

Coventry Grammar School
Ronda Carrie, Principal

Goals Achievement Report: 2021-2022 School Year

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.

- Implement the reopening schools' plan to address learning loss with expansion of Tier I Intervention, development of beyond the school day academies and enhanced Tier II social emotional growth provisions.

We held four academies, beyond the school day, to address the interrupted learning many students experienced. In August, we held a Kindergarten Transition Academy. Ten students were selected using kindergarten screening data. A kindergarten teacher and paraeducator led a week of activities designed to orientate students to the kindergarten routines and learning materials.

Two After School Academies were held fall and winter, for students in grades one and two. Twice a week, Tuesdays and Thursdays, thirty students stayed after school for one and received instruction in math and literacy. Late buses were provided, eliminating transportation as a barrier to attendance.

Summer Academy, the two weeks immediately following the end of the school year, included students exiting kindergarten, grade one and grade two. Monday-Friday, three hours each day, students receive math and literacy instruction in addition to continued social development by means of Morning Meeting and Second Step lessons.




A crosswalk of Second Step and CASEL was completed to identify gaps to be addressed through the use of read-alouds and supplemental lessons by the classroom teacher. Students who did not require math and reading intervention during WIN, What I Need, blocks were provided Tier II SEL instruction in the classroom. Skills such as conflict resolution, empathy and attending to tasks were addressed.

As cohorting dissolved and students were experiencing increased interaction with peers, small group sessions were conducted by the social worker to assist with flexibility, considering the perspectives of others and gauging the size of the problem.

- Implement the Engaged Collaborator and Effective Communicator rubrics at the teacher and student level.

The 2021 summer School Improvement Planning Committee engaged in Portrait of the Graduate (POG) work that was paused March 2020. Prior to the pandemic we had just completed the collaboration rubric. In August 2021, the team created the communication rubric. We maintained the visuals and terms for four levels of performance, not yet, almost there, on target and above and beyond.

The initial instruction focused on the rubric visuals for selected performance areas. This was a year-long commitment that included explicit instruction of skills such as listening, cooperation and self-regulation/reflection. Examples of these performance areas are inserted below.

| | |
|----------------------------|--|
| Listening |  |
| Cooperation |  |
| Self-Regulation/Reflection |  |


Grades one and two were tasked to select one to two performance areas each semester. Kindergarten joined this goal in the second semester. Teaching young children how to be active listeners, use respectful words to share ideas, think about how they're working with classmates, distinguish between comments and questions and use facts, details and information to strengthen oral presentations requires enormous time and practice.

Units in science, social studies and literacy were paired with rubric implementation. Kindergarten chose alphabet letter directed drawings. Grade one chose read-aloud retell and morning share, shadow puppets and building a device to eat food. Grade two chose favorite fall activity leaf, beaver dam group work and the Mexico research project.

Selected Competency and Performance Area

| | Semester One | Semester Two | Semester Three |
|--------------|---|---|--|
| Kindergarten | | Communication- Listening | Communication- Listening |
| Grade One | Communication- Listening | Collaboration- Cooperation | Communication- Listening Collaboration- Cooperation |
| Grade Two | Communication- Listening and Delivering Oral Presentations | Collaboration- Cooperation and Self-Regulation/ Reflection | Collaboration- Cooperation and Self-Regulation/Reflection |

Next, students were introduced to the four ratings.

| | | | |
|---|---|---|---|
| 1-Not Yet | 2-Almost There | 3-On Target | 4-Above & Beyond |
|  |  |  |  |

The rating scale became commonly used by students to assess growth and set goals. Students worked with teachers to identify how to progress from one level to the next. Teachers scored the students and the students completed self-assessments. This year's data serves as a baseline.

Percent of Students Scored at Each Level by May 2022

| | On Target | Above and Beyond | On Target or Above |
|--------------|-----------|------------------|--------------------|
| Kindergarten | 61% | 17% | 78% |
| Grade One | 47% | 21% | 76% |
| Grade Two | 42% | 32% | 74% |

- Establish mechanisms for students to identify, monitor and report out on academic and social emotional learning goals. This includes, but is not limited to Student Led Conferences. Technology components, such as videos and slides will be utilized to present growth.

