

Goal Achievement Report 2022-2023

Coventry Public Schools Dr. David J. Petrone, Superintendent of Schools March 30, 2023



### **COVENTRY PUBLIC SCHOOLS**

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March 30, 2023

Dear Board Members,

Enclosed please find a copy of my comprehensive Goal Achievement Report and accompanying artifacts for the 2022-2023 school year.

We have emerged from the last two years of what has been the most challenging time in education. As we welcomed back students this year, I was filled with hope that better days were ahead. As each month passed, I was energized that things had returned to what we all remembered before the pandemic. However, the data supported that there was much work to be done to close the learning gaps and address the social and emotional needs of our students. I am highly encouraged by the gains we have made in these areas and I believe this goal report supports these claims. Although the gains made are admirable, we could have made even better progress had we not been faced with high student and staff absenteeism. Both students and staff were faced with various illnesses that had a negative impact on the length of absences. The monthly reports provided to the Board demonstrate it is challenging to advance student achievement when students are not in classrooms, certified staff is not delivering content, or both. Further compounding this issue is a nationwide substitute shortage. Fortunately, in most cases, we were able to cover classes with either certified staff or para-educators. As I noted, despite these challenges, we made noteworthy progress with our students. This was due to the dedicated and talented staff who are present each day and give their all to support our students, not only during traditional classroom time, but during the additional programming we put in place to address unfinished learning.

As you assess my performance for this past school year, information has been included that you may find pertinent. One of these areas is my involvement in local and state professional organizations and committees. This work focuses on systemic changes that are rooted in best practices. Further, these networking opportunities create valuable resources that inform and support our efforts as a district. For that purpose, I continue to be active in the following professional organizations and committees: Connecticut Association of Public School Superintendents (CAPSS) Early Childhood Advisory Committee, CAPSS Legislation Federal and State Committee, University Region Superintendents Association, CAPSS DCF Advisory Committee, Vernon Regional Basic Adult Education Board of Directors, Hockanum Valley Superintendents Association, and the CAPSS/University of Connecticut (UCONN) Board of Education Page 2 of 2 March 30, 2023

Experienced Superintendent Community of Practice. In addition to these organizations, I successfully completed my fifth year as a member of UCONN's Schools as Clinics group as the Chair of the Fingerprint Subcommittee. These opportunities outside of Coventry are engaging and beneficial to my own professional growth, which impacts my decision making as your superintendent. Again this year, I was formally assigned as a mentor for students in programs to earn their certification to become a superintendent of schools. This year's interns are from the programs affiliated with the University of Connecticut (UCONN) and Central Connecticut State University (CCSU). I feel fortunate to be asked to act as a mentor, as UCONN's program only had a total of eight students and CCSU's program only had 13 students. Administration at UCONN also asked me to speak to a group of potential students interested in earning their superintendent's certification. Last, I was selected by Lyle Kirkman, a national education consultant, to join a think tank of select superintendents from Connecticut and Massachusetts to focus on trying to solve or make significant progress on mitigating the workforce crisis in education. Fran Rabinowitz, Director of CAPSS, is also part of this group called the Workforce Crisis ELG Team.

As you have often heard me state, we are a small but mighty district that does an amazing job of accomplishing great things with very limited resources. After reviewing this document, you will be extremely pleased with all of the work that has been completed and all of the progress that has been made this year. When you factor in that our average budget for the past nine years has been 1.09%, you will be even more impressed. As I state each year, please accept my appreciation for the support the Board has provided to me which has allowed me to assemble the necessary components to provide the best possible educational programming for the children of Coventry. We are without a doubt having a positive impact on the lives of our students.

Sincerely,

David J. Petrone, Ed.D. Superintendent of Schools

#### Coventry Public Schools Goal Achievement Report Dr. David J. Petrone, Superintendent of Schools 2022-2023

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.

#### **Objectives:**

1.1. Continue the process of disaggregating Smarter Balanced Assessment (SBAC), the Next Generation Science Standards Assessment (NGSS), and the Scholastic Aptitude Test (SAT) data to inform pedagogy, curriculum revisions, pacing, and the refinement of practices related to integration of formative and performance based assessments into teaching and learning.

"What should schools do in response? How can they know where to focus their efforts? That depends on what your own data show—though it's a good bet that focusing on math, especially for kids who were already struggling, is a good place to start. Test results across the board, from the NAEP to interim assessment data, show that declines have been larger in math than in reading. And kids who were already struggling fell further behind than their peers, widening gaps with higher-achieving students. But these sweeping analyses don't tell individual teachers, or even districts, what their specific students need. That may look different from school to school. One of the things we found is that even within a district, there is variability. School districts are the first line of action to help children catch up. The better they know about the patterns of learning loss, the more they're going to be able to target their resources effectively to reduce educational inequality of opportunity and help children and communities thrive" (Statement by Sean Reardon, a professor of poverty and inequality in education at Stanford University and a researcher on the Education Recovery Scorecard).

Experts have emphasized the two following main suggestions in interviews with *Education Week*:

• Figure out where students are. Teachers and school leaders can examine interim test data from classrooms or, for a more real-time analysis, samples of student work. These classroom-level data are more useful for targeting instruction than top-line state test results

or the National Assessment of Educational Progress (NAEP) scores, experts say.

 Districts should make sure the students who have been disproportionately affected by pandemic disruptions are prioritized for support.

"The implication for district leaders isn't just, 'am I offering the right kinds of opportunities [for academic recovery]?" Lewis said earlier this month. "But also, 'am I offering them to the students who have been harmed most?" (Schwartz, S, November 30, 2022, Education Week, COVID Hurt Student Learning: Key Findings From a Year of Research).

As this excerpt from *Education Week* points out, data analysis is more important than ever, not just to identify areas of strength and challenge, but to ensure the right students are receiving the needed support. The mining of district data is a long-standing practice that has been securely in place for numerous years. Coming out of the pandemic has required us to use the outcomes of our work in this area more than ever to make certain we are allocating resources to the right programs, supporting our students who have been impacted the most, and identifying areas that require adjustments to the curricula, pacing, and instruction. Specific work in this area is noted below by site.

George Hersey Robertson School (GHR): As the Board is aware, instructional coaching is a staple in our district. Instructional Coaching in education is defined as, "... a unique philosophy that initiates professional development and personal change through open-ended questioning and reflection, looking specifically at how teachers plan to challenge their own ideas and methods." At GHR, Instructional Coaching prioritized alignment to SBAC for curriculum, instruction, and assessment revisions (Artifact A: GHR ELA Coaching Agenda Example; Artifact B: GHR Math Coaching Agenda Example). Additional professional development focused on NGSS Investigation (Artifact C: GHR Investigation Professional Development Presentation). What shapes and drives district coaching is the data that we acquire from our ongoing assessments. The assessments we administer throughout the year are formative measures that align to SBAC and NGSS (Artifact D: GHR Assessment Calendar 2022-2023). The initial deep dive into the SBAC data occurs in the summer, which positions us to begin our work with teachers at the beginning of the year. Analysis by grade level, discussion of trends, and review of incoming and outgoing students occurs during the month of September and can stretch into early October. Teacher-specific data is also shared and integrated into the beginning of the year by way of one-to-one conferences with site leaders. Science teachers in grade five analyze NGSS from outgoing students and NGSS readiness data for incoming students to identify concepts and practices in need of further development in instruction or review. This work is conducted in a variety of manners that include the teachers working with district curriculum staff and site leaders either individually or as a group (Artifact E: GHR ELA Post Interim Assessment Blocks (IABs) Data Example; Artifact F: GHR Gr 3 IABs Student Work Protocol Example).

Capt. Nathan Hale School (CNH): Over the summer, site leaders review SBAC and NGSS data. Part of this work includes disaggregating the data by teacher. As was the case at GHR, data packets were shared with teachers in early September; administration reviewed trends with the individual teachers and set goals; and coaching prioritized alignment to SBAC and NGSS for curriculum, instruction, and assessment revisions. As is the case district-wide, coaching is an essential and highly valuable component to a teacher's professional development (Artifact G: CNH ELA Coaching Agenda Example; Artifact H: Grade 6 Math Coaching Agenda Example; Artifact I: NGSS Practice: Explanatory Modeling).

As is standard practice in our district, assessments at CNH are conducted throughout the school year as a measure of how we are performing related to the shifts we have made based on our data analysis. All of the administered formative measures align to SBAC and NGSS (Artifact J: CNH Assessment Calendar).

Due to the pandemic, we found the need to develop numerous intervention programs to address unfinished learning. Specific student data was used to guide both in-class and after school supports including the use of ALEKS math, warm up activities, after school tutoring, brief writes, and performance tasks. As research supports, this helped ensure that we identified the students with the most need.

Coventry High School (CHS): As is the practice at all sites that participate

in State assessment testing, CHS administration along with curriculum staff reviewed SAT and NGSS data and disaggregated it by teacher. This information was shared with the appropriate teachers in September. Data was used to guide curriculum writing, pacing, and additional formative assessment opportunities throughout the year. Further, specific student data was used to guide both in-class and after school supports including the use of Khan Academy, warm up activities, after school tutoring, mock exams, and SAT prep classes for Math and English. Again, this allowed us to target the students with the most need and also support all students in areas of challenge that impacted the majority of students (Artifact K: CHS ELA Student Work Protocol Fall 2022 PSAT Example; Artifact L: CHS Science Coaching Agenda Sample).

Although it has been many years in the making, the district has solid procedures in place to conduct effective data analysis to inform our decision making. This claim is supported by the results that we have achieved, coupled with our ability to outperform districts that are in District Reference Groups (DRGs) higher than Coventry. Quarterly intervention meetings held with district staff further support the positive impact data analysis training has had, which translates to highly effective intervention programs that dial-in on the specific needs of the students.

#### 1.2. Develop improvement plans in Grades 6 and 8 to address mathematics achievement as measured by performance on the SBAC and in Grade 11 to address science achievement as measured by performance on the NGSS.

"National test results released on Thursday showed in stark terms the pandemic's devastating effects on American schoolchildren, with the performance of 9-year-olds in math and reading dropping to the levels from two decades ago.

This year, for the first time since the National Assessment of Educational Progress tests began tracking student achievement in the 1970s, 9-year-olds lost ground in math, and scores in reading fell by the largest margin in more than 30 years.

The declines spanned almost all races and income levels and were markedly worse for the lowest-performing students. While top performers in the 90th percentile showed a modest drop — three points in math — students in the bottom 10th percentile dropped by 12 points in math, four times the impact" (Mervosh, S; The Pandemic Erased Two Decades of Progress in Math and Reading, New York Times, September 1, 2022).

The title of this article from the *New York Times* captures what school systems in many cases have realized across the world, "The Pandemic Erased Two Decades of Progress in Math and Reading." Although, as a district we were impacted greatly, we were fortunate we did not lose as much ground as many districts around us or across Connecticut have. Our reading scores saw a slight dip, which was a setback in light of the steady gains we have made year after year. Math, however, was significantly impacted. One key factor to consider here is a student's success in this area relies heavily on the foundation they built the previous year. Although we were in-person throughout the majority of the pandemic, we were still impacted by a variety of factors such as quarantine requirements mandated by the Connecticut Department of Health, students whose families opted for them to be educated remotely, and absences due to illness by both staff and students. All of these factors, which are significant, impacted instruction greatly and this resulted in gaps in student learning. The grades that showed the greatest impact were grades 6 and 8.

Historically, we have developed specific improvement plans that are highly prescriptive. Through the use of data and consistent monitoring, we have experienced positive results through this approach. At CNH, student performance data was used to create the Math Improvement Plan to address curriculum, pacing, instruction, assessment, and test preparation to improve student preparation and performance on the SBAC (Artifact M: CNH Math Improvement Plan 2022-23). Three performance tasks were identified and implemented in addition to using Student Work Protocols to disaggregate data on the tasks and to inform instruction (Artifact N: Grade 6 Ratio and Proportion Student Work Protocol Example).

To address the challenge of our K-12 Math Specialist going to a new role at the high school, we identified a highly knowledgeable math teacher at the middle school who demonstrated strong leadership skills to support this work that included supporting teachers and monitoring their instruction and pacing.

Additionally, the Director of Teaching and Learning and myself are attending a "Building Thinking Classrooms in Mathematics" workshop in April. This discussion is being led by Dr. Peter Liljedahl. Dr. Liljedahl is a mathematician and currently a Professor of Mathematics Education in the Faculty of Education and an associate member in the Department of Mathematics at Simon Fraser University in Vancouver, Canada. This workshop is specifically designed for district superintendents (Artifact O - Building Thinking Classrooms in Mathematics).

When assessing the NGSS, the same factors that impacted math scores impacted NGSS results at the high school level. Again, although we were inperson, a significant number of high school students enjoyed the option to learn remotely. During the year when the State Department of Education (SDE) allowed students to have that option, Coventry saw anywhere from 30-40 percent of students exercising that opportunity. The NGSS are only assessed in grades 5, 8, and 11. Missing those key years needed to develop the foundation to perform well on this assessment impacted high school scores. As a side note, we were not alone in this, as we ranked second in our DRG on the NGSS when comparing high schools.

Student performance data was used to create a NGSS action plan to address curriculum, pacing, instruction, assessment, and test preparation to improve student preparation and performance on the NGSS Assessment (Artifact P: CHS Science Improvement Plan; Artifact Q: CHS Science Improvement Plan - Theory of Action).

Monitoring data indicates that good progress is being made. However, this will not be a quick turnaround due to all of the reasons outlined above. Through additional programming, both during the school day and outside of traditional hours, we should be able to accelerate the time needed to get students back on track.

# **1.3.** Continue the work associated with Coventry Public Schools Portrait of the Graduate, including the development of Pre-K through 12 rubrics for the Critical Thinker and Empowered Citizen competencies and an associated implementation plan.

"There are many discussions happening about what the ideal "portrait of a graduate" looks like — schools, districts and entire states are engaged in the exploration process. I think that is a good thing. It shakes up schools and systems that have graduation requirements based on completing a set number of courses or earning a certain number of credits, regardless of what students know or can do. This is the seat-time story: going through the motions on a set schedule instead of learning. To move from that system, a community-developed portrait of a graduate is an essential element of successful school transformation" (Siegel, M, Portrait of a Graduate — A Trend in the Right Direction, Government Technology, May 2022).

The excerpt from Siegel's article on the value of developing a Portrait of a Graduate (POG) truly captures the importance of the work and why it is needed. This connects the work back to our mission statement; "...prepare every student for life, learning and work in the 21st century." If we are successful in accomplishing this, then any student who graduates from our district will be prepared regardless of what they decide to pursue.

At the Hale Early Education Center (HEEC), staff continues to create rubrics to identify what being a Critical Thinker and Empowered Citizen looks like at that level. Some of the related activities they are engaged in include collecting and analyzing data. A main focus is also the many ways in which students can take care of the world, which ties into the Empowered Citizen competency (Artifact R: HEEC Empowered Citizen Rubrics).

Coventry Grammar School (CGS) staff in each grade level selected two performance areas per trimester in either, or both, of the following competencies: Effective Communicator and Engaged Collaborator. The performance areas will be explicitly instructed and assessed using the 4 scale rubric. Staff will develop the rubric for Critical Thinker. Committee representatives contributed to the rubric development for Empowered Citizen at Curriculum Cabinet (Artifact S: CGS Communication Rubric K-2; Artifact T: CGS Collaboration Rubric K-2).

Administration and staff at the G. H. Robertson School (GHR) have created Portrait of the Graduate rubrics for Effective Communicator, Engaged Collaborator, and Critical Thinking (Artifact U: GHR Collaboration Rubrics). During their October professional development all grades and content areas identified where each skill on the rubrics are addressed across the curriculum to ensure universal experiences. This is integrated into instructional coaching to address and incorporate to ensure the written curriculum aligns with the taught curriculum (Artifact V: GHR POG Rubric Alignment - Grade 3 Examples). Also in October, the District Curriculum Cabinet agreed upon the skills/attributes of the Empowered Citizen Rubric.

A focus this year at the Capt. Nathan Hale School (CNH) was to review and refine use and tracking of the Portrait of a Graduate competencies for Effective Communicator, Engaged Collaborator, and Critical Thinker (Artifact W: CNH Critical Thinking Rubric Work). CNH administrators and staff representatives have been contributing to the creation and refinement of the Empowered Citizen Rubric as part of the Curriculum Cabinet. Next, department leaders will review the Empowered Citizen Rubric, with a goal of revising current department responsibilities in order to make refinements to their practices with students. In addition, a shift in which rubrics will be integrated each semester will occur given they currently have four rubrics developed.

Coventry High School (CHS) administration and staff fully implemented the use and tracking of the Portrait of a Graduate Critical Thinker Rubric in the 2021-22 school year (Artifact X: CHS Critical Thinking Rubric). Like the other schools, the CHS administration and faculty have collaborated with district staff on the process for creating the district-level Empowered Citizen Rubric. It is in its final stages and next will be reviewed by the full CHS staff for discussion and use. As has been noted in previous goal reports, the high school is slightly ahead of the three other sites, which is primarily due to their work around the NEASC accreditation process.

The technology department finalized alignment of the Collaboration

rubric to the International Society for Technology in Education (ISTE) Standards for Students (Artifact Y: Engaged Collaborator Alignment). Additionally, the District Technology Committee (DTC) and the Curriculum Cabinet collaborated to align the Communication Rubric to ISTE Standards for Students (Artifact Z: Effective Communicator - Examples). Other work associated with the Portrait of the Graduate competencies included the DTC working on the development of a student-friendly acceptable use policy that aligns with the five district POG competencies (Artifact AA: Student Acceptable Use Policy - Group Working Doc -DRAFT).

Despite the setback caused by the pandemic, we are making great gains on the development and implementation of the rubrics associated with the five competencies. The development of the five competencies and the associated rubrics ensure we stay aligned to the best practices in education that position us to continue making positive advances in student achievement.

## 1.4. Develop interdisciplinary passage presentation projects for grades K-8, which incorporate the Portrait of the Graduate Competencies which will be implemented in 2023-2024.

"Project-based learning units that include multiple disciplines allow students to apply their knowledge to new situations, resulting in a deeper learning experience. PBL units and strategies challenge students to apply knowledge and skills from multiple disciplines and create new solutions to real world problems.

By using PBLs that include various disciplines, teachers can expose students to actual problems that require the use of creative thinking and collaboration. During such projects, teachers act as facilitators and offer students constructive feedback and guidance in solving problems. PBL units lend themselves to the integration of multiple subjects.

For example, elementary school teachers can integrate reading, art, and social studies by choosing to use a Flags of the World unit. The goal of this unit is for students to better understand cultures, countries, values, and what flags around the world represent. In this unit, students are asked to research the flags of various countries, research their own cultures and family history, and to design an original flag that represents their own values and identity. While students participate in this PBL activity, they are being exposed to informational text, text features, learning about various cultures, gaining a new perspective on those that are different from them, and creating a product that demonstrates their knowledge. If teachers wish, they can participate in a pen pal portion of the unit, which would also integrate writing into the unit" (Nelson-Danley, K., Promoting Interdisciplinary Studies Using Project-Based Learning, Teach HUB, October 20, 2020).

The above excerpt captures the importance of this initiative and why we are making interdisciplinary passage presentations a priority. In addition, this focus dovetails nicely into our work of the Portrait of the Graduate.

Over the course of this school year, grade two teachers developed an interdisciplinary unit - Historical Figures Lessons. The primary focus of this unit is for students to determine what character traits are held by these people and how they contributed to their community (Artifact BB: Community Helpers Interdisciplinary Unit). Following this, students will explore examples of people in their own lives and communities who they have witnessed working to improve conditions at a local level.

G. H. Robertson School staff at all grades used a variety of professional development blocks and team time opportunities to develop interdisciplinary projects incorporating aspects of the POG rubrics for implementation next year (Artifact CC: GHR POG in 2022-2023). Over time, the staff was able to refine the projects to allow for any needed adjustments to provide the appropriate level of challenge for all students (Artifact DD: Grade 3 POG Project Example; Artifact EE: Grade 4 POG Project Example; Artifact FF: Grade 5 POG Project Example).

This year, a middle school Social Studies teacher piloted an interdisciplinary passage presentation project in Grade 7. This project was first reviewed by the social studies department early in the fall with an aim of having all Grade 7 students engage in the activity in the near future. This project was pushed forward for further review at the November and February Vertical Team Faculty meetings with the goal of improving the learning experience for all students. Staff will be prepared to have all Grade 7 students present to an audience of adults, parents and staff members, during the 2023-2024 school year (Artifact GG: CNH Piloted Grade 7 Passage Presentation Project).

While grade 10 is not specifically noted in this goal, it is important to mention the work done at the high school. CHS successfully implemented their 10th Grade Interdisciplinary Project Presentations in 2022 with 100% of their students engaged in the event. These Sophomores received very positive feedback from parents, students, and staff. Based on last year's results, projects and presentations were refined by staff to improve the learning experience for their students in terms of assignment pacing, feedback, and opportunities for public speaking. This spring, the next class will have an opportunity to showcase their work that is based on the feedback and associated refinements (Artifact HH: Sophomore Interdisciplinary Project).

Once all sites have had an opportunity to move the work forward, the interdisciplinary passage presentation projects will be evaluated and polished. Any adjustments will be based on discussions from all stakeholders which will ensure all thoughts have been voiced and considered.

### 1.5. Work with key stakeholders and the District Technology Committee to implement year two of the Technology Plan to ensure continued effective integration of technology into curriculum, instruction, and assessment.

The district's Technology Plan is a comprehensive web-based document that has guided our work over the past decade. This plan ensures that, as we infuse technology into our programs, it has been done in a thoughtful manner grounded in best practices. This document also steers the district regarding the acquisition of devices and confirms district resources are focused on the right areas to maximize funds dedicated to technology.

Hale Early Education Center administration and staff worked monthly with technology staff to monitor technology needs and provide training as needed. Promethean Boards are installed in all classrooms and used extensively to enhance learning activities. To be sure this trend continues requires ongoing training for our teachers.

DJP/kd

To make certain we keep on track at the Coventry Grammar School and the G. H. Robertson School, the administration regularly meets with the Director of Educational Technology. Throughout the year, our Educational Technology Coach supported teachers with 3D printing needs, organization with Google Classroom, and the fifth grade science virtual reality Palau experience. Instructional coaching continues resulting in revised lessons for technology integration and the use of curricular platforms for personalized experiences (Lexia, MobyMax, Aleks, etc.).

The administration at the Capt. Nathan Hale School and Coventry High School also conducted regular meetings with the Director of Educational Technology to review and support plan goals and deliverables. The Educational Technology Coach was active at CNH integrating Spheros into the grade 8 curriculum. Grade 6 and 7 teachers included TinkerCad, Ozobots, and Dobots in STEM class lessons. Specifically at CHS, the coach met with CHS teachers to incorporate Computer Numerical Control (CNC) machines into lesson strategies. As is the case at all sites, CHS faculty serve on the District Technology Committee to offer feedback and support in the development and implementation of the District Technology Plan.

The plan with accompanying updates is available on the district's website for your review (<u>https://www.coventrypublicschools.org/district/educational-</u> <u>technology/2021-2024-technology-plan</u>) (Artifact II: Technology Plan Goals in Progress - Year 2 (2022-2023). However, for your convenience, below are some highlights of what has been accomplished by the technology team:

The director and technology department members collaborated with the District Technology Committee (DTC) regarding various elements of the technology plan, including the following:

- Continued alignment of developed Portrait of the Graduate (POG) rubrics to ISTE Standards for Students
- Developed student-friendly acceptable use policy (AUP) that aligns to district POG
- Revamped Parent Resources page of district website to include

support resources regarding educational, mental health, and food security resources for families, as well as support documents regarding technology resources

- Developed parent sessions in CT-SEDS, Library Media Center Resources, Google Apps, and Chromebooks
- Supported district staff with communication efforts through creation of attendance letters in PowerSchool
- Enhanced capability of existing platforms to increase overall efficiencies through integration and implementation of health plans in PowerSchool
- Developed a CNH Student Tech Support Program to enhance student agency in technology (This is in addition to the high school program.)

## 1.6. Continue to bolster programs Pre-K through 12 to provide opportunities to grow achievement in high performing students and explore enhancements to the Challenge and Enrichment Program.

You often hear me state how rare it is for a district our size to have an established gifted and talented program in place. To have a program that has lasted for over 25 years speaks to the district's dedication to high performing students. Most districts, similar to Coventry, eliminated programs over the years, largely due to budget cuts.

Why Are Gifted Programs Needed?

High-ability students need gifted education programs that will challenge them in regular classroom settings, along with accelerated and enrichment programs to make continuous progress in school.

Research supports the need for such programs which is backed by strong data as noted below:

 "According to one report on high-achieving students, more than 7 in 10 teachers of these students surveyed noted that their brightest students were not challenged or given a chance to "thrive" in their classrooms. [1] Additionally, gifted students need gifted programming in many cases because the "general education program is not yet ready to meet the needs of gifted students" (p. 9) due to lack of general educators' training in gifted education and the pressure classroom teachers face to raise the performance of their struggling students. [2]"

- "It's more than just giving students a challenge in classrooms: Gifted programming positively influences students' futures. Several longitudinal studies have shown that gifted programs have a positive effect on students' post-secondary plans. For example, studies found that 320 gifted students identified during adolescence who received services through the secondary level pursued doctoral degrees at more than 50X the base rate expectations. [3] In a follow-up report on the same study participants at age 38, 203 participants, or 63%, reported holding advanced terminal degrees (master's and above). Of these, 142 (44%) held doctoral degrees and 8 of these 142 had more than one doctoral degree. As a benchmark for this accomplishment, the authors of this study compared these rates to the general U.S. population, noting that only approximately 2% of the general population held a doctoral degree according to the 2010 U.S. Census. [4]"
- "Additionally, in a study looking at gifted students who participated in talent development through competitions, the researchers reported a long-term impact on these students' postsecondary achievements, with 52% of the 345 students who participated having earned doctoral degrees. [5]"
- "Further benefits of gifted programs have been shown that students who had participated in gifted programs maintained their interests over time and stayed involved in creative productive work after they finished college and graduate school. [6]"
- "A sample of 2,409 intellectually talented adolescents (top 1%)

who were assessed on the SAT by age 13, and provided services through a talent search program, was tracked longitudinally for more than 25 years. Their creative accomplishments, with particular emphasis on literary achievement and scientifictechnical innovation, were examined and results showed that distinct ability patterns identified by age 13 foreshadowed creative accomplishments in middle age. Among the sample, participants had earned 817 patents and published 93 books, one had been awarded the Fields Medal in mathematics, and another had won the John Bates Clark Medal for the most outstanding economist under 40. [7]"

1 Loveless, T., Farkas, S., & Duffett, A. (2008). High-achieving students in the era of NCLB. Washington, DC: Thomas B. Fordham Institute.

2 Hertberg-Davis, H. L., & Callahan, C. M. (2013). Introduction. In H. L. Hertberg-Davis & C. M. Callahan (Eds.), Fundamentals of gifted education (pp. 1–10). New York, NY: Routledge.

3 Lubinski, D., Webb, R. M., Morelock, M. J., & Benbow, C. P. (2001). Top 1 in 10,000: A 10 year follow-up of the profoundly gifted. Journal of Applied Psychology, 4, 718–729.

4 Kell, H. J., Lubinski, D., & Benbow, C. P. (2013). Who rises to the top? Early indicators. Psychological Science, 24, 648–659.

5 Campbell, J. R., & Walberg, H. J. (2011). Olympiad studies: Competitions provide alternatives to developing talents that serve national interests. Roeper Review, 33, 8–17.

6 Westberg, K. L. (1999, Summer). What happens to young, creative producers? NAGC: Creativity and Curriculum Division Newsletter, 3, 13–16.

7 Park, G., Lubinski, D., & Benbow, C. P. (2007) Contrasting intellectual patterns predict creativity in the arts and sciences: Tracking intellectually precocious youth over 25 years. Psychological Science, 18, 948–995 While it is so important that we provide a high level of service to our students needing the most support, it is equally important to provide the same level of programming for our highest performing students. The research provided above supports this claim. You can also see the impact, both negative and positive, when programming is in place or when it's not.

Hale Early Education Center (HEEC) classroom teachers collect data on key academic indicators in the fall, winter, and spring. Learning for students who have mastered these skills is extended in a variety of ways. For example, in literacy, students learn site words, read beginning readers books, and begin to write full sentences to describe their play (i.e., Play Planning). In mathematics, students' understanding of addition and subtraction is expanded based on individual skill levels.

Coventry Grammar School administration and staff worked collaboratively to create a schedule that aligns enrichment blocks with "What I Need" (W.I.N.) blocks. The following staff are providing enrichment programs in grades K-2; music teacher, physical education teacher, Library Media Specialist, art teacher and the Challenge and Enrichment teacher. These W.I.N. blocks began in early September. Each enrichment teacher inputs student selections into a shared document to track selections and ensure different students receive the opportunity. Examples include xylophone lessons, ukulele lessons, makerspace, engineer designing, printing paper, painting murals, bike riding (stationary bike and tricycle) book clubs, and Girls Who Code.

During the regular school day, the Library Media Specialist at the G. H. Robertson School implemented Girls Who Code as a weekly enrichment for any student in third grade in the fall semester. The Challenge and Enrichment teacher implemented Girls Who Code 2 for the spring semester as an extension. This also takes place during the school day. This year, during Enrichment, the Library Media Specialist, will conduct a total of four sessions on STEM where students will read and discuss a picture book with a STEM theme and use makerspace items to build a creation connected to the literature (Artifact JJ: GHR After School Enrichment Invite and Confirmation Examples). The engineering process is discussed along the way with students.

In fifth grade, students began their own student-led book club "Secret Society of Readers," which meets weekly with Ms. DeRagon in the library. They are reading the text Front Desk by Kelly Yang. The Challenge and Enrichment Program (CEP) teacher began a new Chinese Enrichment for interested students in grade five during the school day and collaborated with the CNH/CHS Chinese Teacher and our partner school in Qingdao Province China to become "pen pals." This past January, interested grade five students participated in the Connecticut Invention Convention process with our K-12 STEM Specialist (Artifact KK: CT Invention Convention Information Slideshow). Student Council members initiated and developed a monthly newsletter for GHR students (Artifact LL: GHR Sample of Monthly Newsletter). The CEP teacher developed a timeline to identify third grade students as Gifted and/or Talented by January and re-instituted (since the pandemic) the Salmon in Schools collaboration with the field experience to the Hebron River to release salmon eggs happening in April. The fifth grade ALEKS Math Enrichment Program identifies students, through three data points (SBAC grade 4, IAB data, Reflex Math), who are showing mastery of the current content and the ability to independently learn grade six content. These students will go into grade seven math while still in sixth grade.

Work in this area at the Capt. Nathan Hale School (CNH) included the Future Problem Solver and Challenge Enrichment Program classes integrated into the daily schedule, giving students unique and challenging experiences to explore novel and focused problems. Future Problem Solver teaches students, in and out of the classroom, a problem solving process to help them positively make a difference in their global and local communities now and for the future. The skills taught by Future Problem Solver coaches and teachers align with today's Common Core English Language Arts and STEM standards. Additionally, students elect to be trained as evaluators thus heightening their understanding of the Future Problem Solver process. Twenty grade eight female students attended a one day workshop, "Multiply Your Opportunity," at the University of Connecticut, aimed at exposing them to female role models in the STEM fields. A second cohort of students will be offered this opportunity in the spring. Students will be participating in the Connecticut Science Olympiad facilitated by our K-12 STEM Specialist (Artifact MM: CNH Science Olympiad Team). The grade six ALEKS Math Enrichment Program identifies students through 3 data points (similar to the approach at GHR) who are showing mastery of the current content and the ability to independently learn the seventh grade content and go into eighth grade math or Algebra 1 as a seventh grade student.

In addition to the impressive Advanced Placement (AP) and Early College Experience (ECE) opportunities, Coventry High School has added or expanded several options for high achieving students in 2022-23. CHS supports the new AP/ECE US History course, which has expanded to 46 students enrolled this year and has added AP/ECE Environmental Science to the offerings for the first time this year with 14 students enrolled in the course. As a district, we also entered into a dual enrollment agreement with the University of Bridgeport through which all students taking English 12 have the opportunity to earn both CHS and University of Bridgeport credit for successful completion of this course. CHS also continues to support the Goodwin University eCamp program, with two students enrolled in the 2022-23 school year. A second cohort of students will be offered this opportunity in the spring of 2023. As is the case at CNH, CHS students will be participating in the Connecticut Science Olympiad facilitated by the K-12 STEM Specialist. For the 2023-24 school year, CHS is reestablishing their UCONN ECE Spanish courses and investigating further dual enrollment opportunities with the University of Bridgeport. We are excited about this new partnership with the University of Bridgeport and what it has to offer for our students.

As a district we recognize the importance of this program and what it means to our students and the future opportunities it may provide. With that, we will continue to identify resources to ensure these programs remain a staple in our Pre-K - 12 programs.

#### 1.7. Continue to promote Coventry's specialized programs to attract out-ofdistrict tuition students as a revenue stream to support conservative budgets.

Coventry has done an amazing job developing high quality programs that serve the needs of our students. From our preschool program, to our autism program, along with Coventry Academy and RISE (our 18-22 year old program), amazing things are happening. When "seats" are available in these programs, we use this as an opportunity to offer students outside of the district access to our programs. The marketing of these programs has grossed \$356,696 to date and this account currently has a balance of approximately \$189,000. These are highly noteworthy figures as standalones. However, when you factor in the savings the district has realized by keeping students in the district because of the programs, the savings to the taxpayers is in the millions. Additionally, we are currently evaluating four students from outside of the district who may be appropriate to attend one of these Coventry programs.

What makes our programs so attractive to surrounding districts is the quality. As challenging as it is to develop quality programs, it is equally as challenging to maintain the quality programs grounded in best practices.

An example of these efforts is the work that went into developing an alternative program at CHS, that slowly and thoughtfully transformed into Coventry Academy, which is registered with the State Department of Education as its own high school. This major accomplishment was the result of continuous evaluation, refinements, and monitoring over the past ten years. During this time, the program has blossomed. To accommodate the complex needs of the population, an addition to the building was put on in 2018, and then a subsequent addition in 2022. This redesign established the foundational structure to effectively implement alternative education for our students. The administration and Coventry Academy team have worked diligently to monitor the School Improvement Plan to align with the *National Alternative Educational Association Program* to ensure appropriate social, emotional, academic, and vocational programming.

To align with *NAEA Fifteen Research-Based Practices for Effective Alternative Education Program*, students are not only enrolled in Coventry Academy classes, but they are also enrolled in GradPoint classes and several students take classes at the high school. This requires effective management and organization every day. Flexible scheduling, high interest curricular units, and fostering positive relationships, align with strategies to foster student engagement and attendance at school. A key element is the mentor/mentee relationships fostered at Coventry Academy. The Coventry Academy team ensures all students have an adult member with whom they meet weekly to develop and review both short and long term goals. Simply stated, if a student isn't mentally and emotionally ready to learn, the best curricula and teaching won't break through to them.

The quality programming, social support, and individualized programming for students has been recognized by educators, parents, and student community supports (surrogate parents, Department of Children and Families, Grant House, and foster parents). On numerous occasions, Coventry Academy has been deemed the appropriate educational placement for educational stability even when a student is relocated outside of Coventry.

In collaboration with the Director of Pupil and Staff Support Services, the Coventry Academy team, and Coventry's technology department, a web page is being developed to promote Coventry Academy as an educational placement. You will find it located under Programs and Schools. The page showcases the positive, supportive learning environment of our alternative high school. This webpage will be published in May 2023. Similar to all of Coventry Public Schools webpages, revisions and additions will be necessary as the program continues to evolve to meet the needs of its current and future population.

The advances our students are making as a result of these programs are amazing and will certainly serve them well as they transition from high school to the next chapter of their lives. The savings to the taxpayers are a positive side effect to what these programs mean to our students and their families.

### 1.8. Develop a district plan for the implementation of science formative assessments in Grades 3-11 and design and implement science performance tasks aligned to the Science and Engineering Practices in the NGSS.

"...formative assessments are about checking for understanding in an effective way in order to guide instruction. They are used during instruction rather than at the end of a unit or course of study. And if we use them correctly, and often, yes, there is a chance instruction will slow when we discover we need to re-teach or review material the students wholly "did not get" -- and that's okay. Because sometimes we have to slow down in order to go quickly.

What this means is, if we are about getting to the end, we may lose our audience, the students. If you are not routinely checking for understanding then you are not in touch with your students' learning. Perhaps they are already far, far behind.

We are all guilty of this one -- the ultimate teacher copout: 'Are there any questions, students?' Pause for three seconds. Silence. 'No? Okay, let's move on.'

Ever assign the big project, test, or report at the end of a unit and find yourself shocked with the results, and not in a good way? I have. The reason for the crummy results is not the students, but a lack of formative assessments along the way and discovering when, where, and how certain information needed to be re-taught or reviewed" (Alber, R, Why Formative Assessments Matter, January 15, 2014).

The above excerpt from Alber's article on formative assessments captures the importance of the district's work in this area. As a system, we found our work has generated a positive impact on student achievement results. To arrive at the point where we are as a district, a considerable amount of work went into training our staff about the importance of implementing this best practice into their instruction. Like the old saying goes, nothing breeds success like success. Once we experienced some success due to our efforts, the teacher buy-in multiplied. Fast forward and this is standard practice in all schools at all levels.

The administration at the Coventry Grammar School refined the schedule to secure science instructional blocks at all grade levels. Work was also done with the curriculum specialist to define specific timeframes for each science bundle. Science coaching time was utilized to establish the assessments and Science and Engineering Practices to be graded each trimester for the start of the 23-24 school year (Artifact NN: Science and Engineering Practices - PD Example).

For all grades at the G. H. Robertson School, staff will conduct one summative performance task, and three mid-unit formative assessments (using the platform Inner Orbit). By the end of this school year, teachers will have integrated pieces of Science Interim Assessment Blocks (IABs) aligned to the Next Generation Science Standards (NGSS) as an instructional tool during their units, when appropriate (Artifact OO: GHR NGSS Interims - IAB). The Science School Improvement Plan goal exceeded 84% at/above goal on the Inner Orbit formative assessment. Next year, teachers plan to conduct 2-3 summative performance tasks.

Middle school teachers worked collaboratively with our Director of Teaching and Learning and the K-12 STEM Specialist to review data from the eighth grade NGSS results to create multiple science performance tasks aligned to the Science and Engineering Practices. These performance tasks are embedded into the instruction and aligned with updated curriculum and pacing guides for each course. A focus of the instruction across all grade levels is increasing the integration of models and systems into the instructional planning. Mid-unit formative assessments are delivered through Inner Orbit and misconception probes. Selected NGSS Interim Assessment Blocks (IABs) will be aligned to units (Artifact PP: CNH NGSS Interims - IAB).

As at CNH, Coventry High School teachers worked collaboratively with the Director of Teaching and Learning and the K-12 STEM Specialist to review data from NGSS results to create multiple science performance tasks aligned to the Science and Engineering Practices. These performance tasks are embedded into our instruction and aligned with updated curriculum and pacing guides for each course. A student led investigation task is a focus this year. Selected NGSS Interims IAB were aligned to units (Artifact QQ: CHS Science Assessment Calendar; Artifact RR: CHS NGSS Interims - IAB).

District curriculum staff made considerable gains to support this work on a multitude of levels. The following artifacts validate this work which includes schedules of formative assessments including interim assessment blocks as well as assessments we customize using the Inner Orbit platform.

Artifact SS: NGSS Grades 3-8 Formative Assessment - Inner Orbit Artifact TT: CHS Science Investigations - Evidence Sources Artifact UU: NGSS Embedded Performance Tasks 22-23 Artifact VV: CNH Grade 8 NGSS IAB Review Artifact WW: CHS Grade 11 NGSS IABs Artifact XX: Grade 5 NGSS IAB Review and Investigation Task Rubric Artifact YY: Integrating Science Practices Into Assessment Tasks

# 1.9. Review and identify next steps in special education services (grades 6-12) aligned to the areas of opportunity identified in the District Management Group (DMG) study and develop a timeline for implementation of next steps and a metric to measure success.

"Recently, Congress has showed a renewed interest, and possibly even the political will, to put federal appropriations for the Individuals with Disabilities Education Act (IDEA) on a glidepath toward "full funding." From its inception in 1974, IDEA authorized federal funding for up to 40% of average per-pupil spending nationwide to pay a portion of what it costs to provide special education services for students with disabilities. Yet, in the more than four decades since the law was originally enacted, federal funding has never reached this target. In a change of course, for FY2023, Congress approved a 20% increase in appropriations for IDEA and there are strong signals that Congress plans to steadily grow appropriations in coming years.

Still, amidst anticipation for increased federal funding for special education, another important consideration has largely been overlooked: The formula used to determine how IDEA funds are allocated to states. IDEA's funding formula is one of the law's most critical components. Since the law's inception, Congress has attempted to allocate IDEA appropriations to states according to each state's share of children needing special education services.

That said, there are concerns that IDEA's existing formula falls short of meeting policymakers' expectations. In our recent work, we evaluated whether IDEA's existing formula equitably distributes federal funding for special education among states and what will happen if the current formula is used to distribute potential future increases in IDEA appropriations" (Kolbe, T, Dhuey E, and Menlove-Doutre, S, October 3, 2022, More money is not enough: The case for reconsidering federal special education funding formulas).

Budgeting for special education is always a challenging task, which is mostly due to the number of unknowns that are associated with programming. This challenge is further impacted by the high unpredictability of changes happening, literally, overnight. Managing services and costs internally is much more practicable. However, this is not the case when outside services are needed, as the hourly rate for these services can range drastically from organization to organization.

As a district, we have done considerable work to reduce the cost associated with students who have been outplaced, which in turn allows us to have greater control over the expenses associated with programming. Several years ago, we partnered with the District Management Group (DMG) to conduct a deeper dive into areas where there was a possibility of greater efficiencies being realized. As the Board is aware, we are thoughtfully revisiting different aspects of this plan to determine where savings, if any, can be made. This year, we concentrated on programming at the 6-12 level.

At CNH, team-taught classrooms continued this year. However, special education staff took on a much more active role. They engaged in planning and worked with general education students, including shifting the support in some cases to the content expert (certified subject teacher) to work with special education students experiencing challenges. Further, special education teachers were involved in coaching days to modify curriculum as needed to support their students. Additional professional development was provided to content teachers for differentiating instruction in the content areas for students to have increased access to curriculum. Professional development was also provided in October and November as a follow-up during coaching days. The focus was differentiated training for content teachers.

CHS started with a building review of information provided in the DMG study. After careful evaluation, the team at CHS transitioned away from a cotaught special education teaching model to a Skill Center based approach. Depending on students' specific Individualized Education Plan (IEP) goals, they were assigned Math, Literacy, and Executive Functioning Skill Center courses with a Special Education teacher. This year, students are either scheduled four times a week in one Skill Center or two times a week in two separate Skill Centers based on their individual needs. This programmatic change provided increased opportunities for explicit specialized instruction in English Language Arts, Writing, and Executive Functioning as written in IEPs. In review of students' IEPs, goals have been mastered within the year-long IEP or are making satisfactory progress noting a shift in strategies to master. In addition, teachers' contact time on specific skill development with students has increased with more individualized attention.

District and building administration evaluated progress by way of regular walkthroughs throughout the school year. In addition, curriculum staff and the Pupil and Staff Support Services Director met with Interventionists in grades 6-12 and special education teachers to determine if all assessments could be used for IEPs as expected in CT-SEDS progress monitoring. In addition, classroom learning tasks and assessments as well as special education evaluations and intervention assessments were compiled this year for effective progress monitoring on students' IEP goals.

During the early summer, a comprehensive review of programming from data points that include information from walkthroughs, IEP goals success rate, district assessments and state assessments will be used to inform decision making related to possible revisions and improvements.

#### 1.10. Begin the adoption of the large-scale changes involved in migrating students' Individualized Education Programs (IEP) and 504 plans, to the newly mandated Connecticut Special Education Data System (CT-SEDS), including providing professional development for changes related to practice.

"The platform was touted as a new Special Education Data System that would streamline the design, implementation and access of individualized education programs for 85,000 students in Connecticut.

Special education professionals call it a nightmare.

Riddled with design flaws from the outset, educators say CT-SEDS has multiplied their workloads and driven districts out of compliance with state and federal guidelines in a year already marked by staffing shortages and academic challenges" (Cross, a, New Connecticut special education system riddled with flaws, threatens compliance and services, teachers say, February 20, 2023).

"Teachers have reported a laundry list of glitches and inefficiencies with

CT-SEDS since the Connecticut State Department of Education rolled out the program this school year, the bulk of which remain unresolved.

On the new system, user-friendly drop-down menus have been erased. Idle screens time out after 5 minutes, deleting any unsaved work. CT-SEDS does not notify users if two people happen to be working on the same document and only preserves the first entry to click "save." Words typed into boxes disappear from view. Uploaded files cannot be edited or deleted, and only higher-ups have the keys to revise typos or mistakes in finished documents, requiring multiple levels of authorization for something that used to be an easy fix.

Educators say that an IEP that used to take 1.5 hours to write now consumes upwards of three, with some clocking in at 10 hours, putting timesensitive compliance guidelines for paperwork at risk" (Cross, a, New Connecticut special education system riddled with flaws, threatens compliance and services, teachers say, February 20, 2023).

"The idea that they would've rolled it out now, knowing full well that it hadn't been perfected is just — I mean, it's atrocious," Roth added. "They knew it wasn't perfected. They said, 'Oh, a few hiccups.' No, it's not a few hiccups. We are having so many problems.

The timing of the CT-SEDS rollout puzzled educators and administrators. Fran Rabinowitz, the executive director of the Connecticut Association of Public School Superintendents, said that as early as May of 2022, she pleaded with the CSDE on behalf of the state's superintendents to pause the CT-SEDS launch. (Cross, a, New Connecticut special education system riddled with flaws, threatens compliance and services, teachers say, February 20, 2023).

The above key excerpts from an article related to the implementation of CT-SEDS capture the challenges we were up against from the early summer until recently. As you are aware, these issues were experienced by districts across the state (Artifact ZZ: *Hartford Courant* Article, February 20, 2023 by Alison Cross).

Anticipating the potential for these challenges, we implemented many strategies to position ourselves for greater success. Our approach was to control everything within our control. A primary piece of our success was assembling the right team to participate in the state training session, as we knew these people would be the in-house experts and be our teachers' greatest resources when issues arose. This started by allotting time for staff to attend IEP Quality Trainings in the spring of 2022 in expectation of the migration to CT-SEDS, which was scheduled for the start of the new school year. During the week immediately following the end of the 2021-2022 school year, special education staff reviewed the IEP Preview Series. This proved to be a highly worthwhile series to expose staff to what documents would look like in CT-SEDS prior to the actual conversion on July 1, 2022. Following the June training, Coventry staff identified 10 expert trainers throughout the district to attend summer training. These individuals then provided training during August for Pupil and Staff Support Services (PSSS) staff to learn how to navigate the new system. This approach is commonly known as a "train the trainer" model. As we had hoped, these expert trainers became the resource we had hoped they would be as PSSS staff looked to them for support with any issues they encountered. These key team members would work with the PSSS office or with the RESC (Regional Education Service Center) Help-Desk (SDE support) for resolution.

Anticipating the potential for issues, which was based on information provided to Superintendents, we budgeted for the ability to maintain Frontline, which is the platform we used to house our IEPs (as do approximately 95% of districts in the state). Continuing with Frontline in a limited capacity ensured we had a safety net in place as we kept the ability to complete, review, and revise PPTs in Frontline for the year. In addition to maintaining Frontline, we were still required to enter all annual PPTs and three year evaluations into CT-SEDS.

As noted in the excerpts from the *Hartford Courant* article on CT-SEDS, the implementation of this new product presented what seemed like endless challenges. What further complicated things was the very delayed responses to inquiries submitted to the SDE Help-Desk, which resulted in our inability to finalize IEPs in a timely manner due to these glitches.

