity School. Their presentations address differences with race, stereotypes, family composition, bullying and bystanders. They use humor, empathy, and authenticity to tackle sensitive topics including discrimination related to age, gender, abilities/disabilities, and race. Vivian and Donaldson use their friendship to show students that people with different backgrounds can get along.

Half of our Grade 7 students participated in ***America's Mosaic*** during the 2020-21 school year, an Interdistrict diversity grant program funded by the Connecticut State Department of Education and facilitated by EASTCONN.

Students in the Grade 7 were provided with the opportunity to explore Human Rights, and participate in lessons focused on social and emotional learning. Our school was paired up with William Trask's Plainfield Central Middle School as pen pals. We also took part in virtual field trips and workshops. Students made sensory bottles, learned about meditation, and breathing exercises to relax. Students took part in Zoom meetings with Ruth Weiner, a holocaust survivor and Peter Malinow, a Civil Rights activist who walked with Martin Luther King in Selma, Alabama in 1965. Part of their time was focusing on what we are grateful for and how we can make a difference in the world.

In April, African American author Jerry Craft visited with CNH 6th graders. He is the award winning author of *The New Kid*, a Nutmeg winning book about Diversity and Social Emotional DCD 5/23/21

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Learning. Prior to his visit students in Grade 6 participated in a read aloud of the text. While reading, students discussed issues of race and injustice seen in the text. Students also had an opportunity to create their own comic strip of their favorite scene from the text, write about a time they felt lost or out of control or draw a portrait of the main character.

CNH staff participated in several *Racial Equity, Unconscious Bias* training sessions this school year. In August of 2020, training for the entire staff was led by Linda Darcy, a consultant from CREC. Follow up sessions were led by administration at faculty meetings. CNH Team Leaders participated in three additional training sessions with Linda Darcy throughout the year. Next year, we will expand our Team Leader cohort to other staff members with the goal to have the entire staff participate in the full comprehensive training.

- *Continue to provide professional learning on the acquisition of Social and Emotional Learning practices and trauma informed practices, and building positive relationships with students to help build a stronger middle school culture of respect, understanding, and kindness.*

At the beginning of the school year, the clinical team provided professional development regarding trauma informed practices and the importance of self-care. In December, the team put together a do-it-yourself staff wellness goodie bag, where staff could take the items they felt would benefit their self-care or stress reduction. On an ongoing basis, the team provides support to the staff by engaging staff in mindfulness activities at faculty meetings, with the intention that the strategies will be used in the classroom with students. Feel Good Friday's were implemented in the Spring to keep staff motivated, inspired and to continue to remind them of the importance of self-care. As part of those Feel Good Friday's staff were asked to express appreciation for their colleagues by acknowledging positive attributes about one another, and comments were displayed for all to see. In addition, inspirational video clips and messages were sent out to staff to remind them about the positive impact they have on their students. For fun, at the end of the school year, staff will vote on CNH Staff Superlatives, with winners being acknowledged at the end of the school year.

- *Provide Social and Emotional Learning (SEL) opportunities for students, which includes having all teachers' Student Learning Objectives (SLOs) this year focused on SEL strategies and best practices in the classroom and school environment.*

The Clinical Team (CNH Social Worker, School Psychologist and School Counselors) coordinated and implemented eight SEL lessons for the entire student population, which included teaching the use of mindful moments as a tool, identification of emotions, regulation strategies, and how thoughts/emotions/behaviors are connected and impact our actions. Students were given a pre-post assessment. This data assisted the team to inform their practices and strategies with students, as well as share pertinent information with classroom teachers.

All CNH staff implemented a minimum of two SEL practices into their classroom environments this school year. Below are some examples of what staff has introduced to students as part of their SEL student learning objectives for this school year.

- ❖ On a regular basis I check in with my students about how they are doing, their weekends
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and their lives. I know them and their interests. I have created units and activities where students get to learn about culture and showcase their own personal cultural and ethnic groups, as well as holidays and traditions.