After a two-year pause of Student Led Conferences, we were faced with a student population that had never experienced this format. The feat that staff and students accomplished is truly noteworthy. We did not go back to square one, but rather continued the development from what had evolved over the first two years the model was implemented, March of 2018 and 2019.

Students in grades K-2 included at least one Google slide in their conference presentation this year. In kindergarten the slide represented the four Second Step skills of active listening. Students described to their parents the ways in which they demonstrated these skills daily. Additionally, all students created a Google slide that presented their progress in an academic area. These were connected to the Home-School Agreement established at the fall parent conferences. Sight word mastery, subtraction fact fluency and reading level progression were presented in bar graphs.



Student Led Conferences are only one example of students monitoring, representing and discussing their progress. This practice is embedded in every classroom every day. Whole class learning objectives are posted and stated at the start of each lesson and unit. The celebration of growth occurs on a regular basis. Students can explain what they are working on and have a plan of how to achieve the goal.

- Commit staff resources to provide experiences that grow achievement in high performing students to include coding with LEGOs, math enrichment and book clubs.

The area of enrichment exploded for CGS this year. We expanded the use of What I Need, W.I.N., blocks to include enrichment. Careful crafting of the art, music, library and physical education schedule facilitated students who perform at and above grade level in math or reading the opportunity to explore movement, literature and creativity. The addition of a second math interventionist allowed us to develop an on-site math club. Ninety-two students experienced 30-minute sessions in groups of six. By accelerating our grade one engineering schedule in the fall and winter, we gained open blocks in May and June for the challenge teacher to present three additional STEM lessons to each of the six classrooms. The art enrichment was tailored to meet the needs of student interests. Six students worked collaboratively to create a mural that is proudly mounted in our lobby. The next art enrichment class was designed as an individual project that each student completed for home display. All enrichment opportunities contributed to the development of self-efficacy, confidence and critical thinking.

| | Total Participants |
|-------------------|--------------------|
| LEGO Coding | 16 |
| Girls Who Code | 24 |
| Grade 2 Book Club | 24 |
| Math Club | 92 |
| Art Enrichment | 9 |
| Fitness Hoops | 5 |
| Engineering | 12 |
| Total | 182 |

- Implement and monitor the refinement of NGSS science curriculum by dedicating time to science content during coaching, walk throughs and curriculum revision.

The addition of a K-12 STEM Specialist facilitated an increased focus and time allotment to the science curriculum. Monthly curriculum meetings led by the Director of Teaching and Learning now included a review of NGSS bundle implementation. Kindergarten, grade one and grade two teachers participated in half-day coaching sessions. Of particular importance was the presentation of elementary science and engineering practices. The K-12 STEM Specialist provided example performance expectations. The principal and Director of Teaching and Learning conducted four walkthroughs, each one including observations of science lessons and the completion of the accompanying form. During several lessons students were in the engagement or exploration instructional approach. Science instruction was aligned to the curriculum and CREC pacing.

- Enroll in MapHabit, a visual mapping system built to promote independence in students with intensive needs.

We have completed the task analyses for the routines of five students. Pictures have been taken and the district leader of the program created maps for two students. As of today, we are awaiting IT assistance to load the app onto student Ipads.

- Evaluate and refine reading and math interventions through redesign of learning spaces, weekly meetings of all interventionists and implementation of additional programs.

This goal came to fruition this year, following five years of commitment to this district vision. Three rooms, connected by internal doorways, serve as the hub of specialized instruction and intervention in reading and math. Each room houses a combination of general education interventionists and special education teachers. Additionally, math and reading intervention reside in the same space. The ongoing and seamless collaboration is boundless.

Weekly, 30-minute intervention meetings are held, one for math and one for reading. Agendas are published to lead the work. Data is submitted prior to the meetings in order to use the time to review student progress and discuss refinements and adjustments to schedules, groupings and instruction. In August, a year-long schedule was established to include all interventionists and classroom teachers in the work of selecting students for each of the three intervention cycles. This elevated the relationship between classroom instruction and intervention. This inclusive process raised the level of trust and collaboration among educators.