The strong team we assembled positioned us for greater success than others across the state because the team was able to maneuver around issues that came to light. Support from the Connecticut Council of Administrators of Special Education (ConnCASE), along with several meetings a week with the Bureau of Special Education (BSE) staff, was time well spent as these resources helped us either resolve or avoid issues.

The challenges we did experience resulted in new procedures and many updated communications to staff. This in itself posed an additional challenge as it became "information overload," which caused us to have to frequently pause to constantly revisit the effectiveness of our communication efforts.

Throughout this school year, professional development for PSSS staff has focused on time dedicated to collaborating about CT-SEDS and working through drafting IEPs together as a group. In addition, teams have worked diligently to develop goal banks aligned with the way in which goals need to be written in CT-SEDS, which is a completely new skill for our staff.

Despite the fact that much has improved recently, there continues to be new glitches that present themselves and, unfortunately, some of the older ones resurfaced with little to no rationale from the SDE as to why. However, despite hope of better days ahead, there are some items that appear to have been afterthoughts or completely ignored by the SDE. One such area is 504 plans. As a district, we identified four 504 case managers to participate in the BSE CT-SEDS pilot program in the Spring of 2022 to learn the CT-SEDS system and provide feedback to the state. The more staff became involved, the clearer it was that 504s were not on anyone's list of tasks. The primary glitch was that it was impossible to exit students from a 504 plan. As you can imagine, the challenges this presented for our staff, and ultimately families, were immense. To make things more difficult, the BSE never provided clear guidance on how to draft Gifted and Talented IEPs. As a result, in collaboration with other districts, Coventry developed a system that fit the state system and aligned with our past practice. We feel confident this is a legal and solid "workaround" to this challenge.

We certainly do not believe we are out of the woods yet, but we do feel confident that we have a solid team in place to act as a resource. This, along with a year's worth of training for all special education staff coupled with experience using the product, should position us for greater success going into the next school year.

### 1.11. Continue to evaluate and refine interventions in reading and math to support academic recovery by incorporating additional researched based interventions and programs as needed to improve student learning.

"Two years into the pandemic, public schools are struggling to help students recover from the extensive academic disruptions caused by COVID-19. While many students are lagging academically, suffering from what some educators call "unfinished learning," experts say there are steps teachers and parents can take to help kids catch up, and to minimize the impact on the rest of their academic journey.

'We should all feel an extreme sense of urgency around getting kids back on academic track,' says Dan Goldhaber, director of the Center for Analysis of Longitudinal Data in Education Research at the American Institutes for Research. 'Not everybody is off track, but the great majority of kids are behind where they would have been had we not had a pandemic.'

Though some have used the term 'COVID learning loss,' most students did not actually slide backward in their learning during the pandemic. But research shows the majority did not make the gains expected in a typical year, and that achievement gaps have widened" (Ojiambo, M and Reynolds-Lewis, K, Helping Students Catch Up on Unfinished Learning, U.S. News and World Report, March 17, 2022).

This excerpt from an article in *U.S. News and World Report* validates that even those students who may be performing on grade level are still behind where they would have been had the pandemic not impacted the world. Research further supports that many districts across the nation have lost almost a decade of progress that will take years to recapture. Further compounding this challenge is the excessive absences due to the increase in various illnesses spreading through schools at concerning rates. Adding to this taxing situation is staff absences due to illness and an alarming shortage of substitute teachers. This has had, and continues to have, a significant impact on keeping pace with the curriculum.

Coventry Grammar School staff and administration supported the training and implementation of the Empower Reading Program with grade two

students. According to their website: "The Empower Reading and Learning Group is dedicated to bringing evidence-based literacy instruction to students with reading difficulties. The program includes instructional features shown to address reading disabilities, including balanced and flexible teaching approaches and methodologies." Resources that were purchased included: Building Fact Fluency: A toolkit for addition and subtraction that is research-driven and Kickstart: A program that focuses on number sense in a small-group intervention to support numbers and develop foundational number sense skills (Artifact AAA: CGS Empower Reading Data Sheets Examples; Artifact BBB: CGS Math - Student Tracking Data Example; Artifact CCC: Intervention at CGS Presentation).

The G. H. Robertson School also implemented the Empower Reading Program with grade 4 and 5 students diagnosed with dyslexia as a Tier 3 intervention. The fluency math program, one for addition/subtraction and a second one for multiplication/division was implemented. "Building Fact Fluency" was started as a pilot in the fall semester and due to the success, it became a formal intervention in the spring semester. Students were identified for these programs based on multiple data points including teacher recommendation, IAB data, SBAC Strand 2 (Concepts and Procedures) level, and Reflex data. Staff at GHR continue to use Leveled Literacy Intervention (LLI), Fundations, Visualizing and Verbalizing, ALEKs, MobyMax, and Bridges (Artifact DDD: GHR Empower Reading Data Sheet Example; Artifact EEE: GHR Math Intervention Students 2022-2023; Artifact FFF: GHR Math Intervention Presentation; Artifact GGG: GHR Reading Intervention Presentation 2022-23).

Support at the middle school had students who are currently enrolled in the reading intervention program receiving instruction through the use of LLI. This approach focuses on reading comprehension at instructional reading levels, providing students with high interest books, and discussions to help them improve their reading fluency, accuracy, and comprehension. Students also start each class with Lexia, a multimedia research-based program that addresses comprehension and word study. Students are assessed in September, January, and May using the Benchmark Assessment System (BAS) to track their progress and further determine needs. In the interim, students will be regularly receiving

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BAS assessments in order to discover areas of weakness so that they are addressed regularly.

SBAC questions' stems have been incorporated into unit planning, warmups, and formative assessments to inform instruction. The ALEKs program progress data in Math Intervention is aligned with the math class instruction, allowing students to have real time support with concepts and skills. IAB and Performance Task data is disaggregated for targeted support and extension for students (Artifact HHH: CNH Reading - BAS Data Sheets Example; Artifact III#: CNH Math Intervention - Data Sheets Example; Artifact JJJ: CNH Intervention Updates 2022-23).

Coventry High School refined their reading and math lab structure and curriculum based on performance data to support the needs of their students. Math support classes use a combination of ALEKs math and classroom support aligned by dates with students' core math classes. The ALEKs content in the math lab continues to be revised based on student need. Special Education support classes have been restructured into skill based centers for both math and reading that focus on each student's specific learning goals from their Individualized Education Plan.

With the restructuring of the Special Education support classes, reading classes were also adjusted to ensure all students in need of reading support were able to receive it. Reading classes were scheduled as both dedicated classes and push-in services to our Literacy Skills Center. The reading teacher has also worked with staff during department meetings and professional development time on improving vocabulary instruction in all content areas, differentiation of instruction, and strategies for using technology to support struggling readers (Artifact LLL: CHS Reading and Math Intervention Data).

At CGS and GHR, reading consultants supported the implementation of Empower which, as noted earlier, was adopted to address students with dyslexia. School psychologists and reading consultants developed the Dyslexia Characteristic Checklist and assessments for consideration (Artifact MMM: Dyslexia Characteristic Checklist). Coventry's K-5 reading consultants presented Dyslexia Training the Look Fors & the Screening Process, which included the Checklist, to secondary special educators and reading interventionists (Artifact NNN: Presentation Dyslexia Training the Look Fors & the Screening Process). Special education staff and reading intervention staff at all sites attended K-5 and 6-12 Intervention meetings to not only collaborate, but to review progress of students participating in interventions. Evaluation and refinement results from the preparation and follow-up from these meetings has benefitted students greatly. Last, special education staff attended the quarterly meetings with the K-2 and 3-5 principals for case reviews of those students not making adequate progress for the purpose of developing a plan to adjust programmatic needs.

District-wide curriculum staff has supported this goal by researching and conducting site visits to districts related to adopting the Empower Reading Program for grades 2-5 to add more targeted instruction for students with dyslexia, which has been identified as a high needs area.

The ELA curriculum specialist has also provided targeted professional development to teachers this year. One key offering was professional development on the Empower Reading Program. The training focused on the features of the program that are designed to support those students who struggle greatly in reading due to dyslexia. Highlights included:

- Balanced and flexible teaching approaches and methodologies
- Explicit teaching of skills and knowledge needed for decoding and comprehension of different types of text
- Delivery of instruction at different paces to meet individual student and group needs
- A 'self-talk' dialogue and an organizational structure that support students to become independent readers
- Modeling by the teacher of how students can become an expert reader
- Many activities to practice and solidify the skills and strategies being taught
- Retraining of unproductive attitudes and beliefs about success and failure

The focus of this professional development was to improve student outcomes by ensuring teachers are properly trained on how to implement the program with fidelity (EmpowerReading and Learning Group).

Curriculum specialists also worked to add the Fact Fluency Intervention at CGS for Addition and Subtraction and at GHR for Multiplication and Division. As was noted earlier, some students at GHR are also receiving addition and subtraction fact fluency.

"For information purposes, in the new Building Fact Fluency: A Toolkit for Addition and Subtraction, Graham Fletcher and Tracy Johnston Zagar help students learn their math facts by developing deep, conceptual understanding and procedural fluency at the same time. This comprehensive, research-based toolkit provides everything a teacher needs to help students develop number sense on the way to fluency—from cards, games, and videos to online resources, a facilitator's guide, and hundreds of highly-engaging activities and tasks. With the Building Fact Fluency: A Toolkit for Multiplication and Division students will be able to see how number facts connect to a wide variety of mathematical situations, explore the properties of the operations, and build a foundation of strategies they can draw from efficiently and with confidence" (Stenhouse Publishers).

As a related sidenote, all sites collaborated with the Director of Educational Technology and all interventionists on developing interventions in eduClimber. This process has involved refining our approach to progress monitoring, especially for interventions used across schools so that the data will be helpful in assessing student progress and growth over the years.

### 1.12. Explore the possibility of resuming educational visits to support partnerships with schools in China.

Sadly, this was yet another area impacted by the pandemic. Further complicating things, is the strained relationship between the United States and China. Despite these challenges, this year we made a concerted effort with our partner schools to move forward with the hope of getting this program back as a staple in our district. Not only do I believe our work in this area will benefit students, but it will also reignite an interest in making strong connections with students in China.

At the G. H. Robertson School, we piloted a Chinese Exchange Enrichment with fifth grade students, which meets weekly. Students have become pen pals with our partner school in China and created FlipGrid videos to share their interests and traditions. In addition, cards were exchanged for the Lunar New Year. Based on student feedback, we believe this built student interest in the Chinese language and culture and strengthened our international partnership at the elementary level.

Efforts at the Capt. Nathan Hale School saw students meeting virtually with our sister school Qingdao No. 57 Middle School during this school year. They had weekly virtual meetings to communicate on topics such as hobbies, food, holidays, and school life. Students also created and shared video postcards on Flipgrid to send greetings to each other when they were unable to meet due to the time zone difference. Additionally, students created holiday cards and mailed them, with small presents, to each other during holiday seasons such as Christmas, New Year, and Chinese New Year.

Our China liaison held a September Zoom meeting with Edward Li on behalf of No. 57 Middle School and Wenming Gu at No. 2 High School, Handan, China. Edward Li is the owner and operator of the company that we have used for over 20 years to coordinate our student exchange program. In addition, our liaison had multiple follow up emails about keeping our schools connected by exploring an international location that is friendly to both the United States and China to meet live with students and teachers from sister schools.

In October, our liaison also helped facilitate meetings with staff and administration at CGS and GHR about connecting with our new sister school to provide opportunities for our younger students.

Throughout the year, our liaison supported the live connection between Coventry and the Chinese Schools (their evening classes) while we were in Daylight Savings Time, in addition to ongoing asynchronous projects between schools when in Standard Time. Considerable time was also spent investigating possible evening events to connect our students to Chinese students during the Chinese school day. In January, a significant amount of time was spent on planning and the implementation of school-wide events for the Chinese New Year. This April, we will be forming a team to create a three-year rotation of Chinese New Year activities.

I am highly optimistic that in the very near future we will be able to bring our students together with the students from our partner schools. Opportunities like this have the potential to positively shape the lives of those involved.

#### 1.13. Continue implementation of the Elementary and Secondary School Emergency Relief (ESSER) II and American Rescue Plan (ARP/ESSER) grants to provide enhanced programming and continue implantation of the comprehensive plan to manage and monitor these grants with a focus on constructing strategies to avoid future financial challenges as resources expire.

ESSER II and ARP/ESSER continue to fund two certified teachers to provide math interventions, one at the Coventry Grammar School and the other at the G. H. Robertson School. These positions have enabled us to increase the number of students serviced as well as the amount of time spent on math instruction. This is enabling us to address the unfinished learning and gaps many students experienced in skill level and content knowledge. Also funded through these grants are: K-5 After School Academies, K-8 Summer Academies, K-12 Tutoring in Mathematics and ELA, Summer Enrichment Programming K-5, and After School Enrichment Programming K-12.

Funds from these greats have afforded us the opportunity to put measures in place that benefited our students greatly. While the pandemic certainly impacted student learning, these programs and support staff are ensuring we are accelerating closing these gaps.

Administration at CGS coordinated the delivery of our Summer Academy (outgoing K-2 students), Incoming Kindergarten Transition Summer Academy, After School Academy (Grades 1 and 2) and Tutoring.

At GHR, staff implemented the After School Academy (fall and spring sessions). Each session equaled ten classes. Students were selected based on numerous data points, including attendance, achievement, teacher recommendation, and student/parent interest. Tutoring was also offered to students in math as a Tier 3 intervention to address learning loss. This took place weekly, for one hour for 30 weeks. Summer Academy was made available to outgoing students in Grades 3-5 for a week in June with lessons in reading, math, and Social Emotional Learning. Enrichment was offered weekly for 16 weeks in Science Technology Engineering and Mathematics (STEM). This program was three sessions with fifteen students per session to accommodate up to 45 students altogether.

The Capt. Nathan Hale School continued to use ARP/ESSER funding this year to offer after school tutoring for all students on Tuesdays and Thursdays. The after school tutoring is staffed by certified English and Math teachers for one hour after school. To date, over 370 student sessions have been logged. Teachers will continue to track student participation data for the remainder of the year. CNH teachers also offered extension activities for students enrolled in the Instrumental Music Program as well as a Chess Club. More than twenty students were enrolled in both programs.

Coventry High School used the funding to offer after-school tutoring for all students on Tuesdays and Thursdays. As is the case at CNH, the after school tutoring is staffed by certified English and Math teachers for one hour after school. CHS is also offering a World Language enrichment program, the Cafe de Charles, to support both social development in students and reinforce learning from their world language classes. To date, CHS has had 160 student drop-in for tutoring this school year (122 in math and 38 in reading).

(Artifact OOO: ESSER II and Student Learning - BOE Presentation 07-28-22; Artifact PPP: SEL Updates - BOE Presentation 01-26-23)

It is unfortunate that the remaining funding after this summer will only support the two math positions, as these pandemic resources gave us opportunities to develop and implement highly impactful programming that supported students' academic and social and emotional needs. As the research shows, we have far from recovered from the pandemic, yet the funding at the State or Federal level does not exist as we work to provide much needed programming for our students in the coming school years.

## **1.14.** Develop a District Strategic Plan that defines progress and identifies strategies for improving student achievement in math, ELA, and science.

"The past three years have been disruptive for every sector. For educational institutions, the impact of the COVID-19 pandemic has impacted everyone – from staff and teachers, to the students who had to switch to a new modality of learning, to the parents supporting them. According to the Economic Policy Institute, the COVID-19 pandemic forced nearly 55 million children home in the US alone—and at least 1.4 billion children out of school or child care across the globe. Higher education institutions have been profoundly financially impacted, and both the learning experience and mental wellbeing of the students have been negatively affected.

While every educational institution was impacted by this, some schools were more prepared than others to face the unique challenges COVID-19 posed-those schools who had previously established strategic plans were better prepared to navigate the pandemic than those without.

It's clear to us: Schools that embrace a great strategic plan, and commit to strategic planning in education, have clear advantages over schools that don't.

The ability for schools to collaborate, share, and communicate short and long term goals is a critical part of moving plans forward in line with a vision, mission, and values. Schools benefit from a well communicated and executed strategic plan that keeps everyone informed of their strategic goals, and how their actions are contributing to the achievement of these goals. This enables parents, staff, community members, and stakeholders to work towards a common vision.

A major additional benefit of strategic planning is that it provides an opportunity for active employee engagement across an organization. When it comes to strategic planning for educational institutions, that benefit remains present. Research suggests that a leading cause for employee discontent (in general, but especially in the public sector) is that employees don't understand how the work they're doing helps their greater organization.

If the school is able to clearly define and remind employees and stakeholders of the shared vision, employees are more likely to feel connected to

the work they are doing within that organization. Whether that work is educating students, organizing reports, performing critical administrative duties, or coordinating the process of standardized testing, everyone plays a part in a student's success" (King, M, 7 Reasons Why Schools Need Strategic Planning, March 2023).

Although our District Strategic Plan has been a staple in our district for over a decade and will continue to be the foundation for what we do as a district, it clearly benefited us greatly as we dealt with all aspects of the pandemic. This excerpt from King's article captures why I feel it was a necessary step for the district to make. It required an immense amount of work and analysis. The data points included in our plan ensure we keep an eye on best practices and continue to use data to inform our decision making. Please refer to the updated plan included as an artifact in this document for additional information (Artifact QQQ: District Strategic Plan 2022-2023).

#### 1.15. Complete the NAEYC re-accreditation process at the Hale Early Education Center (HEEC) by demonstrating HEEC's continued adherence and commitment to the highest level of early childhood classroom and program standards.

"Research shows a direct correlation between high-quality early learning and children's positive long-term outcomes in life, including increased educational attainment, healthier lifestyles, and more successful careers. NAEYC Accreditation helps teachers and other staff at early learning programs develop a shared understanding and commitment to quality. The accreditation process leads to increased staff morale, greater staff retention, and a more positive, energetic work atmosphere overall—enabling centers to provide a solid foundation for all children's success in life.

NAEYC Accreditation helps families recognize quality early learning programs and feel comfortable knowing that their children are receiving a highquality, research-based education that will prepare them for future success. NAEYC Accreditation offers programs access to continuous quality-improvement , the latest research on best practices, training, technical assistance, visibility on family-focused search engines..."(National Association for the Education of Young Children).

NAEYC breaks the accreditation process into four stages: Stage 1: Enroll and Self-Study, Stage 2: Apply and Self-Assess, Stage 3: Candidate for Site Visit (Site Visit Overview and Accreditation Decisions), Stage 4: Maintain Accreditation.

Administration and staff at the Hale Early Education Center (HEEC) spent considerable hours preparing for stage 3, the pending site visit. Classroom and program portfolios have been completed and reviewed by our EASTCONN support person. Compiling these portfolios takes an exceptional amount of time to ensure they meet the criteria outlined. NAEYC standards were reviewed with all staff (certified staff and para-educators) during professional development opportunities this year. HEEC administration and staff continue to monitor our practices and make improvements as needed. Unfortunately, due to the pandemic, NAEYC is considerably behind in their site visits. This has resulted in our visit window being moved on two separate occasions. Based on our past history, I am highly confident we will fare exceptionally well throughout this process.

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

**Objectives:** 

2.1. Continue implementation of the Aperture Education's Collaborative for Academic, Social, and Emotional Learning (CASEL)-aligned social and emotional learning system to provide a universal screener for students K-8, and use that data along with climate survey data to support students' social and emotional growth and to refine intervention and support programs.

"Throughout history, tragic events have served as springboards for advancements in quality of life. For example, World War II innovations like influenza vaccines, penicillin, radars and jet engines were developed and still serve vital purposes to society. For this moment in time, the COVID-19 pandemic allowed social-emotional learning to undergo a similar development.

Social-emotional learning, or SEL, is essential for managing emotions and problem-solving. It equips an individual with the ability to deal with difficulties that may arise throughout their life and the ability to build relationships and navigate the community they live in. But amid the pandemic, millions of students lost socialization and structure because of disrupted daily life, including invaluable interactions and expectations from their participation in school, afterschool and summer programming, community and religious organizations, and other extracurricular activities. These barriers illuminated an urgent and often unmet need for *accessible* social-emotional learning supports.

In the two years since the pandemic began affecting American life, some states and districts began touting the value of SEL for student success, and committing to new investments and strategies for meeting the social and emotional needs of students" (Coleman, K, How the pandemic made socialemotional learning more accessible, March 11, 2022).

What Coleman captures in her article is the increased need to support students post-pandemic. At a glance, one might wonder why there continues to be a need to support students three years after the start of the March 2020 pandemic. A variety of factors, some complex in nature, have caused a lasting effect on students' social-emotional wellbeing. Similar to the impact on learning, it may take years to overcome the impact the pandemic has had on students' mental health. With this in mind, we will continue to monitor students in this area and provide the necessary support to both them and their family when needed. In addition, we want to be sure we don't have any students slip through the cracks by not receiving the support necessary for them to be in the right state of mind to learn and grow as a child. For all of these reasons, it is essential we screen our students to monitor their current state and intervene when needed.

At the Coventry Grammar School, the Devereux Student Strengths Assessment (DESSA) administration took place in the fall and spring. Data collected was used to inform SEL instruction at each level; Tier 1, 2, and 3. When necessary, staff implemented an SEL boost. Staff were also provided professional development to prepare for new social development report card grading that is standards-aligned to CASEL. The DESSA leadership team was kept in place for the 2022-2023 school year to maintain consistent procedures throughout the year. On May 26, CGS will participate in the new state mandate, "Get Outside and Play Day," by featuring stations on CASEL competencies, exploring mindfulness, yoga, and team building activities, to name a few.

In late September at the G. H. Robertson School, the DESSA screener was administered and then again in January for students in the "red." A final administration will be conducted in late May. As was the case at CGS, the DESSA leadership team remained in place and will meet six times by the end of the school vear. The leadership team identified two competencies of focus schoolwide: Optimistic Thinking and Goal Directed Behavior. Once identified, the leadership team designed five lessons for each competency for teachers to implement from December to February. Based on an analysis of DESSA data, the following occurred: identified students were added to counseling groups, a mentoring program with CHS students was started, and the Kindness Squad was implemented where students were selected based on their data. This group meets 20 times during the year to promote GHR C.A.R.ES (Cooperation, Assertion, Responsibility, Empathy, Self-control). Professional development was provided for new SEL report cards which resulted in grade levels identifying measures/evidence for each report card standard. Last, all classrooms completed the Second Step curriculum.

(Artifact RRR: Grade 5: Optimistic Thinking/ Growth Mindset; Artifact SSS: GHR DESSA Action Plan; Artifact TTT: GHR CARES Review Lesson)

The Capt. Nathan Hale School also administered the DESSA screener in the fall and spring. The spring administration was only for students who fell in the "red." The data collected was used to inform SEL instruction as part of the Advisory program in addition to Tier 1 instruction. Dr. Joann Freiberg and Dr. Patricia Ciccone facilitated a half-day workshop for CNH faculty and staff that focused on school climate and research-based strategies that will be used to inform classroom practices. Last at CNH, educator and author Monica Genta facilitated a half-day workshop based on her book <u>The Rooted Classroom</u> where concrete and actionable classroom social and emotional growth strategies were presented and discussed.

Although the DESSA is not available for high school aged students, throughout the year Coventry High School faculty reviewed supports provided on the Aperture Education Collaborative website to select and adapt multiple SEL learning opportunities for students from their bank of high school resources. Selected lessons for the Advisory program included topics such as social awareness, relationship skills, self-management, de-stressing, and setting healthy goals and boundaries.

At the district level, staff reviewed new reports that are available with more than one year of data. This included the Impact Report which compares students' scores from one rating period to the next and the Competency Report which also allows us to compare students' progress from one rating period to another, but on the individual competencies (self-awareness, self-management, social awareness, relationship skills, goal-directed behavior, personal responsibility, decision making, and optimistic thinking) . As a district, we believe supporting students' social-emotional needs will need to be a priority for the foreseeable future (Artifact PPP: SEL Updates - BOE Presentation 01-26-23).

# 2.2. Expand curriculum at each school to include at least two experiential learning opportunities that focus on character development and fostering values, attitudes, and actions that promote a welcoming and accepting school climate to discourage bullying behaviors.

You cannot put a value on a district being able to expand opportunities beyond the curriculum which provides exposure to students, enabling them to secure needed skills to become productive members of the school community as well as the community at large. We work hard to provide such opportunities with the hope that a consistent and persistent approach will ensure our students have the resources and internal tools to draw from in order to make the world they live in a better place due to their actions.

At the Hale Early Education Center, the 2nd Step Program is utilized throughout the school day. In addition to the weekly lessons, students are reminded to use the skills they learn to manage conflicts productively, use kind words, deal with their strong feelings, and play and work cooperatively with peers. This is a constant focus as developing social-emotional competencies is one of the most critical aspects of development for preschool students. As they learn to take care of their friends, acceptance of others and discouragement of teasing and excluding others is emphasized.

In October at the Coventry Grammar School, grade 2 students participated in the *Be an Upstander not a Bystander Program*. The assembly was co-facilitated by the principal and the District Security Specialist. A NED video was shown. NED stands for Never Give Up, Encourage Others, Do Your Best. The video addresses bullying behaviors. It teaches four ways to be an upstander: 1. be a buddy, 2. interrupt the bully, 3. speak out about bullying and 4. tell someone at school about the bullying. Drama students from the high school acted out various scenarios. It is powerful for students to see other students present the message. Each student received a book with the four steps listed on it and parents received communication that summarized the program. Principal-led assemblies were also held in February, with three to four classes at a time, to introduce the school-wide Purple Hands Pledge, "I will not use my hands or my words for hurting myself or others." Familiar experiences, such as the Boy Scout Oath, Girl Scout Promise, and Pledge of Allegiance, were used to help young students understand what the Purple Hand Pledge is. Kindergarten students traced their hand on purple paper with white crayon and signed it. The squares were joined to create a quilt-like hanging in the lobby. Grade one and two students traced their hands and wrote a sentence or phrase describing an action they will take to keep the pledge. Examples included: I can be respectful; I can help someone that is hurt; and I can use calm down strategies. These are displayed on a bulletin board in the lobby (Artifact UUU: Purple Hands Pledge Assembly; Artifact VVV: Purple Hands Pledge Button).

In late September, grade 5 students at the G. H. Robertson School attended a presentation by *Paul and Audley* on diversity and stereotypes. All students participated in three sessions about the importance of being an Upstander vs. a Bystander. These presentations were given by the District Security Specialist. Follow-up activities included an Upstander bulletin board created by the Student Council. In collaboration with the Town's Youth Services, students participated in an after-school mentoring program with CHS student mentors. A group of students were selected to be office volunteers who greet students each morning and distribute kindness cards to peers. These same students serve as hallway monitors in the afternoon to promote C.A.R.E.S. and distribute Kindness Cards to students showcasing role model behavior, increasing engagement and a personal sense of responsibility with the school. CHS seniors will be visiting GHR and CGS in May to speak about skills for graduation and beyond. We are excited to have this Portrait of the Graduate visit back after a two year suspension due to the pandemic.

Students in grade 6 at the Capt. Nathan Hale School also attended three workshops conducted by Paul and Audley that focused on diversity and stereotypes. In collaboration with CNH, Coventry High School welcomed back the Rachel's Challenge program in October. Rachel's Challenge is a well-regarded anti-bullying and anti-violence education program which was developed following the Columbine tragedy. It has trained thousands of students and teachers in developing positive and welcoming school cultures. All students took part in schoolwide presentations and 90 students and ten teachers were trained as leaders to help develop school-based programs. As a result, fifteen students make up the core members of the Friends of Rachel program, which is part of the Enrichment activities. Two faculty members are advisors for this activity. Members of the club created and presented a skit on the importance of being an "Upstander" at a school-wide assembly in November (Artifact WWW: Upstander Skit Script Example). Presenters asked all students to start a "Chain Reaction" by completing one or more links to be a part of a "chain of kindness" where they recognize a peer for being kind. These links were worked on during Enrichment classes. The goal is to create as long of a chain as possible which will be displayed in the school before the end of the year.

As part of their participation in Rachel's Challenge, all Coventry High School students also took part in schoolwide presentations and nearly 100 students and teachers were trained as leaders to help develop school-based programs. Later this spring, in conjunction with "Get Outside and Play Day," CHS students are organizing a charity walk during the school day to continue to build a sense of community and citizenship in their school while raising money for several charities. Each class will choose a local charity to promote and raise funds for during the event.

As mentioned previously, CHS seniors will participate in the reinstated

Portrait of the Graduate walk at CGS and GHR this spring. This popular event has CHS graduates travel to both of these schools to walk through the halls in full graduation dress and visit with classes in small groups, talking with students about their future plans and taking graduation photos with each student.

## 2.3. Continue to support the Open Choice program and continue efforts to reduce racial, ethnic, and economic isolation and develop a more diversified student body.

Although we have not been able to offer any seats beyond those in kindergarten due to high class sizes, we have successfully welcomed two students into the CGS family through the Open Choice program. When only offering spaces to kindergarten-age children, we get a limited number of students who want to join our school community. This is mostly because parents are concerned about having their four or five year old ride a bus for 40 to 45 minutes. However, in light of the limited seats we can offer, I am highly encouraged by the success we have experienced to date and the positive feedback from families.

As part of our ongoing professional development to support Open Choice students, this year staff continued their Book Study, "Culturally Responsive Teaching & the Brain." Also, three staff members continue to serve on the district Equity Committee. The role of the Open Choice Liaisons has been expanded to improve transportation reliability, increase proactive communication with parents, increase interest tours of CGS, improve recruiting materials, and enhance relationships with the Open Choice Hartford based team. The grade 2 Social Studies unit on historical figures has been revised to align with Culturally Responsive Pedagogy. Historical figures studied included: Lin-Manual Miranda, Jackie Robinson, Katherine Johnson, Dorothy Vaughan, and Mary Jackson. Rounding out activities at CGS were principal-taught lessons in each classroom in preparation for students to create entries for the annual MLK Jr. Essay contest (Artifact XXX: CGS MLK Presentation December 2022).

## 2.4. Resume the plan of exploring next steps related to attracting international students to Coventry by vetting agencies that support international student experiences.

As has been discussed on numerous occasions, there are endless benefits to welcoming international students into our high school. Since Coventry is a district with limited diversity, we are always looking for opportunities to expose our students to the world outside. Such opportunities often spark a variety of goals students want to accomplish once they graduate.

This year working with our liaison, we vetted a variety of agencies that recruit and support international students. This was an important task, but also a highly involved one. After many months, we decided to enter into a partnership with Educatius Group, which has been in business for almost 20 years and has U.S.-based offices in Boston and Arizona. The owner/founder is from Sweden. Educatius engages with 50 different countries, has its own recruiting offices, and collaborates with independent recruiters as well. The top countries sending students to the U.S. through Educatius right now are Italy, Spain, Vietnam, Germany, and Brazil. Educatius works with both public and private schools in the U.S. and has ten regional managers who work with schools, students and host families to support their needs. They do all of the host family screening and pre-departure orientations for students and host family orientations. Educatius recruits students for academics, not for sports. They will market Coventry High School to potential students through its international network. There is no cost to the district. All costs are covered by student fees paid to Educatius. Coventry's "tuition" for a full academic year is \$17,600 and \$8,800 for a half year. Payment will come to the district through Educatius. At this time, our plan and wish are to host no more than ten students. We do believe, initially, the actual number will be significantly less (Reference: https://www.educatius.org/) (Artifact YYY: Educatius Agreement).

Public high schools, like CHS, may host students for up to one year on F-1 visas. Students live with host families who receive monthly stipends of \$900-\$1000 to provide room and board. More importantly, host families provide a safe, welcoming homestay experience for their exchange students. When the time comes, Educatius will need assistance from district staff to identify potential host families in Coventry. To support Educatius in marketing our district, a web page has been developed, videos have been created, and resources that showcase our

high school have been provided - all focusing on the International Students Program.

This year we welcomed into our high school one student for the second semester from Germany and are currently working with Educatius to arrange for a full year student to come for the 2023-24 school year. With this in mind, we are already off to a great start with this new and exciting program.

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

#### **Objectives:**

#### 3.1. Continue recruitment of a diverse candidate pool for hiring and utilize grant funding to continue initiatives with staff related to diversity, inclusion, and culturally relevant pedagogy to support inclusive teaching practices and inclusive school climates that are welcoming to all staff and students.

As of 2021, the national average of public school educators who are white was 79% and 50% of public school students are students of color (Álvarez, B and Paterson, J, Recruiting Educators of Color, February 2021). During the 2009-2010 school year, 5.4% of Coventry students were of color. As of the 2021-2022 school year, 13.1% of our student population was of color. While it has always been a priority to hire a diversified staff, this data supports more than ever our need to stay focused on this goal. As a district, to support this need, we have provided support and guidance to hiring committees using district slideshows and resources. We have also updated our interview questions to ensure they reflect our commitment to a diverse and equitable environment for students and staff.

Recently, Coventry received a fourth year of funding to support the work of recruiting a more diverse candidate pool. To date, we have received \$20,000 for efforts related to this area. Our Diversity Equity and Inclusion Committee will identify two to three strategies from the book <u>Culturally Relevant Pedagogy</u> <u>and the Brain.</u> Staff, district-wide, will focus on these strategies.

All members of the Administrative Council had training with Linda Darcy on classroom "Look Fors" for Culturally Relevant Pedagogy. Staff also attended EASTCONN's "Increasing Educator Diversity in the Workforce" series. The EASTCONN Diversity Educator Consortium provides assistance to public schools in our region to recruit, support, and retain a diverse educator workforce. Research confirms all students benefit from interacting with teachers of diverse racial, ethnic, and linguistic backgrounds and this consortium explores opportunities and challenges that districts confront in their efforts to create a diverse learning environment for students. The purpose of this work is to update the Coventry Public Schools Increasing Educator Diversity Plan. As part of this work, the administrative team completed a "Recruitment, Hiring, and Selection to Increase Workforce Diversity: Self-Assessment Tool" (Artifact ZZZ: Equitable Classroom Practices Observation Checklist "Look Fors"; Artifact AAAA: CPS Increasing Educator Diversity Plan; Artifact BBBB Recruitment, Hiring, and Selection to Increase Workforce Diversity: Self-Assessment Tool).

Although there is still work to be done, I am encouraged by the slow but steady gains we have made over the past ten years. As of the 2021-2022 school year, 3.6% of our certified teachers were of color (Artifact CCCC: EdSight - SDE Educator Race-Ethnicity).

As a district, we continually update and refine our recruiting materials. Recruiting slides are now posted on our website on the Human Resources page. This gives potential candidates a quick snapshot into who we truly are as a district (Artifact DDDD: Human Resources Webpage SlideShow).

## 3.2. Continue to utilize the leadership talent of teachers who have completed year two of the Coventry Leadership Academy.

Developing leaders in our district is one of my favorite areas of focus. Watching the trajectory of a staff member's career is always exciting and I enjoy supporting and cheering on these individuals who aspire to take on such roles. This was the motivation behind my desire to start the Leadership Academy. I am proud to say, at the end of this school year, our fifth cohort will have finished year one of this program. Even more impressive is that over the past five years we have only had one individual dropout from the program, and it was only due to child care challenges.

My challenge to site leaders each year is to access these future leaders and

find opportunities inside and outside of our district to explore Academy graduates' desires to lead. As the years have progressed, we have provided an increased level of opportunities for these talented staff members. The fact that we had 14 staff members selected to present at state, regional, and national conferences would be an amazing accomplishment for any district, but when one considers the size of our district, it is beyond any expectations we could imagine (Artifact EEEE: CPS Staff Presenters 2022-23).

At the Hale Early Education Center, teachers who participated in the Coventry Leadership Academy assume a variety of leadership roles. One teacher leads the weekly Teacher Planning Meetings and serves as a resource to review materials sent home to families. Another graduate leads the Scientific Research Based Interventions (SRBI) process, presents at staff meetings, and has led the staff in the change to CT-SEDS.

Two Coventry Grammar School Academy graduates and one current Academy member presented at ATMNE: Association of Teachers of Mathematics in New England conference in October. Academy graduates provided a shortened version of the District Intervention Report at the February faculty meeting and were presenters during the middle/high school Dyslexia Presentation professional development this winter (Artifact NNN: Presentation Dyslexia Training the Look Fors & the Screening Process; Artifact CCC: Intervention at CGS Presentation).

Academy graduates at the G. H. Robertson School led key elements of book studies throughout the year. These leaders also developed and led the "Share Out Shout Out" of innovative practices which take place at every staff meeting (18 a year). Last, these teachers supported a variety of leadership opportunities such as Mileage Club, Fun Run and 5K, and Team Leader positions.

Capt. Nathan Hale School graduates presented at faculty meetings throughout the year and led professional development workshops on topics such as differentiation and building positive relationships with students through incorporating intentional activities into classroom warm-ups. Leaders also presented at AMLE: Association of Middle Level Educators Conference; NELMS: New England League of Middle Schools Conference; and the NSTA: National Science Teacher Association Conference. One graduate recently took on the role of administrative designee.

Coventry High School graduates of the Coventry Leadership Academy have served as leaders at CHS in a variety of ways this year. One served as a leader to organize and conduct the Rachel's Challenge program, including follow up activities with students and teachers, and served as a member of the school Leadership Team and School Assistance Team. The band teacher continues to serve as the district Music Department Head and as a member of the CHS Leadership Team. She is involved as a leader at all state music competitions, where she brings back valuable skills and practices we can use with our students. A graduate from the industrial arts department and another teacher from the social studies department have offered professional development in the area of technology development and Advanced Placement classroom online use. The reading consultant, who is currently in the Leadership Academy, also led several professional development activities in the areas of Reading and Instructional Technology as well as differentiation of instruction across the curriculum.

On the district level, we also look for opportunities for these future leaders. With the absence of a K-12 Math Specialist, we accessed the pool of past Academy graduates for support. Four teachers from CGS and GHR provided leadership in data analysis and math coaching throughout this school year.

## 3.3. Develop a program that supports secondary learning for support staff (secretarial) in specialized areas.

Regardless of the specific role our secretaries have in our district, it is fair to say the positions have evolved greatly from when they were created decades ago. To this point, I worked closely with the secretarial union several years ago and refreshed the job descriptions to more accurately reflect the responsibilities and skills they must possess to perform their jobs effectively. Over the years, staff members were hired with the unique skills needed to support the district. Along with the interview process, there is a comprehensive test ensuring not only are we hiring highly talented people, but people who hold the right set of skills. The next logical step in this process is to begin investing in our administrative assistants to see that they develop professionally and in a way that matches the ever-changing needs of public education. Over this past year, I worked with the union to develop language that would support advanced learning at higher education institutions. This also involves the creation of a tuition pool for compensation for approved courses that meet a performance threshold. The hope is that this positive add to their contract could be exercised during negotiations (Artifact FFFF: Tuition/Certification Reimbursement -DRAFT Language).

## 3.4. Implement a formalized, planned program of comprehensive professional development for para-educators.

Supporting the professional growth of our para-educators has been, and will continue to be, a major priority in the district. We have made gains in this area, but we are continuing to evaluate and refine our approach to ensure our para-educators have the training to match the needs of the students they are working with and also to be certain they are trained in the latest best practices. Starting July 1, 2023, all districts in the state of Connecticut must provide 18 hours of professional development annually to para-educators. I am happy to report that this year, we have already reached this mark.

Para-educators at the Hale Early Education Center have been involved in critical professional development activities about the important role and functions they assume at the preschool. These have included a thorough review of NAEYC standards, first Aid and CPR training, and work on data collection. Due to the nature of the age of the students they work with, their role at HEEC is one that requires a broad range of skills and those who truly have a great love for working with our youngest charges.

The administrator at the Coventry Grammar School promotes and encourages participation in professional development that is made available throughout the year. All para-educators continue to be invited to attend faculty meetings. August professional development implemented for para-educators who support the Applied Behavior Analysis (ABA) program was led by a Coventry Leadership Academy graduate. Professional development during the work day was provided when para-educators are not able to attend faculty meetings. For example, training was offered during this time in the use of the DCF portal for non-emergent reports (Artifact GGGG: Mandated Reporter Portal Training). Our para-educators at CGS are often in roles that have them playing a major role in the delivery of math and reading interventions. This requires ongoing training as well as opportunities to calibrate and spot monitor to ensure that interventions are being administered consistently from interventionist to interventionist and with fidelity.

Para-educators at the G. H. Robertson School are also invited to all faculty meetings and professional development days. GHR ABA para-educators were in the same group as CGS staff during the August professional development and our October professional development, which was based on work specific to ABA. Opportunities for Vector Training that included mandatory and modules of interest were provided throughout the year. Last, reading para-educators received ongoing training this year in the Benchmark Assessment System (BAS) and the Leveled Literacy Intervention System (LLI), which are both staples in our district. To be used as designed, this assessment and intervention must both be delivered with fidelity by trained practitioners.

To be consistent district-wide, para-educators at the Capt. Nathan Hale School were also afforded the opportunity to attend all faculty meetings as well as all professional development days. Throughout the school year, opportunities for Vector training specific to job responsibilities were made available. At CNH, it is essential these staff members support the students they are assigned. This will ensure all IEP supports are being met as articulated. At this level, the role of para-educators is primarily to provide in-class support and monitor IEP goals and modifications.

Administration at Coventry High School collaborated with the Director of Pupil and Staff Support Services (PSSS) to offer professional development opportunities for para-educators during the school year. Para-educators attended their first professional development day and faculty meeting focusing on school procedures. Para-educators also attended the book study wrap up for Culturally Responsive Teaching and the Brain. As outlined earlier, paraeducators at this level have a primary responsibility to provide prescriptive inclass support. When necessary, customized professional development is provided to allow para-educators to be effective and impactful in their role.

Due to the nature of the PSSS department, much of the training for paraeducators was initiated out of that office. This year, with the use of grant funding, we were able to purchase Vector Solutions for the next 3 years in which paraeducators can engage in virtual training. Grant funding was also used to offer Registered Behavior Technician (RBT) training to interested para-educators. We will also continue to explore CPR and First Aid training for these staff members. Our ABA program continues to provide specialized training to the paraeducators who support the ABA programs across the district (Artifact HHHH: The Shift in ABA: Values over Procedures Presentation).

Looking to next year, the Core Competencies for para-educators along with staff input will help guide our professional learning opportunities for paraeducators. There is still more work to do to ensure we are meeting the needs of this valuable group, but at the same time being sensitive to when and how these trainings take place. As we develop a short-term and a long-term plan, one data point will be input from the group by way of a district-wide survey, which will go out in April so that we will have time to plan accordingly for the 2023-2024 school year (Artifact IIII: Core Competencies for Para-educators).

## 3.5. Identify the need for teacher training on aspects of differentiation of instruction and provide professional development to maximize student learning.

Through the School Readiness Grant Quality Enhancement funds, Hale Early Education Center staff has received training in differentiation of instruction. The HEEC Teacher Planning Form was modified to include space for teachers to consider what differentiated instruction and materials are required for each learning activity. With some students entering the program at 2 years of age (those who turn 3 prior to January 1 of the next year) and some students turning 5 before they leave, there are naturally a wide range of skills and abilities in each class. In addition, students with special needs frequently require differentiated instruction.

At the Coventry Grammar School, professional development in November reviewed the multi-tiered support system which afforded classroom teachers an opportunity to further develop Tier II instruction and explore student grouping options, such as, cross classroom groups. Administration also published a staff survey that identifies areas of strength and areas for growth. This document was used to develop individualized options for professional development that were included as agenda items in ELA and Math coaching. Data was analyzed to create Tier 2 W.I.N. (What I Need) groups and create lessons and materials to address the needs. Practice grouping students was increased across classrooms to maximize small group instruction of students with similar needs (Artifact JJJJ): CGS Multi Tiered System Presentation).

Certified staff at the G. H. Robertson School focused part of their professional development on differentiation through the lens of equity. This focus was reviewed during station rotation and small group models during instructional coaching. ELA and math instructional coaching agendas utilized the data analysis to differentiate future instruction, including spiral review, reteaching, or enrichment for students. Enrichment opportunities have been enhanced to include MobyMax, Noetic, and ALEKs for students across grades 3-5 who have demonstrated mastery of grade level math curriculum based on data analyzed during math coaching. The addition of the second math interventionist has also provided opportunities for more differentiated small groups during math Tier 1 instruction. Weekly time was allocated for professional development with special education teachers and math/reading interventionists to further differentiate tiered instruction for students with IEPs. An outcome of this work was that grade 3 guided reading groups were implemented as part of their daily schedule. These groups are formative and based on student reading levels (Artifact KKKK: GHR Equity and Differentiation: Flexible Grouping).

Capt. Nathan Hale School teachers' professional development focused on differentiation training that was facilitated by a Coventry Leadership Academy member in collaboration with a CHS staff member and the K-12 ELA specialist. Four distinct stations were integrated where staff members discussed ways to increase classroom strategies focused on process, content, product, and environment. The work on this topic continued at the December and January Faculty Meetings where staff members engaged in collegial conversations based on new learning (Artifact LLLL: CNH December and January Faculty Meeting Agendas). Time during the February professional development day was also dedicated to this topic with departments meeting to discuss changes in their practices in light of the new learning this school year.

The Coventry High School faculty engaged in professional development this year on multiple methods and purposes for differentiation of instruction including planning, instruction and assessment strategies, and resources (Artifact MMMM: Struggling Readers Resource Packet for Teachers).

District-wide curriculum specialists worked with staff at all sites by leading discussions of various chapters of *The Flexibly Grouped Classroom: How to Organize Learning for Equity and Growth* by Kristina Doubet to support leaders in providing professional development on differentiation. Professional development for special education staff focused on various aspects of implementing CT-SEDS. One ongoing theme for this work focused on special education teachers analyzing present levels to develop realistic goals for the next year, thereby truly individualizing goals. This involved significant new learning for our staff. Resources we also used at Administrative Council to support leaders in planning for professional development were Differentiation Strategies and Examples: Grades K-2 and 6-12 (Artifact NNNN: Cover Pages for Differentiation Strategies and Examples: Grades K-2 and 6-12).

#### 3.6 Engage members of the leadership team in intensive professional development on Academic Return On Investment (A-ROI) with the District Management Group and develop an approach for further application of the initiative to programs and practices in Coventry Public Schools.

When I introduced the concept of academic return on investment (A-ROI) during my first year as superintendent, it was received with a less than warm welcome. Since many view this as a business concept, it is believed to have no place in education. I continued to bring the idea back when the opportunity presented itself with the understanding school districts are organizations much like any other organization - only, we work with kids. Clearly, our general goal is to provide our customers (our students) with the best possible services that are in line with current best practice. Although the administrative team eventually embraced this concept as a valuable tool, their knowledge was not as deep as it needed to be. This was not due to any resistance, but more a product of the lack of necessary training that allows for a deep dive into the topic. So, when the opportunity presented itself to work as a team as part of A-ROI academy, I signed the team up with District Management Group (DMG).

As the academy is outlined by DMG, "Districts participate as a team of up to eight participants per district. This district team then has a common language and set of tools to take back to the district and can work together to improve the use of district resources. Participants will learn DMGroup's 10-step process for A-ROI analysis over a period of four months in a multi-mode approach that includes remote group meetings, webinars, and self-use tools. With the support of the DMGroup coaches, district teams work together to conduct an A-ROI assessment on a key program or initiative from their respective districts and gain actionable insights. At the Institute, participants have an opportunity to meet peers from other districts and provide each other energy and support as they learn together and collaborate" (District Management Group).

Session	Topics
Institute Kickoff	<ul> <li>Understanding Academic Return on Investment</li> <li>Building Capacity for A-ROI in Your District</li> <li>Selecting a Target Program for A-ROI</li> </ul>
Session 1	<ul> <li>DMGroup A-ROI Framework</li> <li>Determining definitions of success</li> <li>Measuring Fidelity of Implementation</li> </ul>
Coaching Call	<ul> <li>Individual team session with coach</li> </ul>
Session 2	<ul> <li>Review Analysis Design</li> <li>Understanding Cost Analysis</li> <li>Data Collection Planning</li> <li>Understanding Data Analysis</li> </ul>
Coaching Call	Individual team session with coach
Session 3	<ul> <li>A-ROI Case Study</li> <li>Embedding A-ROI into District Practices</li> <li>Strategies for Communicating about Program Changes</li> </ul>
Coaching Call	<ul> <li>Individual team session with coach</li> </ul>

#### (DMG)

Our focus as a group was to determine the effectiveness of the reading

investigation programs used at Coventry Grammar School. In light of the work that needed to be done to submit our reading waiver to the State Department of Education, we believed this would be an excellent opportunity to not only evaluate current interventions to determine if we are putting resources to good use, but to collect the needed data for the waiver. Our analysis of the data supports the effectiveness of our programs. We have two remaining internal meetings to now analyze the cost of these programs to determine if we are obtaining a high return on our investment. Much of the work the team conducted can be found in the reading waiver document (Artifact 0000: CPS 2022 Application Requesting a Waiver of Connecticut Approved K-3 Reading Curriculum Model or Program).