- ❖ Fun starter questions and discussions, Moody Monday where we use a 1-9 scale with a different theme each week and talk about our feelings, sending positive emails home to parents to build a better relationship, and life parties to celebrate things that students find important! We also incorporate choice wherever we can.
- ❖ Lots of empathy this year. Listening to how they feel and responding to them with understanding when they share. Working on positive and appropriate communication with each other; changing from things like "I hate this" to "This isn't for me." Taking time to let students share personal stories about their time out of school and talk about their interests. Getting to know them on a more personal level and guiding them to engage their peers in a positive way.
- ❖ Joke of the day, joke of the week (padlet form for students to contribute and share with each other), movement breaks, sharing experiences, laughing, smiling (through a mask). Showing extra patience and compassion during these trying times.
- ❖ Building emotional vocabulary- check-in surveys; thank-you notes; "Closure" Games; greeting students at the door; attending sports games (outdoor).
- ❖ Trying to say hi to each student as they come into the classroom
- ❖ Students have the chance to share something about their weekends
- ❖ I have implemented weekly check-in's with my students to give them opportunities to share any new news with me since I do not see the majority of my students every day of the week. These check-in's have led to some great problem solving scenarios and gives my students a couple minutes to say what's on their minds. I feel like the check-in's that I've implemented as part of my SLO have allowed me to create close, trusting relationships with my students.
- ❖ *Guided Meditation
- ❖ *Breathing Exercises
- ❖ *DRAW how you FEEL
- ❖ *Cup 'o Water Break
- ❖ *Last 5 min Q/A cards that students pick, answer aloud if comfortable and share responses with one another
- ❖ Positive Attitude Time
- ❖ Grateful Leaves
- ❖ CALM music during independent work time
- ❖ One Wish Snowflakes
- ❖ Question & Comment Bucket
- ❖ Lights
- ❖ Greet students daily at door, playing music during class, using disco lights to make it a fun

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atmosphere, playing my ukulele in class, playing happy birthday to students on my ukulele, positive emails sent home, touching base with my students one on one to talk about non academics to connect to them

- ❖ Kahoot! for introducing & formative assessment
- ❖ PearDeck Drawing slides
- ❖ Daily student check-ins, mindful moment Monday
- ❖ This year, students have a question of the day unrelated to curriculum. When they walk in, they log into Google Classroom and have something to answer while also seeing a fun gif or image I chose to go along with it (Moody Monday, Thankful Thursday, Tell Me Something Good Tuesday, Five Word Friday etc). This has been great to bring about discussion for the first five or so minutes of class. Students are learning to share their own thoughts as well as being respectful listeners when hearing what others are sharing.
- ❖ Tossing our stress away: I've given students a half sheet piece of paper to just write down anything they needed to (stressors, worries, etc). We did not share out. Instead we took a deep breath and shredded the paper while I walked around with a trash can to gather the scraps.

And there have been many, many more SEL techniques and activities utilized across the building this year by all staff. Although a lot of these practices came about due to the pandemic, they are all wonderful activities that promote a positive school climate, and help students and teachers establish positive relationships with each other, and will continue to be part of our school culture.

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

The Clinical Team (School Social Worker, School Psychologist, and School Counselors) worked with students individually and in small groups to address any additional SEL needs. During weekly grade level Instructional Leadership Team (ILT) meetings, the clinical team surveyed staff regarding additional SEL needs for individual class lessons. Additionally, the clinical team developed a Google Form for staff to access tiered social & emotional supports. To date, six staff members reached out and plans were made for support. Distance learners and their families have received [individualized attention via email, phone calls, and google meets](#) to continue to support them while learning remotely.

- *Provide ongoing support to staff regarding newly developed restorative practices/positive behavioral interventions and support discipline plan referred to as **ACT** (CNH students **A**re safe; **C**ooperate; **T**ake Responsibility).*

Staff attend regular ILT meetings where they have the opportunity to discuss students of concern. At that time, the strike chart is reviewed and staff discuss strategies that work best with students who are exhibiting behaviors that are most challenging. Staff were also provided with posters that review our ACT acronym (Are Safe, Cooperate, and Take Responsibility). They also have matrices that review expectations of our students throughout each area of the building.