With the increased ability to define the learning needs of struggling readers and mathematicians, came the need for new instructional materials, lessons and programs. The two math interventionists identified the need for a Bridges module that did not exist. Kindergarten students receiving intervention for number sense were not making the leap from numbers within ten to the teens. The math interventionists created a mid module that addressed that need. It is truly remarkable.

Professional Development based on David Kilpatrick's text, Equipped for Reading Success, was attended by nearly twenty CGS teachers. The reading and kindergarten teachers attended in the summer and grade one teachers attended during the school year. The outcome of classroom, reading and special education teachers receiving the same training was enhanced alignment and coordination of instructional strategies.

SMART Goals:

Literacy

- Increase the percentage of students in K-2 making a year or more growth from fall to spring, as measured by Benchmark Assessment System (BAS) instructional levels.

| Grade Level | Percentage Making a Year or More Growth | Percentage At or Above BAS Benchmark |
|--------------|---|--------------------------------------|
| Kindergarten | 76% | *44% Above benchmark |
| Grade One | 47% | 68% |
| Grade Two | 90% | 81% |

- Kindergarten students will score 80% or higher by spring on the kindergarten subtests of the Phonological Awareness Skills Test (PAST).

| Phonological Skill | Percent Mastery |
|-----------------------------------|-----------------|
| Concept of Word | 91% |
| Rhyme Recognition | 96% |
| Rhyme Production | 91% |
| Syllable Blending | 97% |
| Syllable Segmentation | 95% |
| Syllable Deletion | 91% |
| Phoneme Isolation (initial sound) | 95% |
| Phoneme Isolation (final Sound) | 90% |
| Total | 93.25% |

| Kindergarten PAST | 2019-2020 | 2020-2021 | 2021-2022 |
|-------------------------|-----------|-----------|-----------|
| Average Percent Mastery | 81% | 80.12% | 93.25% |

- Grade One students will increase their Rausch Unit (RIT) score by 15.5 points in the Foundational Skills strand of the Measures of Academic Progress assessment.
- Grade Two students will increase their Rausch Unit (RIT) score by 13.2 points in the Foundational Skills strand of the Measures of Academic Progress assessment.

| | National Norm Fall | CGS Fall Score | National Norm Spring | CGS Spring Score | Goal | Growth |
|-----------|--------------------|----------------|----------------------|------------------|------|--------|
| Grade One | 155.93 | 158.2 | 171.4 | 176.0 | 15.5 | 17.8 |
| Grade Two | 172.35 | 173.2 | 185.57 | 183.2 | 13.2 | 10.0 |

Mathematics

- By the spring of 2022, 75% of kindergarten students will show mastery on their subtraction fluency within 5 as demonstrated by their spring post subtraction fluency ESGI assessment.
 - Mastery=88% and up as measured by ESGI Subtraction Fluency
- Increase percentage of students achieving mastery on subtraction fact fluency assessments.
 - Mastery=90% and up as measured by Core Fluency
 - The percentage of grade one students who are fluent in subtraction facts within 10 will increase by 18 percentage points from the pre CORE Fluency assessment to the post CORE Fluency assessment.
 - The percentage of grade two students who are fluent in subtraction facts within 20 will increase by 17 percentage points from the pre CORE Fluency assessment to the post CORE Fluency assessment.

| | Pre CORE Subtraction Fluency Assessment | Post CORE Subtraction Fluency Assessment | Growth |
|--------------|---|--|--------|
| Kindergarten | 4.8% | 70.0% | +65.2% |
| Grade One | 4.0% | 74.8% | +70.8% |
| Grade Two | 4.3% | 85.7% | +81.4% |

→ 3 Year Comparison, Subtraction Fluency

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|---------|-----------|-----------------------------|-----------|-----------|
| Grade 1 | 63.2% | In-person school ended 3/13 | 51.0% | 74.8% |
| Grade 2 | 44.8% | | 41.5% | 85.7% |

→ Students mastering grade level fluency and accelerated to next grade level

| 2021-2022 | Number of Students | Percent of Students |
|-----------|--------------------|---------------------|
| Grade 1 | 66 | 55.5% |
| Grade 2 | 70 | 62.5% |

- Grade One students will increase their Rausch Unit (RIT) score by 16.4 points in the Operations and Algebraic Thinking strand of the Measures of Academic Progress assessment.