- A. GHR ELA Coaching Agenda Example
- B. GHR Math Coaching Agenda Example
- C. GHR Investigation PD Presentation
- D. GHR Assessment Calendar 2022-2023
- E. GHR ELA Post IAB Data Example
- F. GHR Gr 3 IAB Student Work Protocol Example
- G. CNH ELA Coaching Agenda Example
- H. Grade 6 Math Coaching Agenda Example
- I. NGSS Practice Explanatory Modeling
- J. CNH Assessment Calendar
- K. CHS ELA Student Work Protocol Fall 2022 PSAT Example
- L. CHS Science Coaching Agenda Sample
- M. CNH Math Improvement Plan 2022-2023
- N. Grade 6 Ratio and Proportion SWP Example
- 0. Building Thinking Classrooms in Mathematics Superintendents April 6 Flyer
- P. CHS Science Improvement Plan 2022-2023
- Q. CHS Science Improvement Plan Theory of Action 2022-2023
- R. HEEC Empowered Citizen Rubrics
- S. CGS Communication Rubric K-2
- T. CGS Collaboration Rubric K-2
- U. GHR POG Rubrics
- V. GHR POG Rubric Alignment Grade 3 Examples
- W. CNH Critical Thinking Rubric Work
- X. CHS Critical Thinking Rubric
- Y. Engaged Collaborator Alignment
- Z. Effective Communicator Examples
- AA. Student Acceptable Use Policy Group Working Doc DRAFT

- **BB.** Community Helpers Interdisciplinary Unit
- *CC. GHR POG in 2022-2023*
- DD. Grade 3 POG Project Example
- EE. Grade 4 POG Project Example
- FF. Grade 5 POG Project Example
- GG. CNH Piloted Grade 7 Passage Presentation Project Rainforest
- HH. Sophomore Interdisciplinary Project
- II. Tech Plan Goals in Progress Year 2 (2022-2023)
- JJ. GHR After School Enrichment Invite and Confirmation Exam ples
- KK. CT Invention Convention Information Slideshow
- LL. GHR Sample of Monthly Newsletter
- MM. CNH Science Olympiad Team
- NN. Science and Engineering Practices PD Example
- OO. GHR NGSS Interims IAB
- **PP.** CNH NGSS Interims IAB
- QQ. CHS Assessment Calendar Science
- **RR.** CHS NGSS Interims IAB
- SS. NGSS Grades 3-8 Formative Assessment Inner Orbit
- TT. CHS Science Investigations Evidence Sources
- UU. NGSS Embedded Performance Tasks 22-23
- VV. CNH Grade 8 NGSS IAB Review
- WW. CHS Grade 11 NGSS IABs
- XX. GHR Grade 5 NGSS IAB Review and Investigation Task Rubric
- YY. Integrating Science Practices Into Assessment Tasks
- ZZ. Hartford Courant Article, February 20, 2023 by Alison Cross
- AAA. CGS Empower Reading Data Sheets Examples
- BBB. CGS Math Student Tracking Data Example

CCC.	Intervention at CGS Presentation
DDD.	GHR Empower Reading Data Sheets Examples
EEE.	GHR Math Intervention Students 2022-2023
FFF.	GHR Math Intervention Presentation
GGG.	<b>GHR Reading Intervention Presentation 2022-23</b>
HHH.	CNH Reading - BAS Data Sheets Example
III.	CNH Math Intervention - Data Sheets Example
JJJ.	CNH Intervention Updates 2022-23
LLL.	CHS Reading and Math Intervention Data
MMM.	Dyslexia Characteristic Checklist
NNN.	Presentation Dyslexia Training the Look Fors & the
	Screening Process
000.	ESSER II and Student Learning - BOE Presentation 07-28-22
PPP.	SEL Updates - BOE Presentation 01-26-23
QQQ.	District Strategic Plan 2022-2023
RRR.	Grade 5 Optimistic Thinking-Growth Mindset
SSS.	GHR DESSA Action Plan 2022-2023
TTT.	GHR CARES Review Lesson
UUU.	Purple Hands Assembly
VVV.	Purple Hands Pledge Button
WWW.	Upstander Skit Script Example
XXX.	CGS MLK Presentation December 2022
YYY.	Educatius Agreement
ZZZ.	<b>Equitable Classroom Practices Observation - Look Fors</b>
AAAA.	CPS Increasing Educator Diversity Plan
BBBB.	Recruitment Hiring and Selection to Increase Workforce
	Diversity - Self Assessment Tool
СССС.	EdSight - SDE Educator Race-Ethnicity

Human Resources Webpage SlideShow DDDD. CPS Staff Presenters 2022-23 EEEE. FFFF. **Tuition Certification Reimbursement - DRAFT Language** Mandated Reporter Portal Training GGGG. The Shift in ABA Values over Procedures Presentation НННН. **Core Competencies for Para-educators** IIII. CGS Multi Tiered System Presentation IIII. KKKK. GHR Equity and Differentiation Flexible Grouping CNH December and January Faculty Meeting Agendas LLLL. MMMM. Struggling Readers Resource Packet for Teachers *Cover Pages for Differentiation Strategies and Examples* NNNN. Grades K-2 and 6-12 CPS 2022 Application Requesting a Waiver of Connecticut 0000.

0000. CPS 2022 Application Requesting a Waiver of Connecticut Approved K-3 Reading Curriculum Model or Program

<mark>h Grade Coaching</mark> Do	<mark>5th Grade Coaching</mark> Date: 10-20-2022 Time: 8:30-11:30 Location: computer lab Next Coaching: 12/9	omputer lab <b>Next Coaching:</b> 12/9
lease Bring: Chromebook Divide and Conquer Ta:	Please Bring: Chromebook and any materials that will support your assigned task Divide and Conquer Tasks-first 60-90 minutes	Ϋ́Υ
Brief Write Practice Partners: Sarah & Nicole	Embedding Listening Practices Partners: Karen & Lynn	Grammar Lessons Partners: Nora & MaKenna
<ul> <li>Create Brief Writes that practice intros for each genre</li> <li>Create prompt</li> <li>Create prompt</li> <li>Create scoring rubric</li> <li>Create Goal Setting Rubric</li> <li>SmART</li> <li>SmART</li> <li>SmART</li> <li>SmART</li> <li>SmART</li> <li>Smart</li> <li>Bank/activities</li> <li>Brief write protocol</li> </ul>	<ul> <li>Pacing from 21-22</li> <li>Check in #1 Cranberry Harvest (form 6 audio)-11/14, review data 12/9</li> <li>Check in #2 The Story of the Nile (form 6 audio)-review data at a team time?</li> <li>Embedded Practice</li> <li>How do we want to use the other portal passage?</li> <li>Hanging by a Thread, Glacier Power, A New Look at Hummingbird</li> <li>How can we use audio in science and Sam Collier activities to add question stems and practice strategies</li> <li>Collier: nps.gov 6 Google Doc</li> <li>Where else can we embed listening practice of strategies into daily tasks?</li> </ul>	<ul> <li>Start with informational writing</li> <li>L5.2A- use punctuation to separate items in a series</li> <li>L5.2B- use comma to separate an introductory element from the rest of the sentence</li> <li>L5.3A-expand, combine, and reduce sentences for meaning, reduce sentences for meaning</li></ul>
Pacing Calendar (read	Pacing Calendar (reading and writing)-second 60-90 minutes	
<ul> <li>ELA pacing calendar (<i>old pace</i></li> <li>*Pace out upcoming units, re</li> <li>*Need to dete</li> <li>*Need to dete</li> <li>*Need to review that commo</li> <li>Exploration Unit</li> <li>* Compare-Contrast (SS)</li> <li>What graphic organize</li> <li>* Finalize informational w</li> <li>Differentiation Practices-flexib</li> <li>POG project planning?</li> </ul>	<ul> <li>ELA pacing calendar (old pacing guide for reference) Resources are atted in past coaching sessions</li> <li>*Pace out upcoming units, review what resources we are using, how SBAC resources are embedded in (including research)</li> <li>*Need to determine if we are going to do checks for understanding and decide on those dates</li> <li>*Need to review that common strategies and tasks are being used across the grade level to provide universal experiences*</li> <li>&gt; Exploration Unit</li> <li>&gt; Compare-Contrast (SS)</li> <li>&gt; What graphic organizers and SBAC practice did we create that should be embedded in the scope in the last two years?</li> <li>&gt; Finalize informational writing (inclusion of brief writes) into planning</li> <li>Differentiation Practices-flexible groupings article, article 2-students with IEP</li> <li>POG project planning?</li> </ul>	ching sessions a are embedded in (including research) d decide on those dates level to provide universal experiences* edded in the scope in the last two years?

## Artifact B Grade 5 Math Coaching

Tuesday 10/11 8:30-11:30

Gr 5 Computer Lab (or a Classroom if We Want!)

- Future: Represent and interpret data  $\rightarrow$  multistep (convert and then plot)
  - Interpret dashes in between labeled lines.
- Create exemplar for <u>Performance Task</u>
- Write up <u>claim 2/4 questions</u> during STEM time → what step(s) do we want to cut increase independence!
- 1) Look at SBAC
  - a) <u>Gr 5 Topics of Strength and Need</u>
  - b) Individual Student Data
- 2) Student goal setting? What do we want that to look like this year?
- 3) What do <u>Claim 2/4</u> problems look like? What skills do students need to solve them? How can we use our "teaching" IABS or other work to teach those skills? When do we work on this with students?
- 4) <u>Concepts coming up!</u>  $\rightarrow$  Update pacing guide, <u>SBAC Stems</u>
  - a) Order of Operations
  - b) Multiplication of Whole Numbers and Decimals
  - c) Divide Whole Numbers and Decimals
- 5) Stations → Are we interested in bringing them back and discussing what they can look like?

## **Investigation Tasks PD**

**Related Science and Engineering Practices** 

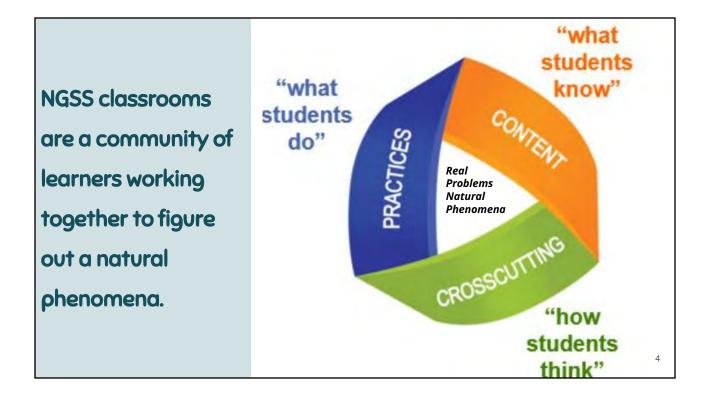
#### Ah-ha, I wonder... and Pitfalls Protocol

Record reactions, revelations, concerns, clarifying questions during the presentation.

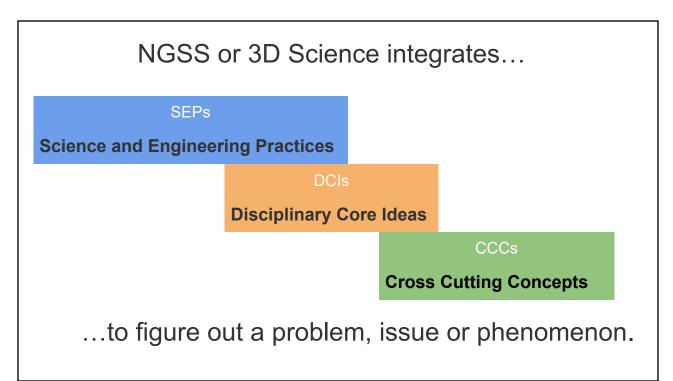
<b>*</b>	Ah-ha! Moments
2	Questions I have
	Red flags

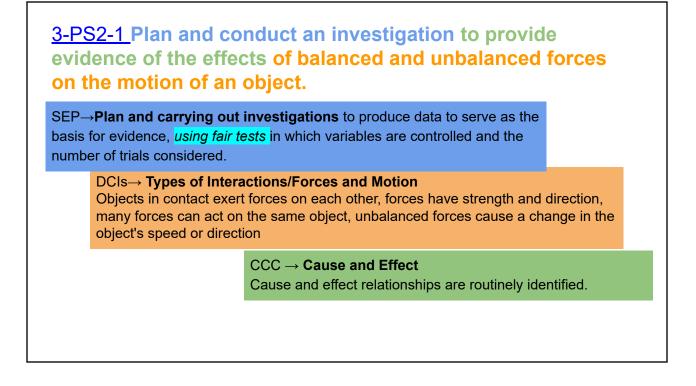
### GOALS

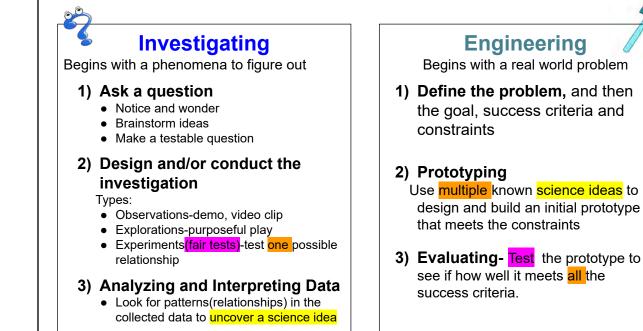
- 1. Quick Review  $\rightarrow$  What is NGSS or 3D science?
- 2. Related Science and Engineering Practices
  - a. SEP: Asking questions Criteria of a testable question, examples, sentence frame, prediction not hypothesis
  - b. SEP: Planning and Carrying out an Investigation -
  - c. SEP:Analyzing and Interpreting Evidence
- 3. Pitfalls, Pro tips, Resources
- 4. Grade Level Work time (60 minutes)

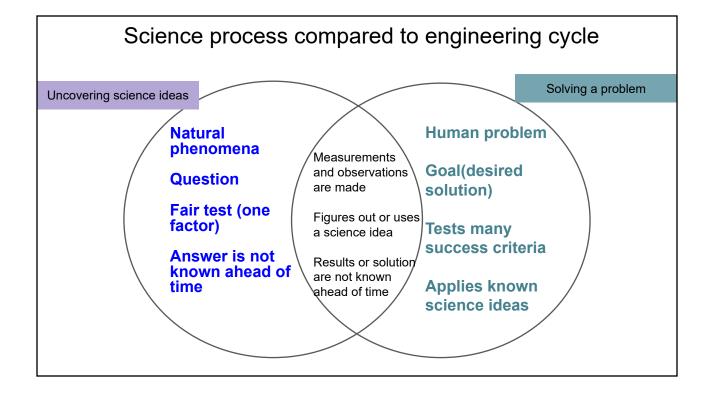


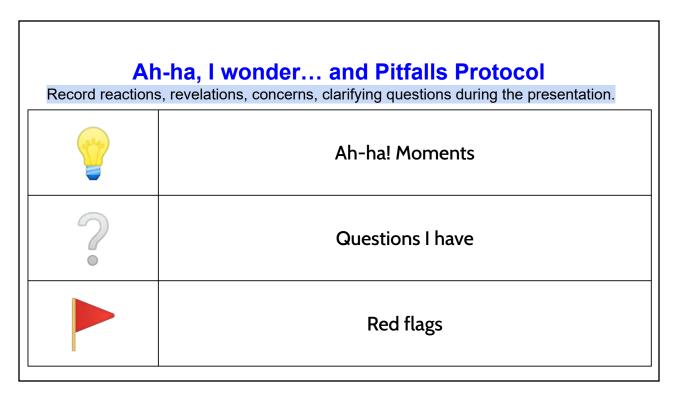
#### Artifact C











A <i>testable question</i> need What was your which que		•
A useful sentence frame is: <b>How does</b>	affect the	?

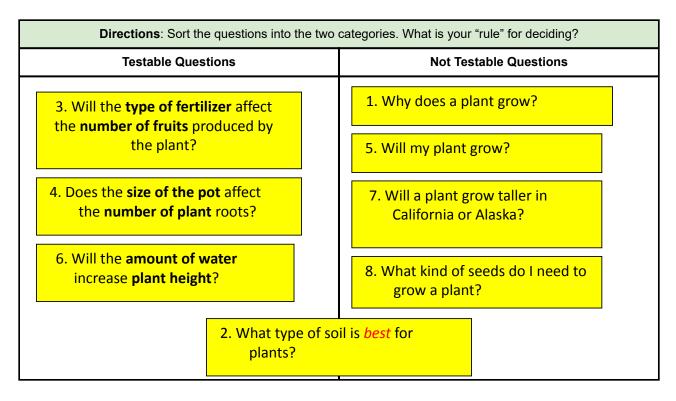
#### Artifact C

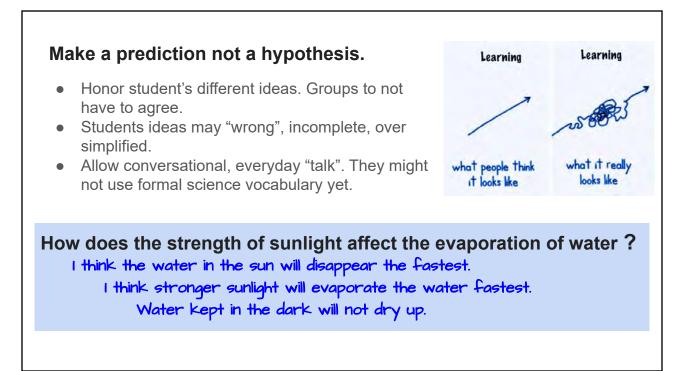
	A testable qu	estions needs		
. Independent Variable(IV): What observable or measurable factor (of many possibilities) is going to be <i>changed</i> ?				
Dependent Variable(DV): What will be measured to see if the IV matters?				
To be writte	en in <b>question form</b>			
Context: Include a few details about objects, substance, phenomena				
□ <b>Variable are specific</b> , not opinion or judgement calls like <i>best</i> or <i>better</i>				
□ <b>Be doable</b> with the time, materials, and skills on hand				
Be doable	with the time, materials,	and skills on hand		
Be doable		and skills on hand on pitfalls		
Be doable           Scientific           but not testable.		on pitfalls ble question)	Incomplete or Opinion How is best measured?	

Independent Variable(IV): What observable or measurable factor (of many possibilities) is going to be changed?
Dependent Variable(DV): What will be measured to see if the IV matters?
To be written in question form
Context: A few details about objects, substance, phenomena
• Variable are <b>specific</b> , not opinion or judgement calls like <i>best</i> or <i>better</i>
<ul> <li>Be doable with the time, materials, and skills on hand</li> </ul>
How doesofof?
How does independent variable affect the dependent variable ?
How does the strength of sunlight affect the evaporation of water ?

٦

#### Artifact C

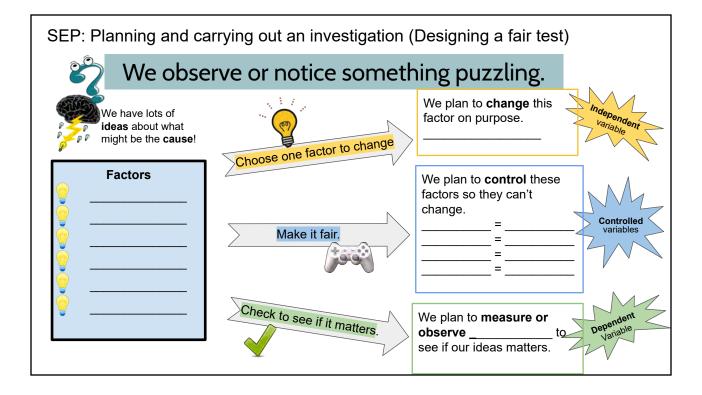




## Ah-ha, I wonder... and Pitfalls Protocol

Record reactions, revelations, concerns, clarifying questions during the presentation.





## SEP: Analyzing and Interpreting Data

**Data** is all of your observations and measurements (results) including possible errors and outliers.

**Analyzing/Interpreting** is the process of identifying the overall pattern(*claim*) that fits most of the data and "answers" the testable question.

**Evidence** is the selected data used to support the the overall pattern identified.



Evidence

## **Pitfalls and Suggestions**

- → Variables can be descriptive (i.e. very slow, slow, medium, fast, very fast) or numeric (4cm, 8cm, 15cm)
- → K-5 students are not expected to calculate averages
  - They can make estimates [most measurements were near 12]
  - They can make tallies [fell down 4 times]
  - They can make comparisons [more than, faster than]
  - They can make bar graphs
- → Larger intervals in the independent variable are easier to find patterns in and [0, 5, 10, 20 cm instead of 0, 1, 2, 3 cm.] especially for hard to measure variables
- → Generally "mistakes" should not be redone. Real life data always has inaccuracies. Collect *more* data rather than *replace* data.
- → Patterns found need to match most but not all of the data collected Students can circle data that doesn't seem to fit the pattern. Circled data should not be selected as evidence to support a claim. If a lot of data is circled perhaps they aren't "mistakes" and you have not found the pattern yet.

#### **Management Tips**

Codeword: Post a silly word to "release" students to start activity after instructions

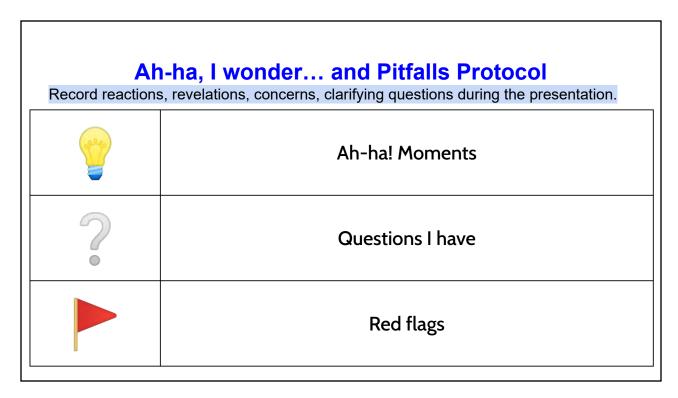
**Materials Manager**: This student gets materials from counter/teacher, checks them at end of activity, and returns to teacher. The only student in group who can move around or approach teacher during the work.

**Stop and listen signal:** Immediately stop working, look at teacher and listen for a clarification, teachable moment, or safety issue.

**Crowdsource data collection:** Each group tests one interval of the independent variable intervals two or three times. Groups share data on a collaborative document, write on board, or class chart.

**Accountability and Assessment:** Students collaboratively plan and carry out the investigation and discuss the results. Individuals keep their own "lab notes" or rough draft of the task. Student use their notes and the discussion to independently write findings, compose revised final copies, answer questions about the task, etc.

#### Science Explorations and Investigations: Think, Plan, Do Restate your task/purpose. HINK! Think Look (with eyes) at materials. CHECKLIST ? What will your group do first? ? Plan Second? Who will do what? Get started! Do Check with each other between steps.



#### Grade Level Task

Review, select, or adapt a student centered investigation task.

- > Where will it fit in the unit's lesson sequence?
- > Will the assessment calendar need adjusted?
- > What exploration will you use to help students brainstorm factors?
- > How much scaffolding for your grade level for the questions, designing, etc.
- > How can I help? Planning, demo teaching, co-teaching, co-scoring

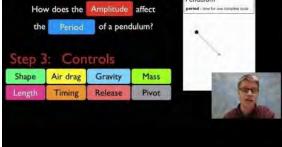
Gr3  $\rightarrow$  Factors affecting Swing Height? Slide Travel Time? Other? Apply to playground engineering?

 $\text{Gr4} \rightarrow \, \text{Speed}$  and Collision Energy prep

 $Gr5 \rightarrow Factors affecting Dissolving Rate(Matter)?, Falling Speed(Apply to Parachute)?, Light brightness/apparent size(Spec. Skies)?$ 

#### Resources

# Planning Investigations



Examples:

Simple K-2 Investigation example Question provided, procedure given, data table structure guides analysis Grade 4 Investigation example with controlled variables, descriptive IV, no averages, 4 part procedure, Analysis(CE) and/or Explanation (CER) Middle School Example with a control(baseline), controlled variables, trials, averages, and more detailed analysis

Г						Artifa	a <u>ct D</u>							
°,	November	SCI Formative/Inner Orbit (Gr4 <b>B</b> ) by 11/7 Post Writing Genre $1 \rightarrow 11/23$ Listening IAB Ind. Practice #1 $\rightarrow 11/18$	February	Research IAB POST (All arades durina library) →	2/6-2/17 Math IAB (Gr 4 NBT) → 1 /30-2/10	SCI Formative/Inner Orbit(Gr3) by 2/10 SCI Formative/Inner Orbit(Gr5) by 2/17 SCI Formative/Inner Orbit(Gr4 <b>B</b> ) by by 2/10 Math Pre-Perf. Task (Gr 3) $\rightarrow$ 2/24 Order Form	May	ELA SBAC - TBD SCI Enclineering Perf Task (Gr4A) hv 5/2	SCI Formative/Inner Orbit (Gr4B) by5/20	SCI Formative/Inner Orbit (Gr3) by 5/17	DESSA Post-Screener→ 5/29	June	SCI Investigation Perf Task (Gr 5) by 6/9 (pilot) BAS - June 9, 2023 <u>Sign up for coverage here</u> SCI Modeling Perf. Task (Gr 3) $\rightarrow$ 6/6 SCI Engineering Perf. Task (Gr4 <b>B</b> ) $\rightarrow$ 6/6 Post Writing Genre 3 $\rightarrow$ 6/9	
Assessment Calendar 2022-2023	October	SCI Investigation Perf Task (Gr4 <b>A</b> ) by 10/3 DESSA Pre-Screener→ 10/14 BAS → 10/28 <u>Sign up for coverage here</u> Math Pre-Perf Task (arades 4-5) → 10/14	Math Perf. Task (gr 3) done as a class → 10/28		January	SCI Formative/Inner Orbit (Gr4 <b>A</b> ) by 1/6 SCI Modeling Perf. Task (Gr4 <b>A</b> ) by 1/25 SCI Engineering Perf. Task (Gr5) by 1/24 Math IAB (Gr 5 NBT) $\rightarrow$ 1/16-1/27 Math IAB (Gr 4 OAT) $\rightarrow$ 1/3-1/10	Math IAB (Gr 3 OAT) → 1/16-1/27 Listening IAB independent practice	#2→1/20 Informational IAB (all grades) → 1/27		April	NGSS State Assessment→ April 3-6th SCI Formative/Inner Orbit (Gr4A) bv 4/3	Math Post Performance Task (gr 3) → 4/21		
	September	SCI Formative/Inner Orbit (Gr4 <b>A</b> ) by $9/23$ Pre writing on demand of Genre $1 \rightarrow$ Input scores by $9/30$	December	SCI Formative/Inner Orbit (Gr3) bv 12/9	SCI Investigation Perf Task (Gr4 <b>B</b> ) by 12/6 SCI Formative/Inner Orbit (Gr5) by 12/16	SCI Modeling Perf. Task (Gr5) by 12/16 SCI Engineering Perf. Task (Gr3) by 12/26 Pre writing on demand of Genre $2 \rightarrow$ Input scores by 12/9 Moth Drocress Monitoring Derf. Task #1	(grades 4-5) $\rightarrow$ 12/22 Math Partner Performance Task (Gr 3) $\rightarrow$	12/22	March	SCI Investigation DoutTack (Gr 3) + admin	by 3/7 scored by 4/1? NGSS IAB(Gr 3) 3-1 S4-1 by 3/17	SCI Formative/Inner Orbit (Gr5) by 3/10 SCI Formative/Inner Orbit (Gr5) by 3/3	Pre writing on demand of Genre $3 \rightarrow 3/24$ Post Writing Genre $2 \rightarrow$ Input scores by 3/10 Math IAB (Gr 3 NBT) $\rightarrow 2/27-3/10$ Math IAB (Gr 5 NF) $\rightarrow 3/20-3/31$ Math Post-Perf. Task (Gr 4-5) $\rightarrow 3/31$	Literary IAB (grade 3- 5) → 3/ 1 /

George Hersey Robertson Intermediate School

							Artifac	t D								
		SWP from Prior Year	Gr 3 Stud. Goal Setting	Gr 4 Pre-PT SWP	Informal SWP completed	Gr 4 PT tends to score high Gr 5 PT completed with partners	Informal SWP completed	SWP for Gr 5 NBT IAB	SWP for Gr 4 OAT IAB	SWP for Gr 3 OAT IAB	SWP for Gr 4 NBT IAB	Informal SWP completed		<u>Sp. 2019 SWP Gr 3 NBT IAB</u>	<u>Sp. 2019 SWP Gr 5 NF IAB</u>	
	bertson School	Copy of Assessment	<u>Gr 3 Mult. Pre-Assess.</u>	Gr 4 ( <u>Party Day</u> ) Gr 5 ( <u>Painting Task</u> )	Gr 3 ( <u>Go Green PT</u> )	Gr 4 ( <u>Trip to the Zoo</u> ) Gr 5 ( <u>Decimal Turtles</u> )	Gr 3 ( <u>School Store PT</u> ) <u>Performance Task: Library</u> Gr 3 (Library PT)	On Computer ( <u>Qu on IAB</u> )	On Computer ( <u>Qu on IAB</u> )	On Computer <u>(Qu on IAB)</u>	On Computer <u>(Qu on IAB</u> )	Gr 4 ( <u>Field Day</u> ) Gr 5 ( <u>School Fair</u> )	Gr 3 ( <u>Order Form</u> )	On Computer ( <u>Qu on IAB</u> )	On Computer ( <u>Qu on IAB</u> )	Gr 4 ( <u>Art Day</u> ) Gr 5 ( <u>Clay Pottery</u> )
	George Hersey Robertson School	Assessment	Pre-Tests for Any Math Goals As Needed	Gr 4 & 5 Pre-Performance Task,	Gr 3 PT done as a class (no data)	Gr 4 & 5 Prog. Monitor PT #1	Gr 3 Partner Performance Task (no data)	Gr 5 Numbers Base Ten IAB	Gr 4 Operations and Algebraic Thinking IAB	Gr 3 Operations and Algebraic Thinking IAB	Gr 4 Numbers Base Ten IAB	Gr 4 & 5 Prog. Monitor PT #2	Gr 3 Pre-Performance Task	Gr 3 Numbers and Operations Base Ten IAB	Gr 5 Numbers and Operations Fractions IAB	Gr 4 & 5 Post Performance Task
(grade 5: 3/20-3/21)		ol Month														
(grac		School								5						

Gr 3 ( <u>Lemonde Sales</u> )	On Computer
Gr 3 Post Performance Task	Math SBAC

## Artifact D

Give by or score by Date	Science Assessments	Performance Task Or Standards	
Sept. 23	Sci4-A Energy and Landforms formative (IO)		
Oct 3	Sci4-A Investigation Performance Task	Mass and Collision Energy	
Nov. 8	Sci4-B Energy and Landforms formative (IO)		
Dec 6	Sci4-B Investigation Performance Task	Mass and Collision Energy	
Dec 9	Sci3 Playground Engineers formative (IO)		
Dec 16	Sci5 Explanatory Modeling Task	Jellyfish Habitat	
Dec. 16	Sci5 Jellyfish (IO)		
Dec 22	Sci3 Engineering Performance Task	Playground Engineers	
Jan 6	Sci4-A Bear Sense Formative (IO)		
Jan 20	Sci5 Engineering Performance Task	Parachute Design	
Jan 25	Sci4-A Explanatory Modeling Performance Task	Bear Proof Container	
Feb 10	Sci4-B Bear Sense Formative (IO)		
Feb 17	Sci3 Clues From the Past Formative(IO)		
Feb 17	Sci5 Antarctica Formative (IO)		
Mar 3	Sci5 Spectacular Skies Formative (IO)		
Mar 10	Sci4-B Explanatory Modeling Performance Task	Bear Proof Container	
Apr ??	Sci3 Investigation Performance Task	(tbd)	
Apr 3	Sci4-A Forces that Change the Earth Formative (IO)		
Apr 3-6	Sci5 NGSS State Assessment		
May 2	Sci4-A Engineering Performance Task	Earthquake Resistant Structure	

#### Artifact D

May 20	Sci4-B Forces that Change the Earth Formative (IO)		
May 24	Sci3 Missing Monarchs Formative (IO)		
June 6	Sci5 Investigation Performance Task	Factors affect Sugar Cube Dissolving	
June 6	Sci3 Explanatory Model Performance Task	Monarch Migration	
June 6	Sci4-B Engineering Performance Task	Earthquake Resistant Structure	

#### Artifact D

< L			
ELA			
Grade Level:	Research POST (Mid Feb.)	Informational POST (end of Jan.)	Literary POST (End of March)
ñ	<u>Portal Data</u> Question Analysis Student Work Protocol	Portal Data Question Analysis Student work protocol SBAC exemplar responses Readings and questions	Portal Data Question Analysis Student work protocol CR student samples SBAC CR exemplar responses
4	Portal Data Question Analysis Student Work Protocol	Portal Data Question Analysis Student work protocol SBAC exemplar responses	Portal Data Question Analysis Student work protocol CR student samples SBAC CR exemplar responses
Ś	<u>Portal Data</u> Question Analysis Student Work Protocol	<u>Portal Data</u> Question Analysis <u>Student work protocol</u> SBAC exemplar responses	Portal Data Question Analysis Student work protocol Gr. 5 Literary Constructed Responses Exemplars Student sample responses
Other Documents:		-NewsELA readings - <u>Achieve the Core Reading Passages</u> - <u>20 Literacy Strategies Organizers- <i>Think</i> <u>Like a detective. etc.</u></u>	-CommonLit passages - <u>Achieve the Core Reading Passages</u> - <u>20 Literacy Strategies Organizers- <i>Think</i> <i>Like a detective. etc.</i></u>
General Resources:	<ul> <li><u>IAB answer keys</u> (plus warm-up slides answer keys)</li> <li><u>All things IAB folder</u></li> <li><u>All things IAB folder</u></li> <li><u>CCSS Question Stems</u></li> <li><u>SBAC Question Stems</u></li> <li><u>SBAC Warmups</u></li> <li><u>Race responses/constructed responses template</u></li> </ul>	es answer keys) ses template	

**GHR POST IAB 2023 Information** 

Artifact F		
Grade Level: <u>3</u> Da	te: <u>2/2/23</u>	
Student Work Proto	ocol	
Part I: Background Information		
Name of Task: <b>Operations and Algebraic Thinking IAB</b>		
What standard(s) does this align to? <u>3.OA.1-9</u>		
What is the purpose of the task? _ Operations and Algebrai	c Thinking IAB	
Where does the task fit within the instructional sequence:	beginning	middle 💦
end .		

What have students already learned from this lesson/unit when they approach the task?

#### Modules 1 and 3 on multiplication.

#### Part II: Analysis of Student Work

Students at Developing (0 - 7 qu.)	Students Approaching (8 - 9 qu.)	Students at Mastery (10 - 13 qu.)	Students Above Mastery (13 - 15 qu.)	Percent of Students At or Above
16	18	47	24	67.7%
15.2%	17.1%	44.8%	22.9%	

Past Scores on OAT IAB		Stud Devel		A	Stude pproc			tuden	its At		Stude Abov		Stu	dents Abov			
2021-2022		28	.9		10	.0		37.	8		23.3	3		61.1			
2020-2021		21	.7		14	.1	40.6		40.6 23.6		23.6		23.6			64.2	
2019-2020		18	.4		11.	.4		44.	7		25.5			70.2			
Qu	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
% Correct '17	97	96	83	95	88	89	93	67	82	61	68	21	63	85	83		
% Correct '18	95	92	72	93	81	81	88	59	76	45	55	10	61	71	73		
% Correct '19	94	95	86	95	86	80	93	74	81	54	68	14	59	78	78		
% Correct '20	96	94	74	88	77	87	88	65	71	48	56	16	63	71	74		
% Correct '21	91	82	75	92	76	79	79	44	72	45	58	16	50	73	72		
% Correct '22	84	89	81	84	74	82	75	54	73	44	60	14	68	70	85		
% Correct '23	93	92	82	92	80	81	84	51	79	45	67	12	68	69	81		

#### Part III: Strengths

Strengths of Work ≥ 70% of Students Correct	Instructional Strategies that Contributed to Success
#1, 6: Easy: Find the Missing Number on the Numbers Line	Skip counting, patterns, number sense
#2, 4, 5, 7, 9, 14: Easy/Moderate: Find the Unknown in the Equation	Reflex, fact practice, Modules 1 and 3, math games during intervention, use of manipulatives/strategies
#3, 15: Easy/Moderate: Find the Missing Value in the Table	Practice, multiplication tables, Kahoot, patterns, skip counting

#### Part IV: Needs

Patterns or Common Characteristics of Students Needing Improvement ≤ 50% of Students Correct	<b>Fundamental Problems of Work</b> (errors, misconceptions, mastery of specific concepts, lack of development)
#10: Moderate: Multi-Step word problem	-need extra practice with multistep word problems -addition errors? Or multiplication?
#12: Difficult: Distributive Property	Difficulty with concept of Distributive Property Overwhelming question/need to get all correct Use of parentheses Carrying the whole problem to the end/stamina
Cusp Need (51 - 69% of students c	orrect)
#8: Moderate: Show 4 x 7 using the 5-group strategy (choose which one models it)	Need to show work for each equation Question type- matrix with yes/no Small group: 5- group strategy for distribution Incentives for showing work
#11: Moderate: Word problems which is NOT a factor of 24?	-not knowing where to start -reading question carefully (NOT) -eliminating incorrect answers
#13: Moderate: Which equation models the word problem? 4 boxes of crayons. Each box had 8 different colors. Each box had 5 crayons of each color.	-letter for the unknown -Associative property (teach sooner) -Word problem/reading (jumped to bullet points?)

#### Part V: Future Instruction

Students to Whom to Re-teach	Skills to Reteach	High Impact Instructional Strategies and Differentiation	Method of Re-assessm ent	
ALL	#8, 12) Solving problems with parenthesis (commutative property written out)	Practice with <u>drawing</u> out equations Practice S p.m. heet	Create 2 Google Forms to Follow-up	
ALL	#10) Accuracy with word problems. Interpreting word problems	Practice: go piece by piece, write a total and add the totals. Talk about efficiency of counting all vs counting pieces. Practice Like #10	Google Form <u>Check # 1</u> <u>Teacher</u> <u>Copy</u> Google	
	#3, 15) Filling in multiplication tables accurately.	Small group assistance with <u>Practice page 1</u> <u>Practice page 2</u> → students didn't have exposure to questions exactly like this	Form Check #2 Teacher Copy	
	#1, #6)Filling in missing values on a number line	Small group explanation (relate to counting) and <u>Practice</u> with explanation		

# Gr. 3 Operations and Algebraic Thinking IAB Overall Results 2023

Qu	Level	Торіс	%	Mistakes
1	Easy	Find the missing number on the number line 13, 15, 17, 19, 21, 23, <u> </u>	93	Computation Error counting up (24 or 26) Reading Put what counting up by (2) Graphic Conceptual
2	Easy	What is the unknown 8 x 5 =	92	Computation Counting up Error Wrong Fact Wrong Sign
3	Easy	Fill in Multiplication Table	82	Computation Counting up Error Wrong Fact Counted by 4 instead of 6 Reading Put what counting up by Conceptual
4	Easy	What is the unknown 6 x 4 =	92	Wrong Fact Computation Counting up Error (22, 23) Graphic Wrong Sign
5	Moderate	What is the unknown 8 x 8 =	80	Wrong Fact Did 8x4 or 8x9 Counting up Error 61, 62, 63, 65 Conceptual 8 x 8 = 88 8 x 8 = 0

				Other
6	Easy	Find the missing number on the number line 44, 50, 56, 62, 68,	81	Counting up Error Conceptual Reading Put what counting up by (6)
7	Moderate	What is the unknown 81 ÷ 9 =	84	<b>Conceptual</b> Not sure how to attack the problem
8	Moderate	Select Yes/No, Decide if each Equal to $4 \times 7$ (4x5) + 2 (4x5) + (4+5) x (4x2) (4+2)	51	<b>Conceptual</b> No Pattern to wrong answers
9	Moderate	What is the unknown 48 = 6 x	79	Wrong Fact (6 or 7) Wrong Operation Conceptual
10	Moderate	Multi-Step Word Problem with Garden (6 x 3) + (8 x 4) + (6 x 5) = 80	45	<b>Fact Error</b> Majority- 83, 88, etc
11	Moderate	Word Problem, Which are NOT Factors of 24 3x8, 4x6, 8x4, 12x2	67	Conceptual/Reading No pattern to incorrect answers suggests students do not know how to attack the problem.
12	Difficult	Select Yes/No, Decide if each Equal to 6x(8+10) (6 × 8) × (6 × 10) (6 × 8) + (6 × 10) (6 × 10) + 8 6 × (8 + 10)		Conceptual No Pattern to Incorrect Answers
13	Moderate	4 boxes of crayons, each box = 8 different colors, each box = 5 crayons of each color $4 \times 8 = c$ $4 + 5 = c$ $4 \times 8 \times 5 = c$ $4 + 8 + 5 = c$		<b>Conceptual/Picturing It</b> Maj- Chose 4x8=c
14	Moderate	What are both unknowns 20 ÷ 5 = = 18 ÷ 9	69	Conceptual Wrong Fact Majority- Put 5 for 1st fact or 9 for 2nd fact

15		Fill in 2 Spots in the Multiplication Table		Conceptual
	Moderate	12     14     16     18       18     27       24     28     32     36	81	Computation Counting up Error
				Graphic

### Coventry Public Schools Mathematics Standards for SLO Setting Instructional Strategies of Focus

Instructional Strategies and Effect Sizes						
<ul> <li>Meta-analysis Marzano, Pickering, Pollock</li> <li>Identifying similarities and differences 1.61; percentile gain 45</li> <li>Summarizing and note taking 1.0; percentile gain 34</li> <li>Reinforcing effort and providing recognition .80; percentile gain 29</li> <li>Homework and practice .77; percentile gain 28</li> <li>Nonlinguistic representations .75; percentile gain 27</li> <li>Cooperative learning .73; percentile gain 27</li> <li>Setting objectives and providing feedback .61; percentile gain 23</li> <li>Generating and testing hypotheses .61; percentile gain 23</li> <li>Cues, questions, and advance organizers .59; percentile gain 22</li> </ul>						
Doug Reeves· Nonfiction Writing/ Writing to Learn3rd grade correlation math5th grade correlation math8th grade correlation math.88.77.83						
<ul> <li>John Hattie Influences and Effect Sizes Related to Student Achievement, "Visible Learning" (avg effect size is .40)</li> <li>Self-report grades 1.44</li> <li>Providing formative evaluation 0.9</li> <li>Reciprocal teaching 0.74</li> <li>Feedback 0.73</li> <li>Spaced vs. mass practice 0.71</li> <li>Metacognitive strategies 0.69</li> <li>Vocabulary program 0.67</li> <li>Self-verbalization/Self questioning 0.64</li> </ul>						
Other Strategies to Consider • Use of essential question and big ideas in instruction • Involve students in creating multiple representations of concepts-models, arrays, etc. • Math journals-writing to learn • Word walls; direct vocabulary instruction-vocabulary programs						

1		Artifact G	1
	8th Grade (Jen's Room)	<ul> <li>Addressing Writing:</li> <li>Developing lessons to address language standards</li> <li>Embedding practices from the <u>Vertical</u> team meeting: feedback book study</li> <li>Embedding practices from the <u>Vertical</u> Team meeting (2/8) Best practices in writing book study</li> <li>Creating a bank of student work samples for writing? Having anchor sets? Checklists? Rubrics?</li> </ul>	<ul> <li>with Christina Z.</li> <li>Vocabulary Planning</li> <li>Create slideshows</li> <li>Create new second activity-interactive dictionary</li> <li>Create choice activities</li> <li>Develop check-ins</li> <li>Planning Doc</li> </ul>
<b>n NewsELA is gone next year?</b> to research related to your current unit- 8th-environmental issues?	7th Grade (Lynne's Room)	with Christina Z. Vocabulary Planning • Continue to develop • Sildeshows • Modified tasks • Check-ins • Choice activities • Mid year informational check-in -revise the question (# that talks about "describing"	<ul> <li>WITH Kara Develop Language Standards Lessons <ul> <li>Jen share what she has tried with new resource-<i>Patterns of Power</i></li> <li>Review students writing from MARS essay- determine next step for activist writing</li> </ul></li></ul>
Where can we find literary resources when NewsELA is gone next year?Presentationby Marybeth M.Location.Digital DenCome with a topic for an article you want to research related to your current unit-6th-ecology?7th-Roll of Thunder?8th-environmental issues?	6th Grade (Laura's Room)	<ul> <li>WITH Kara</li> <li>EMPATHY UNIT-finish planning</li> <li>EMPATHY UNIT-finish planning</li> <li>EMPATHY UNIT-finish planning</li> <li>Tasks: <ul> <li>Tasks:</li> <li>Design picture book activity during week 2</li> <li>Evous on week 3:</li> <li>What are your writing tasks?</li> <li>What are your writing tasks?</li> <li>How can you use NewsELA readings to build background?</li> <li>What tasks need to be completed to address essential questions before we start book clubs? Are there any new book titles we want to include?</li> </ul> </li> <li>Brainstorming Doc</li> <li>Ender</li> </ul>	<ul> <li><u>Vocabulary Planning</u></li> <li>Quiz creation</li> <li>Slides creation</li> <li>Word sums/ Frayer models</li> <li>Choice activities</li> </ul>
8.30- 9.30		9:30- 10:30	10:30- 11:30

Feb. 21st AM Professional Development Schedule- ELA

## Artifact G

	Roll of Thunder- plan out the two week lessons
	for this standard
	1b: Choose among simple, compound, complex,
	and compound-complex sentences to signal
	differing relationships among ideas.
	Look at Week 1- No Red Ink and other
	Resources-bring any resources you use to teach
	grammar
	Week 2- Power Patterns Scope
Bachitras	

# Resources.

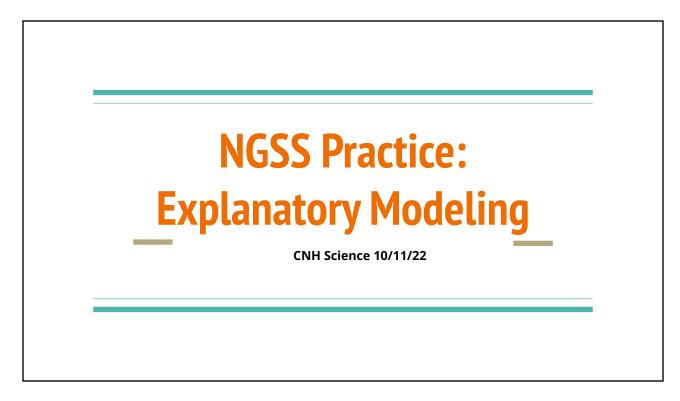
- Listening Practice CNH Plan 2022-2023
- ★ Listening Practice Resources
   ★ Questions stems on the listening POST IAB's
- Catlin Tucker Resources
- ★ Station Rotation/ Playlists/ Flipped Classroom
   ★ Choice Boards
- Vocabulary Instruction Resources
- ★ 101 Strategies Book & Resources
   ★ Graphic Organizers
  - - The Essential 25
    - Word Lists \*\*\*
- Faculty Meeting Presentation

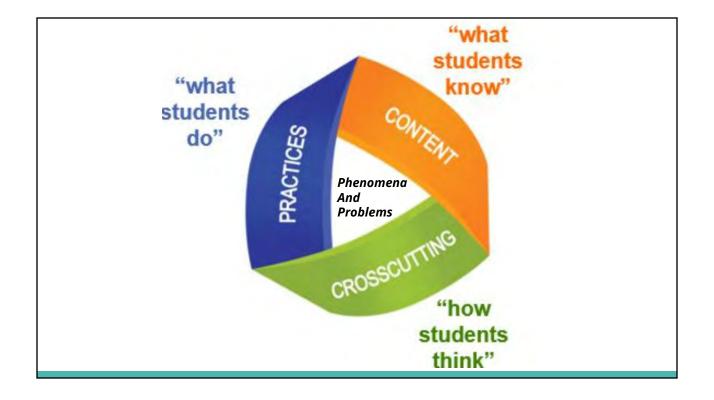
## **Artifact G**

## Artifact H Grade 6 Math Coaching

Thursday 9/29 Blocks A-c Front Conference Room

- 1) Look at Gr 5 and 6 Topics of Strength and Need
- 2) Look at <u>current student data</u>
  - a) Data SLO based on IAB data
- 3) Share Performance Task Plan
  - a) 3 individually and in their entirety as assessments <u>New PT</u>!
  - b) At least 3 for teaching opportunities in between
    - i) <u>First one!</u>
      - (1) Reading: 5 Practices for Orchestrating Productive Math Discussion Chapter 1
      - (2) Make specific lesson plan for this
      - (3) <u>Connect to Student Math Goals</u>
- 4) Looking forward to <u>division</u> of fractions→ how to connect the concept and the skill
  - a) The standard: Concepts, skills, and application
  - b) Put in LCM right before dividing fractions.