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Teachers are able to review these expectations with students via ACT posters that are in each classroom to reinforce our discipline plan.

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

During the summer, students were invited to participate in a Summer Reading Google Classroom. Google Meets were held once a month for interested students. At these Meets, students shared the books they were currently reading, added reviews to a Padlet and videoed book talks on a FlipGrid. We also invited students to participate in games, reading challenges and prizes were awarded.

Throughout the year, the library provided round the clock access to the library catalog and electronic resources. Books were delivered twice a week to any students who were interested. All students were given direct instruction and time to utilize the resources. The library visited all ELA classes to practice accessing the online catalog.

CNH Book Clubs meet monthly in 6th and 7th grade during lunch to discuss genres, share a love of reading and play literacy related games. The 6th grade group created a video book review of *Nyxia* which was presented for the whole school on the Morning Show in April. The Morning Show broadcasts a book trailer each month and book reviews are now available direct from the Destiny catalog.

In January, twelve 6th grade students participated in a virtual visit with author, Alan Gratz. They learned about the background of some of his specific books and the research, writing, and revising process of a professional author. Students applied to be invited based on their interest in this author and their experience reading the book *Refugee* in ELA.

In February, 12 students volunteered time after school to decorate lockers in an original way that celebrated reading and books they love. The books covered a variety of genres and included *Wonder*, *Keeper of the Lost Cities*, *Roll of Thunder*, *Courage* and the Harry Potter series.

As stated previously, author Jerry Craft visited with CNH 6th graders in April. He is the award winning author of *The New Kid*, a Nutmeg winning book about Diversity and Social Emotional Learning. Prior to his visit students in grade 6 participated in a read aloud of the text. While reading, students discussed issues of race and injustice seen in the text. Students also had an opportunity to create their own comic strip of their favorite scene from the text, write about a time they felt lost or out of control or draw a portrait of the main character.

In May, CNH 6th graders will also have a chance to watch the Chamber Theater virtually perform a variety of short stories. Prior to the viewing, students will read and engage with each of the stories/plays. Included will be *The Monkey's Paw*, *The Necklace*, *The Legend of Sleepy Hollow* and *The Tell Tale Heart*.

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

Last summer, CNH formed a discipline committee that met several times to establish a new discipline program for CNH. The committee decided to create a discipline plan that embedded philosophies of restorative practices, as well as introduce positive behavioral support systems. Students are now disciplined based on a three tiered approach. The goal of the committee was to establish behavior expectations that were clearly communicated to students. All students that make poor behavior choices would be held accountable with consistent consequences by following a progressive discipline model. Students would also have the opportunity to earn rewards each month for good behavior. Student behavior would be tracked with strikes and referrals. If a student receives three or more strikes and/or referrals in a month, they will not be able to receive the monthly reward. Since the start of school, 439 strikes have been issued. Thirteen students have received three or more strikes and four students have struck out for two or more consecutive months. The strike system has reduced the number of referrals made and enabled staff to become more empowered to handle discipline within their individual classroom. There have been 76 referrals submitted to date. Last school year, there were 137 referrals made from the beginning of school through mid-January. Ten students have received ISS and two students had an OSS, one of which resulted in an expulsion. Last year, 15 students had received an ISS and one student had an OSS. This year teachers have focused on SEL strategies to help students in the classroom. Also, staff have worked to positively recognize students when they have been doing well. To date, 532 postcards have been written by staff to acknowledge positive behaviors of students! Students were recognized by the Assistant Principal during their lunch wave and the postcards were sent home in the mail. These positive recognitions along with our new discipline program have significantly reduced discipline at CNH this school year.

LEASA (Learning Everyday Alternatives for Success and Achievement) Program Review:

The 2020-2021 core group in the LEASA program began with five students, two 7th graders and three 8th graders. One student was added in October, an 8th grader. Two students were enrolled entirely remotely but all are back in the building now. There are currently 13 students enrolled in the parallel ELA class and, as of mid-March, none working entirely remotely.