- Grade Two students will increase their Rausch Unit (RIT) score by 14.4 points in the Operations and Algebraic Thinking strand of the Measures of Academic Progress assessment.

| | National Norm Fall | CGS Fall Score | National Norm Spring | CGS Spring Score | Goal | Growth |
|-----------|--------------------|----------------|----------------------|------------------|------|--------|
| Grade One | 160.05 | 165.5 | 176.40 | 178.6 | 16.4 | 13.1 |
| Grade Two | 175.04 | 181.6 | 189.42 | 188.9 | 14.4 | 15.3 |

Whole School Learning Indicator:

- Implement a revised Student Assistance Team (SAT) model with fidelity. Evidence of implementation will include schedules, forms, staff development and data, tracking the pathway of students presented at SAT. A rubric will be used to score the level of implementation; not started, partially completed and completed. The goal is 80% of related tasks rate as completed.
 - 82% of related tasks were scored as completed.

| | Not Started | Partially Completed | Completed |
|--------------------------|-------------|---------------------|-----------|
| Google Sign-Up Form | | | |
| Model Document | | | |
| Pre-checklist Form | | | |
| Flow Chart | | | |
| Parent Letter | | | |
| Exit Transition Plan | | | |
| Meeting Schedule | | | |
| Action Plan | | | |
| Staff Survey | | | |
| Professional Development | | | |
| Tracking Student Pathway | | | |

We refreshed the SAT model this year. A CORE team was established for each of the three semesters. A whole-student view was captured by including academics and SEL under one system. Two time slots were held on alternating weeks, ensuring that teachers would not miss planning time to present a student at SAT. Action plans were maintained and when a student was exited from intervention a release plan was developed. Flow charts and forms were easily accessed by staff in the CGS

Classroom. SAT team members presented the model at a fall faculty meeting and provided on the ground PD during SAT meetings.

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

- Identify units for revision, at each grade level, to meet culturally responsive standards through the lens of equity.

Kindergarten continued development of social studies units with the addition of Columbus Day and Presidents Day. This included exploring children's literature and applying culturally responsive instruction. Second grade will address this goal as a summer curriculum project in June with the development of a multidisciplinary unit based on the tenets of Harnessing Technology for Deeper Learning.

- Coordinate staff training, student assessment and implementation of strategies to support students' social and emotional growth.

The Devereux Student Strengths Assessment, DESSA, was completed in October and again in May. In preparation for using this assessment system a school leadership team was established. The leadership team consisted of one classroom teacher from each grade level, social worker, school psychologist and principal. Each member attended a two-hour training in August. Classroom teachers, raters, attended two-one hour training sessions. The first session prepared raters to observe social-emotional competence in the school setting and included an overview of social-emotional learning SEL focused resources to support student growth. The second installment provided raters with guidance for reviewing group and individual data to create a plan for selecting lessons and monitoring progress.

Meetings were held with classroom teachers who had several students scoring in the red zone. An analysis of the ratings informed which of the eight growth strategies to address, as well what could be instructed in small groups as opposed to individuals.

- Establish CGS as an Open Choice site by declaring seats in kindergarten, creating and disseminating public relations materials, engaging in Hartford-based events, maintaining an Open Choice Liaison and scheduling professional development that addresses culturally relevant pedagogy.

We welcomed a student through the Open Choice program to CGS this year. An Open Choice Liaison position was created to attend the program's monthly meetings, develop promotional materials, inform Hartford of the CGS school schedule for reliable transportation, serve as a resource for the family and host Open Choice site visits. Transportation was also provided to facilitate attendance at events beyond the school day. This included the initial visit to the school in the fall and student-led conferences in March. The newly implemented Saturday Outreach events included a personal connection for the principal with the family. The family attended three Saturday sessions and the time spent in the families setting and community before and after promoted a trusting and caring relationship. Open Choice provided funds which we used to establish a Kindergarten Camp during April Vacation. Ten students received three mornings of additional math, literacy and social skills instruction. The program was instructed by a kindergarten teacher and supported by a paraeducator.