3D Science --blending Practices(SEPs), Scientific Ideas(DCIs) and Cross Cutting Concepts (CCCs) as part of figuring out a phenomena or problem

**Develop and use a model to describe that waves are reflected, absorbed, or transmitted** through various materials.

SEP→ <b>Developing</b>	and	
using models	DCI	

DCI→ Wave properties and Electromagnetic Radiation

 $CCC \rightarrow$ Structure and Function

- Why do some cars heat up inside faster than others?
- How do scientists know the Earth has layers if we can't get there?
- Are analog or digital signals more effective for communication between the Earth and space vehicles/probes/satellites?

# Scientific Models compared to Modeling Process

**Scientific Models** represent things, ideas, events or processes. They show relationships.

Are used by teachers to show "<mark>finished</mark> <mark>science ideas"</mark> to students.

- Structure and function of parts of a cell
- Steps in mitosis and meiosis

**Modeling** mean revising your representation of a specific natural phenomenon over time.

- How and why does a 1 gram corn seed become a six-foot tall stalk?
- What muscles pair and joints work together when you kick a soccer ball?
- Should Running Bamboo be treated as an invasive species?
- Why can't you survive on seawater if you are shipwrecked?
- How did the oceanic floating garbage patch come to be?

# Why engage students in modeling?

- Provides a pause in instruction for student sense-making
- Makes student thinking visible, allowing teachers to "see" misconceptions
- supports divergent thinking
- promotes a growth mindset through revision
- organizes thinking for explanation writing

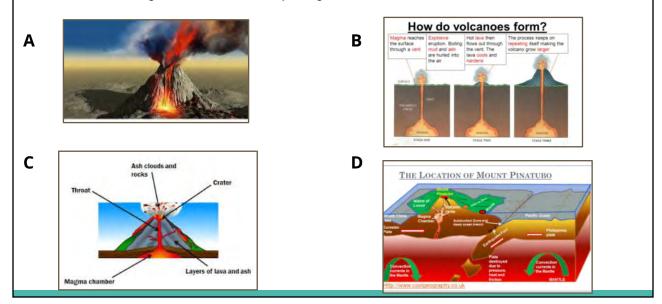
## What makes a good explanatory model of a phenomenon?

Which of the following "models" are better at explaining a science idea? What features do the better ones have?

Alone Zone: Write your ideas on a notecard.

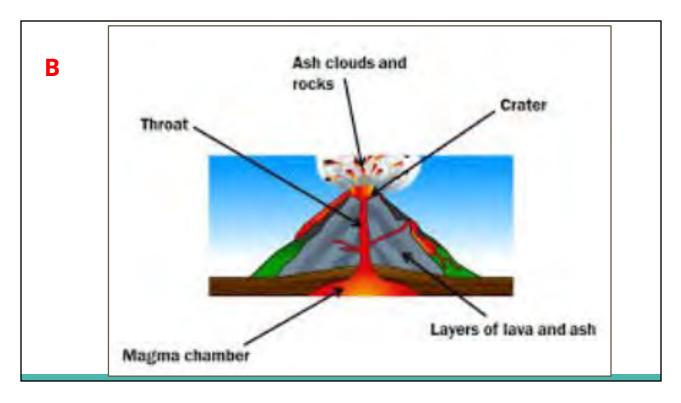
**Pairs:** Compare your choices of which are best. Discuss what useful features the "best" ones have. Are they missing something useful?

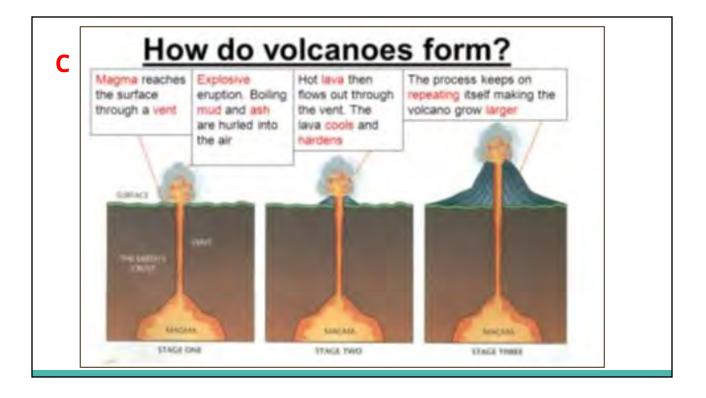
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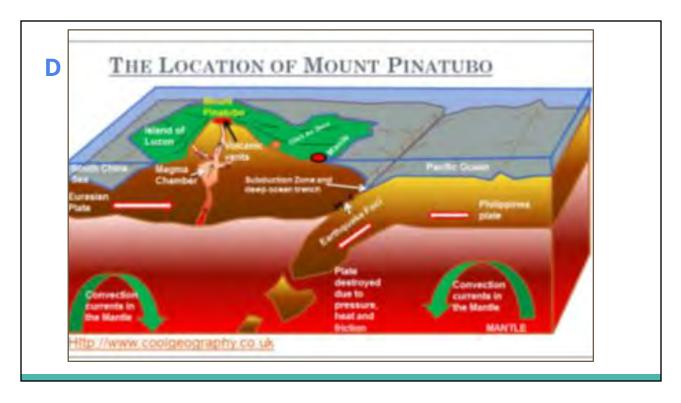


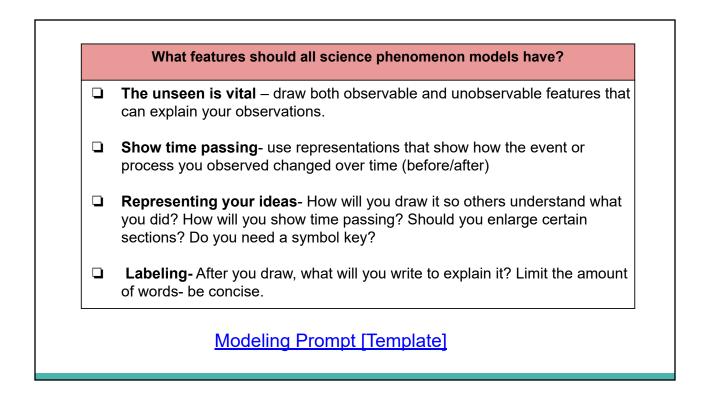


Artifact I



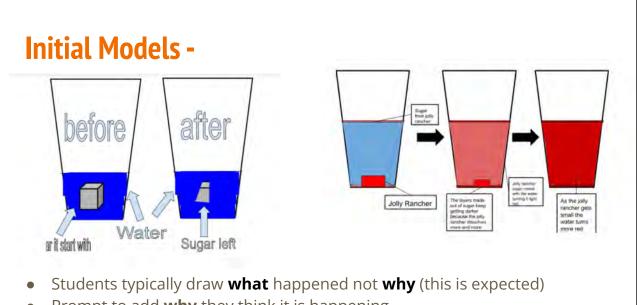




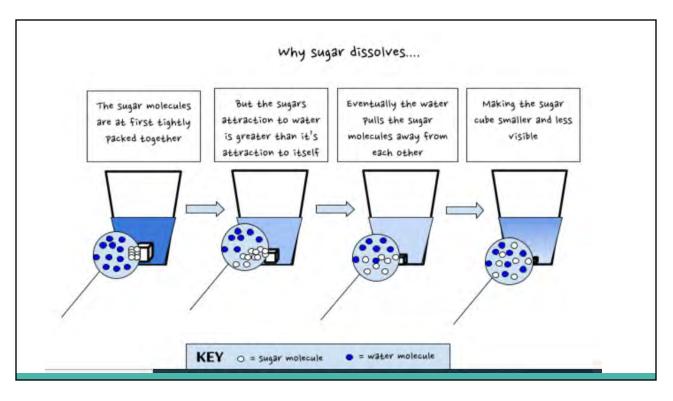


# Why does a sugar cube disappear when placed in water?

- Add a sugar cube to water
- Observe what happens
- Draw a model that explains your observations



- Prompt to add why they think it is happening
- Typically look like diagrams at this point.



# How modeling can fit in the flow of a unit.

#### 1) Share phenomenon (Unit, investigation or lesson level)

- a) Elicit student ideas: I notice, I wonder, anticipation guide, DQB, competing theories, etc.
- b) Create initial models

#### 2) Gathering Ideas

- a) Explorations and Investigations (primary evidence from observations from stations, demonstrations, simulations and experiments)
- b) Research questions (secondary evidence from media such as print, video, animations, scientific models, presentations)

# How modeling can fit in the flow of a unit.

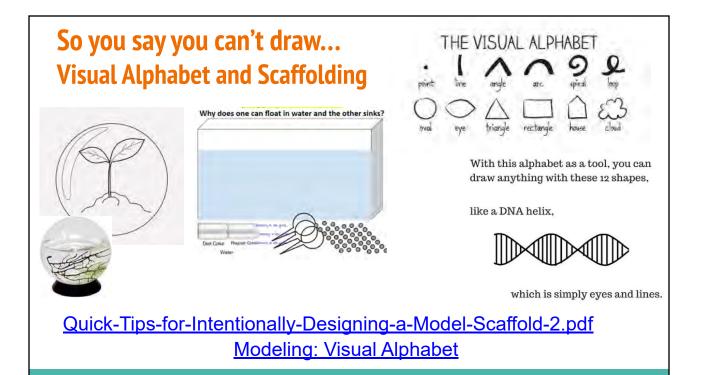
#### 3) Sense-making and Model Revision

- a) Summary Table discussion: what did we *learn* from our research or *figure out* from our explorations? How does it explain part of our phenomena?
- b) create or add to "Gotta have it checklist"
- c) revise initial model

#### 4) Feedback

d) Gallery walk or other protocol

**5) Closure** - Final revision and submit, create a consensus model, construct a written explanation(CER), use to make predictions, etc.



# **Explanatory Elements**

- timelines
- flowcharts
- magnification bubbles
- repeated "snapshots" at different times
- symbols or color codes
- concept/mind maps with connections
- exaggerate most important features

Explanatory Element Menu-handout Poster-of-Explanatory-Elements.pdf Explanatory-Element-Menu Google Slide Table-Tent-Explanatory-Elements.pdf



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		Art	tifact J	
November	<ul> <li>Sci6 IO formative by 11/7</li> <li>Cells/Systems Structure and Function</li> <li>Sci7 IO Formative by 11/7</li> <li>Life Jacket/Cupcake Mystery</li> <li>Sci8 IO Formative</li> </ul>	<ul> <li>Patterns of Inheritance</li> <li>Patterns of Inheritance</li> <li>Formative Math Performance Task #1 → 10/20 - 11/8</li> <li>Gr 6: Feeding Animals at the zoo, Gr 7: Path to the Pond, Gr 8: Hiking</li> <li>Gr 7 Number Systems IAB → 11/15-11/30</li> </ul>	FebruarySci6 IO Formative by 2/27• Temp. and Thermal Energy MS-PS3-4Sci7 NGSS Interim MS-PS3-4 by 2/27• Seasonal Change in Pole HeightSci8 IO Formative by 2/27• Energy and Motion	<ul> <li>Sciß Engineering Perf. Task by 2/15 score by 3/3</li> <li>Roller Coaster Design Listening IAB Instruction→throughout the month Post Informational IAB→2/20-2/24 Gr 8 Exprs and Equations 1 IAB → 2/20-2/28 Math Performance Task #2 → 2/10-2/28 Gr 6: Drama Production, Gr 7:Outdoor Lunch Seating, Gr 8: Baseball May SBAC B NGSS Window: March 28-June 3</li> </ul>
October	January	Sci6 IO Formative by 1/23 ● Nervous Sys /Feedback Loops Sci7 and Sci8 IO Formative by 1/23 ● Planning and Conducting Investigations Investigation Perf. Task by 2/1 Math Formative Performance Task #2 → 1/5-1/24	<ul> <li>Gr 6: Fair Season, Gr 7: Bagels, Gr 8: Library Logos</li> <li>Gr 7 Alg. Readiness Assmnt → 1/20-1/31</li> <li>Gr 6 Ratios and Proportions IAB → 1/16-1/31</li> <li>Mid-year Literary IAB check-in→ completed by end of January</li> </ul>	April SBAC 8 NGSS Window: March 28-June 3 Sci6 NGSS Interim MS-PS4-2 by 4/21 • Frosted Glass Stand alone Sci7 NGSS Interim MS-LS1-7 by 4/28 • Food into Fuel model Sci8 IO Formative by 4/21 • Space Motion and Messages] Last (Post) Brief Write→3/28-4/1 SBAC ELA 4/24-5/5 Math Post Performance Tasks → 4/3-4/6
September	First( Pre) Brief Write→9/19-9/23 Sci6, Sci7, and Sci8 Formative by 9/26 ● Modeling/Systems Thinking	DecemberSci6 Investigation Perf. Task by 12/12• Feel the Beat InvestigationSci7 IO formative by 12/12• Flameless HeatersSci7 Engineering Perf. Task pilot by 12/23	(Rubric row 3) • Compounds/Hand Warmer Design <b>SciB</b> <i>Practice</i> Modeling Task by 12/12 • Genetic Variation in Populations Math Performance Task #1 → 12/1-12/13 • Gr 6: Getting Around NYC, Gr 7: Cinnamon Rolls, Gr 8: Food Truck	March Sci6 Engineering Perf. Task by 3/31 • Penguin Shelter Design Sei7-Investigation Perf. Task by 3/24? • Electromagnetism Investigation Sci7 Formative by 9/26 • Modeling/Systems Thinking Sci8 Investigation Perf. Task by 3/10 • Wrecking Ball Investigation

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#### Artifact K

Grade Level:	11
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## **Student Work Protocol**

#### Part I: Background Information

Name of Task: \_\_\_\_\_ Fall 2022 PSAT ELA\_\_\_\_

What standard(s) does this align to? \_\_\_\_\_\_

What is the purpose of the task? \_ To Determine Areas of Relative Need in the Curriculum \_

Where does the task fit within the instructional sequence: (beginning) middle end

What have students already learned from this lesson/unit when they approach the task?

- All students have learned the content in English 9 & 10
- Some students have learned the content in Pre-AP and AP

What will be the follow-up lessons?

#### Future curricular shifts for the next group of grade 11 students

Part II: Analysis of Student Work Grade 10 (58.9%) of students at or above ma								
Students at		Stud		Students at Mastery		Students Above		
Developing Levels (Less than 400)			ng Mastery -420)	(430-450)		Mastery (460 and up)		
22/90=24.4%		15/90=	=16.7%	8/90=	<b>-8.9%</b>	45/90=50%		
Student names listed			under each c	ategory				

Part II: Analysis of Student Work Grade 10 (#%) of students at or above mastery GRADE 10 Part III: Strengths (76-100% of Students Answered Correctly)

#### Artifact K

Test Portion Reading	Question 2	Correct Answer	Percent Correct by Group		Stude	nt Respo	nses			Difficulty	Related Cross-test Scores and Subscores	Student Performance
					A%	B%	C%	D%	Omit%			
			School District State Total Group	81% 79% 74% 76%	81 79 74 76	2 3 8 7	6 5 11 10	10 11 7 6	1 1 1 0	Easy		See Student Performance
Reading	6	В	School District State Total Group	92% 92% 83% 83%	3 3 6 7	92 92 83 83	1 1 6 6	1 1 3 3	2 2 1 1	Easy	Words in Context	See Student Performance
Reading	10	В	School District State Total Group	77% 76% 73% 74%	2 2 6 6	77 76 73 74	3 4 6 6	17 16 14 13	1 1 1	Easy	Words in Context (?) Analysis in History/ Social Studies (?)	See Student Performance
Reading	22	В	School District State Total Group	76%	2 2 6 6	76 75 65 65	11 12 8 8	8 8 17 16	3 3 4 3	Easy	Words in Context (?) Analysis in Science (?)	See Student Performance
Writing and Language	9	в	School District State Total Group	76% 75% 75% 75% 75% 75% 75% 75% 75% 75% 75	6 5 13 13	76 75 69 68	4 4 8 8	13 14 9 10	1 1 1	Easy	Expression of ideas ? Words in Context ?	See Student Performance

## GRADE 10 Part IV: Needs (Questions 0-25% of Student Answered Correctly)

All	Test Portion		Correct Answer		Student Responses								
		Question		Percent Correct by Group		A%	B%	6 C%	D%	Omit%	- Difficulty	Related Cross-test Scores and Subscores	Student Performance
$\square$	Reading	24	D	School	14%	9	9	64	14	3	Hard	Analysis in Science ?	See Student Performance
$\cup$				District	14%	10	10	63	14	3		0	
				State	10%	14	13	58	10	4			
				Total Group	10%	13	13	59	10	4			
	Reading	37	C	School	23%	23	28	23	14	11	Medium	Analysis in History/ Social Studies 🤶	See Student Performance
_				District	23%	24	27	23	15	11			
				State	28%	25	23	28	11	13			
				Total Group	29%	26	23	29	11	11			
	Reading	42	A	School	19%	19	19	28	18	17	Medium	Analysis in Science (?)	See Student Performance
				District	20%	20	20	27	17	16			
				State	22%	22	20	25	15	18			
				Total Group	24%	24	20	26	15	15			
	Reading	43	A	School	21%	21	12	27	23	17	Medium	Analysis in Science (?)	See Student Performance
				District	21%	21	12	28	23	16			
				State	24%	24	14	26	16	19			
				Total Group	25%	25	14	27	17	16			
	Reading	44	С	School	22%	28	22	22	11	17	Medium	Analysis in Science ?	See Student Performance
9				District	22%	28	22	22	12	16			
				State	26%	19	20	26	16	19			
				Total Group	28%	19	20	28	16	17			
	Reading 45	45	D	School	21%	19	22	20	21	18	Medium	Command of Evidence ? See S Analysis in Science ?	See Student Performance
$\Box$				District	21%	20	23	20	21	17			
				State	26%	15	21	18	26	20		Analysis in aclence	
				Total Group	27%	16	22	17	27	17			
	Reading	47	A	School	24%	24	23	19	16	17	Hard	Command of Evidence ?	See Student Performance
				District	25%	25	23	18	16	16		Analysis in Science (?)	
				State	20%	20	26	19	15	20		Analysis in Science	
				Total Group	21%	21	27	19	15	17			

$\square$	Writing and Language	1	A	School	20%	20	17	29	33	1	Medium	Standard English Conventions ?	See Student Performance
_				District	21%	21	16	29	33	1			
				State	30%	30	16	30	24	1			
				Total Group	30%	30	15	29	26	1			
	Writing and Language	14	в	School	22%	49	22	19	8	2	Hard	Expression of Ideas (?)	See Student Performance
				District	22%	48	22	20	9	2		Analysis in History/ Social Studies (?)	
				State	27%	42	27	18	11	2		Analysis in History/ Social Studies	
				Total Group	29%	40	29	18	11	2			
	Writing and Language	16	с	School	24%	9	30	24	34	2	Medium	Standard English Conventions (?)	See Student Performance
$\Box$	mining and Earlightings	10		District	25%	10	29	25	34	2		Standard English Conventions	
				State	32%	8	23	32	34	3			
				Total Group	33%	9	22	33	34	3			
	Writing and Language	23	D	School	24%	18	12	44	24	1	Medium	Standard English Conventions (?)	See Student Performance
	Withing and Earlightinge	20	0	District	24%	20	12	43	24	1	Wiedlam	Standard English Conventions	occ ordoent renormance
				State	29%	27	12	31	29	2			
				Total Group	30%	25	12	31	30	2			
	Writing and Language	27	A	School	18%	18	22	17	40	3	Hard	Standard English Conventions (?)	See Student Performance
	Writing and Language	21	6	District	17%	17	24	16	39	3	Haro	Standard English Conventions	See Student i enormance
				State	16%	16	26	20	34	3			
				Total Group	17%	17	25	20	34	3			
	Writing and Language	35	в	School	23%	41	23	16	13	7	Hard	Standard English Conventions (?)	See Student Performance
	which y and canguage	30	Þ	District	24%	41	24	15	13	7	natu	Standard English Conventions	See Student Performance
				State	24%	40	24	14	13	9			
				Total Group	25%	40	25	14	13	8			
_	and an and a state of the state		1.2.			-					2000 TC-		
	Writing and Language	43	в	School	23%	26	23	26	19	6	Medium	Command of Evidence ?	See Student Performance
				District	23%	26	23	26	18	5		Expression of Ideas (?)	
				State	30%	22	30	20	14	13		Analysis in Science (?)	
				Total Group	31%	20	31	22	15	12			
	Writing and Language	44	D	School	8%	28	39	19	8	7	Hard	Standard English Conventions (?)	See Student Performance
				District	8%	29	38	18	8	7			
				State	12%	27	28	20	12	13			
				Total Group	14%	28	28	19	14	12			

Part II: Analysis of Stu	udent Work Grade 11	( <mark>69.1%</mark> ) of s	tudents at or above master
Students at Developing Levels (Less than 420)	Students Approaching Mastery (420-450)	Students at Mastery (460-470)	Students Above Mastery (480 and up)
20/97=20.6%	10/97=10.3%	9/97=9.3%	58/97=59.8%
	Charles to Parad		

Students listed in all categories

#### **GRADE 11** Part III: Strengths (75-100% of Students Correct)

Strengths of Work	Topic or Question Type	Instructional Strategies that Contributed to Success
<ul> <li>Words in Context <ul> <li>As used in line 4, "figure" most nearly means</li> <li>As used in line 17, "staggering" most nearly means</li> <li>As used in line 28, "tailored" most nearly means</li> <li>As used in line 15, "relish" most nearly means</li> <li>As used in line 3, "spreading" most nearly means</li> <li>The use of "pounced" in line 27-28 has the main effect of suggesting lvy's</li> </ul> </li> </ul>	Words in Context Easy	Vocabulary- district focus-lots of practice across grade level and content areas. Difficulty level-l easy
Q19 The main purpose of the passage is to	Easy Analysis in Sci	Difficulty level-l easy Lots of work around summary and theme in gr. 9 & 10. For example: one task-Practice passage paraphrase- sum it up.
<b>Q26</b> According to figure 1, what was the highest ambient temperature on day 2?	Easy Analysis in Sci	Difficulty level-l easy Science was working on this as part of their units over the last two years (reading figures)read like a scientist.
<b>Q5</b> meeting with—applicants based on how well they meet employers' listed qualifications, such as 5 education, level work: experience, or veteran status.	Easy Conventions	Difficulty level-l easy Demonstrating Knowledge of comma usage
<b>Q9</b> These financial savings can be passed on to applicants via 9 <u>way cheaper</u> <u>costs to crash fairs.</u>	Easy Exp. of Ideas Words in Context	Difficulty level-easy Students are able to recognize casual language. An area teachers provide a lot of feedback in their writing.

#### **GRADE 11** Part IV: Needs (Questions 26-50% of Student Got Correct)

Focusing on questions students scored between 45-50% correct

Patterns or Common Characteristics of Students	Fundamental Problems of Work
Needing Improvement	(errors, misconceptions, mastery of specific concepts, lack of
Needing improvement	development-what might have "tripped" the students up
	with these style of questions?
Command of Evidence	-Students struggling with relevant vs. compelling
Q9-Which choice provides the best evidence for the	evidence.
answer to the previous question? (49%)	-Students need to choose BEST or most ACCURATE
	instead of most interesting.
Q20-Which choice best supports the idea that, in	-Students need to discern the level of persuasive
addition to generating power, thermal resonators can	charge and rank evidence choices.
have indirect benefits? (49%)	-Students need to determine if the evidence is
022 Which choice provides the best ovidence for the	logical or really convincing?
Q32-Which choice provides the best evidence for the answer to the previous question? (48%)	
Q41-Which choice provides the best evidence for the	
answer to the previous question? (49%)	
Q6 (WL)-Which choice most accurately represents the	
information in the graph? (43%)	
	Students need to grapple and spend more time
<b>EXPRESSION of IDEAS</b> Q24 (WL)- The writer is considering deleting the	Students need to grapple and spend more time dissecting the question- Revision and editing
underlined portion, adjusting the punctuation as	practice- students want to do "one and done"
needed. Should the underlined portion be kept or	practice-students want to do one and done
deleted? (46%)	Looking at the line of reasoning. Students need to
	look at the pattern of tone <i>this requires multiple</i>
Q28-The writer wants to add the following sentence to	reads of a passage and takes more time.
this paragraph.	
Repeating a word too often might indicate a lack of	Looking at rhetorical analysis- look at the
attention.	placement and the power between the linesthis
	requires multiple reads of a passage and takes
The best placement for the sentence is (47%)	more time.
	Looking at the placement of evidence- students
	struggle to take the time to read the entire piece
	before determining the placementthis requires
	multiple reads of a passage and takes more time.
	Two Yes answers and Two no answers- have to
	choose from two answer choices need to weigh
	options and determine the better choice.
Drawing Conclusions/ Making Inferences	Both part of a paired passage question- this
Q11-Based on Passage 1, Whyman would probably	requires analysis of two pieces and determining
agree that when making decisions about funding artistic	their similarities and differences.
projects, public officials should prioritize projects that	
(49%)	

Q17-It can most reasonably be inferred from the passages that the author of Passage 2 would likely object to the claim made in <u>line 8-10</u> , Passage 1 ("However jobs"), on the grounds that (47%)	Students need to recognize multiple claims. Capture what each stakeholder is defending. Then think about how to respond to each other. (q17). Students need to identify the stance first before they can develop the counterclaim. Students struggle with the author's intent- what are they saying and suggesting?
<b>Conventions</b> Q8-The high cost of traditional fairs <b>8</b> <u>is</u> due to various expenses—including travel costs for hiring managers, production costs of promotional materials, and rental fees for booth space—that aren't required for online fairs. (46%)	
<b>Conventions</b> Q26 (WL)-Noticing the <b>25</b> <u>word's repeated recurrence</u> in the dialogue of Mr. Woodhouse, a character in <i>Emma</i> (1815), <b>26</b> <u>an assumption was made by Burrows that the</u> <u>word was</u> symptomatic of the character's narrow worldview. (46%)	Struggle with understanding passive voice Vocabulary understanding- <i>symptomatic</i> - might not know the meaning of that word.
<b>Conventions</b> Q42 (WL) The team also found that adjusting the angles of the flippers as it swam <b>42</b> which the fossils show the plesiosaur would have been able to do—would have allowed the plesiosaur to optimize its energy usage. (46%)	

#### Part V: Future Instruction

Students to Whom	Skills to Reteach	High Impact Instructional	Method of
to		Strategies and Differentiation	Re-assessment
All students	Command of Evidence	Homework & Practice Spaced vs. mass practice -Students need to practice using annotation- thoughts while reading. -As part of the annotation process, students should start identifying and labeling evidence while reading. -As students identify the evidence, they need to start sorting and ranking evidence while reading. (note-taking process)	SAT CommonLit assignments

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		Homework & Practice	
		Spaced vs. mass practice	
		-Repeated practice with shorter	
		pieces-common lit passages	
		Cooperative Learning	
		Similarities & Differences	
		-after reading the passage and	
		reviewing the questions, have	
		students rationalize their	
		placement of their sentences.	
		Discuss why the line belongs at	
		that point in the passage and not	
		somewhere else. Group members	
		can debate student's rationale.	
		Homework & Practice	
		Spaced vs. mass practice	
		Summarizing & note-taking	
		-Have examples of writing that	
		students can analyze to better	
		understand the author's craft.	
		-Have students understand the	
		different types of tone that exist	
		within a piece <i>start this work</i>	
		earlier in their high school	
		careerVERTICAL ALIGNMENT-	
		what do we want them to know at	
		the end of each grade?	
		-Have students complete a <b>graphic</b>	
		organizer identifying where in	
		each piece certain craft moves are	
		used, and what tone that creates.	
		used, and what tone that creates.	
		Homework & Practice	
		Give students sample sentences	
		and have them place the	
		sentences in order based on tone.	
		Practice first through speaking	
		before implementing it in writing.	
	Inferencing/ Drawing	Homework & Practice	
	Conclusions	Spaced vs. mass practice	
		Similarities & differences	
		Paired Passages:	
		-Looking at the author's intent.	SAT
All students		-Determining the claim of each	
		passage.	Class assignments
		Provide practice of utilizing paired	
		passages- make sure to read the	
		blurb/context at the top to help	
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	you understand the purpose. Analyzing the rhetorical situation, before you read the two passages Start with one passage and think about the response before sharing the second passage. <b>Cooperative Learning</b> DEBATE SKILLS- vertical alignment across grade levels.	
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#### **GRADE 11** Part IV: Needs (Questions 0-25% of Student Got Correct)- *complete if we have time*

Patterns or Common Characteristics of Students Needing Improvement	Topic or Question Type	Fundamental Problems of Work (errors, misconceptions, mastery of specific concepts, lack of development
<b>Command of Evidence</b> Q45 Which choice provides the best evidence for the answer to the previous question?	Command of Evidence Analysis in Science	
Q47 Based on the passage, if life was found on another planet, which additional discovery would be most consistent with the conclusions of Ginsburg's team?		
Understanding of Grammar Conventions	Hard Conventions	
[comma usage] Q1 In a traditional job fair, prospective employees gather in a 1 <u>room filled with booths to browse for</u> <u>information</u> and chat with representatives of different employers. In a virtual job fair, Q27 Mr. Woodhouse is content to stay in one place; 27 <u>so too</u> , Burrows suggested, is he content with a "limited and repetitive" idiolect,		
[pronoun usage]		

Q35The flippers in one pair differ markedly in size and shape from <b>35</b> <u>the other pair.</u>		
[verb tense] Q44 The results of the plesiosaur simulations are both helping paleontologists finally understand how this unique creature moved and 44 <u>shed</u> new light on the engineering of flipper propulsion		
Analysis/Drawing Conclusions Q24 Based on the passage, which choice best describes one aspect of the relationship between the two sides of the thermal resonator?	Hard Analysis in Science	

#### Coventry Public Schools English Language Arts Standards Instructional Strategies of Focus

#### Instructional Strategies and Effect Sizes

Meta-analysis Marzano, Pickering, Pollock

- Identifying similarities and differences 1.61; percentile gain 45
- Summarizing and note taking 1.0; percentile gain 34
- Reinforcing effort and providing recognition .80; percentile gain 29
- Homework and practice .77; percentile gain 28
- Nonlinguistic representations .75; percentile gain 27
- Cooperative learning .73; percentile gain 27
- Setting objectives and providing feedback .61; percentile gain 23
- Generating and testing hypotheses .61; percentile gain 23
- Cues, questions, and advance organizers .59; percentile gain 22

#### Doug Reeves

• Nonfiction Writing/ Writing to Learn

3<sup>rd</sup> grade correlation history 5<sup>th</sup> grade correlation history 8<sup>th</sup> grade correlation history .87 .75 .79

John Hattie Influences and Effect Sizes Related to Student Achievement, "Visible Learning" (avg effect size is .40)

- Collective teacher efficacy 1.57
- Self-report grades 1.44

- Providing formative evaluation 0.9
- Reciprocal teaching 0.74
- Feedback 0.73
- Spaced vs. mass practice 0.71
- Metacognitive strategies 0.69
- Vocabulary program 0.67
- Self-verbalization/Self questioning 0.64

#### Other Strategies to Consider

- Explicit Comprehension Instruction with informational texts across content areas
- Listening and note-taking with informational texts: teaching varied methods of note-taking based on podcasts, videos, speeches, direct instruction, etc.
- Word walls; direct vocabulary instruction

Who: Grade 9-12 teachers	Where: LMC Digital Den Whe	When: Wed. Oct. 19, 2022 7:40 - 10:40 am
Please bring: chromebook, access to	to pacing guides,	
Goals: Evaluating student needs and plo	planning for student success on performance tasks.	ormance tasks.
Plan		
NGSS Improvement Plan (60 minutes)	SEP: Design and Carry out Investigations (30 minutes)	s Performance Task (90 minutes)
<ul> <li>Where are we now?</li> <li>Review of student achievement data</li> <li>Where are we going?</li> <li>School SMART Goal and SLOs How will we get there?</li> <li>Theory of Action</li> <li>Translate performance goals into learning goals</li> </ul>	Try an Investigation Simulation IAB <u>Practice Tests- choose grade 8</u> Or <u>HS-LS1-3 through AVA</u> (tabled) Review rubric and learning progressions Review examples/templates	Review, select, or adapt a student centered investigation summative task and "mini-task" opportunities including simulation type IABs Assessment calendar adjustments?
<u>Trends in NGSS Assessment data</u> <u>Science Improvement plan outline</u> <u>Theory of Action Tool</u>	K12 Matrix of NGSS Investigation Pr Investigation 3D PT Scoring Guide [CHS] Template Examples(folder)	HS PEs with Investigations CHS Assessment Calendar 22-23

# Science Coaching CHS

#### Artifact L

Notes	
Minutes/Summary	Page 1 of data: Motivation for NGSSaward excellence-in house awards cords, pins, or certificates. A feather in their caps to add to resumes and college apps. Celebrations: doubled the number of advanced (moved from goal to advanced), and the goal numbers stayed high. Concerns: number of belowshow to support those students. Who are they? What do
	<b>Page 2 of data:</b> There is no advanced category because it's a smaller sample size There is no advanced category because it's a smaller sample size Celebrations: Life and physical science increased by 4% and 3% respectfully. Concerns: Earth science was low because of lack of instructionwent home for COVID in March 2020plate tectonics has historically been the rushed unit at the end. We have moved that unit to the start of science 9 now, so that should help the current 9th graders and future cohorts.
	<b>Fage 3:</b> It's surprising/interesting how performance in each SEP groupings are equal comparing CPS students to themselves but Investigating is lower compared to state scores. <b>Page 4-8 of data:</b> Celebrations: genetics, energy, ecosystems, waves & applications, no areas rated as
	"below", modeling-able to transfer concepts into the other PEs related to modeling (21!) Puzzling: coulomb's law is being taught in atomic structure, not bondingnot in sci 9, but in chem. None of the PEs assigned to sci 9 have the practice planning and conducting an investigation Surprised at how well they did with energy, but it was the last unit before the test-so fresh in their brains

	Concerns: ESSpangea and climate change lower performance tied to pacing and the shut down.
	LS4, last unit in bio 2020 honors bio 9th graders didn't get that instruction <b>Performance Goals:</b>
	School smart goal-NGSS science 5% improvement
	Department SLO goals 80% of grade 9 at or above goal School Smart Goal-SAT
Parking Lot	Will the adaptive test change the datacomparing apples to apples skill strengths or deficiencies?
	Do we know the number of special ed students included in this data? ~10 students
Next steps/Needs	Send input on prioritizing items from Theory of Action document - by Nov. 6 Share plan for Vertical Teaming with CNH on Nov. 16
Reminders	Sci9 IAB ESS1-6 Earth's history( comparison of Mars and Earth craters)

Coventry Public Schools	Mathematics Improvement Plan CNH	2022-2023
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Updating for 2022-2023				Timeline
Action Plan Steps	Grade 6	Grade 7	Grade 8	
Utilizing EdReports and additional research, evaluate the benefits of the adoption of a middle school math program, such as Eureka squared, Illustrative Math, or iReady math. Engage in collaboration with and site visits to other districts as part of this evaluation.	EdReports comparisons	Iparisons		Sept-Nov
Disaggregate SBAC data to inform planning: claim and target data, student overall math score data, student target data.	<ul> <li><u>Coaching Review</u></li> <li><u>Claims and</u></li> <li><u>Claims and</u></li> <li><u>individual</u></li> <li><u>student data</u></li> <li><u>2021-2022 Math</u></li> <li><u>SBAC Data</u></li> <li><u>Breakdown</u></li> </ul>	<ul> <li><u>Coaching Review</u></li> <li><u>Claims and</u></li> <li><u>Individual</u></li> <li><u>student data</u></li> <li><u>2021-2022 Math</u></li> <li><u>SBAC Data</u></li> <li><u>Breakdown</u></li> </ul>	<ul> <li>Coaching Review Claims and individual student data</li> <li>2021-2022 Math SBAC Data Breakdown</li> </ul>	Sept - Oct
Involve teachers and principals in reviewing student achievement data by individual class.	<ul> <li>LSWP with data first coaching</li> <li>LSWP IABS and Performance Tasks</li> </ul>	<ul> <li>LSWP with data first coaching</li> <li>LSWP IABS and Performance Tasks</li> </ul>	<ul> <li>LSWP with data first coaching</li> <li>LSWP IABS and Performance Tasks</li> </ul>	Dec -March
Review <b>IABS</b> and develop a plan for the inclusion of at least two IABs related to areas for growth into instruction and assessment. Practice two IABs on computer and use questions from other IABS on paper. Use the Looking at Student Work Protocol to disaggregate data at each grade level and to inform instruction. Practice SBAC and IAB questions during and after each math module.	<ul> <li>CNH <u>Assessment</u> <u>Calendar</u> SWP for Number System IAB OR Number System IAB OR SWP for Ratios and Prop IAB</li> <li>SWP for Ratios and Prop IAB</li> <li>Pacing Guide with Stems linked in Coaching</li> </ul>	<ul> <li><u>CNH Assessment</u></li> <li><u>Calendar</u></li> <li>SWP for Number</li> <li>SWP for Number</li> <li>SWP for Ratios</li> <li>and Prop IAB</li> <li>Pacing Guide</li> <li>with Stems</li> <li><u>Iinked in</u></li> <li><u>Coaching</u></li> <li><u>Agenda</u></li> </ul>	<ul> <li>CNH Assessment Calendar Calendar CNH students taking CHS math assessment calendar SWP for Solving Linear Equations IAB OR</li> <li>SWP for Solving Linear Equations IAB OR</li> <li>SWP for SWP for</li> </ul>	Sept - May

Coventry Public Schools Mathematics Improvement Plan CNH 2022-2023
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	Oct - April	Sept - Oct
Equations 1 IAB • Pacing Guide with Stems linked in • Coaching Agenda	<ul> <li>CNH Assessment Calendar shows specific PTs used. All individual assessments on Google Forms.</li> <li>CNH students taking CHS math assessment calendar shows the specific tasks being taken in Alg I and geometry so PTs are not overlapped.</li> <li>SWP for PT Sample PT warm-up All students</li> </ul>	
	<ul> <li>CNH Assessment Calendar shows specific PTs used. All individual assessments on Google Forms.</li> <li>SWP for PT Sample PT warm-up All grade 6 students taking grade 7 math will take the correlating gr 6 Practice PT.</li> </ul>	
Agenda	<ul> <li>CNH Assessment Calendar shows specific PTs used. All individual assessments on Google Forms.</li> <li>SWP for PT Sample: See days 2-4</li> </ul>	
Ensure that the 8th grade students taking high school math are involved in these practices and that their teacher is supported using the LSWP to analyze the student work to inform instruction.	Identify three <b>performance tasks</b> for students to complete individually at each grade level. Replicate testing conditions including the amount of time needed to complete the entire performance task. Support students in developing stamina by completing tasks on the computer. Use the Looking at Student Work Protocol to disaggregate data on performance tasks and to inform instruction. Consider using portions of other performance tasks and to inform instruction. Ensure that the 7th and 8th grade students taking the two or three used for assessment. Ensure that the 7th and 8th grade students taking high school math are involved in these practices and that their teacher is supported using the Low to inform instruction.	Align SLO's to student IAB performance.

	Sept - May	Sept - May
6202-2202		<ul> <li>Oct and <u>Nov</u> <u>Coaching:</u> <u>Review IAB fo</u>r spiraling, questions stems, pacing, and assessment.</li> </ul>
	<ul> <li>Oct and Nov Coaching → Target B looking at intro to dividing fractions and instruct teachers on different techniques, pacing, question stems, and assessments Discussion on how number systems results on 5th grade SBAC can affect applications in geometry</li> </ul>	
	<ul> <li>In Grade 6 develop additional and rigorous lessons and assessments for target report topics that are "Performance similar to the test as a whole and at/near the proficiency standard" with a focus on the following targets:</li> <li>Target A: Understand ratio concepts and use ratio reasoning to solve problems.</li> <li>Target B: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</li> <li>Target C: Compute fluently with multi-digit numbers and find common factors and multiples.</li> <li>Target D: Apply and extend previous understandings of numbers to the system of rational numbers.</li> <li>Target E: Apply and extend previous understandings of arithmetic to algebraic expressions.</li> <li>Target F: Reason about and solve one-variable equations and inequalities.</li> <li>Target I: Develop an understanding of statistical variability.</li> <li>Target I: Develop an understanding of statistical variability.</li> <li>Target I: Solve real-world and mathematical problems involving area, surface area, and volume.</li> </ul>	<ul> <li>In Grade 7 develop additional and rigorous lessons and assessments for target report topics that are "Area of weakness and below the proficiency standard? and "Performance similar to the test as a whole and at/near the proficiency standard" with a focus on the following targets:         <ul> <li>Target I: Investigate chance processes and</li> </ul> </li> </ul>

## Coventry Public Schools Mathematics Improvement Plan CNH 2022-2023

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	Sept - May
	<ul> <li>October Coaching: discuss how 7th grade rational numbers will effect bivariate data October Conversations: Met with teacher to review similarity vs congruent question stems and make sure they align and are embedded into the lessons within the unit.</li> </ul>
Revise many online activities from Covid to make back into hands-on activities to increase engagement for units 1, 2 and 3. Embed geometry into Rational numbers as an application and chance for more practice on both topics. Rational numbers was moved first to allow for more time on algebra.	
<ul> <li>develop, use, and evaluate probability models.</li> <li>Target B: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</li> <li>Target D: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</li> <li>Target E: Draw, construct, and describe geometrical figures and describe relationship between them.</li> <li>Target F: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</li> <li>Target G: Use random sampling to draw inferences about a population.</li> </ul>	<ul> <li>In Grade 8 develop additional and rigorous lessons and assessments for target report topics that are "As Expected and near the proficiency standard" with a focus on the following targets:</li> <li>Target A: Know that there are numbers that are not rational, and approximate them by rational numbers</li> <li>Target B: Work with radicals and integer exponents</li> <li>Target B: understand the connections between proportional relationships, lines, and linear equation</li> <li>Target D: Analyze and solve linear equations and pairs of simultaneous linear equations</li> <li>Target E: Define, evaluate, and compare functions</li> </ul>

	Sept - April	Sept - May	Sept - May
This unit was moved first to allow more time on functions and algebra.	<ul> <li>Warm-ups</li> <li>Performance</li> <li>Task Overview</li> </ul>	<ul> <li>Homework sample (with claims on hw)</li> <li>Unit Assessment sample (with claims on assessment)</li> <li>Assessment Calendar</li> </ul>	<ul> <li>At each coaching day, pacing and exact lessons are evaluated and revised as needed.</li> </ul>
	<ul> <li>Warm-ups</li> <li>Performance</li> <li>Task Overview</li> </ul>	<ul> <li>Homework sample (with claims on hw) Unit Assessment sample (with claims on assessment)</li> <li>Assessment Calendar</li> </ul>	
	<ul> <li>Warm-ups</li> <li>Performance</li> <li>Task Overview</li> </ul>	<ul> <li>Homework sample (with claims on hw)</li> <li>Unit Assessment sample (with claims on assessment)</li> <li>Assessment Calendar</li> </ul>	<ul> <li>At each coaching day, pacing and exact lessons are evaluated and revised as needed.</li> </ul>
<ul> <li>Target F: Use functions to model relationships between quantities</li> <li>Target G: Understand congruence and similarity using physical models, transparencies, or geometry software</li> <li>Target H: Understand and apply the Pythagorean theorem</li> <li>Target I: Solve real-world and mathematical problems involving volume of cylinders, cones and spheres</li> <li>Target J Investigate patterns of association in bivariate data.</li> </ul>	Create pieces of performance tasks that will be used for instruction and formative assessment for claims, 2,3,4. Develop a template that identifies each performance task that will be used for instruction and formative assessment , how it will be used, and the timeline for implementation	Identify how and when progress monitoring will occur for all targets and claims of focus (IABS , End of Unit Assessments, Performance Tasks, Problem Solving Tasks)	Evaluate and revise pacing in grades 6 and 8

	<ul> <li>Pacing guide sample</li> <li>Also monitor with walkthroughs</li> </ul>		<ul> <li>Pacing guide sample</li> <li>Also monitor with</li> <li>walkthroughs</li> </ul>	
Ensure the continued use of SBAC question stems in instruction including in the high school Algebra I classes taken by Grade 8 students. → Have Jen F. and Allyson develop where they will use the question stems.	<ul> <li>SBAC question stems</li> <li>At every coaching, teacher review the SBAC question stems to notice difficulty levels and question types. Teacher review their pacing to determine where question stems already and determine where to introduce question stems not already in place.</li> </ul>	<ul> <li>SBAC question</li> <li>stems</li> <li>At every</li> <li>coaching, teacher review the SBAC question stems to notice difficulty levels and question</li> <li>types. Teacher review their pacing to determine where question</li> <li>stems already come into play and determine</li> <li>where to introduce</li> <li>question stems</li> <li>not already in place.</li> </ul>	<ul> <li>SBAC question stems</li> <li>At every coaching, teacher review the SBAC question stems to notice difficulty levels and question types. Teacher review their pacing to determine where question stems already come into play and determine where to introduce question stems not already in place.</li> </ul>	Sept - May
Include choice, but align student goal setting to the targets or claims that are areas of need and involve students in tracking their progress on achievement of those goals.	<ul> <li>Coaching: Create <u>student</u> <u>goal-setting form</u> and determine progress monitoring dates (IABs)</li> </ul>	<ul> <li>Coaching: Create student goal-setting form and determine progress monitoring dates (IABs)</li> </ul>	<ul> <li>Coaching: Create <u>student</u> <u>goal-setting form</u> and determine progress monitoring dates (IABs)</li> </ul>	SeptOct.