Overall LEASA students are experiencing academic success this school year. For the first quarter the group's overall GPA was 3.52. Four students made the honor roll (B- or higher in all classes) and one only missed that distinction by one class. The structured study hall meets only twice a week but is an invaluable tool for their academic progress as it allows time to organize, finish homework, study for tests, and complete projects with all the materials readily available as well as adult support. Quarter 2 saw a decrease in the group's overall GPA but the six students still managed an impressive 3.23 with two students earning a place on the honor roll and two others only missing due to one class in the C range. No LEASA students have failed a class this year and

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only two have earned a D. Quarter 3 put four LEASA students on the honor roll and the group's GPA was 3.56!

Attendance data for students in the program is also generally positive. One student had nearly perfect attendance as a remote learner and is now coming to school in person. Another student, whose attendance was poor as a remote learner, has improved significantly since joining the LEASA program in October and coming in person to school. Another student had improved his attendance greatly over last year when truancy was an issue, but unfortunately the student's attendance issues have surfaced again. Another student, who struggled with attendance as a remote learner, is back in the classroom and has not missed a day since his return.

During service learning, two periods a week, students practice real world social and job skills while they learn cooperation and teamwork through projects that benefit others. Covid-19 restrictions have greatly impacted our work in this class but we have still managed to brighten the lives of many in our community. Students have designed and decorated the chalkboards in the cafeteria and several bulletin boards in the hallways with positive, inspirational, and humorous messages and art. In addition, students made holiday ornaments which were given to nursing home residents. Last March of 2020, the pandemic interrupted a project making blankets and toys for shelter animals. This year's group was able to finish the work and donate the items to PawSafe in Ellington and the Hartford Animal Control Shelter. Currently, LEASA students are painting flower pots that will be distributed to decorate the desks of CPS employees as well as finishing picture books written and illustrated by the students around themes of kindness, confidence, and friendship. The books will be shared with younger CPS students. Students distributed the flower pots and picture books and really appreciated the smiles and gratitude generated. We created three additional bulletin boards - one to celebrate diversity, one to encourage kindness, and one to generate laughs.. Another service learning project required that students research the Marvel Kid Hero project and share.

On surveys administered in November 2020, students were asked to rate, on a scale of 1 to 5 (with 5 being the greatest effect), each program component and its contribution to their feelings of success in school. The averages are reported here. In addition they were asked to use the same scale to reflect on their emotional and social well being. The charts were updated in May to reflect the results of a second administration of the survey.

Program Component	November 2020	May 2021
Study hall	4.1	4.5
Service learning	3.4	4.1
Team building	3.5	3.5
Extra PE/Art/French (choice)	4.2	4.2
Small ELA class	3.6	3.2
Two teachers in some classes	3.3	3.9
Friday "Reward" Time	4.5	4.3

Statement	November 2020	May 2021
I enjoy coming to school.	2.7	3.2

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I am excited during the school day.	2.7	2.7
I am proud during the school day.	2.4	3.2
I feel that my teachers care about me.	3.2	4.2
I enjoy seeing friends at school.	4.0	4.0
I think I am smart.	2.6	3.2
I think my teachers want me to do well.	4.1	4.3

It is evident that students in the LEASA program feel that their teachers care about them, and want them to do well. Their study hall class and their Friday “Reward” time are important to them. We are pleased to see that over the course of the school year they are enjoying school more and are proud of themselves in school.

Parent Goal

- *Teachers will keep a log of all parent communication, which includes phone calls, emails and PowerSchool comments. 80% or higher of our CNH parent community will agree or strongly agree that their child’s teachers have provided ongoing communication as measured by our spring 2021 parent/guardian survey data.*

One hundred eighty-eight CNH Parents took our spring 2021 survey (57 in Grade 6, 80 in Grade 7 and 51 in Grade 8). Overall, parents shared through survey comments that they are pleased with the communication from the teachers and administration. Many parents thanked the staff for all of their work during the pandemic. 73.7 percent or higher of our CNH parent community agreed or strongly agreed that their child’s teachers have provided ongoing communication as measured by our spring 2021 parent/guardian survey data. We did not reach our target of 80 percent, but we will continue to work on better and more effective ways to communicate with parents throughout the school year. Departments will review their communication practices within their departments, and come up with a communication plan that is consistent across departments and grade levels that can be continued into next year and beyond. Below are some of the comments received from parents:

- You guys are doing great. :) THANK YOU!!
- Teachers and staff are doing a wonderful job during this crazy year.
- Thank you for all you do!!!
- Thank you...Thank you...Thank you...
- Teachers are doing a great job with teaching throughout this pandemic. My kid is doing well and learning. Thanks!
- Great job by all during a difficult year. i am so glad that Coventry teachers, administrators and support staff worked so hard to keep our schools safe and OPEN. I look at other towns around the state that are just now returning to the classrooms and I feel so lucky that my

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kids had safe, in-person instruction all year. Keeping our kids academically, emotionally and mentally on track! Thank you

- My student seems to be able to stay connected to class work regardless of in-person or remote learning models. Thank you for keeping them engaged!
- THANK YOU, THANK YOU, THANK YOU!!!!!!!!!!
- additional comments when there are errors or poor grades would be appreciated
- My child does well but it would still be nice to hear from his teachers occasionally
- Communication has been excellent from principal and superintendent! Opportunities exist with the teachers using the power school application. Some teachers are great at putting assignments in and reflecting grades accurately and in a timely manner while others lag and/or grades stay unpublished long after the assignment was due.

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

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

As shared earlier, CNH staff participated in several *Racial Equity, Unconscious Bias* training sessions this school year. In August of 2020, training for the entire staff was led by Linda Darcy, a consultant from CREC. Follow up sessions were led by administration at faculty meetings. CNH Team Leaders participated in three additional training sessions with Linda Darcy throughout the year. Next year, we will expand our Team Leader cohort to other staff members with the goal to have the entire staff participate in the full comprehensive training. CNH staff also participated in several trainings related to culturally relevant teaching practices, and looking at their curriculum through the lens of equity. Staff is in the process of reviewing their curricula, and revising lessons and units with the purpose of including culturally relevant information, practices, resources, and texts. This work will continue into next year.

- *Continue to recognize and honor middle school staff quarterly at CNH faculty meetings, through the "Most Valuable Patriot" program, who have demonstrated outstanding leadership and excellence in teaching and learning.*

Capt. Nathan Hale School continues to recognize and honor middle school staff quarterly at CNH faculty meetings, through the "Most Valuable Patriot" program, who have demonstrated outstanding leadership and excellence in teaching and learning. To date this school year, four staff members have been recognized and celebrated. Staff are able to recognize anyone who contributes to the school community and promotes an exceptional learning environment. These school community members have gone the extra mile to prepare students for 21st century skills, have integrated technology in learning, exhibit innovation, promote life and career skills, and have demonstrated the ability to develop strong relationships with their students and parent community.

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Administration has also recognized individual staff members who have demonstrated exemplary teaching practices as observed through the teacher evaluation process. Ten teachers were given special *You're Making a Difference* recognition tokens. Administration also gave out *Awesome Citations* to twenty teachers for their excellent work. In the fall, building administrators mailed handwritten postcards to each staff member recognizing them for their hard work and dedication to our school. This spring, administration provided each staff member with a handwritten postcard thanking them for their amazing work this year as well as highlighting an individual strength of the staff member.

- *Maintain partnerships with ECSU, UCONN, and other local universities and colleges through supporting student teacher assignments, practicums, and internships in both a virtual and in person format based on the learning model and guidelines we are following throughout the year.*

This year CNH supported 5 interns/student teachers from UCONN/ECSU. Intern assignments were in the following departments: LEASA Program (Learning Everyday Alternatives for Success and Achievement), ELA, Math, and World Language. Although several of the placements needed to occur virtually, we were fortunate to be able to have our World Language student teachers become building level substitute teachers, therefore, allowing them to student teach in person. We are already looking to next school year where we will have several interns and student teachers from UCONN and ECSU working in our Social Studies and ELA departments.