The Open Choice Liaison, our Library Media Specialist, was critical to the school-wide commitment to a culturally responsive environment. He secured a virtual author visit by Marilyn Nelson. Mrs. Nelson is an African-American author who is a professor emeritus of English at the University of Connecticut. She described the choices she made as read Lubaya's *Quiet Roar*. For example, she chose to have the dinner table illustration include corn on the cob and lobster. She was dispelling the stereotypes of what a family of color could afford. She made this explicit to our students. This was on the heels of a prior virtual author visit with Derrick Barnes. Each classroom received copies of books appropriate to the grade. Grade two classrooms were given a copy of *Crown an Ode to the Fresh Cut*. Mr. Barnes spoke passionately about his desire to show black children in a positive and strong light.

- Organize a school-based Attendance Committee that meets weekly to monitor student attendance, declare action steps and discover state and national resources to overcome chronic absenteeism.

The school team included the nurse, social worker and principal. Weekly meetings included reviewing the absence data, charting action steps to be taken within the week and parsing out follow-up tasks. Letters were mailed to families when the level of chronic absenteeism was reached. Home visits were conducted when we perceived a family was in need of services to address barriers to consistent attendance. Parent conferences at school served as problem-solving, cooperative efforts between home and school. In one such case, a simple change of the parent who lived outside of Coventry driving the children to the bus stop in Coventry solved a tardiness problem. We coordinated efforts across schools when a family with children in multiple schools was struggling. One mode of transportation was established and we provided adult support for our student who arrived 40 minutes prior to the start of school.

The CGS team attended the district meetings coordinated by the Pupil Services Director. Alignment of procedures, process and paperwork was often the work of this team.

Parent Engagement Goal:

- Create a home-school agreement for every student that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student achievement. Of those parents responding to a survey, 80% or higher will respond strongly agree or agree to survey indicators.

Fall conferences included establishing a formal home-school agreement.

Kindergarten families received a Google Form inviting choice of area and strategy. The Google Form introduction explained the process.

A strong connection between school and home helps students achieve their goals and leads to social and academic growth. Kindergarten teachers are looking for your help and collaboration as we set goals in the classroom. We will revisit this information at conferences to set a goal for your child that can be supported both in school and at home. Please talk with your child about the areas in which he/she is confident and those in which he/she hopes to improve.

Choose *ONE* area of focus below and click on *ONE* strategy you think you can implement at home to support your child's growth.

The areas of focus will include reading or social emotional learning. Again, please choose *ONE*. Thank you for your support.

First grade selected mastery of sight words as the basis of their home-school agreement.

School: In grades K-2 students are tested each year and are expected to learn and master 169 words by the end of 2nd grade.

Classroom: Students receive 2 new first grade words and 3 individualized words each week.

Home: Students and their families practice their individualized lists each week by choosing a sight word activity to complete.

Agreement: Together, we will work with your child on mastering their sight words.

Math fluency took center stage for grade two students. Following March Student-Led Conferences we surveyed families and received scores that demonstrate evidence of the success of our home-school partnership.

| Question | Percent Strongly Agree/Agree |
|---|------------------------------|
| I had the opportunity to discuss my child's progress on year-long goals with my child's teacher. | 99.3% |
| I had the opportunity to receive and share suggestions of how to best support my child's success. | 98.7% |
| It was meaningful to hear my child present his/her progress on goals. | 98.8% |

Another example of our commitment to parents as partners is the Class Placement Questionnaire made available to parents in April. In preparation for the 22-23 school year we ask parents to share information about their child. The questionnaire travels to next year's teacher, providing useful information for meeting student needs. We received 168 responses, 46% of families, to the following questions:

- Type of learning environment your child thrives in
- Personal qualities, characteristics and interests of your child
- Your child's strengths (academic, behavioral, social)
- Challenges your child has/may have (academic, behavioral, social)

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

- Engage in professional development to increase instructional moves that develop critical thinking.

Two Faculty Meetings were dedicated to critical thinking professional development. The district leaders of literacy, science and math presented the two workshops.