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Design professional development based on SBAC data analysis for grades 6-8	<ul> <li>All Items Below for Math Coaching time:</li> <li>Review target results for each chapter before going in to revise it to determine whether last year's instruction yielded above, approaching, or developing results</li> <li>Review all question stems by unit, including differentiation, prior to or during the review and revision of each unit.</li> <li>Create student goal setting forms based on the claims (and targets when appropriate) of need.</li> <li>Determine computer IABs based on areas of need and strands of emphasis.</li> <li>Modeling of stems or techniques</li> <li>Design follow-up activities based on IAB</li> </ul>	ng in to revise it to I above, rentiation, prior to laims (and targets d and strands of
Consider approaches to provide time for high school teachers of Alg and Geometry of 7th and 8th grade math students to collaborate with 8th and 7th grade math teachers.		
Develop objectives and resources for all Professional Development trainings for 6-8 coaching.		
In Grade 6 Provide models for use of researched based instructional strategies and practices employed in math, especially iand ; provide training for teachers on these strategies and practices, and further integrate them into instruction. Teacher led discussion with higher order thinking questions tht lead to student concept to procedure connections. Elevate instruction to build student concepts rather than just complete procedures Provide in class modeling including demonstration lessons on instructional strategies for units involving identified targets.	<ul> <li>Planning time-video</li> <li>Dec Coaching: Model Tape Diagrams</li> <li>Model 3 ways to solve percent questions</li> </ul>	Co-teach Pythagorean Theorem lesson Module differentiation and question stems for systems of equations and scatter plots
For all teachers of math intervention, clarify practices related to the structure of the	Every other Monday Goal setting and	

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intervention time, the use of the ALEKS math program, and the integration of student goal setting into intervention. Consider the implementation of pass/fail grading for math intervention to focus on task completion	review of progress on ALEKS and core math class assignment. ALEKs minutes 60 a week
	Instructing on claims 2,3,4 Sept-Reviewed all SBAC data along with IAB data to identify additional students for intervention and students for CUSP programming.
Brainstorm new approaches for providing extra time and instruction for the skill development aligned to standards of emphasis for students who neared passing or just passed SBAC math in 2022.	Sept-Reviewed all SBAC data along with IAB data to identify additional students for intervention and students for CUSP programming.
Utilize math tutor to support cusp students.	
Consider using the long-term substitute to pull small groups to provide extra support to cusp students in achieving the target areas. do we have building sub? certified teacher	
Continue to evaluate SBAC testing arrangements and protocols and continue to test math cohort groups to meet the testing needs of individual students. Work with the CHS Principal to ensure	

## Coventry Public Schools Mathematics Improvement Plan CNH 2022-2023

that testing arrangements support student engagement of students taking high school math			
Utilize classroom walkthroughs to document pacing and implementation of instructional strategies as well as approaches developed during coaching.	Sept. 9/19 walkthrough		

Grade Level: <u>6</u>

Date: <u>2/21/23</u>

#### **Student Work Protocol**

#### **Part I: Background Information**

Name of Task: \_\_\_\_\_Gr. 6 Ratio and Proportion IAB\_\_\_\_\_\_

What standard(s) does this align to? \_\_\_\_\_6.RP\_\_\_

What is the purpose of the task? <u>Assess on Ratios and Proportions SBAC-type questions</u>

Where does the task fit within the instructional sequence: **beginning middle** end

What have students already learned from this lesson/unit when they approach the task?

#### The ratio and proportion standards during the ratio unit and percent unit

#### Part II: Analysis of Student Work

	Students Below	Students Near	Students At	Students Above	Students At or
	0-5 Qu	6-7 Qu	8-10 Qu	11-13 Qu	Above
Gr 6 only	31 Students	18 Students	22 Students	24 Students 26.3%	46 Students
(102)	32.6%	18.9%	23.2%		48.5%

	Below	Near	At	Above	
2020-2021	28.4%	11.8%	35.3%	24.5%	59.8%

Prior Results	1	2	3	4	5	6	7	8	9	10	11	12	13
% Correct '17	90	64	54	87	81	50	72	63	49	46	38	38	51
% Correct '18	92	67	59	93	83	64	75	70	62	62	58	48	64
% Correct '19	95	72	69	94	83	73	75	75	78	73	72	53	66
% Correct '20	92	65	63	96	97	71	86	72	72	71	64	50	76
% Correct '21	93	66	44	89	83	65	80	72	55	61	57	39	64
% Correct '22 Gr 6 only	87	67	37	89	83	58	69	56	40	42	38	28	56
% Correct '23	84	65	47	85	77	64	65	56	42	45	41	31	55

#### Part III: Strengths

<b>Strengths of Work</b> $\geq$ 70% of students correct	Instructional Strategies that Contributed to Success
# 1 : easy, Find 100% of a number	Began the % unit with the idea of all and 100%. Given visuals of all/100% as well as relatable scenarios like getting 100% on a test. Problem seen on homework & tests
#4 : easy, Fill in the Missing Number in a Table	Vertical and horizontal relationships were a focus throughout the unit.
#5 : easy. moderate, Solve word problem for unit Rate	Making students set up the equivalent ratios using labels. Students could also find the unit rate and then multiply to find the equivalent ratio.

#### Part IV: Needs (0-50% of Students Correct)

Patterns or Common Characteristics of Students Needing Improvement	Fundamental Problems of Work (errors, misconceptions, mastery of specific concepts, lack of development)				
#3, Difficult, is % of #	Students did not take the time to set up the				
#9 , Difficult, is 40% of 60	percent proportion.				
#10, mod, 25% of is 20 # 11, difficult, 20% of is 40	They always found the part and only estimated to do so.				
#12, Difficult, Difference betw. 25 and 30 percent less than a number					
Moderate Need: 51-69% of Students Correct					
#2, difficult, Conversion Factor	Worked a lot on this. Keep drilling the question: What number is needed to make the ratio true?				
#6, mod, word problem 25% is 6, find the total	Students did not take the time to set up the percent proportion.				
#7: easy. moderate, Solve word problem for unit Rate	Students did not annex a 0 and only found the answer to the nearest whole.				
#8 : moderate, Find all equivalent ratios of \$18 for 6	Students found the unit rates, but did not know how to compare them.				
#13, Moderate, 50% of is 19	Students did not take the time to set up the percent proportion.				

#### Part V: Future Instruction 2022

Students to Whom to Re-teach (Names deleted for confidentiality)	Skills to Reteach	High Impact Instructional Strategies and Differentiation	Method of Re-assessment
	100% = All #1 50% = half	In Intervention: Visualize and label using the whole and the half.	Successful completion of <u>50%</u> and 100% Reteach
	Long division - unit rate	In Intervention: Have student practice step-by-step to see where the disconnect is and reteach any piece as needed	Successful completion of <u>long</u> <u>division practice</u>
	Unit Rate (#5, 7)	In Intervention: <u>Unit Rate Practice</u> How do we get to 1, what do we have to do to split it evenly?	Successful completion of <u>Unit</u> <u>Rate Exit ticket A</u> containing #5 from IAB
All	Percent (#3, 6, 9-11, 13)	Reteach GCF in integers to encourage students to simplify ratios. <u>Finding the common mistake</u>	Successful completion of <u>Percent Exit ticket</u> containing #1, 3, 6, 9-11, 13 from IAB
All	Comparing Unit Rates	What does it mean to have the same unit rateredefine. Sorting practice with similar unit rates. Discuss what makes them similar vs. the same	Unit rate card sort
All	Conversion Factor	What number is needed to make the ratio true?	Successful completion of <u>Conversion Reteach</u>

#### Grade 6 Ratio and Proportion IAB

Qu	Level	Qu Type	% Corr	Errors
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1	Easy	<b>Find the whole</b> 100% of = 50	84%	Conceptual Did 100 ÷ 50 Did 50 ÷ 2 Did 100 x 2
2	Diffic ult	Conversion factor $\left(\frac{3.5 \text{ feet}}{1}\right) \left(\frac{\text{linches}}{1 \text{ foot}}\right) \left(\frac{2.54 \text{ centimeters}}{1 \text{ inch}}\right)$	65%	<b>Conceptual</b> Multiplied, added, or subtracted the numerators.
3	Diffic ult	<b>Find the Part</b> is 60% of 70	47%	Procedural Found a part, but not the correct part (estimated 50% and went up a few: 50, 40) Conceptual All sorts of numbers
4	Easy	Fill in the Table for the Missing Valuex2357y81228	85%	Computation x by 3ProceduralCounted $\uparrow$ or $\downarrow$ 4 from prior numberConceptual Entered 4
5	Easy	<b>Find the Unit Rate</b> Mark ran 15 miles in 135 minutes. Assume Mark maintains a constant speed. Enter the number of minutes it takes Mark to run 1 mile.	77%	<b>Computation</b> <b>Conceptual</b>
6	Moder ate	<b>Find the Whole in a Word Problem</b> Brett colors 25% of the total shapes on his paper. He colors 6 shapes. Enter the number of shapes on Brett's paper.	64%	<b>Conceptual</b> Put the percent Did 25 ÷ 6
7	Moder ate	<b>Find the Unit Rate</b> A bus can travel 194 miles in 4 hours. How many miles can the bus travel in 1 hour? Answer: 48.5	65%	Computation Conceptual Didn't know to divide Procedural Rounded
8	Moder ate	Equivalent Ratios to 3 for \$18Same unit rateA jar of jam sold at \$25 for 5.Image: Colspan="2">Image: Colspan="2" Colspa	56%	<b>Computational</b> Correct in only row #1 (Majority) <b>Graphic</b> Skipped a row
9	Diffic ult	<b>Find the Part</b> is 40% of 60	42%	<b>Procedural</b> Estimated Part: 20 or 25
10	Moder	Find the Whole	45%	Conceptual

	ate	25% of is 30		Most answered 20 or 15
11	Diffic ult	<b>Find the Whole</b> 20% of is 40	41%	<b>Conceptual</b> No pattern to correct answers
12	Diffic ult	<ul> <li>Percent Off Word Problem</li> <li>Jason and Marc each bought a new video game for \$40.</li> <li>Jason sold his game to the used game store for 25% less than the original price.</li> <li>Marc sold his game to the used game store for 30% less than the original price.</li> <li>Enter how much more money, in dollars, Jason received for his video game than Marc received</li> </ul>	31%	<b>Conceptual</b> Subtracted percents (5) (maj)
13	Moder ate	<b>Find the Total</b> 50% of is 19	55%	<b>Conceptual</b> No pattern to correct answers

#### Artifact N Coventry Public Schools Mathematics Standards for SLO Setting Instructional Strategies of Focus 2015-2016

Instructional Strategies and Effect Sizes	
Meta-analysis Marzano, Pickering, Pollock	
· Identifying similarities and differences 1.61; percentile gain 45	
Summarizing and note taking 1.0; percentile gain 34	
• Reinforcing effort and providing recognition .80; percentile gain 29	
• Homework and practice .77; percentile gain 28	
• Nonlinguistic representations .75; percentile gain 27	
Cooperative learning .73; percentile gain 27	
Setting objectives and providing feedback .61; percentile gain 23	
• Generating and testing hypotheses .61; percentile gain 23	
· Cues, questions, and advance organizers .59; percentile gain 22	
Doug Reeves	
• Nonfiction Writing/ Writing to Learn	
3 <sup>rd</sup> grade correlation math 5 <sup>th</sup> grade correlation math 8 <sup>th</sup> grade correlation math	
.88 .77 .83	
John Hattie Influences and Effect Sizes Related to Student Achievement, "Visible Learn	ing"
(avg effect size is .40)	ing
· Self-report grades 1.44	
· Providing formative evaluation 0.9	
· Reciprocal teaching 0.74	
· Feedback 0.73	
• Spaced vs. mass practice 0.71	
· Metacognitive strategies 0.69	
· Vocabulary program 0.67	
Self-verbalization/Self questioning 0.64	
Other Strategies to Consider	
• Use of essential question and big ideas in instruction	
<ul> <li>Involve students in creating multiple representations of concepts-models, arrays,</li> </ul>	etc
	cic.
Math journals-writing to learn	
• Word walls; direct vocabulary instruction-vocabulary programs	

#### Artifact O



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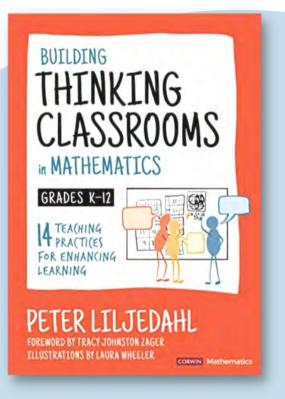
### BUTLDING THINKING CLASSROOMS IN MATHEMATICS WORKSHOP WITH DR. PETER LILJEDAHL

#### **April 6, 2023** 8:30 am - 11:30 am EST

The Lyceum Conference Center 227 Lawrence St, Hartford, CT 06106

THIS COMPLIMENTARY SESSION IS SPECIFICALLY FOR DISTRICT SUPERINTENDENTS AND ONE CENTRAL OFFICE GUEST ONLY.





#### REGISTER TODAY!!



REGISTRATION REQUIRED: http://bit.ly/3BCQafZ



Coventry Public Schools Science Improvement Plan CHS 2022-2023	
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Action Plan Steps	Resources, Information, Needs	Timeline	Completion Outcomes
A. Data Disaggregation and Next Steps for Instruction			
<ol> <li>Disaggregate NGSS data to inform planning: claims, performance expectations, disciplinary core ideas.</li> </ol>	Edsight Secure, NGSS data portal	Sept. 2022	*NGSS 21-22 PE Analysis (HS) with CW notes v 8/17/22 Reviewed with principal, Michele, dept. leader and at first department coaching
<ol><li>Involve teachers and principals in reviewing student achievement data by individual class.</li></ol>	Disaggregated data, coaching dates		2021-2022 NGSS Results by Teacher
<ol> <li>Evaluate data related to the claims and performance expectations and develop and embed lessons into the bundles to address those gaps.</li> </ol>	Coaching time, review of current bundles and lessons		<ul> <li>10/19/22CHS Science Coaching</li> <li>CHS Science Improvement Plan - Theory</li> <li>of Action 2022-2023</li> </ul>
B. Pacing and Curriculum Implementation			
<ol> <li>Pacing and Curriculum Implementation: Implement new unit pacing for each unit in Science 9 and Chemistry. Evaluate and address additional challenges related to pacing so that all curriculum bundles in both courses are taught throughout the year.</li> </ol>	Pacing Guides, Coaching Sessions, Classroom Walkthroughs		Pacing Guides: <u>SCI9, BIO, CHEM</u> <u>Sci9 Climate Change Unit outline</u> and lesson <u>pacing guide</u>
<ol> <li>To address student knowledge gaps in Disciplinary Core Ideas,</li> <li>develop a plan to address all 19 of the performance expectations in Earth and Space Sciences through full implementation of the curriculum units, 15 of which are in Science 9</li> <li>develop a plan to address the 8 Physical Science performance expectations in</li> </ol>	Coaching time, review of current bundles and lessons		Pacing Guides: <u>SCI9, BIO, CHEM</u> <u>Sci9 Climate Change Unit outline</u> and lesson <u>pacing guide</u> Time/task give at <u>12/9/22 PD Day (Early</u> <u>Release) - CHS Science</u> Teachers noted that all learning activities

#### Artifact P

Page 1

Coventry Public Schools Science Improvement Plan CHS 2022-2023

Chemistry in the following areas review the lessons to focus on the implementation of curriculum not previously taught to ensure the student tasks include all the performance expectations: Earth's Place in the Universe, Earth's Systems, Matters and Interactions, Biological Evolution, Unity and Diversity			selected and developed were effective and necessary.
6. To address curriculum to which students were not exposed in previous years, consider curriculum compacting options in Chemistry, with a focus on power standards to add in topics such as Climate Change and Natural Selection from standards of focus.	Coaching, content gap analysis, pacing guides		Time/task give at <u>12/9/22 PD Day (Early</u> <u>Release) - CHS Science</u> Decided not to compact curriculum to avoid developing additional gaps as an unintended consequence.
<ol> <li>Ensure that the implemented curriculum provides the same assured and rigorous learning expectations for students in both honors and college preparation courses.</li> </ol>	Coaching, Lesson Plans, Assessment Tasks, Classroom Walkthroughs		Time/task give at <u>12/9/22 PD Day (Early</u> <u>Release) - CHS Science</u> Updated pacing guides, the development of universal formative assessments, the development of performance tasks and rubrics is elevating rigor for all levels.
<ul> <li>8. Utilize classroom walkthroughs to document pacing and implementation of curriculum.</li> <li>C. Instructional Approaches</li> </ul>	Classroom Walkthrough protocols, scheduled Walkthrough time	9/26	
<ol> <li>Evaluate the current instructional approach to the claim Gathering Data/Investigating Scientific Questions. Design student centered lessons aligned to bundles and integrate lessons into instruction.</li> </ol>	Review of bundles and lesson plans, simulations and hands on investigations		<u>12/14/22 CHS Science Coaching Plan</u> developed CHS Investigation Template for NGSS IAB HS-LS1-3 Goldfish Respiration CHS SCI Investigation SEP Evidence Sources 22-23 SLO
<ol> <li>Provide additional instructional emphasis on the Cross Cutting Concepts of Patterns and Cause and Effect.</li> </ol>	Identification of bundles and lessons most suited to development of learning activities related to patterns		Scheduled for March and April meetings. Science and Engineering practices in modeling and investigations.

Coventry Public Schools Science Improvement Plan CHS 2022-2023

	and cause and effect		
11. Provide models for use of researched based instructional strategies and practices employed in science; provide training for teachers on these strategies and practices, and further integrate them into instruction.	Bank of strategies for science, Hattie, Marzano, Pickering, and Pollock research based instructional strategies		Use of rubrics in instruction as well as in assessment has been a focus. Inter rater reliability and rubric calibrations. Instructional strategies identified during data analysis.
12. Integrate NGSS Assessment aligned question types into instruction, ensuring that students practice with all exam question types during their study of the bundles prior to using the NGSS student practice tests and other resources for pre-exam prep.	Identified question types, methods for providing simulations, NGSS practice test		Integrating Science Practices Into Assessment Tasks BIO Ecology NGSS-like assessment draft in progress 2/3/23
<ol> <li>Utilize classroom walkthroughs to document implementation of instructional strategies as well as approaches developed during coaching.</li> </ol>	6	9/26	7
D. Formative and Summative Assessments			
14. Develop an assessment plan at each grade level to include formative assessments aligned to NGSS, module assessments/projects/labs, performance tasks, timelines for implementation, and next steps in the use of the data generated by the assessments into instruction.	CSDE released IABS, NGSS aligned materials and resources, current and model formative assessments, projects		CHS Assessment Calendar 22-23 Science NGSS Interims Assigned to Courses (IABs
15. Continue to develop a range of performance tasks aligned to the Science and Engineering Practices into instruction and assessment along with a criterion based rubric for each SEP. Continue focus on the SEP, Developing and Using Models, and continue focus on developing and implementing performance tasks related to Planning and Carrying Out Investigations. Use the Looking at Student Work Protocol to analyze student work from performance tasks.	Performance tasks and rubric models, coaching time		CHS Assessment Calendar 22-23 Science Investigation Perf. Task Rubric Modeling Perf. Task Rubric Engineering Perf. Task Rubric 2/8/23 CHS Science Coaching plan • Tent Card

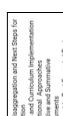
Coventry Public Schools	Science Improvement Plan CHS 2022-2023
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<ol> <li>Involve the K-12 Specialist in reviewing all the recently released high school NGSS aligned IABS. Develop a plan for their inclusion into instruction and assessment.</li> </ol>	CSDE released IABS	NGSS Interims Assigned to CoursNGSS Interims Assigned to Courses (IABs) updated 12/2/22es (IABs
E. Alignment to Test Formats/ Test Familiarity		
<ol> <li>Embed test format familiarity activities throughout the year in Grade 11.</li> </ol>	NGSS portal for IAB practice assessments	Link to IAB data pulled from portal?
18. Develop a plan for the weeks preceding the NGSS Assessment to refresh students' knowledge of concepts and to practice with web based simulations of NGSS aligned questions.	In school field trip days; content review lessons for Science 9 and Biology, NGSS Practice Test and IAB practice items	Preliminary discussion - will be one focus of 3/15 Coaching
19. Schedule the NGSS Assessment as late in the year as possible, and evaluate NGSS testing arrangements and protocols and continue to test cohort groups to meet the testing needs of individual students.	Assessment Calendar	CHS Assessment Calendar 22-23 Science
F. Professional Development		
20. Design professional development on Science and Engineering Practices: Investigations and Modeling	Professional Development Time	Criteria for Investigation Tasks and work time provided at <u>11/8/22 PD Day - CHS</u> <u>Science</u>
		Developed <u>CHS Investigation Template</u> for NGSS IAB HS-LS1-3 Goldfish Respiration at 12/14/22 CHS Science Coaching
		NGSS Practice: Modeling(Biology) PD on modeling last year (21-22 for CHEM and BIO) not SCI9 yet

21. Develop objectives and resources for all Professional Development for the 9-12 Coaching Sessions.	Specialist Coaching Agendas	10/19/22 CHS Science Coaching Plan 12/14/22 CHS Science Coaching Plan 2/8/23 CHS Science Coaching plan 3/15/23 CHS Science Coaching plan 4/19/23 CHS Science Coaching plan
22. Align SLO's to Formative Assessment performance or performance task performance.	Goal Setting Meetings, Rubrics, Tasks	CHS SCI Investigation SEP Evidence Sources 22-23 SLO
G. Actions Focused on Students		
23. Collaborate with the Principal and Assistant Principal to develop approaches to ensure all students engage and provide their best effort during the assessment.	Meeting Time, Suggested Strategies	Regularly scheduled meetings; Principal support for assessment timelines

Measurable outcomes	What do we need to learn about or figure out about supporting student learning?

Data Disaggregation and Next	Instruction	Pacing and Curriculum Impler	Instructional Approaches	Formative and Summative	Assessments	Allowerships Tool Lowester To
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- E. Alignment to Test Formats/ Test Familiarity F. Professional Development

What is the "story" behind the learning challenge? (Impressions, observations)	Think about a student or group of students that best capture our concerns about student learning	5 Whys Protocol
<ul> <li>Pacing/full implementation→</li> <li>Unfinished learning - were remote in March 2020, hybrid with no shared materials is 20-21, SEL and absence impacts in 21-22</li> <li>Differentiation difficult to develop when core/gen ed learning activities has been in flux</li> <li>Lack incentive to do well on test that happens after all the "counting" tests</li> <li>Test familiarity → modeling the practices (case study)</li> </ul>	Engagement for all learners-apathetic, not excited o IDK o Not connected to tasks have been working side by side/alone in recent years	<ul> <li>Investigation was forced—</li> <li>SCi9 Investigation - not a good choice for the concept to develop</li> <li>BIO task - verification not uncovering a science idea</li> <li>Sci9 units do not have any PEs that explicitly expect Investigating (but many analysis, mathematical thinking)</li> </ul>

What do classrooms and instruction need to be like?	oe like? so that students will be able to
Excitement, curiosity, collaboration , connection	Engage with and need each other, revise and critique ideas. Accessible entry points/materials for all learners (differentiation)
Flexibly use pacing guides to guide common assured experiences and identify priority standards	So science ideas build coherently from year to year. Planning adjustments that will have the least impact.
Value test effort	Students motivated to give their best effort
Using IAB and mimic test clusters in tasks and assessments	Confidence in navigating cluster items and test structure familiarity
modeling the practices in "case study" like tasks that are embedded in a "storyline" or lesson sequence, not "verification" labs or stand-alone activities	Use practices in an authentic way to figure something out or solve a problem or make a plan for an issue. Seeing this is something scientists do daily, not just "test prep".

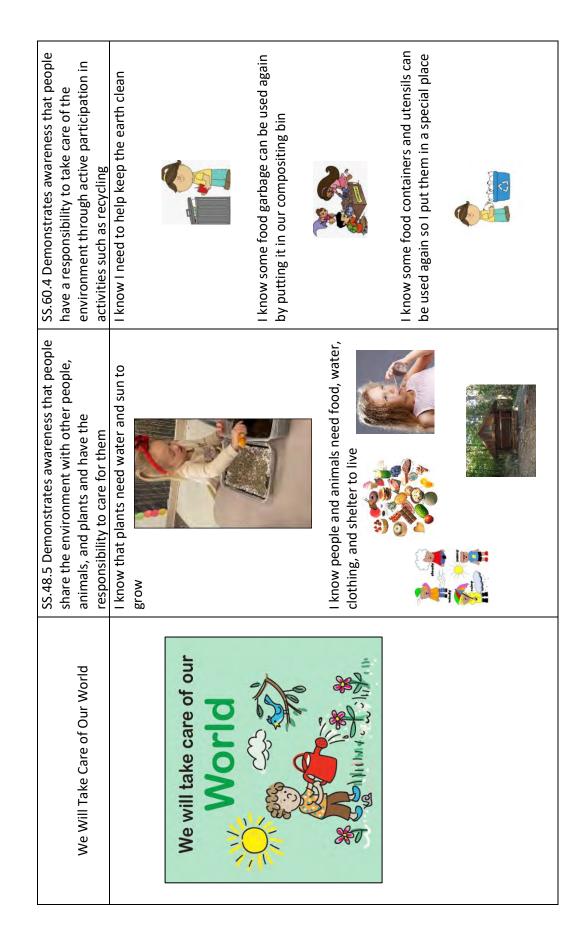
#### Artifact Q

	What changes do we need to make?	> What do we need to learn about or figure out?
٨	Highlight test "benefits" throughout the year.	<ol> <li>An NGSS Scholar award for top performers (resume) and/or a pin or cord for graduation?</li> <li>Identify specific authentic tasks to connect to Portrait of the Graduate Skills(21st Century Learning Skills) for students to highlight on SLC, resumes, applications or interviews.</li> </ol>
В	Determine priority standards and rate learning activities( to guide decisions regarding full implementation /pacing of units.	<ol> <li>Which standards are foundational to success in future units and/or courses.</li> <li>Which learning activities are "must do", should do, and could do.</li> </ol>
υ	Addressing unfinishing learning for current 11th graders and building test familiarity	<ol> <li>How can we best mitigate the impact of hybrid teaching/pacing challenges and absences of 19-20 and 20-21.</li> <li>How will these strategies "reach" students who aren't taking chemistry this year and doubled up on science during the hybrid year. (Who are they? Are they taking a science elective?)</li> <li>Long term and short term NGSS Interim use plan utilizing new interim options.</li> </ol>
۵	Revise traditional quizzes/tests and projects	<ol> <li>Alternative assessment strategies, examples of and resources for "case study" like tasks or PBL/performance tasks. (Assessment for learning not just assessment of learning)</li> </ol>
ш	Increase engagement, collaboration and risk-taking by students	<ol> <li>Instructional strategies that</li> <li>a. leverage students own ideas and experiences</li> <li>b. require social construction of knowledge and peer</li> </ol>

#### Artifact Q

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#### Artifact Q



Empowered Citizen – We Will Take Care of Our World

Performance Area	1-Not Yet	2-Almost There 3-On	3-On Target	4-Above & Beyond
	• :•	:]	:)	)
Engaging in Conversations and Discussions	I am still working on asking questions and making comments that connect to the topic.	Some of the time I can ask questions and make comments that connect to the topic.	Most of the time I ask questions and make comments that are meaningful to the discussion.	I always ask questions and make comments that strengthen the discussion. I show others' that I care about what they have to say.
Using 21st Century Communication Tools	I am still working on using technology to support my written and spoken presentations.	Sometimes, I use technology to support my written and spoken presentations.	Most of the time, I can confidently use technology to support my written and spoken presentations.	I can always show confidence in using technology to strengthen my written and spoken presentations.
Listening	I am still working on using listening strategies and understanding the speaker.	Some of the time I use active listening strategies and can sometimes understand the speaker.	Most of the time I use active listening strategies to understand the speaker.	All of the time I use active listening strategies to understand and to share the speaker's message.

**CGS Communication Rubric K-2** 

Artifact S

February 2023

# **Artifact S**

Performance Area	1-Not Yet	2-Almost There 3-O	3-On Target	4-Above & Beyond
	• :•	:]	:)	9
Leadership and Initiative	I am still working on telling the steps of my groups' plan and looking for ways to be helpful.	I can tell some of the steps of my group's plan.	I can tell many of the steps of my group's plan.	I can tell all the steps of my group's plan and can tell who is responsible for each step.
		I can tell some of the things I've done to help my group.	I can explain my task and how I helped my group.	l can explain my task, be a role model, and help others
Cooperation	I am still working on using respectful words to share my ideas.	Some of the time I can use respectful words to share my ideas.	Most of the time I can use respectful words to share my ideas.	All of the time I can use respectful words to share my ideas.
	I am still working on using listening ears to focus attention on friends' ideas.	Some of the time I can use listening ears to focus attention on friends' ideas.	Most of the time I can use listening ears to focus attention on friends' ideas.	All of the time I can use listening ears to focus attention on friends' ideas.
Flexibility	I am still working to understand that other people feel differently about topics than I do.	I can sometimes understand that other people feel differently about topics than I do.	Most of the time I can understand that other people feel differently about topics than I do.	I can always understand that other people feel differently about topics than I do, and I am comfortable changing how I feel.

**CGS Collaboration Rubric K-2** 

				Artilact	1	
I do what I am asked with a positive attitude.	I help my teammates to do their best.	I listen and respond respectfully to my teammates.	I stay focused and help my teammates stay focused on our task.	I always show comfort and confidence in collaborating while using technology.	I can share details I notice including compliments and suggestions with ways to make the work better.	I can make my work better (through listening) using the compliments and suggestions of
l do what I am asked.	l help a teammate who needs it.	I listen respectfully to my teammates.	l stay focused on our task.	Most of the time, I can show comfort and confidence in collaborating while using technology.	I can share details that I notice including compliments and suggestions.	I can actively listen and am ready to think about comments from others.
I sometimes do what I am asked.	I sometimes help a teammate who needs it.	I sometimes listen respectfully to my teammates.	l sometimes stay focused on our task.	Sometimes, I can show comfort and confidence in collaborating while using technology.	With some support, I can share details I notice including a compliment or a suggestion.	With some support, I can actively listen to others' comments.
I am still working to do what I am asked to do.	I am still working to help a teammate who needs it	l am still working to listen respectfully to my teammates.	I am still working to stay focused on our task.	I am still working on being able to collaborate while using technology.	I am still working to share a compliment or suggestion.	I am still working on being ready to listen to comments from others.
Responsibility and Productivity	Provide and		Kesponsible	Use of Tech Tools for Collaboration	Responsiveness	

### Artifact T

others.	I can always think about how I am working with others, and I can help others stay on task.
	With no support I can think about how I am working with others, and I can stay on task.
	With little support I can think about how I am working with others, and I can get back on task.
	I need a lot of support working with others and staying on task.
	Self-Regulation /Reflection

January 2020

# Artifact T

# Artifact U

### **GHR Collaboration Rubric**

Performance Area	1 - Emerging	2 - Progressing	3 - Meets	4 - Exceeds
Leadership and Initiative	Misunderstands the group's work (daily and long-term).	Demonstrates a limited understanding of the group's work (daily and long-term).	Demonstrates a clear understanding of the group's work (daily and long-term).	Provides leadership to the group by checking on progress and providing direction.
	Rarely shows responsibility for carrying out the plans.	Sometimes shows responsibility for carrying out the plans.	Frequently shows responsibility for carrying out the plans.	Carries out the plans with minimal assistance from the teacher.
Cooperation	Rarely participates in respectful discussions or shares ideas with group members.	Sometimes participates in respectful discussions and shares ideas with some group members.	Frequently holds respectful discussions and shares ideas with group members.	Consistently works to solve problems within the group through respectful discussions.
	Rarely listens to ideas from group members to make decisions.	Sometimes listens to ideas from group members to make decisions.	Frequently listens to ideas from all group members to make decisions.	Consistently listens to ideas from all group members to make decisions.
Flexibility	Unwilling to accept the various ideas, opinions, and skills of group members.	Shows limited appreciation for the various ideas, opinions, and skills of some group members.	Frequently values and appreciates the various ideas, opinions, and skills of all group members.	Consistently shows a willingness to change ideas or opinions based on the discussions of all group members.
Responsibility and Productivity	Unwilling to accept responsibilities.	Sometimes shows a willingness to accept responsibilities.	Frequently accepts responsibilities with a positive attitude.	Consistently accepts responsibilities with a positive attitude.
	Rarely helps group members.	Helps some group members as needed.	Helps all group members as needed.	Inspires and motivates all group members.
	Does not meet task requirements.	Sometimes meets task requirements.	Meets task requirements.	Exceeds task requirements.
Use of Tech Tools for Collaboration	Does not collaborate while using technology.	Sometimes demonstrates comfort and confidence in collaborating while using technology.	Frequently demonstrates comfort and confidence in collaborating while using technology.	Consistently demonstrates comfort and confidence in collaborating while using technology.
Responsiveness	Does not provide meaningful feedback to group members.	Sometimes provides meaningful feedback to some group members.	Frequently provides meaningful feedback to all group members.	Consistently provides meaningful feedback to all group members.
	Responds to feedback negatively.	Sometimes accepts feedback from others.	Positively accepts feedback from others.	Positively accepts and uses feedback from others.
Self-Regulation/ Reflection	Rarely reflects on collaboration accurately.	Sometimes reflects on collaboration accurately.	Reflects on collaboration accurately.	Asks for feedback and consistently reflects on collaboration accurately.

### Artifact U

### GHR Communication Rubric

### Grades 3-5

Performance Area	1 - Emerging	2 - Progressing	3 - Meets	4 - Exceeds
Engaging in Conversations and Discussions	Rarely asks questions or makes comments unrelated to the discussion.	Sometimes asks questions and makes comments related to the discussion.	Frequently asks questions and makes comments meaningful to the discussion.	Questions and comments enhance the discussion and show that others' ideas are important.
Using 21st Century Communication Tools	Technology does not support oral and written presentations.	Attempts to use technology to support oral and written presentations.	When appropriate, uses technology effectively to support oral and written presentations.	When appropriate, uses technology effectively to enhance oral and written presentations.
Listening	Rarely uses listening strategies and misunderstands the speaker.	Uses active listening strategies but misunderstands the speaker.	Frequently uses active listening strategies to understand the speaker.	Consistently uses active listening strategies to understand and summarize the speaker's message.
Communicating in Diverse Environments	Is unwilling to consider that people can have different points of view/perspectives.	Shows limited understanding that people can have different points of view/perspectives.	Understands that people can have different points of view/perspectives.	Understands and includes different points of view/perspectives.
Delivering Oral Presentations	Uses too few facts and details or includes irrelevant information. Speaks too loudly or too quietly. -and- Speaks too quickly or too slowly. Visuals distract from the presentation.	Uses some facts and details but more information is needed. Speaks too loudly or too quietly. -or- Speaks too quickly or too slowly. Visuals somewhat relate to the presentation.	Uses an appropriate amount of facts and details. Speaks clearly at an appropriate volume and understandable pace. Visuals relate to the presentation.	Uses facts and details to enhance the presentation. Speaks clearly at an appropriate volume and understandable pace, while maintaining eye contact. Visuals enhance the presentation.
Self-Regulatio n/Reflection	Rarely reflects on communication accurately.	Sometimes reflects on communication accurately.	Reflects on communication accurately.	Asks for feedback and consistently reflects on communication accurately.

# Artifact U GHR Critical Thinking Grades 3-5

Performance Area	1 - Emerging	2 - Progressing	3 - Meets	4 - Exceeds
Information and Discovery	Rarely defines the problem or investigation in his/her own words and/or has a missing explanation. Rarely creates clear questions or questions may be unrelated to the topic.	Somewhat defines the problem or investigation in his/her own words but explanation is somewhat unclear. Creates questions that are sometimes clear and related to the topic.	Clearly describes the problem or investigation in his/her own words with a detailed explanation. Creates a number of clear and thoughtful questions.	Thoroughly describes the problem or investigation including all important details in his/her own words with a well-developed explanation. Creates thought-provoking questions that extend beyond the basic problem.
Interpretation and Analysis	Rarely describes points of view; no explanation provided.	Sometimes describes points of view from minimal sources; explanation may be unclear.	Describes points of view from multiple sources clearly and accurately.	Consistently describes and interprets points of view from multiple sources and uses the evidence to support the argument.
Reasoning	Lacks understanding of making inferences. Conclusions are unclear or missing.	Sometimes makes and describes inferences. Conclusions are somewhat unclear.	Clearly makes and describes inferences using sources provided. Makes accurate conclusions based on information provided.	Makes deeper inferences with connections beyond the text that are not stated in the sources provided. Explains the connections/conclusion used to make inferences.
Problem Solving/ Solution Finding Systems Thinking Definition: Observing how things work and making connections: How does one thing affect another? What is the function of the whole system and what are the parts?	Unable to create ideas to solve a problem or answer an inquiry question. Lacks understanding of how things work together. Unable to make connections or find relationships.	Somewhat explains ideas about how to solve the problem, or answer the inquiry question. The explanation is unclear. Somewhat uses <b>systems thinking</b> in problem solving.	Adequately explains ideas about how to solve the problem or answer the inquiry question. Clearly describes why his/her ideas make sense. Adequately uses <b>systems thinking</b> in problem solving.	Creates a clear and convincing description of how to best solve the problem or answer the inquiry question. When using <b>systems</b> <b>thinking i</b> n problem solving, the student examines ideas, assesses the outcome, and decides if a new solution is necessary.

### Artifact U

Constructing Arguments	Rarely shows understanding of how to construct an argument. Includes no or irrelevant opinions, proof, reasons, facts and details in arguments.	Begins to construct arguments Includes limited proof, reasons and details in arguments.	Constructs valid arguments. Includes an appropriate amount of proof, reasons and details from valid sources to support arguments.	Constructs valid, logical, and authentic arguments. Includes multiple reasons and details from valid sources that enhance and extend arguments.
Self-Regulation/ Reflection	Rarely reflects on own critical thinking accurately.	Sometimes reflects on own critical thinking accurately.	Consistently reflects on and explains own critical thinking accurately.	Asks for feedback and consistently reflects on own critical thinking accurately.

### Artifact U

### GHR Empowered Citizen Rubric

Grades 3-5

Performance Area	1 - Emerging	2 - Progressing	3 - Meets	4 - Exceeds
Embraces Diversity and Individuality				
Seeks Cultural Understanding	Shows limited tolerance and understanding of different cultures, beliefs, and			
Engages in the Community				
Civic Minded and Informed				Analyze multiple perspectives of a social issue
				Identify ideas for action and implement a plan to address the social issue
Shows Empathy for Others				
Advocates for Self and Others				Consistently speaks up to asks for help for self and others
				Identifies what they have already done and specific about what they need
				Recognizes trusted adult(s) and/or peers
				Responds to the feedback provided
Demonstrates integrity and ethical behavior				
Self-Regulation/ Reflection	Rarely reflects on citizenship accurately.	Sometimes reflects on citizenship accurately.	Reflects on citizenship accurately.	Asks for feedback and consistently reflects on citizenship accurately.

		Writing					Math			
	Narrative Writing	Informational Writing	Opinion Writing	Math Module 1 (multiplication/d ivision 0-5,10)	Math Module 2 (Addition/subtr action, rounding, time)	Math Module 3 (multiplication/d Ivision 6-9)	Math Module 4	Math Module 5	Math Module 6	Math Module 7
Leadership and Po Initiative	Post-prompt	Post-prompt	Post-prompt	stations, choice boards, goal setting						
Cooperation	peer feedback	peer feedback	peer feedback	turn and talk; math talk moves						
<b>Flexibility</b> st	student sharing	student sharing	student sharing	math talk moves; polite disagreement						
Responsibility and Productivity <sup>go</sup>	goal setting	goal setting	goal setting	completion of partner work; following math by myself expectations						
Use of Tech Tools for Collaboration	Publishing final piece	Publishing final piece	Publishing final piece Feedback via google	colored square puzzles; 3 Act Tasks						
te sti Responsiveness fe s	teacher and student feedback/ sharing	teacher and student feedback/ sharing	teacher and student feedback/ sharing	debriefing questions; student-led "teachers" during lesson						
Self-Regulation/ se Reflection	self assessment checklist	self assessment self assessment checklist checklist		goal setting						

GHR POG Rubric Alignment - Grade 3 Collaboration Example

		Social S	Social Studies			Science	
	SS Unit 1 (Citizenship/3 Branches of Government)	SS Unit 2 (Mapping/Indig enous Peoples)	SS Unit 3 (Industry & Economics)	SS Unit 4 (Colonial Times)	Science Unit 1 (forces/motion)	Science Unit 2 (fossils)	Science Unit 3 (monarch Butterflies)
Leadership and Initiative	Final Project (poster/slide)	Neighborhood maps project	Biography project; postcard project	Brochure project	playground investigation	Harper's Fossil Find	Migration of Butterflies
Cooperation	Final Project (poster/slide)	Neighborhood maps project	Biography project; postcard project	Brochure project	playground investigation	Harper's Fossil Find	Migration of Butterflies
Flexibility	Final Project (poster/slide)	Neighborhood maps project	Biography project; postcard project	Brochure project	playground investigation	Harper's Fossil Find	Migration of Butterflies
Responsibility and Productivity	Final Project (poster/slide)	Neighborhood maps project	Biography project; postcard project	Brochure project	playground investigation	Harper's Fossil Find	Migration of Butterflies
Use of Tech Tools for Collaboration	Final Project (poster/slide)	Neighborhood maps project	Biography project; postcard project	Brochure project	playground investigation	Harper's Fossil Find	Migration of Butterflies
Responsiveness	Final Project (poster/slide)	Neighborhood maps project	Biography project; postcard project	Brochure project	playground investigation	Harper's Fossil Find	Migration of Butterflies
Self-Regulation/ Reflection	Final Project self assessment checklist	Neighborhood maps project	Biography project; postcard project	Brochure project	playground investigation	Harper's Fossil Find	Migration of Butterflies

			ELA	T				
	ELA Unit 1 (Classroom Community)	ELA Unit 2 (Visualizing/Su mmarizing)	ELA Unit 3 (Nonfiction- text features)	ELA Unit 4 (summarizing nonfiction)	ELA Unit 5 (inferencing)	ELA Unit 6 (Folktales/Fairyt ELA Unit 7 ales) (Biographi	ELA Unit 7 (Biographies)	ELA Unit 8 (poetry)
Leadership and Initiative	Reading rotations							
Cooperation	Reading rotations, partner reading, book reviews							
Flexibility	book clubs, reading rotations, guided reading groups							
Responsibility and Productivity	work completion, think pair share, growth mindset							
Use of Tech Tools for Collaboration								
Responsiveness	guided reading groups, book clubs							
Self-Regulation/ Reflection								

		Writing					Math			
	Narrative Writing	Informational Writing	Opinion Writing	Math Module 1 (multiplication/d Ivision 0-5,10)	Math Module 2 (Addition/subtr action, rounding, time)	Math Module 3 (multiplication/d ivision 6-9)	Math Module 4 (Area/Perimeter )	Math Module 5 (Fractions)	Math Module 6 (graphing)	Math Module 7 (geometry)
Engaging in Conversations and Discussions	Mentor text discussion	Mentor text discussion	Mentor text discussion, dicussion of animal rights/Tara Farms	math talk moves; debriefing; number talks						
Using 21st Century Communication Tools	publishing final piece, feedback via google	publishing final piece, feedback via google	publishing final piece, feedback via google	goal setting for SLC						
Listening	student sharing, peer feedback	student sharing, peer feedback	student sharing, peer feedback	asking clarifying questions; explain thinking during problem solving (RDW)						
Communicating in Diverse Environments	class brainstorm of topics	class brainstorm of topics	class brainstorm of topics	multiple ways to solve a problem; find and explain errors	multiple ways to solve a solve a problem; find and explain errors errors		multiple ways to solve a problem; find and explain errors			
Delivering Oral Presentations	optional sharing at Author Event	optional sharing at Author Event	speeches, debates	sharing goals at SLC; optional sharing of projects; student "teachers" during lessons						
Self- Regulation/Reflectio n	self assessment checklist	self assessment checklist	self assessment checklist	goal setting for SLC						

Communication Example
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Grade (
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<b>GHR POG Rubric Alignment</b>

		Social 9	Social Studies			Science	
	SS Unit 1 (Citizenship/3 Branches of Government)	SS Unit 2 (Mapping; Indigenous People)	SS Unit 3 (Industry/Econo mics)	SS Unit 4 (Colonial Times)	Science Unit 1 (Forces/Motion)	Science Uni <del>t</del> 2 (Fossils)	Science Unit 3 (Butterflies)
Engaging in Conversations and Discussions	graphic organizers (3-2- 1, Give Me 5)	graphic organizers (3-2- 1, Give Me 5)	graphic organizers (3-2- 1, Give Me 5)	graphic organizers (3-2- 1, Give Me 5)	playground investigation	Harper's fossil investigation	migration of butterflies
Using 21st Century Communication Tools	Nearpod; slides	Nearpod; slides	Nearpod; slides	Nearpod; slides	playground investigation	Harper's fossil investigation	migration of butterflies
Listening	Brainpop; Read Alouds	Brainpop; Read Alouds	Brainpop; Read Alouds	Brainpop; Read Alouds	playground investigation	Harper's fossil investigation	migration of butterflies
Communicating in Diverse Environments	Discussion around world views	Discussion around world views	Discussion around world views	Field Trip to Nathan Hale	playground investigation	Harper's fossil investigation	migration of butterflies
Delivering Oral Presentations	Optional sharing of Project	Optional Sharing of Project	Share Biography Projects	Share Brochue Project	playground investigation	Harper's fossil investigation	migration of butterflies
Self- Regulation/Reflectio n	self assessment checklists	self assessment checklists	self assessment self assessment self assessment self assessment checklists checklists checklists investigatio	self assessment checklists	playground investigation	Harper's fossil investigation	migration of butterflies

			ELA					
	ELA Classroom Community	ELA Unit 2 (Visualizing/Su mmarizing)	ELA Unit 3 (Nonfiction- text features)	ELA Unit 4 (summarizing nonfiction)	ELA Unit 5 (inferencing)	ELA Unit 6 (Folktales/Fairyt ales)	ELA Unit 7 (Biographies)	ELA Unit 8 (poetry)
Engaging in Conversations and Discussions	guided reading, class discussions, mentor texts							
Using 21st Century Communication Tools	flipgrid, optional sharing of book reviews/typed responses							
Listening	read alouds, listening to reading, IAB listening practice							
Communicating in Diverse Environments	reading different genres, diverse classroom library, reading other students' written responses, author's visits							
Delivering Oral Presentations						fractured fairytale guaranteed experience	biography guaranteed experience sharing	optional sharing of poetry
Self- Regulation/Reflectio n	student led conferences/ goal setting							

		Writting					Math			
	Narrative Writing	Informational Writing	Opinion Wrtting	Math Module 1 (multiplication/d ivision 0-5,10)	Math Module 2 (Addition/subtr action, rounding, time)	Math Module 3 (multiplication/d ivision 6-9)	Math Module 4 (Area/Perimeter )	Math Module 5 (Fractions)	Math Module 6 (graphing)	Math Module 7 (geometry)
Information and Discovery	brainstorm of seed ideas, heart of the story	brainstorming chapter topics	brainstorming issues in our world, taking a stance	RDW; written explanations	RDW; written explanations	RDW; written explanations	RDW; written explanations	RDW; written explanations	RDW; written explanations	RDW; written explanations
Interpretation and Analysis		choose quotes from research	drafting counter- arguments	different ways to solve problems; error analysis	different ways to solve problems; error analysis	different ways to solve problems; error analysis	different ways to solve problems; error analysis	different ways to solve problems; error analysis	different ways to solve problems; error analysis	different ways to solve problems; error analysis
Reasoning	"show, don't tell"	drafting conclusions	CTA (call-to- action)	keyword identification for RDW	keyword identification for RDW	keyword identification for RDW	keyword identification for RDW	keyword identification for RDW	interpreting graphs, keyword identification for RDW	keyword identification for RDW
Problem Solving/ Solution Finding		determining why your topic is important	determining why your topic/opinion is important	RDW/CUBES; written explanations	RDW/CUBES; written explanations	RDW/CUBES; written explanations	RDW/CUBES; written explanations	RDW/CUBES; written explanations	RDW/CUBES; written explanations	RDW/CUBES; written explanations
"sho Constructing Arguments tell	"show, don't tell"	choose quotes from research; choosing appropriate chapters	all of the above	defend correct answer; show work	defend correct answer; show work	defend correct answer; show work	defend correct answer; show work	defend correct answer; show work	defend correct answer; show work	defend correct answer; show work
Self- Regulation/Reflection	Self assessment rubric	Self assessment rubric	Self assessment rubric	goal setting	goal setting	goal setting	goal setting	goal setting	goal setting	goal setting

Thinking Example
Critical <sup>-</sup>
Grade 3
Alignment -
GHR POG Rubric
<u> </u>

		Social	Social Studies			Science	
	SS Unit 1 (Citizenship/3 Branches of Government)	SS Unit 2 (Mapping/Indig enous Peoples)	SS Unit 3 (Industry <del>8</del> Economics)	SS Uni <del>i</del> 4 (Colonial Times)	Science Unit 1 (forces/motion)	Science Unit 2 (fossils)	Science Unit 3 (butterflies)
Information and Discovery	identify problems within community; end of unit guaranteed experiences	end of unit guaranteed experiences	end of unit guaranteed experiences	end of unit guaranteed experiences	playground investigation	Harper's fossil investigation	migration of butterflies investigation
Interpretation and Analysis	end of unit guaranteed experiences	end of unit guaranteed experiences	end of unit guaranteed experiences	end of unit guaranteed experiences	playground investigation	Harper's fossil investigation	migration of butterflies investigation
Reasoning	end of unit guaranteed experiences	end of unit guaranteed experiences	end of unit guaranteed experiences	end of unit guaranteed experiences	playground investigation	Harper's fossil investigation	migration of butterflies investigation
Problem Solving/ Solution Finding	end of unit guaranteed end of unit guarant experiences	end of unit guaranteed experiences	end of unit guaranteed experiences	end of unit guaranteed experiences	playground investigation	Harper's fossil investigation	migration of butterflies investigation
Constructing Arguments	end of unit guaranteed experiences	end of unit guaranteed experiences	end of unit guaranteed experiences	end of unit guaranteed experiences	playground investigation	Harper's fossil investigation	migration of butterflies investigation
Self- Regulation/Reflection	end of unit guaranteed experiences	end of unit guaranteed experiences	end of unit guaranteed experiences	end of unit guaranteed experiences	playground investigation	Harper's fossil investigation	migration of butterflies investigation

Thinking Example
brade 3 Critical
B Rubric Alignment - G
GHR POG Ru

			ELA					
	ELA Classroom Community	ELA Unit 2 (Visualizing/Su mmarizing)	ELA Unit 3 (Nonfiction- text features)	ELA Unit 4 (summarizing nonfiction)	ELA Unit 5 (inferencing)	ELA Unit 6 (Folktales/Fairyt ELA Unit 7 ales) (Biographi	ELA Unit 7 (Biographies)	ELA Unit 8 (poetry)
Information and Discovery	RACES responses, whole class discussions	RACES responses, whole class discussions	RACES responses, whole class discussions					
Interpretation and Analysis			identifying/supp orting author's purpose					
Reasoning					drawing conclusions			
Problem Solving/ Solution Finding		problem/solutio n summarizing	text structures	text structures			text structures	
RACES Constructing Arguments responses	RACES responses	RACES responses	RACES responses	RACES responses	RACES responses	RACES responses	RACES responses	RACES responses
Self- Regulation/Reflection	goal setting, RACES responses	goal setting, RACES responses	goal setting, RACES responses					

		Artifact W		
1	Unable to describe the task/problem or its relevance. Does not seek clarity. Generates limited or unclear questions. Attempts to gather information, but it is limited or not relevant to the task/problem.	Repeats the content of the text without being able to explain the information. Has a limited understanding of point of view and context. Is building knowledge about what an argument includes.	Draws limited inferences from research and attempts to make a claim without using evidence.	Creates limited arguments about how to solve a task/problem and simplistically assesses outcomes to draw conclusions. Fails to test outcomes and/or analyze results.
2	Describes the task/problem, but lacks complete understanding of its relevance. Generates basic questions somewhat related to the task/problem. Gathers somewhat relevant information from a limited amount of trustworthy sources.	Attempts to summarize information, but is unable to explain it fully. Is beginning to assess arguments and claims from a limited number of sources. Is beginning to recognize when irrelevant evidence is introduced.	Draws general inferences from research, but lacks clarity and evidence.	Creates adequate arguments about how to solve a task/problem and assesses outcomes to draw logical conclusions. With some assistance, tests outcomes and analyzes results. May lack precision and detail.
3	Clearly describes the task/problem and explains its relevance. Generates and refines thoughtful questions related to the task/problem through appropriate research searches. Gathers mostly relevant information from multiple trustworthy sources.	Adequately integrates information from multiple sources. Evaluates arguments and claims from a variety of sources and opposing viewpoints as a way to identify bias and build background. Assesses if the evidence is sufficient and relevant.	Draws deep inferences from research and clearly supports the claim with evidence.	Creates clear arguments about how to solve a task/problem and carefully assesses outcomes to draw logical conclusions. Tests outcomes and analyzes results with precision and accuracy with minimal assistance in order to identify next steps.
4	Fully describes the task/problem and explains its relevance. Generates and refines powerful questions closely related to the task/problem through effective advanced searches. Gathers relevant information from multiple trustworthy sources.	Fully synthesizes information from multiple sources. Thoroughly evaluates arguments and claims from a variety of sources and opposing viewpoints as a way to identify bias and build background. Consistently assesses if the evidence is sufficient and relevant.	Consistently draws deep inferences from research and justifies the claim using relevant evidence.	Creates convincing arguments about how to solve a task/problem and carefully assesses outcomes to draw logical conclusions. Independently tests outcomes and analyzes results with precision and accuracy in order to identify next steps.
Performance Area	Information and Discovery	Interpretation and Analysis	Reasoning	Problem Solving/ Solution Finding

# CNH CRITICAL THINKING RUBRIC-4 POINT RUBRIC

<b>Constructing</b> <b>Arguments</b>	Organizes claims and reasons in an articulate, convincing way. Is able to use evidence to refute differing opinions.	Clearly states claims and reasons for support. Clearly evaluates differing opinions.	Makes claims without clear reasons for support. Is unable to compare and contrast differing opinions.	Fails to distinguish between fact and opinion. With support, is beginning to gather and
	Independently gathers and presents evidence from credible sources in a well-organized, logical order.	With little support, gathers and presents evidence from credible sources in a mostly well-organized, logical order.	With support, gathers and presents evidence from some credible sources in a somewhat well-organized, logical order.	present evidence from limited sources.
Self-Regulation /Reflection	Is highly reflective and shows a strong capacity for self-critique, including areas of strengths and weaknesses.	Is mostly reflective and shows a capacity for self-critique, including areas of strengths and weaknesses.	Is somewhat reflective and beginning to show a capacity for self-critique, including areas of strengths and weaknesses .	Is minimally reflective and shows little capacity for self-critique. Is hesitant or does not recognize strengths and weaknesses.

### **Artifact W**

Rubric
Thinking
Critical '
CHS (

		Artifact X	
4	<ul> <li>Shows a comprehensive depth of understanding of the problem, investigation, or challenge.</li> <li>Shows a comprehensive depth of understanding of the solution to the problem, including expectations for and constraints on the solution.</li> <li>Generates thought-provoking inquiry questions. Carefully phrases questions in an effort to influence the depth, quality, and value of the information they will obtain through investigation.</li> </ul>	<ul> <li>Expertly and appropriately selects, categorizes, and classifies a wide variety of information and experiences related to the topic.</li> <li>Provides a well-developed examination of the evidence and sources of evidence. Accurately detects and evaluates the strength of arguments by always questioning the accuracy, precision, relevance, and completeness of information.</li> </ul>	<ul> <li>Demonstrates complete understanding and appropriate use of inductive and deductive reasoning as appropriate to the situation.</li> <li>Draws logical conclusions that are not immediately obvious; explains the rationale for conclusions through sophisticated and often original uses of appropriate reasoning and evidence.</li> </ul>
3	<ul> <li>Clearly defines the problem, investigation, or challenge; continuously seeks clarity and understanding.</li> <li>Identifies inquiry questions clearly and precisely; engages in an open ended thinking process to develop a set of questions; end identifies a key question or prioritized set of questions on which to focus. Questions provide a solid foundation for inquiry.</li> <li>Selects information that is sufficient in terms of its questions.</li> </ul>	<ul> <li>Compares and classifies information accurately; almost always identifies characteristics that create meaningful comparisons.</li> <li>Evaluates the accuracy and relevance of information, experiences, and the strengths of arguments, with no significant errors.</li> </ul>	<ul> <li>Offers generalizations that relate in a significant way to the problem, investigation, or challenge.</li> <li>Presents logical conclusions regarding how to solve the problem, meet the challenge, answer the question, etc. that illustrate substantial understanding.</li> <li>Provides explanations that are generally clear, citing sufficient evidence for conclusions drawn.</li> </ul>
2	<ul> <li>Defines the problem, investigation, or challenge, but explanation lacks clarity. Seeks clarity and understanding at times, but sometimes moves forward without sufficient understanding.</li> <li>Is beginning to formulate clear inquiry questions, but questions are limited and provide a framework for limited inquiry.</li> <li>Is beginning to select information, but needs assistance to find information that is sufficient to answer the scope of inquiry questions.</li> </ul>	<ul> <li>Is beginning to create simple criteria to compare and classify information; makes limited comparisons that are meaningful.</li> <li>Is beginning to evaluate the accuracy and relevance of information or experience, makes limited comments regarding the strengths of arguments.</li> </ul>	<ul> <li>Is beginning to show understanding of generalizations related to the problem, investigation, or challenge by articulating examples, but is unable to create his/her own accurate generalizations.</li> <li>Presents conclusions regarding how to solve the problem, meet the challenge, answer the question, etc., that illustrate partial understanding.</li> <li>Provides explanations that lack clarity, citting partial evidence for conclusions drawn.</li> </ul>
1	<ul> <li>Shows an inability to grasp the problem, investigation, or challenge; rarely seeks clarity and understanding.</li> <li>Formulates questions that are unclear and/or easily answered and do not provide a foundation for inquiry.</li> <li>Attempts to select information to answer inquiry questions, but is unable to find the right information.</li> </ul>	<ul> <li>Identifies criteria and creates categories for information that attend to trivial aspects of the items, or items that cannot be accurately compared or classified. Makes significant errors in identifying similarities, differences and categorization of items. Focuses on limited pieces of evidence or information.</li> <li>Detects arguments and uses evidence rarely; inaccurately evaluates the strength of claims. Ignores explicit and implicit points of disagreement.</li> </ul>	<ul> <li>Is unable to show understanding of generalizations related to the problem, investigation, or challenge by articulating examples; makes inaccurate or incomplete generalizations.</li> <li>Presents conclusions regarding how to solve the problem, meet the challenge, answer the question, etc., that illustrate serious misconceptions.</li> <li>Provides explanations for conclusions drawn that are unclear and impossible to follow; fails to provide evidence for conclusions drawn.</li> </ul>
Performance Area	Information and Discovery	Interpretation and Analysis	Reasoning

		Artifact X	· · · · · · · · · · · · · · · · · · ·
4	<ul> <li>Applies systemic thinking to understand complexity, interdependence, change, and leverage that are appropriate for the task.</li> <li>Almost always identifies a variety of unique solutions to the problem, often by using both convergent and divergent thinking.</li> <li>Consistently and clearly identifies criteria by which solutions will be assessed. Provides a thorough, fully developed assessment of each solution based upon the criteria. Shows an impressive level of depth of understanding by comparing and contrasting the alternatives to provide unique insights into the problem and solution.</li> <li>Engages in effective and appropriate proposed solution(s) to develop and demonstrate an in-depth understanding of the problem and ways to address it.</li> </ul>	<ul> <li>Through presentation of important details, facts, and concepts, clearly expresses results of one's reasoning through valid arguments that are well-supported by evidence.</li> <li>Considers what evidence is missing and how it should affect an evaluation of the claim.</li> <li>Provides careful and reasoned qualifications or restrictions for the claim in such a way that the argument provides a unique perspective on the claim.</li> </ul>	<ul> <li>Nearly always accurately identifies all errors in the information or process.</li> <li>Always analyzes and evaluates one's own cognitive skills with a view toward questioning and/or validating one's reasoning and results.</li> <li>Accurately judges the extent to which one's thinking is influenced by any factors that constrain one's objectivity or rationality. Work is always unbiased, fair minded, thorough, and objective.</li> <li>Designs reasonable procedures to remedy or correct, if possible, any mistakes and their causes.</li> </ul>
3	<ul> <li>Accurately and clearly analyzes and describes how parts of a whole interact with each other to produce overall outcomes in complex systems, and how systems effectively interact with each other.</li> <li>Identifies a sufficient number of plausible solutions to the problem.</li> <li>Analyzes, with precision and accuracy, the relative effectiveness of proposed solutions or approaches. Uses relevant criteria to eliminate ineffective solutions or approaches and select those that are plausible.</li> </ul>	<ul> <li>Provides a claim that clearly articulates a reasoning based on evidence. Cites a sufficient quantity of relevant evidence to support most claims.</li> <li>Presents a clear and sufficient treatment of most available evidence relating to the argument.</li> </ul>	<ul> <li>Frequently identifies and corrects errors in the process.</li> <li>Often analyzes and questions one's own thinking, reasoning, and critical thinking dispositions with accuracy. Often identifies factors that affect one's objectivity or rationality.</li> <li>Rarely makes significant errors in reviewing one's own performance.</li> </ul>
2	<ul> <li>Describes how parts of a whole interact with each other to produce overall outcomes in systems, and how systems effectively interact with each other, but explanation indicates a minimal understanding.</li> <li>Is learning how to identify plausible solutions to the problem, but provides limited options that show minimal understanding.</li> <li>Analyzes the relative effectiveness of proposed solutions or approaches, but the process is not sufficiently thorough and shows minimal insight.</li> <li>Uses vague criteria to eliminate ineffective solutions or approaches and produces some options that are not plausible.</li> </ul>	<ul> <li>Provides a claim that may be stated unclearly: is beginning to explain the reasoning for claims. Descriptions are somewhat convincing, but lack clarity.</li> <li>Cites evidence to support argument, but provide a an insufficient quantity to provide a strong justification.</li> <li>Provides a minimal treatment of some of the evidence related to the claim; but not clear enough to support the claim.</li> </ul>	<ul> <li>Is beginning to show the ability to identify errors in the process, but needs support in correcting the problem or identifying a new course of action.</li> <li>Sometimes analyzes and questions one's own thinking, reasoning, and critical thinking dispositions with accuracy. Sometimes identifies factors that affect one's objectivity or rationality.</li> <li>Is beginning to review one's own performance, but review shows errors or limited self-reflection.</li> </ul>
1	<ul> <li>Describes systems inaccurately or in overly simplified, obvious terms that inhibit understanding of the problem or task.</li> <li>Demonstrates limited understanding of how and when to use systemic thinking to organize or make connections between pieces of information.</li> <li>Often presents solutions, answers, or approaches that do not address the problem directly.</li> <li>Uses illogical methods for determining relative value of alternatives; solutions or approaches are presented with little to no consideration of their strengths and weaknesses.</li> <li>Identifies few or no criteria that are relevant to the selection of a solution or approach.</li> </ul>	<ul> <li>Provides simplistic arguments with limited descriptions of claims to show reasoning.</li> <li>Arguments are based on evidence that is inadequate or unstated.</li> <li>Presents arguments with little or no explanation or justification for claims.</li> </ul>	<ul> <li>Often identifies errors in the process, and how to fix them, incorrectly.</li> <li>Rarely analyzes and questions one's own thinking, reasoning, and critical thinking dispositions with accuracy.</li> <li>Displays significant biases that prevent an objective perspective.</li> <li>Rarely questions and/or evaluates one's own reasoning and cognitive skills; makes regular errors in reviewing performance.</li> </ul>
Performance Area	Problem Solving/ Solution Finding	Constructing Arguments	Self-Regulation/ Reflection

	En	Engaged Collaborator	Gives and receives leadership and Fnco	Gives and receives respectful feedback; Is flexible and adaptable; Shares leadership and takes initiative; Is invested in the group outcome; Encourages and values diverse perspectives
		ISTE Student Standards	Overall	Examples
		Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.		
arner	Students leverage technology to take an active role	Students build networks and customize their learning environments in ways that support the learning process.	>	Students work collaboratively with other students virtually to complete a project
sed Lea	in choosing, achieving and demonstrating	Students use technology to seek feedback that informs		Submitting work through Seesaw and Google Classroom and responding to digital feedback through these platforms.
- Empowe	competency in their learning goals, informed by	and improves their practice and to demonstrate their learning in a variety of ways.	>	Students using collaborative feaatures of Google products (i.e. comments) to provide feedback and communicate with one another while working on group projects
ĩ	the learning sciences.	Students understand the fundamental concepts of		Using ClassLink to navigate, make choices and troubleshoot.
		technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and	>	Making choices to respond to activities in Seesaw
		are able to transfer their knowledge to explore emerging technologies.		Transferring online platforms from one content area to another (google forms)
	Students recognize the rights.	Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.		
nəziti) lət		Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	>	Students learn about the positive, safe, legal and ethical use of technology through Digital Citizenship lessons and apply this learning to their use of the Internet, social media, and other apps, such as Jamboard.
igid - 2		Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.		
	model in ways that are safe, legal and ethical.	Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.		

	E	Engaged Collaborator	Gives and receives r leadership and t Encou	Gives and receives respectful feedback; Is flexible and adaptable; Shares leadership and takes initiative; Is invested in the group outcome; Encourages and values diverse perspectives
		ISTE Student Standards	Overall	Examples
tor	Students critically curate a variety of resources using	Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.		
Construc		Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.		
SbelwonX		Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.		
- 8	experiences for themselves and others.	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.		
gner	Students use a variety of technologies	Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.		
gizə <b>D</b> əvit		Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.		
evonn		Students develop, test and refine prototypes as part of a cyclical design process.		
4-1	userul or imaginative solutions.	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.		
ker		Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.		
InidT lenoite	strategies for understanding and solving problems in ways that اaveraatha	Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.		

	En	Engaged Collaborator	Gives and receives leadership and Enco	Gives and receives respectful feedback; Is flexible and adaptable; Shares leadership and takes initiative; Is invested in the group outcome; Encourages and values diverse perspectives
E		ISTE Student Standards	Overall	<u>Examples</u>
5 - Computs	ulat level age une power of technological methods to develop and test	Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.		
	solutions.	Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.		
		Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or	>	CNH/ CHS: Students use various databases & websites, school-approved apps for presentations/ projects
	Students	communication.		When feasible, students are able to choose a platform for projects.
cator	communicate clearly and express	Students create original works or responsibly repurpose or remix digital resources into new creations.		
inummoJ	themselves creatively for a variety of	Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.		
9 - Creative	purposes using the platforms, tools, styles, formats and digital media			CHS Students create presentations using various applications (Slides, WeVideo, Sites, etc) in courses such as CI, AP Seminar, AP Research,
	appropriate to their goals.	Students publish or present content that customizes the message and medium for their intended audiences.	>	CNH: create a variety of presentation WeVideo (8th gr. social studiespresentations; Google Slides to create cartoons (world language); Google Slide presentation (all subject areas); Padlet (ELA, social studies); Interactive posters (Glogster?) (6th grade ELA)

	Ū	Engaged Collaborator	Gives and receives leadership and Encc	Gives and receives respectful feedback; Is flexible and adaptable; Shares leadership and takes initiative; Is invested in the group outcome; Encourages and values diverse perspectives
		ISTE Student Standards	Overall	<u>Examples</u>
		Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.		CHS: Foreign language courses using penpals. Student in Chinese class use Zoom and virtual meetings to share cultural norms and practice language skills in an authentic environment.
ollaborator	Students use digital tools to broaden their perspectives and enrich their	Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.		English 9 Relevant Research Project, AP Seminar research units, American Lit Immigration research unit (all group projects, using peer review in comments on Google Suite) CNH Author visits that are live streamed
oD ledol D - 7		Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.		CHS Students 10th grade interdisplinary project CNH students share Google Suite projects using chat and comment features to communicate asynchronously (Digital Citizenship, ELA, other) Jamboard (a little, but shared slides more often)
		Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.		Students at CHS use virtual technologies to communicate with politcal candidates to discuss issues related to upcoming elections.

ISTE Standard	ISTE Sub-Standard	Correlation □ = some ☑ = strong	Examples
	Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.		<ul> <li>Student Led Conferences (GHR)</li> <li>Students take pride in work when pictures of work in progress/completed work are posted to parent side of seesaw (CGS)</li> <li>Student Let Conference materials posted on Google Site (CNH)</li> </ul>
Empowered Learner - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	Ŋ	<ul> <li>Seesaw allows teacher to provide feedback (CGS)</li> <li>Student Led Conference Portfolios (CNH)</li> <li>Google Docs drafts shared with peers/ teachers for comments and suggested edits (CHS)</li> <li>Turnltln provides feedback and originality reports to deter plagiarism (CHS)</li> </ul>
	Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.		<ul> <li>Students learn how to search and "x" out, navigate between tabs, basic troubleshooting (CGS)</li> <li>Google Suite apps- students make choices if using Slides, Doc, etc. when given a task (GHR/CNH)</li> </ul>
<b>Digital Citizen</b> - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.		<ul> <li>Common Sense Media Lessons (CGS, GHR, &amp; CNH)</li> <li>Noodletools reinforces ethical behavior (CNH, CHS)</li> <li>Turnltln &amp; Originality Reports (GC) to deter plagiarism (CHS)</li> <li>Students utilize RADCAB as a strategy to evaluate websites located on a Google</li> </ul>

Effective Communicator - Examples

# Artifact Z

			<ul> <li>Search (GHR/CNH)</li> <li>Databases such as Britannica School or ABC-CLIO as alternatives to open web searches (CNH/CHS)</li> <li>CT State library resources (CNH/CHS)</li> </ul>
Knowledge Constructor - Students critically curate a variety of resources using	Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.		<ul> <li>Digital Citizenship (First Grade / Second Grade)</li> <li>Evaluate websites/spotting fake news unit (gr. 5- GHR)</li> </ul>
digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.		<ul> <li>Recognize Scholastic Go citations within articles (GHR)</li> <li>Noodletools allows students to generate a list of sources used in projects. (CNH/CHS)</li> <li>Student presentations (CHS) are produced using a variety of current, credible resources.</li> </ul>
	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	Ŋ	<ul> <li>Students given choice of product in 7th grade passage presentation</li> <li>Students learn different tools in Seesaw to create their work (marker, text, picture, video, record voice, etc. ) (CGS)</li> </ul>
<b>Creative Communicator</b> - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media	Creative Communicator - Students communicateStudents communicate clearly and expressStudents communicateStudents communicate clearly and effectively by creating or using a variety of digital variety of purposes usingthe platforms, tools, styles, formats and digital media	Ŋ	<ul> <li>Scratch, Jr. (Kindergarten / Second Grade)</li> <li>Tinkercad for 3D printing (GHR)</li> <li>Drone Blocks, Scratch, &amp; Sphero (CNH)</li> <li>WeVideo, Google Sites &amp; Google Slide Presentations (and other presentation tools) (CNH/CHS)</li> </ul>
appropriate to their goals.	Students publish or present content that customizes the message and medium for their intended audiences.	Ŋ	<ul> <li>Students use Scratch, Jr. to create an animation intended for a preschool audience (Kindergarten)</li> <li>Flipgrid (GHR/CNH)</li> <li>Padlet (GHR/CNH)</li> <li>Students learn how to publish Seesaw</li> </ul>

# Artifact Z

			Assignments and send work into their teacher
	Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	Ŋ	<ul> <li>Students in Chinese class connect with students at a sister school in China using Google Meet (CNH/CHS/GHR in CEP).</li> <li>For World Read Aloud Day (Feb. 1st) GHR teachers/students were invited to use a live stream link to connect with authors around the U.S. who were reading their book aloud.</li> </ul>
Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	Ŋ	<ul> <li>Paired programming using Scratch &amp; Scratch, Jr. to code and debug programs (Kindergarten &amp; gr. 2 &amp; 4)</li> <li>Students in Civics collaborate and generate questions for interviewing local political candidates using Google Docs (CHS).</li> <li>Students use Flipgrid, Padlets, etc. to share feedback on teacher-posted topics &amp; share responses. (GHR)</li> <li>Students are using Destiny as a tool to recommend &amp; review books.</li> <li>(District-wide)</li> <li>Students/staff at GHR use Destiny Engage to set personal goals, create book challenges and to connect with other GHR students on reading.</li> </ul>
	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.		<ul> <li>Paired programming using Scratch &amp; Scratch, Jr. to code as both "navigator" and "driver" (Kindergarten, gr. 2 &amp; 4)</li> <li>Shared Google Slides, Padlet digital bulletin boards, and Flipgrid projects (GHR, CNH/CHS)</li> <li>Small group poster projects in World Understanding using Google Drawing (CHS)</li> </ul>

Artifact Z

# Artifact AA Student Acceptable Use Policy - Group Work - DRAFT

Working with your grade level/school group, brainstorm how the different elements of the acceptable use policy could be worded for your designated age group of students.

Then, discuss the following:

- How the information could be shared with students (i.e. posters, signs, PowerSchool forms)
- How will students sign off (i.e. poster as a class, google form, PowerSchool form)

Click on the appropriate link below to begin working with your group:

CGS GHR CNH CHS/CA Next Steps - To Discuss as a Group AUP at each building CGS

# Artifact AA

### Wording of AUP- Use language and visuals from Common Sense Media

Effective Co	mmunicator
<ul> <li>I will communicate appropriately</li> <li>I will be honest, respectful and kind in any and all online communications</li> </ul>	<ul> <li>(Heart Digital Citizen)</li> <li>I will be safe, responsible, and respectful online.</li> </ul>
Engaged C	ollaborator
<ul> <li>I will respond thoughtfully and positively to others</li> <li>I will be an upstander</li> </ul>	<ul> <li>(Legs Digital Citizen)</li> <li>I will stand up to online bullies <u>Or</u> "I will be an upstander"?</li> </ul>
Critical	Thinker
<ul> <li>I understand everything I do online is visible</li> <li>I will research responsibly</li> <li>I will evaluate the validity of information presented online</li> </ul>	<ul> <li>(Feet Digital Citizen)</li> <li>Everything I do online leaves a footprint</li> <li>ed Citizen</li> </ul>
<ul> <li>I will act according to school rules on and offline</li> <li>I will protect the confidentiality of myself and others</li> <li>I will bring a charged device to school daily</li> <li>I will protect school and district provided equipment</li> </ul>	<ul> <li>(Arms Digital Citizen )</li> <li>My job is to take care of my chromebook</li> </ul>
Authentic	Innovator
<ul> <li>Authentic Innovator</li> <li>I will obey copyright laws and credit others for their work</li> <li>I will select and use the appropriate tool for the assigned task (<i>purpose of technology</i>)</li> </ul>	<ul> <li>(Head Digital Citizen)</li> <li>I give credit to and respect other's work</li> </ul>

Format/Delivery

How will the information be shared with students? (i.e. posters, signs, PS form)	<ul> <li>Change Chromebook wallpaper with visuals</li> <li>Stickers on closed Chromebooks with visuals</li> <li>LMS could introduce AUP concepts in library</li> </ul>
How will students sign-off on AUP? (i.e. sign poster as a class, sign off on Google form, sign off in PS?	Class rules/poster- students sign off and post on the chromebook cart

GHR

# Artifact AA

### Wording of AUP

Effective Co	ommunicator		
<ul> <li>I will communicate appropriately</li> <li>I will be honest, respectful and kind in any and all online communications</li> </ul>	<ul> <li>Include samples of what that looks like         <ul> <li>I use kind words when I give comments to others in Google assignments</li> <li>things shared in LMC regarding communication/google classroom use (digital citizenship unit)</li> </ul> </li> </ul>		
Engaged C	ollaborator		
<ul> <li>I will respond thoughtfully and positively to others</li> <li>I will be an upstander</li> </ul>	<ul> <li>In a google doc - I like the way you used these words to describe your experience</li> <li>Standing up for others in communications</li> </ul>		
Critical	Critical Thinker		
<ul> <li>I understand everything I do online is visible</li> <li>I will research responsibly</li> <li>I will evaluate the validity of information presented online</li> </ul>	<ul> <li>I am aware of the sites I visit and my search history (my digital footprint)</li> <li>Need to unpack "I understand everything I do online is visible"</li> <li>Can we incorporate vocabulary (validity) into LMC lessons</li> <li>I understand that everything online may not be real</li> </ul>		
Empower	ed Citizen		
<ul> <li>I will act according to school rules online and offline</li> <li>I will protect the confidentiality of myself and others</li> <li>I will bring my assigned school device charged to school daily</li> <li>I will protect school and district provided equipment</li> </ul>	<ul> <li>I will protect my (and others) personal information</li> <li>I will show I can be trusted with my device in and out of school by being prepared with a charged Chromebook every day.</li> </ul>		
Authentic Innovator			
<ul> <li>I will obey copyright laws and credit others for their work</li> <li>I will select and use the appropriate tool for the assigned task (<i>purpose of technology</i>)</li> </ul>	<ul> <li>I have learned the words "copyright" and "plagiarism" and I understand their meanings and importance.</li> <li>I am aware of the different Google apps that are available to me.</li> </ul>		

Format/Delivery		
How will the information be shared with students? (i.e. posters, signs, PS form)	Posters, signs, wallpaper on district devices	

Artifact AA	
How will students sign-off on AUP? (i.e. sign poster as a class, sign off on Google form, sign off in PS? Google doc - converted to class poster that would be signed by students and prominently displayed as a reference point.	

# CNH

# Artifact AA

### Wording of AUP

Effective Co	mmunicator	
<ul> <li>I will communicate appropriately</li> <li>I will be honest, respectful and kind in any and all online communications</li> </ul>	<ul> <li>I will use appropriate language and visuals in my communications and presentations.</li> <li>I will consider my audience when communicating online in order to be respectful and appropriate.</li> </ul>	
Engaged C	ollaborator	
<ul> <li>I will respond thoughtfully and positively to others</li> <li>I will be an upstander</li> </ul>	<ul> <li>I will respond thoughtfully and positively to others.</li> <li>I will report any threatening, hurtful or inappropriate electronic materials or communications to a staff member.</li> <li>I will ask for help if needed.</li> </ul>	
Critical Thinker		
<ul> <li>I understand everything I do online is visible</li> <li>I will research responsibly</li> <li>I will evaluate the validity of information presented online</li> </ul>	<ul> <li>I will make wise choices about what I post online knowing that my digital footprint can be seen by my teachers, administrators and district leaders.</li> <li>I will use school appropriate sources relevant to my work.</li> <li>I will evaluate websites and other online sources to understand their purpose.</li> </ul>	
Empower	ed Citizen	
<ul> <li>I will act according to school rules on and offline</li> <li>I will protect the confidentiality of myself and others</li> <li>I will bring a charged device to school daily</li> <li>I will protect school and district provided equipment</li> </ul>	<ul> <li>I will use technology appropriately and only when permitted for educational purposes.</li> <li>I will only access and utilize tools and websites approved by the school district.</li> <li>I will keep my personal information private by not sharing passwords or account information.</li> <li>I will protect school and district provided equipment.</li> </ul>	
Authentic Innovator		
<ul> <li>Authentic Innovator</li> <li>I will obey copyright laws and credit others for their work</li> <li>I will select and use the appropriate tool for the assigned task (<i>purpose of technology</i>)</li> </ul>	<ul> <li>I will cite my sources appropriately in order to avoid plagiarism and respect copyright rules.</li> <li>I will use the appropriate technology tool (for example: website, database, app) for my work.</li> </ul>	
Format/Delivery		

How will the information be shared with students?	Monthly pop-up reminders about digital citizenship
(i.e. posters, signs, PS form)	Add to ACT poster

### **Artifact AA**

### **Artifact AA**

### CHS/CA

### Wording of AUP

Effective Co	ommunicator
<ul> <li>I will communicate appropriately</li> <li>I will be honest, respectful and kind in any and all online communications</li> </ul>	<ul> <li>My online communications will be honest, respectful, kind, and appropriate.</li> </ul>
Engaged C	ollaborator
<ul> <li>I will respond thoughtfully and positively to others</li> <li>I will be an upstander</li> </ul>	<ul> <li>I will engage online by being an upstander that responds thoughtfully and positively to others.</li> </ul>
Critical	Thinker
<ul> <li>I understand everything I do online is visible</li> <li>I will research responsibly</li> <li>I will evaluate the validity of information presented online</li> </ul>	<ul> <li>I will research and evaluate online information for accuracy and validity.</li> <li>My digital footprint is monitored for safety and security.</li> </ul>
Empower	ed Citizen
<ul> <li>I will act according to school rules on and offline</li> <li>I will protect the confidentiality of myself and others</li> <li>I will bring a charged device to school daily</li> <li>I will protect school and district provided equipment</li> </ul>	<ul> <li>I will respect and maintain school technology devices with care and integrity.</li> </ul>
Authentic	Innovator
<ul> <li>Authentic Innovator</li> <li>I will obey copyright laws and credit others for their work</li> <li>I will select and use the appropriate tool for the assigned task (<i>purpose of technology</i>)</li> </ul>	<ul> <li>I will avoid plagiarism by respecting copyright laws and giving credit to others' intellectual property.</li> </ul>

### Format/Delivery

How will the information be shared with students? (i.e. posters, signs, PS form)	Posters, Advisory lesson
How will students sign-off on AUP? (i.e. sign poster as a class, sign off on Google form, sign off in PS?	Google Form during Advisory

### Artifact AA

### Next Steps - To Discuss as a Group

Format	<ul> <li>Questions to consider:</li> <li>Should we have common signage across buildings (on core concepts)? <ul> <li>If so, thoughts on format?</li> </ul> </li> <li>Should format be consistent across buildings (i.e. start with POG and then put in student friendly language, possibly with images at younger levels)? <ul> <li>Could be of benefit and create strong thru-line</li> <li>Add to desktop of all chromebooks and computers?</li> </ul> </li> </ul>
Getting the word out	<ul> <li>Questions to consider: <ul> <li>Timeframe</li> <li>Possibly scale in?</li> </ul> </li> <li>Building representation reflections - thoughts for Cathie to bring back to building administration <ul> <li></li> </ul> </li> </ul>
Roll out	

		Artifact AA	
Authoric lancetor	<ul> <li>(Head Digital Citizen)</li> <li>I give credit to and respect other's work</li> </ul>	<ul> <li>I have learned the words "copyright" and "plagiarism" and I understand their meanings and importance.</li> <li>I am aware of the different Google apps that are available to me.</li> </ul>	<ul> <li>I will cite my sources appropriately in order to avoid plagiarism and respect copyright rules.</li> <li>I will use the appropriate technology tool (for example: website, database, app) for my work.</li> </ul>
Empowerd Citizen	<ul> <li>Arms Digital Citizen )</li> <li>My job is to take care of my chromebook</li> </ul>	<ul> <li>I will protect my (and others) personal information <ul> <li>I will show I can be trusted with my device in and out of school by being prepared with a charged Chromebook every day.</li> </ul> </li> </ul>	<ul> <li>I will use technology appropriately and only when permitted for educational purposes.</li> <li>I will only access and utilize tools and websites approved by the school district.</li> <li>I will keep my personal information private by not sharing passwords or account information.</li> <li>I will protect school and district provided equipment.</li> </ul>
Critical Thinkor	<ul> <li>(Feet Digital Citizen)</li> <li>Everything I do online leaves a footprint</li> </ul>	<ul> <li>I am aware of the sites I visit and my search history (my digital footprint)</li> <li>Need to unpack "I understand everything I do online is visible"</li> <li>Can we incorporate vocabulary (validity) into LMC lessons</li> <li>I understand that everything online may not be real</li> </ul>	<ul> <li>I will make wise choices about what I post about what I post online knowing that my digital footprint can be seen by my teachers, administrators and district leaders.</li> <li>I will use school appropriate sources relevant to my work.</li> <li>I will evaluate websites and other online sources to understand their purpose.</li> </ul>
Encrood Collaborator	<ul> <li>(Legs Digital Citizen)</li> <li>(Legs Digital Citizen)</li> <li>I will stand up to online bullies</li> <li>Or "I will be an upstander"?</li> </ul>	<ul> <li>In a google doc - I like the way you used these words to describe your experience</li> <li>Standing up for others in communications</li> </ul>	<ul> <li>I will respond thoughtfully and positively to others.</li> <li>I will report any threatening, hurtful or inappropriate electronic materials or communications to a staff member.</li> <li>I will ask for help if needed.</li> </ul>
Effortive Communicator	<ul> <li>(Heart Digital Citizen)</li> <li>(Will be safe, responsible, and respectful online.</li> </ul>	<ul> <li>Include samples of what that looks like</li> <li>I use kind words when I give comments to others in Google assignments</li> <li>Torrie - things shared in LMC regarding communication/google classroom use (digital citizenship unit)</li> </ul>	<ul> <li>I will use appropriate language and visuals in my communications and presentations.</li> <li>I will consider my audience when communicating online in order to be respectful and appropriate.</li> </ul>
	cgs	GHR	CNH

AUP at each building

<ul> <li>I will avoid plagiarism by respecting copyright laws and giving credit to others' intellectual property.</li> </ul>
• I will avoi by respec laws and g to others' property.
<ul> <li>I will respect and maintain school technology devices with care and integrity.</li> </ul>
<ul> <li>I will research and evaluate online information for accuracy and validity.</li> <li>My digital footprint is monitored for safety and security.</li> <li>I am aware that everything I do online leaves a digital footprint</li> <li>I will think about the purpose for the websites I am using</li> <li>I understand that everything online may not be credible (for upper grades) and I am responsible for checking my sources.</li> </ul>
<ul> <li>I will engage online by being an upstander that responds thoughtfully and positively to others.</li> <li>I will be an upstander who is thoughtful and positive.</li> <li>I will report anything that is harmful or inappropriate to a staff member.</li> </ul>
<ul> <li>My communications will be honest, respectful, kind, safe and appropriate.</li> </ul>
CHS

## Sharing out and signing off at each building

	CGS	GHR	CNH	CHS
Sharing	<ul> <li>Change Chromebook wallpaper with visuals</li> <li>Stickers on closed Chromebooks with visuals</li> <li>LMS could introduce AUP concepts in library</li> </ul>	<ul> <li>Posters</li> <li>Signs</li> <li>Wallpaper on district devices</li> </ul>	<ul> <li>Monthly pop-up reminders about digital citizenship</li> <li>Add to ACT poster</li> </ul>	<ul> <li>Posters</li> <li>Advisory lesson</li> </ul>
Signing off	Class rules/poster- students sign off and post on the chromebook cart	Google doc - converted to class poster that would be signed by students and prominently displayed as a reference point.		Google Form during Advisory

### **Artifact AA**

licies	ent policies
District Technology Policies	Other applicable student policies
5131.2, 5131.2-A and 5131.4	5131.7, 5144 and 5145.4
District Technology F	Other applicable s
5131.2, 5131.2-A and 5131.4	5131.7, 5144 and 5145.4

Coventry Public Schools Portrait of the Graduate guides our practice and work and sets the expectations for our work with technology.

As a student:

	Artifact AA
Authentic Innovator	
Empowered Citizen	
Effective Communicator	<ul> <li>My communications will be honest, respectful, kind, safe and appropriate.</li> </ul>
Engaged Collaborator	<ul> <li>I will be an upstander who is thoughtful and positive.</li> <li>I will report anything that is harmful or inappropriate to a staff member.</li> </ul>
Critical Thinker	<ul> <li>I am aware that         <ul> <li>everything I do online             everything I do online             leaves a digital footprint</li>             lwill think about the             purpose for the websites             l am using             l understand that             everything online may             not be credible (for             upper grades) and I am             responsible for checking             my sources.</ul></li> </ul>

### **Artifact AA**

3/10/23

### Artfact BB

### <u>Grade 2 Multi-Disciplinary Project</u> <u>Community Helpers</u>

- 1. Launch: Historical Figures Lessons
  - What character traits are held by these people?
  - How did they contribute to their community?

### **Historical Figures**

Person	Resource
Lin-Manuel Miranda American songwriter, actor, singer, filmmaker, rapper, and playwright.	<ul> <li>https://www.getepic.com/app/read/57614</li> <li>https://www.getepic.com/app/read/63239</li> <li>https://www.getepic.com/app/read/59042</li> <li>https://pgoplayer.pebblego.com/articles/9730</li> <li>:https://www.readworks.org/3472e1b0-fe61-4e9b-badc-30f1bcd e4b13</li> <li>https://drive.google.com/file/d/1Vy-g2dJSyUw9m6etFacrDYTP mu1oNp8n/view?usp=sharing</li> </ul>
<u>Nathan Hale</u> American Patriot, soldier and spy for the Continental Army during the American Revolutionary War.	<ul> <li><u>https://www.getepic.com/app/read/54830</u></li> <li><u>https://www.getepic.com/app/read/6029</u></li> <li><u>https://docs.google.com/document/d/1cScsfo2jb0Ch6i5hrpAW</u> <u>aVuGIF07fvi1wAkdzXA23AM/edit?usp=sharing</u></li> </ul>
Wright Brothers American aviation pioneers generally credited with inventing, building, and flying the world's first successful motor-operated airplane.	<ul> <li><u>https://www.getepic.com/app/read/57708</u></li> <li><u>https://www.getepic.com/app/read/42073</u></li> </ul>
Jackie Robinson American professional baseball player who became the first African American to play in Major League Baseball in the modern era.	<ul> <li><u>https://pgoplayer.pebblego.com/articles/3050</u></li> <li><u>https://www.getepic.com/app/read/25203</u></li> <li><u>https://drive.google.com/file/d/13Z42leDM-O5Ca5KCV7RuFeg_L4QJFX9p7/view?usp=sharing</u></li> <li>HIST 2.4 Explain perspectives of people in the past to those of people in the present</li> </ul>
Amelia Earhart American aviation pioneer and writer. Earhart was the first female aviator to fly solo across the Atlantic Ocean.	<ul> <li><u>https://www.getepic.com/app/read/22506</u></li> <li><u>https://www.getepic.com/app/read/15143</u></li> <li><u>https://www.getepic.com/app/read/45156</u></li> <li><u>https://pgoplayer.pebblego.com/articles/3072</u></li> <li><u>https://drive.google.com/file/d/1HbP37uYrTI-dy2fPz_YAY_Si_U</u> <u>cPX6GD/view?usp=sharing</u></li> <li>HIST 2.1 Create a chronological sequence of multiple events.</li> </ul>
Jane Goodall	<ul> <li><u>https://www.getepic.com/app/read/22502</u></li> </ul>

	<ul> <li>https://www.getepic.com/app/read/58601</li> <li>https://www.getepic.com/app/read/51636</li> <li>https://drive.google.com/file/d/1y4IniLIOQ4sBHAdgrLpD7DMSs yxIrDz-/view?usp=sharing</li> <li>https://drive.google.com/file/d/1STu7NOmqBkVSVKk4VWfRN DOBxI8Vx_OJ/view?usp=sharing</li> <li>CIV 2.7 Describe how people have tried to improve their communities over time.</li> </ul>
Katherine Johnson American mathematician whose calculations of orbital mechanics as a NASA employee were critical to the success of the first and subsequent U.S. crewed spaceflights. Dorothy Vaughan American mathematician and human computer who worked for the National Advisory Committee for Aeronautics, and NASA, at Langley Research Center in Hampton, Virginia. <u>Mary Jackson</u> American mathematician and aerospace engineer at the National Advisory Committee for Aeronautics, which in 1958 was succeeded by the National Aeronautics and Space Administration.	<ul> <li>https://www.getepic.com/book/53481320/nasa-mathematician -katherine-johnson</li> <li>https://pgoplayer.pebblego.com/articles/10030</li> <li>https://pgoplayer.pebblego.com/articles/11706</li> <li>Hidden Figures: The American Dream and the Untold Story of the Black Women Who Helped Win the Space Race by Margot Lee Shetterly</li> <li>https://www.teacherspayteachers.com/Product/Uncovering-Hi dden-Figures-Freebie-3563380?st=f533d4e0f66744d17000b02b b60bd8eb</li> </ul>

Following their research, students will develop a list of traits these people have that helped them make a difference in their world/communities. <u>Character Traits Graphic organizer</u>

Then, we will talk about examples of people in their own lives and communities whom they have seen working to improve conditions at a local level. Students will list their examples on post-it notes and generate a class list.

Each class will choose a community member to further research. Ex. firefighter, police officer, medical person, town representative, town maintenance, business owner, farmer, mailman, construction worker, etc.

Small Groups: (Collaboration with Specials' Teachers)

- Portrait of their person with Michele Reveruzzi-White, Art Teacher- Enrichment
- Interview script
- Conduct interview and report- Matt Kyer, Library Media Specialist, helps record
- Poster or Biography of who they are- <u>All About a Community Helper</u>
- Paragraph about impact

Whole class-What can we do to carry on that Actigate BB

Create a gallery of heroes. Have the gallery broadcast on YouTube Channel while waiting for the BOE meeting. Jeff Spivey

Assessment Rubric:

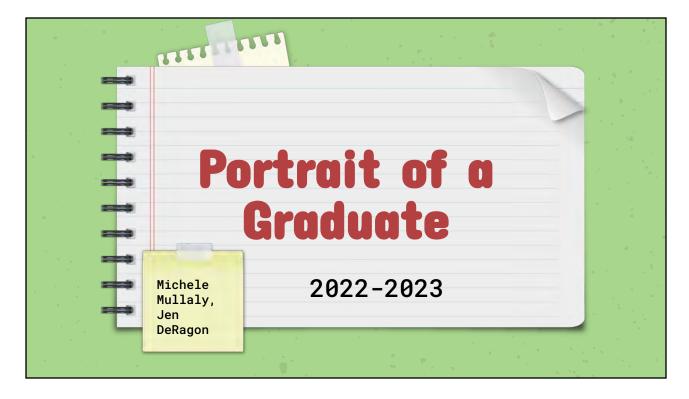
Critical Thinker

Collaboration

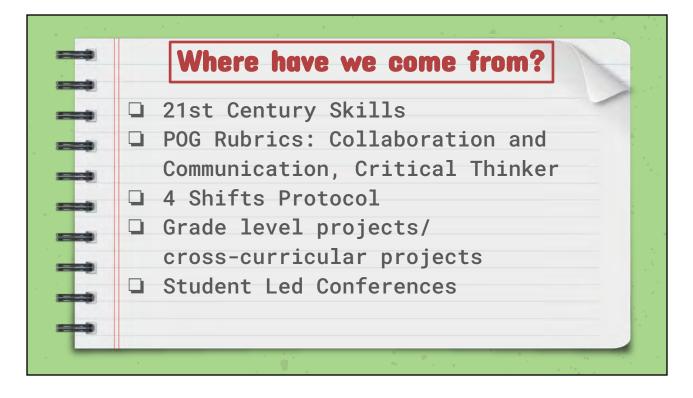
Presentation

- Solves problems
- Reasons effectively
- Makes evidenced based decisions
- Analyzes and evaluates outcomes
- Is an inquisitive learner

The helper I have chosen is	
Where my helper works:	
My Helper's Appearance	
Clothes:	
Fools my helper uses:	
Fransportation:	
	Here is a picture of my helper!
My helpers job is to :	Lieberi





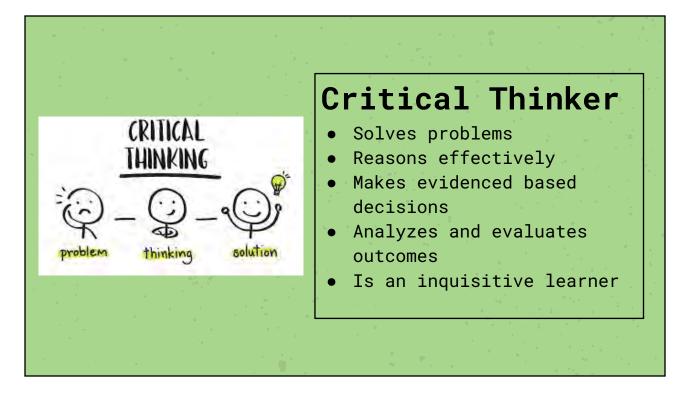


### **Engaged Collaborator**

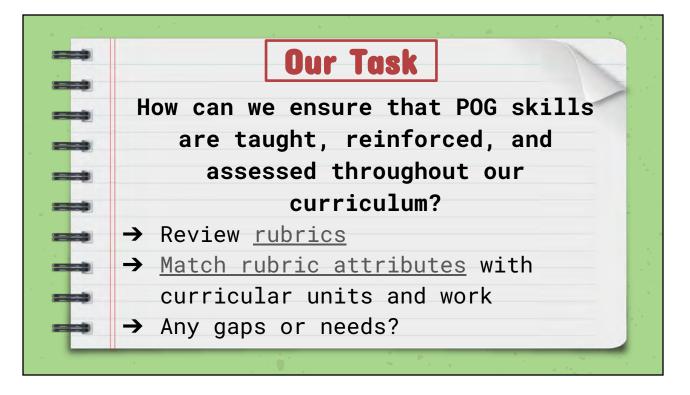
- Gives and receives respectful feedback
- Is flexible and adaptable
- Shares leadership and takes initiative
- Is invested in the group outcome
- Encourages and values diverse perspectives

### **Effective Communicator**

- Is articulate and knowledgeable in all forms of communication
- Demonstrates skill in different modalities
- Listens actively ad responsibly
- Shows awareness of purpose and audience



(	Critical Thinking Rubric Attributes
	Information and Discovery
	Interpretation and Analysis
•	Reasoning
•	Problem Solving/Solution Finding
•	Constructing Arguments
	Self-Regulation/Reflection

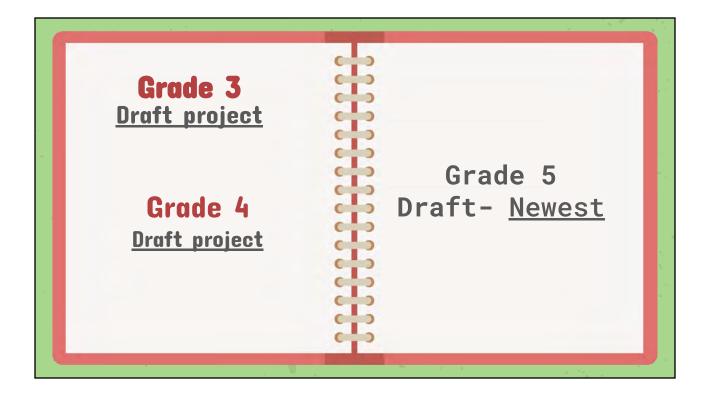


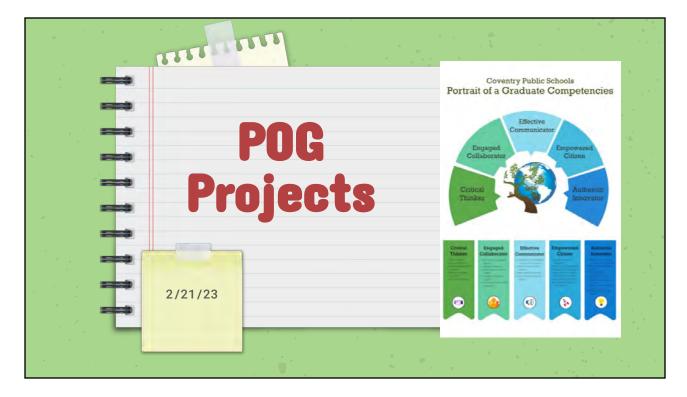


с				
	=			Coventry Public Schools Portrait of the Graduate Competencies
		PO	G	Effective Communicator Engaged Collaborator Empowered Citizen
		Proje	ects	Critical Thinker
			1/8/22	
			т. Р. М. Р. с.	