Professional readings, videos and small group interactive activities were utilized to engage staff in expanding their knowledge of critical thinking. This included locating where critical thinking was located in the standards and exploring inquiry techniques that promote critical thinking. Consequent coaching sessions expanding the work.

- Support professional development of certified staff to become proficient in the Connecticut Special Education Data System. This includes quality IEP training and supports the implementation of the new IEP and Connecticut Special Education Data System (CT-SEDS) on July 1, 2022.

We coordinated the attendance of special education teachers and pupil support service staff at the series of two-hour training sessions. Sped CORE agendas included SEDs throughout the year for staff to share ideas, discuss questions and consider implications at CGS. It was also included on grade level leader meeting agendas so classroom teachers were kept abreast of the training and their upcoming participation.

- Provide cultural competence training for all staff through the maintenance of partnerships with local agencies and the leadership of Coventry staff in areas specific to systematic racism in education, response to hurtful and/or biased comments and equity and justice.

We were fortunate to have a second series of the Equity Framework Training provided to the school team. Staff were released during the school day or on designated professional development days to work with Linda Darcy. As noted further in this report, the district book study of Culturally Responsive Teaching and the Brain, provided learning to the entire staff. Exploration of the four practice areas of culturally responsive teaching, awareness, learning partnerships, information processing and community building, served to validate our current emphasis on building positive relationships with students and provided new knowledge of how to expand students' intellectual capacity. The book provided clear examples of how to build trust such as, remembering details from a student's life, attending community events and sharing vulnerabilities.

- Actively seek ideas from professional articles and resources on novel and tested strategies for recognizing, supporting and celebrating staff efforts, contributions and achievements.

The CGS culture holds recognition of group and team efforts in preference to individual accomplishments. There has been a shared experience of conquering the challenges of the pandemic and the herculean efforts all educators are expending. A pivot to Shout Out boards that provides the means for staff to anonymously recognize what they appreciate about one another has been well-received. We have shifted recognition to align with SEL staff needs. A monthly Staff Guess Jar created unity and connections across grade levels and departments. Coffee and refreshments delivered on a cart to each classroom and breakfasts with the 'good' bagels were expressions of gratitude that resonated with staff.

The Cheer Squad membership diversified and grew this year. Annual events, such as theme week prior to December break, continued to lift staff spirits and new ideas were embraced. Colleagues supported one another by writing a Thanks for Giving note in November and as a secret snowflake in December. The emphasis was on relationships not rewards.

As a district we shifted from Most Valuable Patriot to participation in the Connecticut

Teacher of the Year program. Staff input was collected through an anonymous survey and teachers who were nominated received a private note with the accolades of their colleagues. When parent survey results were reviewed, any specific positive comments were shared with the staff member. The appreciation and kind words of parents means a lot to K-2 staff.

- Review all applications for vacancies with the lense of hiring a more diverse staff. Recruit via attendance at minority job fairs and network with colleagues from districts with higher rates of diversity.

There has been an increase of staff transitions this year. This included mid-year retirements and resignations. As such, hiring has not been reserved for the spring, but has been ongoing since October. This has required more innovation in finding candidates. This included networking with colleagues from various districts and education agencies. Our recruitment strategies included a more personal touch. Phone calls, school tours and promotional information highlighting the benefits of working in the Coventry Public Schools were provided prior to on-site interviews.

The district Hiring Committee Pointers presentation and video resource, Culturally Responsive Teaching and Learning, informed hiring committees of the district commitment to increasing the diversity of our staff. We were able to be back in person for the University of Connecticut job fair, historically a great source of qualified candidates.

- Pair leadership academy graduates with school improvement plan projects and embed the work within Faculty Meetings and Extended Grade Level Meetings.

We have broken the barrier and teachers as leaders are now part of the culture at CGS. This is evidenced by the frequency of teachers facilitating the work, the number of teachers volunteering and the variety of formats, including faculty meetings, book studies and steering committees, at the building and district level. A profoundly successful example of this was the book study of Culturally Responsive Teaching and the Brain led by two leadership academy graduates. We dedicated Faculty Meeting and Early Release Professional Development days to this endeavor. Other graduates served on hiring committees, the school-based DESSA leadership team and the development of the Student Assistance Team model and accompanying forms.