	<b>F</b> Education
-	★ <u>Video project</u> (6 minutes)
	★ Exemplar Field Guide
	<u>Project</u>







### Artifact DD

### Grade \_3\_\_ Portrait of the Graduate Project

Project Title: <u>Tara Farms</u>

LESSON PACING

Essential Questions	How can we make a difference in our Coventry community?
Standards Addressed	<ul> <li>RI.3.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>RI.3.4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area</li> <li>RI.3.5- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>RI.3.7- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>W.3.4- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose</li> <li>W.3.6- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</li> <li>W.3.1- Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> </ul>
Interdisciplinary	Reading Writing Social studies Math - money, graphing
How does it address collaboration skills? (rubric)	Grade 3 POG Collaboration Rubric -option to work in groups -present to other classes -presentation model with peers -research with peers -collaboration with community partners (vets, Bonnie Jean, Terri Carpenter?) -collaboration within classes/across Grade 3 to determine fundraiser
How does it address	Grade 3 POG Communication Rubric

### Artifact DD

communication skills? (rubric)	-delivering presentations to other classes -communication with group members -Writing a letter to Ms. DeRagon -Communicate with community members to research and ask for support -Communicate as a class to come up with an idea -Communication through posters or other methods or presentation(announcements, etc) -Communicate with community members/stakeholders to announce outcomes
<ul> <li>4 shifts protocol considerations:</li> <li>A: Deeper Thinking <ul> <li>Domain knowledge</li> <li>Problem solving</li> <li>Creativity</li> <li>Metacognition</li> <li>Critical Thinking</li> <li>Assessment Aligned (research standards, writing standards, science standards)</li> </ul> </li> </ul>	<ul> <li>Think critically about how they can help the community, specifically Tara Farms</li> <li>Knowledge of opinion writing</li> <li>Their method of presentation allows for creativity (slides, posters, etc.)</li> </ul>
<ul> <li>B: Authentic Work <ul> <li>Real</li> <li>Authentic Role</li> <li>Research &amp; Information Literacy Strategies</li> <li>Authentic Assessment</li> </ul> </li> </ul>	<ul> <li>determining/collaborating on an appropriate fundraiser</li> <li>Giving roles to</li> <li>Gather stakeholder support via letters to Jen, videos/posters/announcements for community members or other students</li> <li>Student-led fundraiser</li> <li>Students count/assess money raised</li> <li>Announce outcomes to stakeholders via videos/posters/announcements</li> </ul>
C: Student Agency and Personalization	<ul> <li>Interest based- choose their own presentation</li> </ul>

### Artifact DD

<ul> <li>Learning Goals- both teachers and students</li> <li>Learning Activity- both teachers and students</li> <li>Assessment of Learning- teachers</li> <li>Talk time- both teachers and students</li> <li>Work time- both teachers and students</li> <li>Interest Based- somewhat</li> <li>Initiative- somewhat</li> <li>Technology Selection- Teachers</li> </ul>	<ul> <li>talk time - students presenting on their topic</li> <li>Work time- students will have opportunities to work across disciplines</li> <li>Technology usage - research and presentation</li> <li>technology - research and presenting</li> </ul>
<ul> <li>Technology Usage- both teachers and students</li> </ul>	
<ul> <li>D: Technology Infusion <ul> <li>Communicating- in pairs, groups, whole class,</li> <li>Communication Technologies-yes if skype</li> <li>Collaboration- in pairs, groups, whole class,</li> <li>Collaboration Technologies-</li> <li>Technology Adds Value- no</li> <li>Technology as Means, Not Endutilized as basis for researching</li> <li>Digital Citizenship- Yes</li> </ul> </li> </ul>	<ul> <li>collaborating with peers to edit and provide feedback to one another</li> <li>Researching Tara Farms</li> <li>Drafting/revising/editing/peer feedback/Publishing</li> <li>technology - option to publish with Google slides or another platform</li> </ul>

### Next Steps:

Final Project template (two part: written opinion piece and independent/collaborative fundraiser role)

Class/school presentation of fundraiser and reasons it supports the community Students work to research topic and draft opinion letters Parent Letter explaining project

Essential Question Standards Addressed	
	<b>CCSS.ELA-LITERACY.W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. <b>CCSS.ELA-LITERACY.W.4.2.D</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.

# Grade 4 Portrait of the Graduate Project

Project Title: Come to Connecticut! Timeline: Third Trimester (April - June)

CCSS.ELA-LITERACY.W.4.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.4.1.C
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS.ELA-LITERACY.SL.4.5
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
Research: RI 5 RI 7: Use age appropriate technologies to locate, collect, organize content from media collection for specific purposes, citing sources
Research W6: Work collaboratively online with other students under teacher supervision
Research W6, W10: Use a variety of age-appropriate technologies to communicate and exchange ideas
Research W6, W10, SL2, SL5: Create projects that use text and various forms of graphics, audio, and video to communicate ideas
<b>GEO 4.6</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas
<b>4 ESS2-2</b> Analyze and interpret data from maps to describe patterns of Earth's features.

How does it address collaboration skills? <u>(rubric)</u>	<ul> <li>Frequently demonstrates comfort and confidence in collaborating while using technology.</li> <li>Typing essay</li> <li>Using online resources to resource (Newsela)</li> </ul>
	<ul> <li>Frequently holds respectful discussions and shares ideas with group members.</li> <li>Peer-editing</li> </ul>
How does it address communication skills? [rubric]	<ul> <li>When appropriate, use technology effectively to support oral and written presentations.</li> <li>Typing essay, creating Flipgrid</li> <li>Typing essay, creating Flipgrid</li> <li>Understands that people can have different points of view/perspectives.</li> <li>Sharing different reasons for essays</li> <li>Uses an appropriate amount of facts and details.</li> <li>Choosing facts from research to put into essay</li> <li>Speaks clearly at an appropriate volume and understandable pace.</li> <li>Presentation to class</li> <li>Visuals relate to the presentation.</li> <li>Can create presentation (Flipgrid) to share with class</li> </ul>
How does it address critical thinking skills? (rubric)	<ul> <li>Describes points of view from multiple sources clearly and accurately.</li> <li>Interviewing multiple experts and including information learned in opinion writing</li> <li>Clearly makes and describes inferences using sources provided.</li> <li>Interviewing multiple experts and including information learned in opinion writing</li> <li>Adequately explains ideas about how to solve the problem or answer the inquiry question. Clearly describes why his/her ideas make sense.</li> <li>Start the project with this problem - population is decreasing in CT so how do we persuade people to move here?</li> <li>Constructs valid arguments. Includes an appropriate amount of proof, reasons and</li> </ul>

	details from valid sources to support arguments. <ul> <li>Geography</li> <li>Climate</li> <li>Location to activities/other states</li> <li>Tourism</li> <li>Culture</li> </ul>
<ul> <li>4 shifts protocol considerations:</li> <li>A: Deeper Thinking</li> <li>Domain knowledge</li> <li>Problem solving</li> <li>Creativity</li> <li>Metacognition</li> <li>Critical Thinking</li> <li>Assessment Aligned (research standards, writing standards, science standards)</li> </ul>	<ul> <li>Domain knowledge:</li> <li>Assessment Aligned: Persuasive essay</li> <li>Problem Solving: Learning activities allow students to engage in complex problem solving</li> <li>Problem Solving: Learning activities allow students to engage in complex problem solving</li> <li>Creativity: Students have the opportunity to persuade someone to move to CT and present it on Flipgrid</li> <li>Metacognition: Students have the opportunity to reflect on their persuasive writing organization and letter writing.</li> <li>Critical Thinking: Students have to think critically about why CT is a great place to live through their knowledge of geography, climate, location, tourism, and culture</li> </ul>
<ul> <li>B: Authentic Work</li> <li>Real</li> <li>Authentic Role</li> <li>Research &amp; Information Literacy</li> <li>Strategies</li> <li>Authentic</li> <li>Assessment</li> </ul>	<ul> <li>Authentic Role:</li> <li>Elipgrid or their letter or reasons for why someone should move to CT</li> <li>Department of Tourism</li> <li>Other classes around the country</li> <li>Personal connections outside of CT?</li> </ul>

### Artifact EE

C: Student Agency and	Students will come up with their own reasons for why someone should move to
Personalization	Connecticut
<ul> <li>Learning Goals- both</li> </ul>	<ul> <li>Students can choose articles and books to research</li> </ul>
teachers and	
students	
<ul> <li>Learning Activity-</li> </ul>	
both teachers and	
students	
<ul> <li>Assessment of</li> </ul>	
Learning- teachers	
<ul> <li>Talk time- both</li> </ul>	
teachers and	
students	
<ul> <li>Work time- both</li> </ul>	
teachers and	
students	
<ul> <li>Interest Based-</li> </ul>	
somewhat	
<ul> <li>Initiative- somewhat</li> </ul>	
<ul> <li>Technology</li> </ul>	
Selection-Teachers	
<ul> <li>Technology Usage-</li> </ul>	
both teachers and	
students	
D: Technology Infusion	Type their opinion writing
<ul> <li>Communicating- in</li> </ul>	Research about CT
pairs, groups, whole	Technology-based presentation (flipgrid): communicating reasons for moving here
Class,	$\sim$
<ul> <li>Communication</li> </ul>	state??) or department of tourism
Technologies-	

Collaboration	tion-
Collaboration     Technologies-	Tion lies-
Technology Adds     Value	ly Adds
<ul> <li>Technology as</li> </ul>	y as
Means, Not End-	of End-
utilized as basis for	basis for
<ul> <li>researching</li> <li>Digital Citizenship-</li> </ul>	g zenship-
Scope and Sequence	ence
Lesson Number	Descriptions
T	Intro about CT population changes over the years. Initial opinion - people should move to CT or people shouldn't move to CT
2	Final project options: Flipgrid ad video, letter/article, or brochure
3	Location/Geography/Highways/Transportation- Why would people like or dislike being near highways?
7	Weather -What could attract people to this weather?
5	Tourism/attractions
6	History
7	Education (state rankings for public education, colleges & universities)
8	Economy/cost of living
6	Job opportunities
10	Free research day

### Artifact EE

### Artifact EE

### Artifact FF Grade 5 Portrait of the Graduate Project

### Project: Endangered/Threatened/Special Concern Species In CT

Essential Questions	<ul> <li>What does an animal need to thrive and survive in an ecosystem?</li> <li>How do humans affect Connecticut wildlife?</li> </ul>
Standards Addressed	
Interdisciplinary	P.E Predator/ Prey Game Science- research species, draw habitat Art- life-size picture, cover of field guide, chapters of guides Technology- Reading- gathering research Writing- creation of field guide- grade 5 book
How does it address collaboration skills? (rubric)	<ul> <li>Cooperation (action step discussion)</li> <li>Responsiveness (editing and revising)</li> <li>Responsibility and Productivity (complete assigned tasks responsible for in partnership)</li> <li>Self-Regulation (reflect on collaboration throughout project with partner)</li> </ul>
How does it address communication skills? (rubric)	
<ul> <li>4 shifts protocol considerations:</li> <li>A: Deeper Thinking <ul> <li>Domain knowledge</li> <li>Problem solving</li> <li>Creativity</li> <li>Metacognition</li> <li>Critical Thinking</li> <li>Assessment Aligned (research standards, writing)</li> </ul> </li> </ul>	<ul> <li>Domain knowledge</li> <li>Problem solving (action steps)</li> <li>Creativity (need to include student choice)</li> <li>Metacognition</li> <li>Critical Thinking</li> <li>Assessment Aligned (research standards, writing standards, science standards)</li> </ul>

standards, science standards)	
<ul> <li>B: Authentic Work</li> <li>Real</li> <li>Authentic Role</li> <li>Research &amp; Information Literacy Strategies</li> <li>Authentic Assessment</li> </ul>	<ul> <li>Real</li> <li>Authentic Role</li> <li>Research &amp; Information Literacy Strategies</li> <li>Authentic Assessment</li> </ul>
<ul> <li>C: Student Agency and Personalization <ul> <li>Learning Goals- both teachers and students</li> <li>Learning Activity- both teachers and students</li> <li>Assessment of Learning- teachers</li> <li>Talk time- both teachers and students</li> <li>Work time- both teachers and students</li> <li>Interest Based- somewhat</li> <li>Initiative- somewhat</li> <li>Technology Selection- Teachers</li> <li>Technology Usage- both teachers and students</li> </ul> </li> </ul>	<ul> <li>Learning Goals- both teachers and students</li> <li>Learning Activity- both teachers and students</li> <li>Assessment of Learning- teachers</li> <li>Talk time- both teachers and students</li> <li>Work time- both teachers and students</li> <li>Interest Based- somewhat</li> <li>Initiative- somewhat</li> <li>Technology Selection- Teachers</li> <li>Technology Usage- both teachers and students</li> </ul>
<ul> <li>D: Technology Infusion <ul> <li>Communicating- in pairs, groups, whole class,</li> <li>Communication Technologies- yes if skype</li> <li>Collaboration- in pairs, groups, whole class,</li> <li>Collaboration Technologies-</li> <li>Technology Adds Value- no</li> <li>Technology as Means, Not End- utilized as basis for researching</li> <li>Digital Citizenship- Yes</li> </ul> </li> </ul>	<ul> <li>Communicating- in pairs, groups, whole class,</li> <li>Communication Technologies- yes if skype</li> <li>Collaboration- in pairs, groups, whole class,</li> <li>Collaboration Technologies-</li> <li>Technology Adds Value- no</li> <li>Technology as Means, Not End- utilized as basis for researching</li> <li>Digital Citizenship- Yes</li> </ul>

### Next Steps:

### To Do List:

Ideas:

- Share field guides
- Work together with partner- each partner writes one section, peer edit and revise (hold each accountable for writing)
- Build off of science project- ecosystem project
- Informational- model native americans, grade field guide
- Compile all field guides to make grade 5 field guide
- Science and writing-research
- Share books with Lutz museum, Booth and Dimmock, etc (volumes)
- Share with other grades (CGS?)
- Scan pictures and make digital for easier to print
- Torrie- cite sources
- Sections- need to survive, human impact, action steps
- Possibility- Google slides into book, Google sites
- Empowered Citizen Compare our conservation practices to those of Palau #KarenandNora

What is their environment?

What is the human impact/ how has human impact the environment? What are they missing to make them endangered? What do they need to survive?

State- any resources, DEEP, Audubon Society Lutz Museum/ animal rescue to talk with students

Habitat Location Diet/ Eating Habits Predators Human Impact- what is it - Revisit in Spring Solutions-

Call to action-write a letter to someone and attach field guide??

Michele and Jen-November PD

Resources:

DEEP Website

Wildlife Sanctuary Sponsorship

Month	Subject	Task
September/October	Science	Choose animal Research Make Ecosystem Poster
October/November	Writing	Informational writing piece on animal • Abiotic/Biotic Factors • Description - Size, Distinguishing features • Habitat Location • Adaptations • Diet/ Eating Habits • Predators Body paragraphs - 1 - abiotic factors (habitat)

		<ul> <li>2- biotic factors (predators/prey, plants)</li> <li>3 adaptations (distinguishing features)</li> </ul>
February/March	Writing	Zoos/Aquariums/Wildlife refuges research Written piece
April	Science	Human Impact on Environment Create human impact/solutions for animal Palau conservation efforts
May	Writing	Persuasive Letter?

### Artifact GG

### <u>The Amazon Rainforest</u> <u>7th Grade Project</u>

This year, you will participate in an <u>interdisciplinary</u> project that will challenge you and your partner to become problem solvers in the 21st century! You will engage in the <u>LAUNCH</u> cycle of the project design process. The LAUNCH cycle works in stages:



- 1. Look/listen/and learn (Discuss with your partner)
- 2. Ask lots of questions (What will you research?)
- 3. Understand the problem or process (Research and learn!)
- 4. Navigate ideas (Make a plan)
- 5. Create (Make your project)
- 6. Highlight what's working and failing (Reflect)

**LAUNCH** to an AUDIENCE (Presentation to the class!)

### So what will you be doing?!

**Directions:** For this assignment, you and your partner will be exploring a current issue that is affecting the Amazon Rainforest in South America. You will be able to choose a current issue from the list provided below. Once you have agreed upon your topic, you will conduct research and start problem solving following the steps outlined below. You will have a lot of freedom in creating this project as you navigate the creative problem solving process!

### **Topic List:**

- 1. Deforestation
- 2. Cattle Farming
- 3. Crop Farming
- 4. Burning
- 5. Animal Habitat Loss and Endangered species
- 6. Climate Change
- 7. Loss of Indigenous Land
- 8. Mining

### Artifact GG

### **Project Sections**

- 1. Part A:
  - Completing the <u>Partner Choice Google Form</u>
  - ✤ Completing the <u>Group Proposal Plan Sheet</u>

### 2. Part B:

✤ Conducting Individual Research and completing the <u>Research Note Sheet</u>

### 3. Part C:

- Choose your presentation media (design)
  - > Padlet, Podcast, Screencast Video, Peardeck, Storybook, Poster, Other?
- ✤ Create your Presentation FOLLOWING THE CHECKLIST BELOW and the RUBRIC!!

### 4. Part D:

 Give a 5 minute presentation to the class with your project following the Presentation Rubric Below! Please read the <u>Presentation Do's and Don'ts</u>

### 5. Part E:

Complete the <u>Self Reflection Journal</u>

### **Artifact GG**

Project Checklist: Please HIGHLIGHT or CHECK OFF each step as you complete it!

- □ I have completed the Group Proposal Sheet with the partners
- □ I have completed and submitted my OWN Research Note Sheet

□ <u>Our final Project contains:</u>

- $\hfill\square$  A definition of the issue we chose
- □ At least 5 statistics or facts about our issue
- $\Box$  At least 3 images <u>we can explain</u>
- $\hfill\square$  Our proposed solution
  - $\hfill\square$  How we believe we should solve the problem
  - □ Our DETAILED and SPECIFIC Plan to make that change!!
    - □ What is our plan to make a change?
    - $\Box$  What can we do right now here as middle schoolers?
    - $\Box$  What can the world do?
    - □ Why will our plan work?
    - □ An example of part of your plan (TikTok account, Instagram, flier, proposal, collection box, etc.)
- □ A Works Cited Page
- $\hfill\square$  I participated equally in giving a 5 minute presentation to the class
- □ I have completed the Project Self-Reflection Journal

		A	rtifact (	G
1	<ul> <li>Most bullet points in the checklist are missing and or were not completed.</li> <li>Students did not propose a plan for change or suggest how to fix the problem.</li> </ul>	<ul> <li>Project is disorganized. Topic, images, and proposed plan is unclear.</li> <li>Multiple grammar mistakes were present in the project.</li> </ul>	• Is minimally reflective and shows little capacity for self-critique.	<ul> <li>Rarely follows expectations for respectful discussion and decision making</li> <li>Rarely listens to others ideas and opinions, refuses to compromise.</li> </ul>
	Students included some bullet points in the checklist with little detail Students proposed a plan for change that was unclear, needed more detail, or was incomplete.	Steps were taken to have the project organized in a logical and clear manner, however, a substantial amount of additional work is needed. Multiple grammar mistakes were present in the project	Is somewhat reflective and shows a capacity for self-critique.	Sometimes follows expectations for respectful discussion and decision making. Listens to ideas and opinions of others, but does not want to compromise
2	• •	• •	•	• •
3	<ul> <li>Students included nearly every bullet point in the checklist with sufficient detail</li> <li>Students proposed a plan for change in which they suggested steps that could be taken in sufficient detail</li> </ul>	<ul> <li>Project was mostly organized in a logical manner with most content presented clearly and fluidly.</li> <li>Very few grammar mistakes were present in the project</li> </ul>	• Is mostly reflective and shows a capacity for self-critique.	<ul> <li>Consistently follows expectations for respectful discussion and decision making.</li> <li>Acknowledges ideas and opinions of others to meet deadlines and goals</li> </ul>
	Students included every bullet point in the checklist with great detail Students proposed a plan for change in which they suggested active steps that could be taken in great detail	Project was organized in a logical manner with all content presented clearly and fluidly. No grammar mistakes were present in the project	Is highly reflective and shows a strong capacity for self-critique.	Works with the group using consensus and discussion. Show understanding of the learning needs of others Inspires and motivates group Able to work with the others to improve overall work
4	• •	• •	•	• ••
Topic	Project Content	Organization/ Clarity	Self Reflection	Collaboration

## **Presentation Rubric :**

Topic		4	3	2	1
Delivering	•	Discusses the presentation	Discusses the presentation	Discusses the presentation topic	Discusses the presentation topic at
Oral		topic with enthusiasm	topic clearly	Communicates in a somewhat	times
Presentations	•	Consistently communicates in	Frequently communicates	clear manner with some	• Does not communicate in a clear
		a clear manner with evidence	with evidence	evidence.	manner or use adequate evidence.
	•	Consistently uses appropriate	Often uses appropriate eye	Uses some appropriate eye	<ul> <li>Uses little appropriate eye contact,</li> </ul>
		eye contact, volume, body	contact, volume, body	contact, volume, body language,	volume, body language, and
		language, and pronunciation	language, and pronunciation	and pronunciation.	pronunciation.

### **Project Rubric:**

### Artifact HH

This year, you will participate in an interdisciplinary project that will challenge you and your groupmates to become difference-makers in the 21st century. You will engage in the LAUNCH cycle of The LAUNCH cycle works in stages: Look/listen/and learn, Ask lots of questions, design process. Understand the problem or process, Navigate ideas, Create, Highlight what's working and failing, and finally: launch to an audience. In "launch teams," you will be free to explore a "Real-World Issue" of your choosing. The issue could be something as simple as creating less waste at CHS or as complex as bringing awareness to the refugee crisis in Europe. Your final product can range from a digital magazine, a prototype of a product, or a community service project. The possibilities are endless as you engage in the creative and problem solving process. Your launch team must conduct in depth research about your topic including consulting with experts in the field. The role of your teacher will be to serve as the "guide on the side" rather than the driving force behind the project. The final component of this semester-long project is a group multimedia presentation in March to teachers and other community members. The ultimate goal of this project is to provide an additional opportunity for you to improve upon your collaboration and communication skills while at the same time understanding that you too can be difference-makers in the world.

### Launch Team:

Below are a few sample TED talks which will help you with the L in launch. Further in the packet there are examples of possible team topics.

https://www.ted.com/talks/sean\_davis\_can\_we\_solve\_global\_warming\_lessons\_from\_how\_we\_prote cted\_the\_ozone\_layer?language=en (climate change)

https://www.ted.com/talks/marla\_spivak\_why\_bees\_are\_disappearing?referrer=playlist-why\_we\_nee\_d\_bees#t-5504 (decline of honey bees)

https://www.ted.com/talks/kate\_stafford\_how\_human\_noise\_affects\_ocean\_habitats?language=en (marine habitats)

https://www.ted.com/playlists/550/the\_harmful\_effects\_of\_online\_abuse (bullying)

<u>https://www.youtube.com/watch?v=rVTsbuQucmY</u> (opioid epidemic)

https://www.youtube.com/watch?v=ucPJm\_zNwio (distracted drivers)

https://www.youtube.com/watch?v=kZJCrxQrslA (student loan crisis)

<u>https://www.ted.com/talks/jonathan\_haidt\_can\_a\_divided\_america\_heal?language=en</u> (divisiveness in American politics)

### Artifact HH

### Some important questions for the group to consider:

What's the problem? Why is it important to you? What are you going to do about it? What lasting contributions will we/you make?

Before we begin to discuss this further, let's take a look at a popular T.V show which you may have seen. While you view the clips, consider being in the role of presenter, what did you like about how they presented, what didn't you like about it and why?

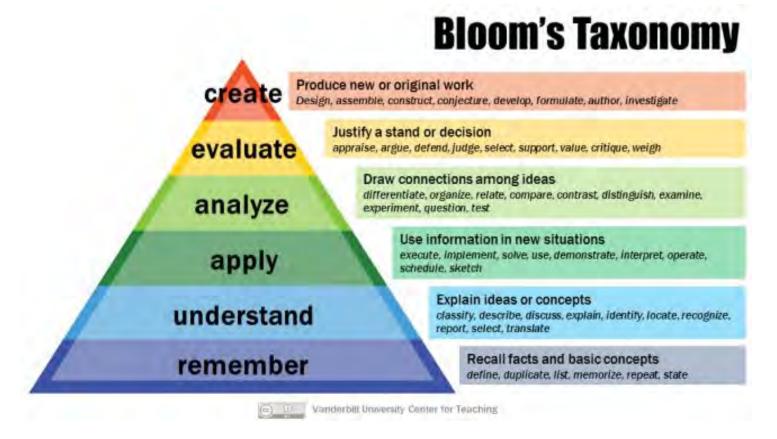
Shark Tank: https://www.youtube.com/watch?v=3VBmLGUDxWA

### **Requirements of the Project:**

- 1. Students must include minimum 7 credible sources ie: database (ICONN/Opposing Viewpoints/ABC CLIO) primary and/or secondary sources, Experts (college students/graduates) in the field etc
- 2. Minimum 1 expert or outside agency: ex professors, local business owners, SIGs, politicians, heads of town/state/federal agencies
- 3. Final Project presented in multimedia format in lieu of SLCs

### Must include:

- a. Bibliography
- b. Presentation in a clear format using technology
  - i. Overview of Project
  - ii. Defined Problem
  - iii. Sources Used
  - iv. Findings?
  - v. Challenges/Obstacles
  - vi. Outlook of issue
- c. Professionally Dressed
- d. Artifact (tri-fold, model, thesis paper etc.)



#### **Example Research Topics**

Below is a BRIEF list of possible research topics that are open for your exploration. Please understand that many of the issues below provide flexibility in scope and focusing on global issues might be easier to research, but the chance for you to have an impact on a local or state issue is greater. You are NOT limited to the issues below but ALL topics must be approved by the teacher.

#### Environmental Issues:

**Climate Change -** This is a VERY broad category with implications for all species that call earth their home. You should narrow your focus within this topic.

Global, National, State, & Local- Globally, the past three years have been the hottest on record. Not only are temperatures rising higher than usual, but extreme heat is hitting Connecticut sooner rather than later and extreme winter weather has also been recorded. Rather than a couple of runs of high heat in July and August, stifling heat waves are setting in at the onset of summer and heavy snowfall coupled with extended low temperatures will ultimately result in increased financial burden to all citizens through rising energy costs and tax increases. However, there are some measures that can be taken to combat climate change... even on the individual level.

#### Some resources you should consider:

http://www.bbc.com/future/story/20181102-what-can-i-do-about-climate-change

https://www.forbes.com/sites/jeffmcmahon/2017/01/23/nine-things-you-can-do-about-climate-change/#5d28 1469680c

**Bee Decline** - Since the late 1990s, beekeepers around the world have observed the mysterious and sudden disappearance of bees, and report unusually high rates of decline in honeybee colonies. Global, National, State, & Local- Bees make more than honey – they are key to food production because they pollinate crops. Bumblebees, other wild bees, and insects like butterflies, wasps, and flies all provide valuable pollination services. A third of the food that we eat depends on pollinating insects: vegetables like zucchini, fruits like apricot, nuts like almonds, spices like coriander, edible oils like canola, and many more... In Europe alone, the growth of over 4,000 vegetables depends on the essential work of pollinators. But currently, more and more bees are dying. The bee decline affects mankind too. Our lives depend on theirs.Some resources you should consider:

https://www.pbs.org/newshour/science/disappearing-bees-progress-or-frustration-1

http://greatpollinatorproject.org/

**Protecting Marine Habitats** - Protecting important marine habitat is critical for maintaining healthy oceans and restoring biodiversity, including marine mammals, sea turtles and sharks. Many marine habitats act as a nursery for young fish, providing shelter from predators or acting as a food source. Many of these species are keystone species, and the health of their populations is an important indicator of the health of marine ecosystems.

Global, National, State, & Local - Connecticut is known for its connection to Long Island Sound and its residents want to keep these waters beautiful and healthy, so protecting the Sound is a special priority for the Connecticut Chapter. Our work this year focused on strengthening community-led efforts to improve water quality, protect and enhance critical marine and shoreline habitats, and improve how these natural resources are governed so that Long Island Sound continues to provide the environmental, economic and social benefits that sustain life.

#### Some resources you should consider:

https://www.nationalgeographic.com/environment/oceans/take-action/10-things-you-can-do-to-save-the-ocean/

https://www.pewtrusts.org/en/research-and-analysis/fact-sheets/2014/03/12/protecting-new-englands-marineecosystem-habitat-at-risk

**Waste Production** - The average person produces 4.3 pounds of waste per day, with the United States alone accounting for 220 million tons per year. Much of this waste ends up in landfills, which generate enormous amounts of methane.

Global, National, State, & Local - Connecticut, like many places across our nation and the globe, has a growing concern about pollution caused by single-use plastic bags. Plastic shopping bags are costly, environmentally harmful, and completely unnecessary. They are typically used for an average of 12 minutes, but have impacts on our environment that last for generations.

#### Some resources you should consider:

https://www.nhregister.com/connecticut/article/Connecticut-municipal-solid-waste-plan-calls-for-11318510.p

https://ewaste.ece.uw.edu/students/impacts-of-e-waste-on-the-environment/

#### Social Issues:

Poverty - This is a VERY broad category with implications for all nations in the world.

Global, National, State, & Local- Poverty might mean different things in different parts of the world and to different people, but it is largely defined as being unable to afford a minimum standard of living. The United States has come a long way in addressing the problem, but progress seems to have slowed despite the recent years of economic recovery.

#### Some resources you should consider:

https://poverty.umich.edu/about/poverty-facts/

https://www.children.org/global-poverty/global-poverty-facts/facts-about-poverty-in-usa

**Bullying** - Youth who report both bullying others and being bullied (bully-victims) have the highest risk for suicide-related behavior of any groups that report involvement in bullying.

Global, National, State, & Local- The current definition acknowledges two modes and four types by which youth can be bullied or bully others. The two modes of bullying include direct (e.g., bullying that occurs in the presence of a targeted youth) and indirect (e.g., bullying not directly communicated to a targeted youth such as spreading rumors). In addition to these two modes, the four types of bullying include broad categories of physical, verbal, relational (e.g., efforts to harm the reputation or relationships of the targeted youth), and damage to property.

#### Some resources you should consider:

https://www.cdc.gov/features/prevent-bullying/index.html

https://www.pacer.org/bullying/resources/stats.asp

**Animal Abuse/Rights -** From ethical concerns over factory farms to issues of animal testing, many Americans feel we should do more to ensure the moral treatment of animals.

Global, National, State, & Local - Animal cruelty is often broken down into two main categories: active and passive, also referred to as commission and omission, respectively. In many cases of neglect where an investigator feels that the cruelty occurred as a result of ignorance, they may attempt to educate the pet owner and then revisit the situation to check for improvements. In more severe cases however, exigent circumstances may require that the animal is removed from the site immediately and taken in for urgent medical care.

#### Some resources you should consider:

https://www.humanesociety.org/resources/animal-cruelty-facts-and-stats

https://www.futurity.org/animal-cruelty-relationships-2010522/

Opioid Crisis- This is a VERY broad category with implications impacting all walks of life in America.

The Nation is in the midst of an unprecedented opioid epidemic. More than 130 people a day die from opioid-related drug overdoses.

Prevention and access to treatment for opioid addiction and overdose reversal drugs are critical to fighting this epidemic. Primary care settings have increasingly become a gateway to better care for individuals with both behavioral health (including substance use) and primary care needs.

Some resources you should consider:

https://www.drugabuse.gov/drugs-abuse/opioids/opioid-overdose-crisis

https://www.asam.org/docs/default-source/advocacy/opioid-addiction-disease-facts-figures.pdf

#### **Distracting Drivers-**

Distracted driving is any activity that diverts attention from driving, including talking or texting on your phone, eating and drinking, talking to people in your vehicle, fiddling with the stereo, entertainment or navigation system—anything that takes your attention away from the task of safe driving.

https://www.cdc.gov/motorvehiclesafety/distracted\_driving/index.html

http://www.ncsl.org/research/transportation/spotlight-distracted-driving.aspx

#### Political Issues:

**Student Loan Crisis -** What is the government's role in this? What should it be? Long term implications for the economy? What happens when a large consumer group (graduates) loses its buying power?

**Divisiveness in Politics -**Is it crippling our nation? Social media divides us on this issue. How can social media be used to create political unity rather than division?

**Gun Control-** Would more guns prevent gun deaths? Do more gun laws prevent gun deaths? Should schools arm teachers and guards? Is prohibiting gun ownership compatible with the 2nd Amendment? Do Americans even *want* more gun control?

 $\underline{https://www.washingtonpost.com/news/the-fix/wp/2015/10/08/how-to-argue-about-gun-control/}{}$ 

#### Business/Economic Issues:

**Revival of Culture in Downtown Areas:** Many urban areas are experiencing re-population Trends. Small businesses are locating themselves in what many would deem are trendy areas to live. Even in smaller cities and towns this is occurring. Manchester, Willimantic and even Coventry!

Global, National, State, & Local - This is an important economic component in our nation. Each day, more and more "Mom & Pop" businesses are forced to close in the era of "Big Box" stores that are national/international corporations. Many claim this will negatively affect the economy.

#### **Ethics in Corporate Business:**

**Agribusiness and Health:** 

#### **Educational Issues**

First Amendment rights and public education-

Ryan Parker - Manchester (Illing)

Local Issues

Keeping Coventry Lake Clean/Free of Invasive Species

Save Open Space

**Remote Learning** 

# Technology Plan Goals in Progress - Year 2 (2022-2023)

Integration

Promote and support ethical and responsible use in our digital practice.

- Continued implementation of K-5 Library Media Lessons and CNH Digital Citizenship course to reinforce ethical and responsible use
- Continued use of app and blended learning approval process to ensure applications used with students are vetted and in compliance with state and federal legislation all of these are updated and published on website.
- Working with DTC on development of student-friendly AUP to support embedded digital citizenship skills
- Work with aligning POG to ISTE Standards and our student-friendly AUP
- Working with DTC to develop and integrate our student-friendly AUP

Explore ways in which technology can support social emotional learning and wellness for the Coventry Public Schools learning community.

- Continued support of Securly 24 working with administration, School Safety Officer and PD as needed regarding alerts
- Worked with IT team to update contacts for districts
- Continued support of Say Something, working with administration for any needed adjustments, refinements and training
- Revamped Parents page of website to include additional resource (working in collaboration with PSSS)

Explore how technology resources can be used to support the learning needs of all students to lessen the achievement gap and ensure growth for all learners.

- Collaborating with staff on integration of MBA Attendance plug-in
- Developed attendance letters and trained staff in their use to support attendance policies
- Continue collaborating with staff to support individual needs of students
- Collaborated with PSSS to have parent evening for CT-SEDS
- Worked with Library Media Specialists to develop and present to families on various LMC resources available in and out of school
- Provided training to parents on Google Apps and how they are used in schools
- Provided training for parents on Chromebooks, including helpful tips and tricks for supporting students with their use at home
- Working with interventionists to add intervention data to eduCLIMBER refining processes and supporting their work with students
- Collaborated with interventionists and the Director of Teaching and Learning to develop progress monitoring assessments in eduCLIMBER to support our ongoing work with intervention and allow teachers to document progress and provide quantitative data regarding various approaches

Align Coventry Portrait of the Graduate rubrics to the ISTE Standards for students.

- Finalized alignment of ISTE Standards to Collaboration Rubrics
- Collaborated with DTC and Curriculum Cabinet on aligning standards to Communication Rubric

Collaborate with district administration in efforts to redesigning learning spaces, providing areas for student/teacher innovation (i.e. MakerSpaces)

- Revamped computer lab at CNH to be a coding lab for use of technology such as dobot robotic arms, spheros and ozobots
- Working with 5th grade to integrate VR experiences into curriculum

Explore and maximize different learning options, instructional models and platforms for students to best support all learners and facilitate communication with all stakeholders.

- Integrated time for staff to share out innovative practices with DTC communicate out through minutes
- Administered fall PD survey disaggregated data to determine areas of focus
- Providing differentiated PD offerings at CHS on 10/12 and 2/21 focusing on instructional practices and using technology to support
- Ongoing and just-in-time supports provided through emails, videos, personalized PD
- Added to PD survey which apps people are integrating to best support learning
- Incorporating time into trainings for staff to share out how they use different platforms to support student learning
- Worked to parent letters regarding attendance to PS for implementation in support of district attendance policies

Support and foster an environment that works to explore the integration of and collaboration regarding emerging technologies into instruction in meaningful ways.

- Continued to provide time during DTC meetings to share out innovative practices and include in meeting minutes for faculty
- Ongoing professional development provided to staff regarding supporting meaningful integration of technology
- Collaborated with coaches on utilizing interactive whiteboard technologies to support small group learning

#### Explore expansion of student technology team to help increase vocational opportunities for students.

- Continued with Student Technology Team at CHS identified students who are focused on different projects (i.e. repairs, video, 3D printing, etc.) providing necessary training and supports and working with staff (within department and outside) to allow real-world experiences, including additional training with imaging of equipment and testing a new model of device
- Expanded tech team to the middle school level through collaboration with LEESA program

Continue development of District Assistive Technology Committee to support the research, implementation and integration of assistive technologies to support learning.

- Continue to provide individualized support and consult as needed
- Continue to build on inventory and shared resource for staff
- Provided offerings for AT Committee members to attend trainings at CREC to support our AT work
- Created a form for staff to use to initiate AT support looking to integrate this year
- Developing a support page for faculty within the portal regarding Assistive Technology Resources and support available within the district

Collaborate with district administration, related services and teaching staff to ensure equity of access for all students.

- Continued operation of the parent/family portal for technology support
- Provided parent evenings on CT-SEDS, LMC resources, Google Apps and Chromebooks

Explore ways in which current resources can be utilized to improve operational efficiencies in all areas.

- Worked with nurses on implementation of health plans in PS
- Added attendance letter templates to PS to support attendance policies and streamline communications
- Collaborating with district security specialist on emergency plans
- Developed a support page for faculty within the portal regarding CT-SEDS
- Developing a support page for faculty within the portal regarding Assistive Technology Resources and support available within the district
- Provide training as needed on new resources
- Provide video and handout support
- Maintain faculty portal with up-to-date resources
- Continue practice of distributing meeting minutes which are then shared out with teachers to bring to faculty meetings
- Collaborated with Business Office and IT Team to streamline communications and equipment allocation/collection for on-boarding and exiting of staff

## Professional Development

Support all staff with accessing approved and vetted resources for use with students.

- Work with administrators through monthly meetings and through Administrative Council to identify areas of need for PD and plan for differentiated, targeted offerings to fit needs of buildings.
- Added survey questions to fall PD survey where teachers could let us know areas where they felt they could provide PD will share out with building administrators and have them support building level PD
- Reviewed with new staff where to find district approved apps

Work with teachers and administration to foster an environment that allows teachers to share innovative technology integration and pedagogy practices with one another.

- Continued practice of incorporating share out of innovative practices at DTC, which are then highlighted in meeting minutes for share out with staff
- Integrated time and opportunities for staff to share out experiences and practices with colleagues
- Have staff share out innovative practices at DTC disseminate to team to share out at faculty meetings
- Publish meeting minutes on faculty portal

Explore varied technology training models (embedded into district meeting times, self-paced and online offerings) to support all staff in their use of technology tools and resources.

- Disaggregated Fall PD survey data by building to discuss with building administration re: targeted PD plans
- Will look at aggregate data at district level to develop district goals
- Ed. Tech. Coach is meeting with new teachers to support integration
- Work with administration

Support the meaningful integration of technology into the 5 Portrait of the Graduate Competencies (Critical Thinker, Engaged Collaborator, Effective Communicator, Empowered Citizen, Authentic Innovator).

- Added question to annual PD survey on integration of technology and used information to support planning PD
- Developed PD for teachers focused on how different tech tools could be used to support collaboration

Explore the use of badges and/or recognition/incentive programs regarding staff technology proficiency and expertise.

- Administered fall PD survey to help identify staff who felt confident to support various technology PD for colleagues
- Collaborate with administration to identify individuals who can support other staff with technology integration, PD or supports
- Added section to website for CT-SEDS that lists in-house experts to support integration and implementation
- Continue to provide Google Meet as an option for meetings to support increased participation
  - $\circ$   $\,$   $\,$  Provides greater flexibility across buildings for meetings during day  $\,$
  - $\circ$   $\;$  Allows people to attend meetings remotely when not able to be physically present

Explore option of summer intensive professional development offerings for staff.

- Added question to annual PD survey on integration of technology and used information to support planning PD
- Administered fall PD survey to determine areas of need and interest
- Continue collaboration with District Administration and staff to identify and plan for PD

Explore the use of technology to support flexible learning experiences to best meet the needs of all learners.

- October 11th and February 21st PD for CHS differentiated menu of offerings focused on meaningful integration (starting with instructional strategy)
- Ongoing collaboration with district administration to best support the needs of their individual staff, providing small group and/or individual support as needed.

Collaborate with district administration to embed technology integration questions into the interview process

• Incorporated into interview process and demo lessons provide opportunities for teachers to demonstrate skill of integration

Provide regular training regarding digital citizenship and digital responsibility to support students and staff in the ethical use of technology tools and resources.

- Presented at NTO
- Continued work to develop student friendly AUP at each of the levels, using POG competencies as its basis

Collaborate with district administration and staff to maximize the use of learning platforms to support student learning and parent communication.

- Added question to annual PD survey on integration of technology and used information to support planning PD
- October 11th PD for CHS differentiated menu of offerings focused on meaningful integration (starting with instructional strategy)
- Collaborated with PSSS to have parent evening for CT-SEDS
- Worked with Library Media Specialists to develop and present to families on various LMC resources available in and out of school
- Updated Parent Resources page to streamline access to pertinent resources and complement work done in sessions
- Added attendance letters to PS to support attendance policies and streamline communications.
- Integrated collaboration time within PD offerings

Examine and evaluate different learning environments (including flexible learning environments, innovative learning spaces, and flexible access to instruction), exploring ways in which they can be incorporated into practice within the district.

- Revamped computer lab at CNH to be a coding lab for use of technology such as dobot robotic arms, spheros and ozobots
- Working with 5th grade to integrate VR experiences into curriculum
- Work with administration to reimagine and maximize existing spaces in a flexible manner to support various learning objectives (i.e. adapting spaces for testing, working to develop a flexible learning space in the CNH/CHS LMC)

Examine and refine current practice and protocols concerning data retention, security and access to ensure ongoing optimal safety and security.

- Provided initial training at NTO
- Updated app approval process to be more inclusive of technology based resources
- Continue to modify incident response plans based on updated information
- Attended and shared out resources from K-12 National Summit on School Safety and Security
- Working with District Security Specialist on the role of tech within emergency response plans
- Development and integration of student friendly AUP

Evaluate current and examine new technologies to ensure equipment and infrastructure are able to sustain district needs.

- Utilizing CIP/Erate funds to support network needs through network analyzer
- Adding password manager to district resources to support network infrastructure security
- Implemented multi-factor authentication district-wide to support network security
- Utilizing Intune for new teacher laptops to better manage devices and improve device management

Research and explore safety management tools for school provided devices and programs

- Utilizing Intune for new teacher laptops to better manage devices and improve device management
- Continue working with administration to refine our use of Securly for management of student devices
- Developed database for device collection that allows us to streamline collection and include pictures for any necessary repairs to document work

Collaborate with district administration and the District Technology Committee to refine policies for staff and students.

- Development and integration of student friendly AUP aligned with POG
- Developing signage to accompany AUP, including exploring option of adding to home screen of student devices

#### Explore community partnerships pertaining to technology

- Member of CEN-EDAC committee and chairing sub-committee on Education and Innovation for 2023 Conference
- Re-implemented Family STEAM night for 2022/2023 school year
- Explored partnerships with Booth & Dimock and UConn for family STEAM night

Explore resources and options and collaborate with building and district personnel in support of facilitating broadband connectivity for families in need.

- Modified family resources page of website to include information
- Modified family resources page of website to include information pertaining to low-cost internet connectivity
- Continued collaboration with building administration to ensure families are supported

Explore university and area district partnerships with regards to technology integration.

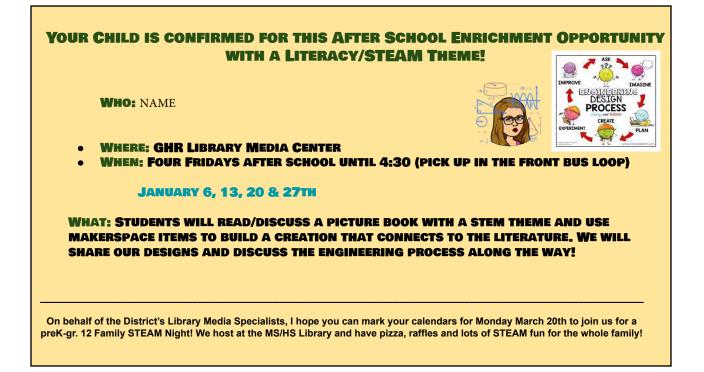
• Exploring collaboration with UConn on Family STEAM night

Collaborate with building and district personnel to support parents with technology access and use.

- Collaborated with PSSS to have parent evening for CT-SEDS
- Worked with Library Media Specialists to develop and present to families on various LMC resources available in and out of school
- Updated Parent Resources page to streamline access to pertinent resources and complement work done in session
- Expanded rostered apps to include Zearn and Defined Learning

#### Artifact JJ







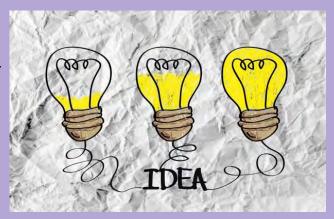
# **Invention Convention March 13, 2023**

Today's Plan:

#### **Presentation Day!!**

- Arrange your Invention Log, prototype(s), design drawings, etc.
- You may use the suggested script outline if you want
- Smile! Your ideas are amazing

I will send out an email with judging results this afternoon. Students advancing to the semi-finals need to submit their video entries by Friday.



# **Invention Convention March 6, 2023**

#### Welcome back!

Today's Plan:

- 1) Review Rubric
- 2) Work on presentation Script

George Hersey Robertson Intermediate School 10=Excellent 8=Very Good 6=Good 4=Fair 2=Needs Improvement

Originality of Invention	<ul> <li>Is but invention power? Did the inventor come up with a unique, unusual, or extremely clever solution to a problem?</li> <li>Did the inventor recognize and select a particularly unusual or difficult problem?</li> <li>Is the index one that the child could have developed?</li> <li>How down the invention of operate to existing features that inget solve the same problem?</li> </ul>	
Purpóse and Practicality	Why did the inventor decide on this invention?     Does the inventor backe the stated problem? Does it work?     Does the design do the interface use in a cheaper, quicker of essier manner?     Who will benefit from this invention (general public, people with transcase, the elderly, children, only tier invention (general public, people with transcase), the elderly children only tier invention?	
Attention to Detail	How well is it made?     Is the design efficient or is it cumbersome?     Was some thought given to overall design, initialing wase of use and the choice of appropriate maternals?	
Follow Guidelmes	How well did the visualed document the process used in inventing? Is the log complete?     Is the problem dearly stated?     What resources were used?     Was credit given to others who helped?     Was the steps likewin to get hom idea to completed project clearly dearthed, including failures, reasons for choice of materials, and resources?     What was one to find out (the idea is ungue?	
Presentation and/or Display	Is the invention process clearly explained on the display board? Is the display board vousily appealing?     Dos the inventor speak clearly? Does the inventor have eye contact with finance authorize?     Dos the inventor answer questions appropriately?	

	10=Excellent 8=very Good 6=Good 4=Fair 2=Needs Improvement	
Originality of Invention	<ul> <li>Is the invention novel? Did the inventor come up with a unique, unusual, or extremely clever solution to a problem?</li> <li>Did the inventor recognize and select a particularly unusual or difficult problem?</li> <li>Is the idea one that the child could have developed?</li> <li>How does the invention compare to existing items that might solve the same problem?</li> </ul>	
Purpose and Practicality	<ul> <li>Why did the inventor decide on this invention?</li> <li>Does the invention solve the stated problem? Does it work?</li> <li>Does the design do the intended use in a cheaper, quicker, or easier manner?</li> <li>Who will benefit from this invention (general public, people with handicaps, the elderly, children, only the inventor)? Will the invention help the environment? Is the invention generally useful?</li> </ul>	
Attention to Detail	<ul> <li>How well is it made?</li> <li>Is the design efficient or is it cumbersome?</li> <li>Was some thought given to overall design, including ease of use and the choice of appropriate materials?</li> </ul>	
Follow Guidelines	<ul> <li>How well did the student document the process used in inventing? Is the log complete?         <ul> <li>Is the problem clearly stated?</li> <li>What resources were used?</li> <li>Was credit given to others who helped?</li> <li>Were the steps taken to get from idea to completed project clearly described, including failures, reasons for choice of materials, and resources?</li> <li>What was done to find out if the idea is unique?</li> </ul> </li> </ul>	
Presentation <i>and/or</i> Display	<ul> <li>Is the invention process clearly explained on the display board? Is the display board visually appealing?</li> <li>Does the inventor speak clearly? Does the inventor have eye contact with his/her audience?</li> <li>Does the inventor answer questions appropriately?</li> </ul>	

10=Excellent 8=Very Good 6=Good 4=Eair

## **Presentation Script Example**

Welcome! I am so glad you came to see the [name of invention]. My name is [name] and I am a fifth grader at George Hersey Robertson in Coventry, Connecticut. I came up with the ideas for the [name of invention] because of [tell the "story" of your problem]

So I wanted to find a way to [explain your intended solution] I thought this could help [who] to do [what]

So what I created is [describe your invention]. I came up with this idea [tell the story of your ideas]

When I was doing the originality research I found out that [explain]. So one thing I did to make my invention different was [describe]. I think this would make someone interested in my invention because [explain]

So here is my latest prototype (or design drawing). I created it by [explain] and I got some help with [what ] from [who]. I choose these materials (or features) because [explain].

When I was testing the prototypes one problem I had was [describe] I fixed this by [ explain]. Another change I made was to[ explain]

If I had more time my next prototype would [describe]

Thank you for coming to see the [name of invention]

Can I answer any question? Would you like to try it? Do you have any feedback for me? (choose one or think of your own question to get judges to spend more time with you!)

## **Invention Convention February 26, 2023**

Welcome back!

Today's Plan:

- 1) Activity: Share prototypes if ready
- 2) Activity: Work on Invention Logs

Invention Log
Grades 3-5

# Work on Invention Logs

#### New pages today

P. 2 Name, problem, statement, your informationp. 4 The problem I am Solvingp. 16 Naming my Invention

#### Old pages

- p.3 Finding Problems to Solve
- P.5 Finding a Solution
- pp. 6-7 About my Solution Originality
- p.9 Designing my Invention
- p.10-11 Improving my Design
- p. 12 Intent to Invent Getting Ready to Build
- p. 13 Building my Prototype
- P. 14 Testing My Invention
- p. 15 Improving my Invention

**NEXT WEEK:** Bring finished Invention Logs and Prototype. Begin presentation script. See page 17.

## Invention Convention February 13, 2023

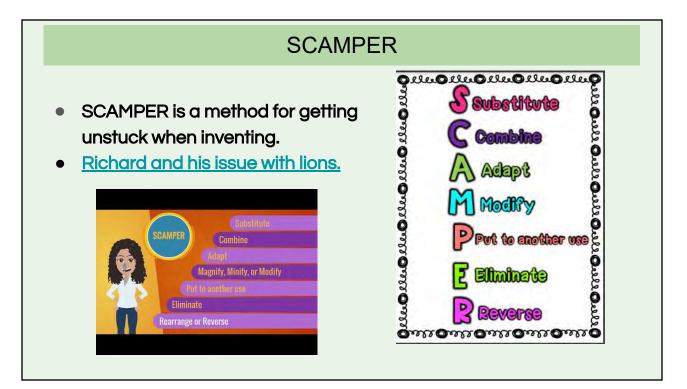
Welcome back!

Today's Plan:

- 1) New Learning: SCamper
- 2) Activity: Check in on prototype progress and log completion



Sign and date each page too

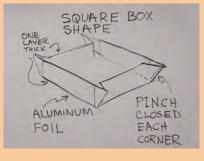


	Next Steps
• NE • 0	<ul> <li><b>D SCHOOL next Monday</b> Next meeting in two week on Feb. 27 </li> <li><b>W Finish prototypes –</b> labeled drawing, Actual device, model or photographs, Some working parts?? Invention Log pages 11-15 <b>tchup if need on Invention Logs</b> Finding Problems to Solve p.3 Finding a Solution p.5 About my Solution - Originality p.6 About my Solution - Originality p.7 Designing my Invention p.9 Improving my Design p.10</li></ul>

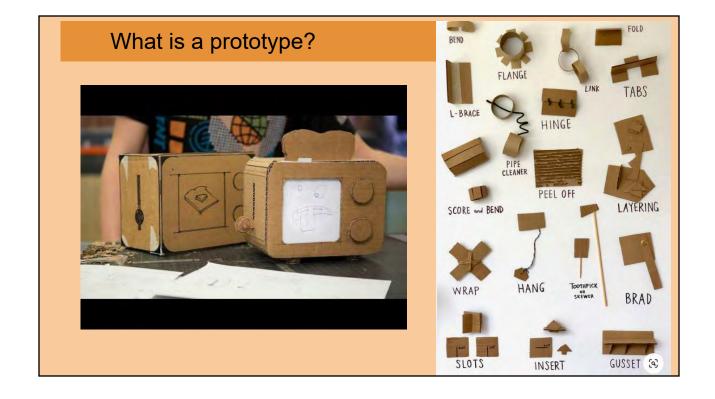
# Invention Convention February 6, 2023

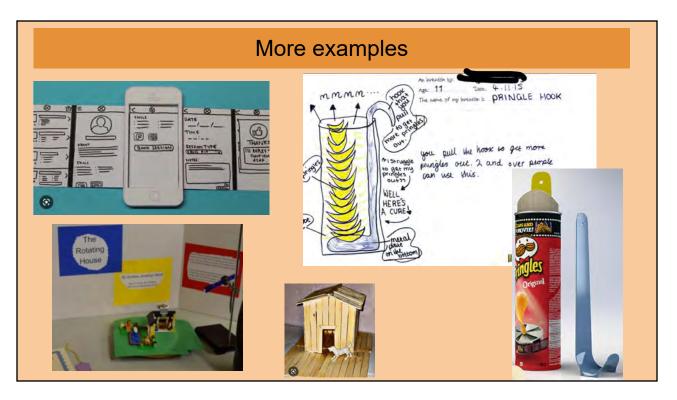
Today's Plan:

- 1) New Learning: What is a prototype?
- 2) Activity: Originality help from the group
- 3) Activity: Begin drawing prototypes

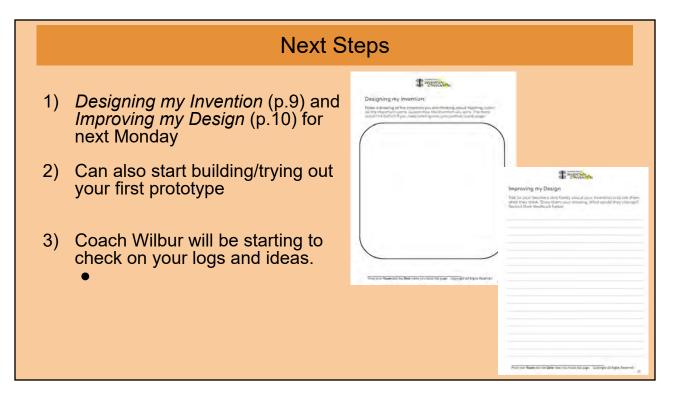


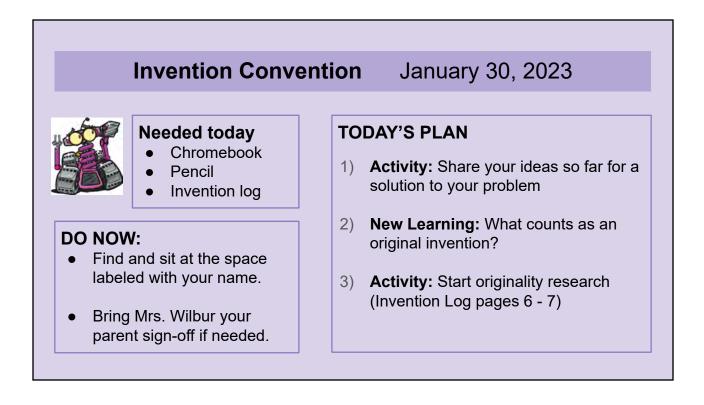


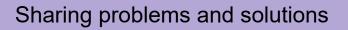




Check In					
Who wants help with originality?	Who wants help with solution ideas?				







#### **Sharing Rounds:**

**Round 1:** Quickly review the problem you choose to work on *and* 1 or 2 possible solution ideas.

**Round 2:** Ask a question about *or* share an idea for someone else's invention idea

#### Two Ideas for problems if you are stuck...

- Door need to be locked in case the need to be closed quickly but are distracting when letting people in and out and loud with a key.
- When adults are working alone in their room the lights go off because no one is moving in the center of the room.



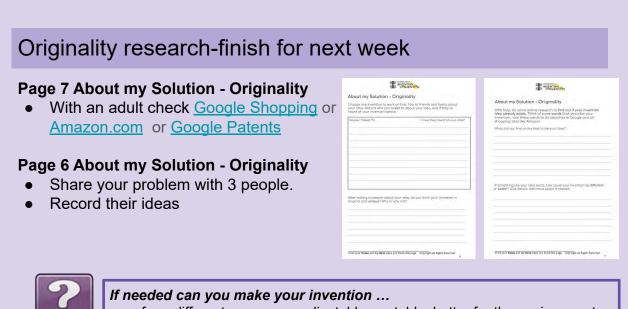


## What counts as an original invention?

There is **no** invention available that solves your chosen problem **yet**.



Your solution has at least **one** feature or characteristic that is **different** from other solutions.



for a different age group, adjustable, portable, better for the environment, more durable, customizable, a different style, larger, smaller, do two things

About my Colution Or	- indian	
About my Solution - Originality Chaose ane Invention to work on first. Talk to triends and family about		About my Solution - Originality
your idea: Record who you talke heard of your invention before.	d to about your idea, and if they've	With help, do some online research to find out if your invention idea already exists. Think of some words that describe your
People   Talked To:	Flave they heard of your idea?	invention. Use these words to do searches in Google and on shopping sites like Amazon.
		What did you find online that is like your Idea?
		· · · · · · · · · · · · · · · · · · ·
-		
2		If something like your idea exists, how could your Invention be different or better? Give details. Add more space if needed.
After talking to people about yo original and unique? Why or why	ur idea, do you think your invention is not?	

# Invention Convention January 23, 2023

Welcome back!

Today's Plan:

- 1) **New Learning:** Google classroom and Invention Log
- 2) Activity: Share ideas from *Finding Problems to Solve* (also rewrite at least 3 ideas on p.3)
- 3) Activity: Preview SCAMPER?

# Google Classroom and the Invention Log

- I must have your family sign off forms next week if you want to continue.
- The Invention Convention Google Classroom code is: jv3t6n3 (I will invite you when I get your family sign off form)
- Let's skim the Invention Log fix page numbers, name on cover,



.....

# Finding Problems to Solve

Last week I shared a problem that bugs me with you.

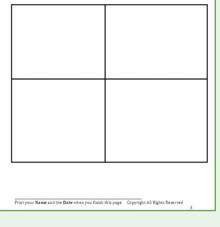






Let's share some of the problems you noticed and might want to solve. Finding Problems to Solve

The first step in invention is to find a problem that you would like to solve! What matters to you? What do you like to do? Who do you want to help? Taki to friends and family about problems they have. Write or draw some ideas here:



# Next Steps: Choose a problem & brainstorm solutions



For next week (Mon. 1/30):

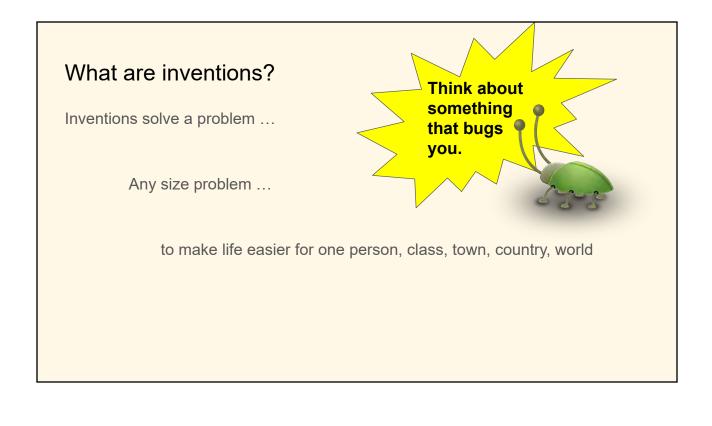
- Rewrite Finding Problems to Solve (Invention Log p.3)
- Complete *Finding a Solution* (Invention Log p.5)

# Invention Convention January 23, 2023

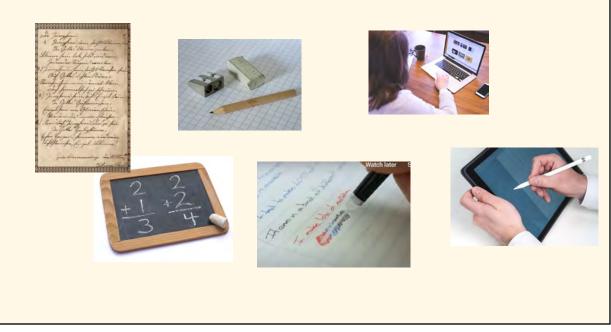
Welcome! Today's Plan:

- 1) Introduction: What are inventions and the Invention Convention?
- 2) Activity: Ketchup packet redesign
- 3) Next steps: What to do at home before our next meeting





## Saving and communicating information



## What are inventions?

using science ideas or

using old ideas/inventions in a new way

Family went to visit relatives. While they were gone there was power outage. The food in their freezer thawed out and went bad. The power came back on before they came home and the food froze again. Sai's family got food poisoning when the ate the leftovers.





# Ketchup Packet Redesign



These little packets bug me...

3-55

Any ideas on how to change the packet to make them easier to use?

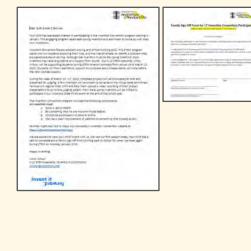
- Change size, shape, material?
- Take something away from the design?
- Add some new to the design?

Or how can you change the way you open the same packet?

# Next Steps

Next meeting is in two weeks on Jan. 23rd. (There is no school on Jan. 16)

Give your family the information letter and sign off forms.



## Artifact LL

# This month at GHR

This month is pretty busy at GHR there are a lot of activities that will be going on like:

Don't forget about **Literacy O'Lanterns due October 28th** If you enter one, you will get a free snack coupon for the cafeteria. Down below are just some of the amazing Literacy O'Lanterns that have already come in.

Also this month is Veterans Day, so do not forget your Veterans Day paper if you are making one.



## Artifact LL



By Lauren Broderick

Sarah AlBee will be joining us for an assembly author visit. That's right-- in person author visit! Some of the books she has written are:

- FairyTale Science
- Accidental Archaeologists
- North America
- Dog days of history
- Poison
- Why'd they wear that
- Bugged
- Poop Happened

And many more to come.

Sarah Albee will be coming to GHR on **November 1st.** Ask Mrs. Phillips at The Library for more information.



**Related Arts** 

## Artifact LL

Starting off with P.E, as you may know the pacer test is coming up and in my opinion is very difficult, but it is that time of the year again.

Mrs.Dutton, our P.E teacher, will tell you more details about the pacer test and most likely she will tell you the day you are going to do it but make sure you bring a water bottle because you will be sweating!

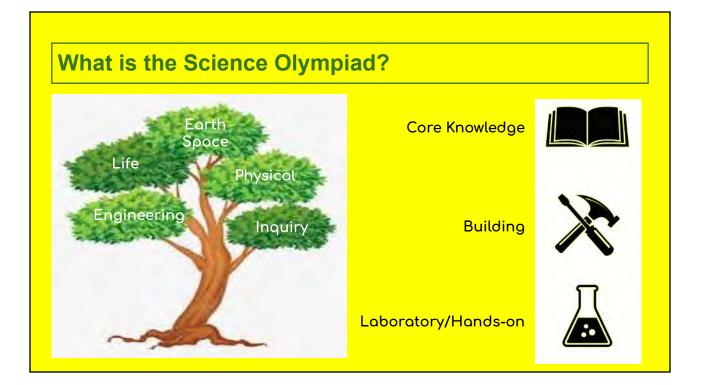
Next up is music, our music teacher Mr.Tedeschi is back and better thanthan ever. He is usually teaching with drums,music videos ,and music apps.

In art, you can submit a Fire Prevention Poster to the annual contest! Posters are due by November 20 to Mrs. Sposato. Maybe your poster will win? Illustrate ways that people (including kids) can prevent fires in their homes. What are ways to be fire safe?

# **CNH Science Olympiad Team**



**Cindy Wilbur** K12 Stem Specialist, CPS Div B. Tournament Director, CTSO



#### **Artifact MM**

# First CNH team 2021 - 2022

2019-2020 Tournament cancelled

2020-2021 Tournament virtual

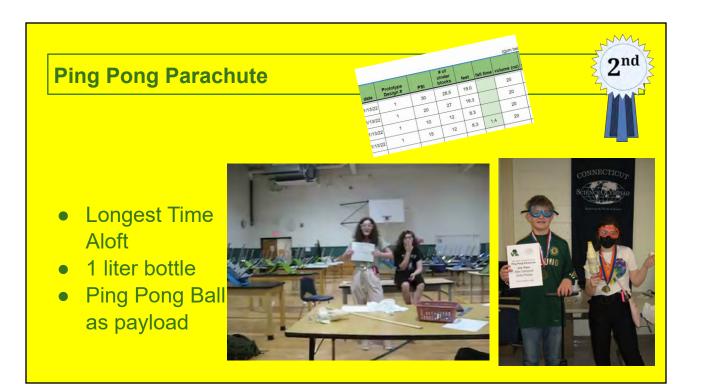
2021-2022 School Based tournament

 $\rightarrow$  The first CNH Science Olympiad team entered four events ... and medaled in all of them!

- Bridge Building
- Experimental Design
- Can't Judge a Powder
- Ping Pong Parachute



#### Virtual awards video



#### **Artifact MM**

# **Experimental Design**

- 50 minutes
- Up to 3 students
- Design an experiment to collect data about a possible relationship between two variables.



## **Bridge Building**

- Span 35 cm
- Minimum of 10 cm high
- Pass a 4 x 7 cm block through
- High efficiency (ratio of load held to bridge mass)





# **Artifact MM**

# Can't Judge a Powder



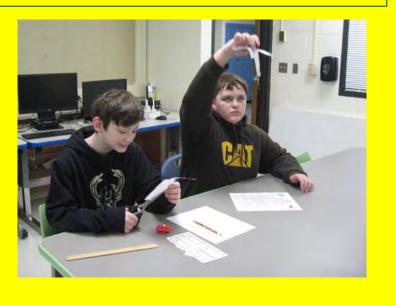
- 25 minutes to numbered list of observations and measurements
- Materials are removed. Questions given,
- "Answer" questions by listing the item # with the information needed



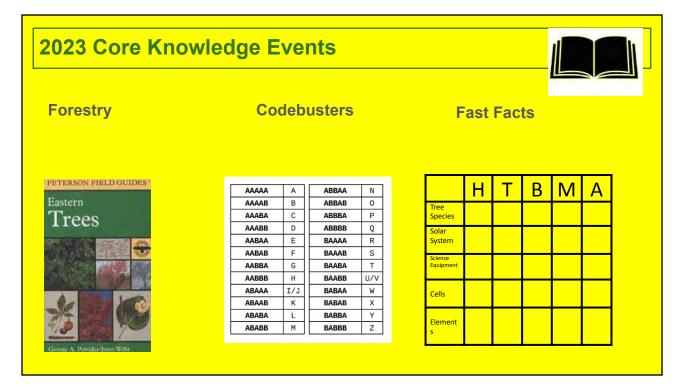
# The 2023 Team

#### **Returning:**

New members:



# **Artifact MM**



# **2023 Laboratory/Hands-on Events**

#### Can't Judge a Powder

#### **Experimental Design**



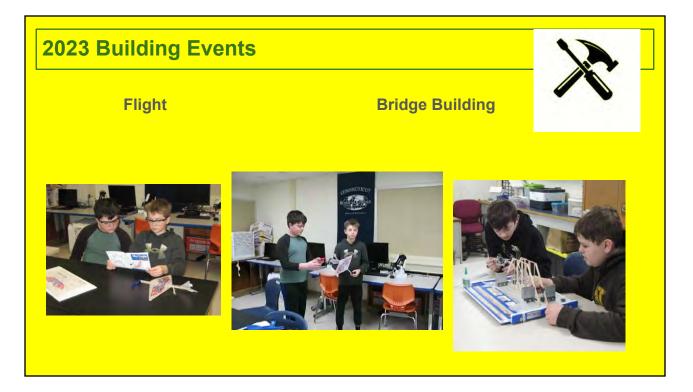


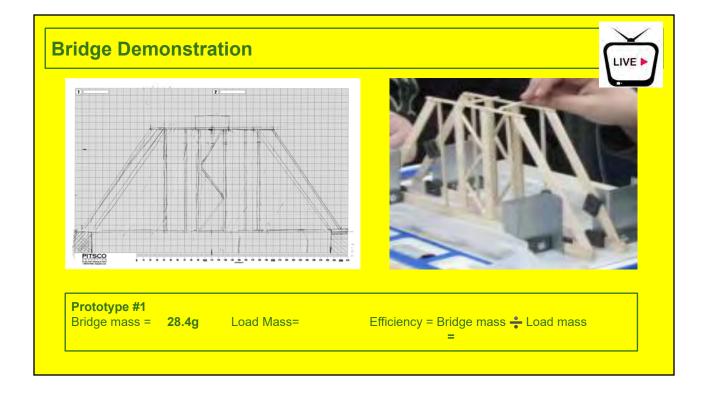


#### Write It Do It



## **Artifact MM**





# Science and Engineering Practices

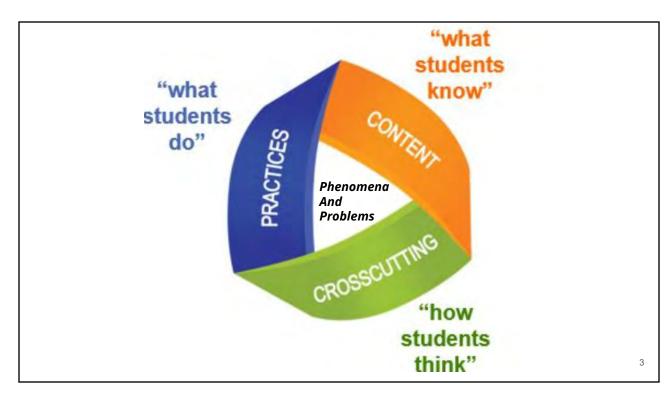
October 18, 2022 Grade 1 Part 2

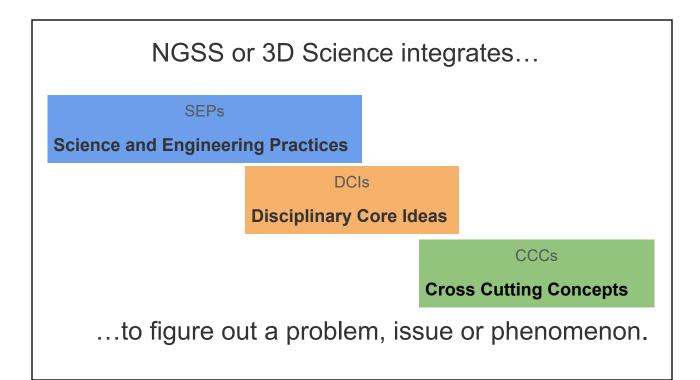


Record reactions, revelations, concerns, clarifying questions during the presentation.

<b>*</b>	Ah-ha! Moments
2	Questions I have
	Red flags

# **Artifact NN**





Example Performance Expectation (PE) 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

SEP $\rightarrow$ **Constructing Explanations and Designing Solutions** (Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.

 $DCIs \rightarrow$  **Young animals** are very much, but not exactly like, their parents. **Plants** also are very much, but not exactly, like their parents. Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.

CCC  $\rightarrow$  **Patterns** (Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.)

# $\textbf{SEPs} \rightarrow \textbf{Science}$ and Engineering Practices

- 1. Asking Questions (for science) and Defining Problems (for engineering)
- 2. Developing and using models
- 3. Planning and carrying out investigations
- 4. Analyzing and Interpreting Data
- 5. Using mathematics and computational thinking
- 6. **Constructing explanations (for science)** and designing solutions (engineering)
- 7. Engaging in argument from evidence
- 8. Obtaining, evaluating, and communicating information

#### **Artifact NN**

# Focusing On

3) Planning and carrying out investigations
4) Analyzing and Interpreting Data
6) Constructing explanations (for science)

#### Finding Patterns/ Cause and Effect

3) What observations do we need? How can we collect and record them?

4) What is the overall pattern? (make a comparison)

6) The unseen reason (the why)

Object	Material	Did	the velcro stic	ck to each materia	al? (Yes or no)
		First Time	Second Time	Third Time	How many times did velcro What do these objects/materia Is have in
pencil	wood	no	no	no	0 common?
ruler	wood	no	no	no	0
bucket	plastic	no	no	no	0 How are these
trash ca	n plastic	no	no	no	0 different that the other
sweate	r fabric	yes	yes	yes	3 materials/objects
scarf	fabric	yes	yes	Yes	3
We fi do.		material that softer	s do. materials stic		cro than e often than harder materials often than smooth materials do.

#### Explore

What do you think will happen when the light shines through each cup? Give each student pair just one cup to test.

Ask: What could we change about the cup to block more light?

What ideas might students think of?

# Our Science Vocabulary:

- Light source
- Light
- Shadow
- Transparent
- Translucent
- Opaque

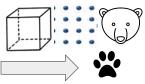
- Light source
- Light
- Shadow
- Passes through/blocks
- darker/lighter
- stronger/weaker
- shiny/dull
- Same/different (color, shadow size, direction of light path)

# **Artifact NN**

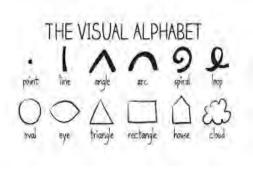
# So you say you can't draw... Visual Alphabet and Scaffolding



Provide a common starting point



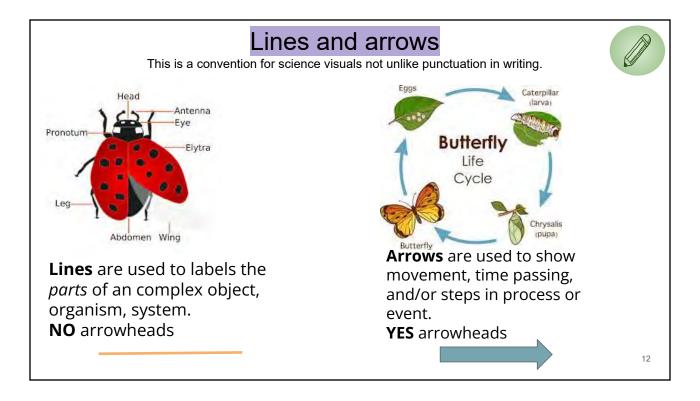
Provide or co-create a set of symbols (picture bank)



With this alphabet as a tool, you can draw anything with these 12 shapes,

like a DNA helix,

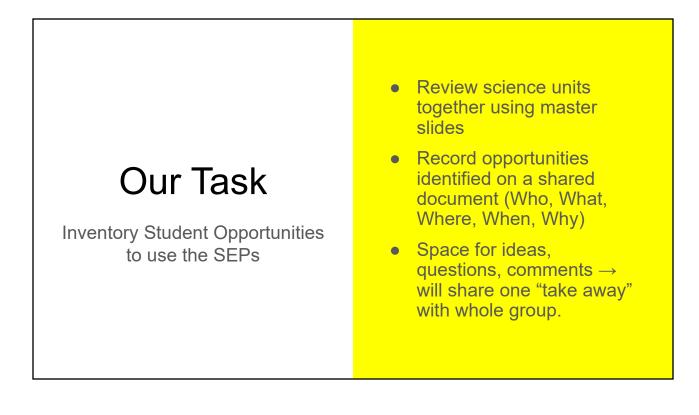
which is simply eyes and lines. Modeling: Visual Alphabet



# Ah-ha, I wonder... and Pitfalls Protocol

Record reactions, revelations, concerns, clarifying questions during the presentation.





# Actions $\rightarrow$ What students <u>do</u>

- 1. **Asking** Questions (for science) and **Defining** Problems (for engineering)
- 2. Developing and using models
- 3. Planning and carrying out investigations
- 4. Analyzing and Interpreting Data
- 5. Using mathematics and computational thinking
- 6. **Constructing** explanations (for science) and **designing** solutions (engineering)
- 7. Engaging in argument from evidence
- 8. Obtaining, evaluating, and communicating information

# Products - what students create

- 1. Asking **Questions** (for science) and Defining **Problems** (for engineering)
- 2. Developing and using models
- 3. Planning and carrying out investigations
- 4. Analyzing and Interpreting Data
- 5. Using mathematics and computational thinking
- 6. Constructing **explanations** (for science) and designing **solutions** (engineering)
- 7. Engaging in argument from evidence
- 8. Obtaining, evaluating, and communicating information

# **Artifact NN**

# Where do students have opportunities to use the SEPs?

WC/TP	Whole Class – Teacher Presentation	
WC/TL	Whole Class – Teacher Led with student interaction	
SG/TL	Small Group – Teacher Led with student interaction	
SG/SS	Small Group – Students collaborate	
IND	Individual work -	
IND-A	Individual assessment	

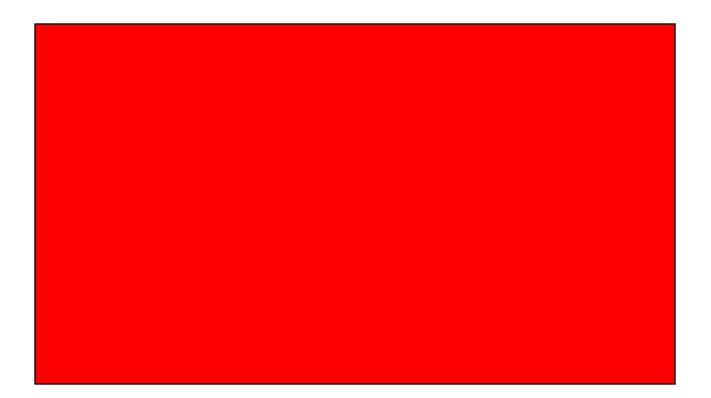
# Where do students have opportunities to use the SEPs?

What What do students figure out in this learning activity?	Where/When Unit/Bundle? Day/Lesson? Slides/task link	Who What is the instructional group type?	How and Why Why is this learning activity an example of this practice? How is the practice used in the activity? (Copy bullet from practice matrix and add unit context)

# Ah-ha, I wonder... and Pitfalls Protocol

Record reactions, revelations, concerns, clarifying questions during the presentation.

	Ah-ha! Moments
2	Questions I have
	Red flags



#### **Artifact NN**

# Bio Break? Now or after?

# Work Time:



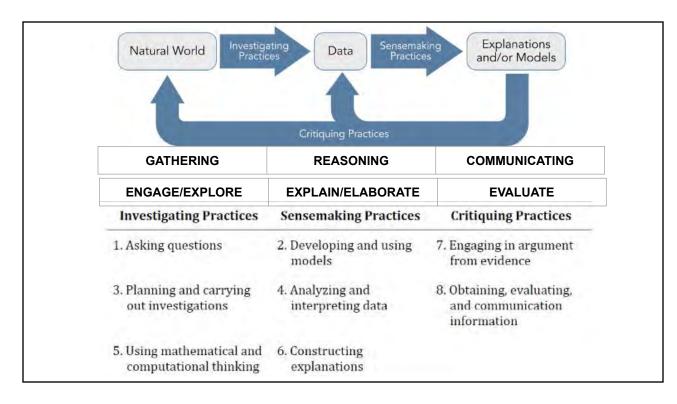


# AH HA!

What is one **key** take away or ah-ha moment you would like to share with our team?

We will have more opportunity to discuss together next year.

# **Artifact NN**



		GHR NGSS Interims (IAB)	terims (IAB)
BE	Course/Unit Give by date	Description	Notes
<u>3-PS2-1 B</u>	<b>Grade 3</b> Unit 1 Pushs and Pulls	Design a motion investigation <i>new standalone</i> Key p. 9	<b>SEP Plan &amp; carry out an investigation</b> Chose factors in an investigation to change(IV), control or measure(DV)
<u>3-LS3-1</u>	<b>Grade 3</b> Unit 2 Clues from the Past	Inheritance of Chicken Feather colors old cluster - plot bar graphs Key pp. 10-11	<b>SEP Analyze &amp; interpret data</b> Make bar graph of feather color of two sets of offspring Compare number of black and checkered offspring Explain why all offspring have at least some black feathers.
<mark>3-LS4-1</mark>	<b>Grade 3</b> Unit 2 Clues from the Past	Use fossil location maps to infer habitat type when fossils are formed. <i>old cluster - maps</i> Key pp. 12-13	Analyze & interpret data Good example of a key piece of information in the first statement
3-ESS2-1 B	<b>Grade 3</b> Unit 3 Missing Monarchs	Read and interpret weather graphs and tables to plan family trip. new standalone Key pp. 17	<b>SEP Analyze &amp; interpret data</b> REview terms "Precipitation, temperature, average"
<u>4-PS3-3</u>	<b>Grade 4</b> Unit 1 Energy and Landforms	Predict soccer ball speed change after collision <i>new standalone</i> Key pp. 31	SEP Asking Questions Use instructionally, have students do a energy cube model Sound after collisionis evendence of some motion energy changing to sound and leading to speed decrease.
<u>4-LS1-2</u>	<b>Grade 4</b> Unit 2 Bear Sense	A dog is in the living room when she hears the sound of her food bowl being dropped on the floor in the kitchen. A student wants to model the dog' behavior. <i>new stand alone</i> Key pp. 33-34	SEP: Developing and using models Students will need to know their left and right or post directional cues. Scoring key for Part #4 and Part B have iissues. Review Teacher Tip sheet before debriefing with students are analyzing results on portal.
<u>4PS4-1</u>	<b>Grade 4</b> Unit 3 Forces that move the Earth	Test boat in a wave tank old cluster-simulation Key pp. 22-24	<b>SEP Developing and using models</b> Simulation of boat in a wave tank
4-ESS3-2	<b>Grade 4</b> Unit 3 Forces that Shape the Earth	Use information from a table of material strengths, durability and costs to make design choices for a tornado resistant home <i>new standalone</i> Key pp. 41	SEP DDesigning Solutions Use to instructionally to introduce or review engineering problem, goal, constraints and success criteria Model using online calculator and scratch paper.

# Artifact 00

<u>5-PS1-2</u>	<b>Grade 5</b> Unit 1 Matter Mini-unit	Conservation of mass when mixing two substances that chemically react. <i>new standalone</i> key p. 52	<b>SEP Mathematical &amp; computational thinking</b> Simple graphing of mass change with a chemical change.
<u>5-LS2-1</u> A	<b>Grade 5</b> Unit 2 Golden Jellyfish	Compare four terrarium setups, determine components of successful set up, add CO2 to model <i>old cluster - draw arrows</i> Key pp. 53-55	SEP Mathematical & computational thinking Complicated item. Good example of need for scratch paper and how to draw arrows. Scoring a little open to interpretation. Use instructionally. Allow student partners to discuss before or while entering responses into online assessment.
<u>5-PS2-1</u>	<b>Grade 5</b> Unit 3 Antarctica (Parachute Design)	Forces acting on different dropped objects old cluster-animation/mulitple select Key pp. 47-50	<b>SEP Argument from Evidence</b> Reviews gravity pulls down. Gasses/air (like all matter) is made of particles that can affect the falling objects in addition to gravity.
<u>5-ESS1-2</u>	<b>Grade 5</b> Unit#4 Spectacular Skies	Why can Sagittarius be seen in June but not April? <i>new cluster</i> Key pp 57-59	<b>SEP Analyze and Interpret Data</b> Two image of night sky Graph the table of #visible stars in Sagittarius every two months.
<u>5-ESS1-2</u>	<b>Grade 5</b> Unit#4 Spectacular Skies	Predict where moon will be seen on third night <i>new standalone</i> no key (A is correct choice)	<b>Analyze &amp; interpret data</b> Use images to find a pattern to make a prediction.
<del>3-PS2-1 A</del>	NGSS Review	<del>Toy car and rubber band</del> <del>new cluster simulation</del> Key pp. 2-4	<b>SEP Plan &amp; carry out an investigation</b> Review requirements for a fair test (one IV, one DV, control other variable). <u>-</u> Review process for using Investigation Simulations Have been using B version (rocket) in review
<u>3-ESS2-1 A</u>	NGSS Review	Identify unknown city using seasonal rainfall data. <i>old cluster -multiple select</i> Key pp. 15-16	SEP Analyze and Interpret Data Reveiw terms "Rank, identify, fall, winter, spring" Read and interpret rainfall map and seasonal rainfall bar graphs Match rainfall graph of an unknown city to other graphs and compare to map to identify the city
<u>4-ESS2-1</u>	NGSS Review	Test factors affecting soil erosion old cluster - simulation Key pp. 35-37	<b>SEP Plan and Carry Out an Investigation</b> Test factors with a simulation. Find patterns.Use a causal chain to explain the phemonemena.
<u>4-ESS1-1</u>	NGSS Review	Determine age and habitat type of four earth layers <i>new standalone</i> Key pp. 38-39	SEP Construct an Explanation Good example of typical rock and fossil layer diagram

# Artifact 00

<u>4-PS4-3</u>	NGSS Review	Communicate information with morse code <i>old cluster</i> Key pp. 28-30	<b>SEP Designing Solutions</b> Good review that information can be "encoded" and delivered in different ways using different senses. <i>More than one PE at different grade levels about this idea</i>
<u>5-PS1-4</u>	NGSS Review	Production of a gasses without heat provides evidence of a chemical change. (Mixing liquids and baking soda) old cluster-simulation/multiple select Key pp. 47-49	SEP Plan and Carry Out an Investigation Good item to review designing fair tests and conservation of mass in a chemical change. Physicial and chemical changes rearrange particles but do not create or destroy them
<u>5-PS1-2 A</u>	NGSS Review	Sugar in dissolved into hot tea seems to disapper. <i>old cluster-simulation and bar graph plotting</i> Key pp. 42-46	Sugar in dissolved into hot tea seems to disapper.SEP Mathematical & computational thinking conservation of mass in a physical change. Comparing stating and ending conservation of mass in a physical change. Comparing stating and ending masses after mixing substance provides evidence that matter that seems to disappear is not gone.Key pp. 42-46 Physicial and chemical changes rearrange particles but do not create or destroy them.

		CNH NGSS Interims	CNH NGSS Interims (IAB) updated 11/21/22
Grade 8 NGS	NGSS IAB review (v 10/31/22)		Grade 8 NGSS Interim Assessment Answer Keys
H	Course/Unit Give by date	Description	Notes
MS-LS1-3	<b>Sci 6</b> Unit 3 Lyme Disease/Mile Run date/lesson tbd	Describe how body's systems interact when running Key pp. 35-37 Issue: Awkward questions stems	Some "muddy" answers but key allows for more than one correct choice. Use instructionally "offline" first with the teacher projecting item and entering class concensus, scoring and discussing together
MS-LS1-8	Sci 6 Unit 3 Lyme Disease/Mile Run date/lesson tbd	Can the startle response be controlled? Key pp. 41-43 Issue: Multiple correct answers possible due to only four spots for five steps	Good example of causal chain, and evaluating sources Work though offline with partners with a card sort, then individually complete IAB online
<u>MS-PS4-2</u>	<b>Sci 6</b> Unit 5 Penguin Shelter Design or Unit 7 Hot Car Safety date/lesson tbd	Draw a path of light through frosted glass before and after clear packing tape is applied. New standalone Key pp. 34	Good example to practice drawing arrows. Test with actual materials first? and then make drawing on the actual IAB.
<u>MS-ESS2-</u> <u>1A</u>	<b>Sci 6</b> Unit 6 Climate/Weather date/lesson tbd	Role of thermal energy transfer, water changing states in weathering of mountain rock Key pp. 77-81 Minor Issue:AVA does not have a scoring rubric. Better aligned to weather DCIs	Identify processes at work (freeze, thaw, weathering of rock) Create 4 step casual chain of events Identify missing component in chain/model (time passing) Water molecule arrangement Explanation of cause of rain and expanding frozen water.
<u>MS-PS1-6</u>	<b>Sci 7</b> Unit 3 With MRE design Week 1 January	Interpret results of testing 3 handwarmers Key pp. Issue: Prompts open to interpretation.	"Consistency" Compare three double line graphs with different scales. Good example of need for close reading. Use instructionally to model the thinking process and give experience with double line graphs.

<u>MS-PS3-4</u>	Sci 7 Unit 4 Earth's Core for 2/27 ILT data	Find cause of change in height of a plastic pole from Jan. to July. Key pp. 23-27	Challenging but doable Could model part C and D calculations off line and have student enter calculations Simulation is useful, Conceptual thinking is useful Relative change equation
MS-ESS2-3	<b>Sci 7</b> Unit 5 CT Geology Around 3/20 (by 3/27)	Fossils of extinct land animals as evidence of when the supercontinent broke apart. Key pp. 90 Issue: Strictly a multiple choice DCI/content question. No test format value.	Use offline as part of quiz or other assessment Typical land animal on three continents separated by ocean example.
<u>MS-LS1-7</u> Develop and use a model	<b>Sci 7</b> Unit 6 Ecospheres by April 28	How does a cell turn food into fuel Key pp. 38-40	Good example of table with multiple select. Sort "components" into Starting material(input) → Part of cell part(process) and product(output) or "does not belong in model" "Connect glucose decrease and need to eat Choose 3 "true" statements (conservation of mass, chemical rearrangement of same atoms, energy release)
<u>MS-LS2-4</u>	<u>Sei7</u> <u>Unit 7</u> <u>Ecosystems</u> <mark>date/lesson tbd</mark>	Effects of introduction of lake trout to <u>Yellowstone Lake</u> <u>Key pp. 64-</u>	"Dominant native species, predator_population" Use table of Osprey nests and text information about predator/prey- relationships to infer impact on other species
<u>MS-LS2-2</u>	Sci7 Unit 7 Ecosystems Around 5/20 - by 5/31	Predict interactions/relationships among hippopotamus, carp and oxpecker	Savannah, aquatic, predatory, competitive and mutually beneficial relationship <b>Students "ask questions" by selecting from a list</b> , answers are given and student uses to create explanation statements(supported by text evidence) about the type of relationship between carp/hippo, oxpecker/hippo,
<u>MS-ESS1-4</u>	<b>Sci 8</b> Unit 1 Chicken Ancestry week 5/6	Using fossils to determine when a clay layer formed in a landform. Key pp. 74-77 Issue: Reasoning for "correct" answer for Part C is not clear with given info.	Good example of type of imagery used for fossil layer items Combine information from 3 figures (rock/clay layers, fossil teeth images, and geologic columns) Could be used if we adjust analysis of results.

	Sci 8 Unit 2	Influence of flower traits on pollinator traits and vice/versa.	Good example of how qualitative observations can be analyzed, need for close reading for perspective, and connecting data/ideas from several
	Inheritance and Variation in Traits	Kev pp. 48-50	locations. (several PEs have this kind of question/process)
<u>MS-LS3-1</u>	week12-14 (late November, early December)	-	Two tables for organizing decisions about whether a combination of flower traits and pollinator traits is beneficial or harmful to the flower.
			Beneficial/harmful decisions are compared to determine if a set of flower traits be selected for (present or absent)
			Choose two explanations(reasons) for decisions.
MS-LS4-6	<b>Sci 8</b> Unit 2 Inheritance and Variation in Traits week 14/15 December	Population shift in two bacteria types (one is resistant to antibiotics Key pp. 58-61	Use population data to create two claims. Graph population change of Type A bacteria. ( <b>scatter plot)</b> Predict reproduction success and population changes Create an explanation of changes. Identify additional data needed for a hypothesis
MS-ESS1-3	<b>Sci8</b> Unit 5 Space Motions and Communication by April 28ish	Compare heights of tallest peaks on Mars and Earth Key pp. 89 Minor Issue: Strictly a ratio calculation - not a great match with evidence statement for PE	"Figure 1 shows a representation" "Values on y-axis are arbitrary' Good example of using scratch paper Given height of Olympus Mons Representation has a scale from 0-12 Calculate height of Mt. Everest (ratio)
MS-PS1-4	NGSS Review Particle motion with heat Simulation - /Graph slopes 5/8 - 5/22	Water molecule motion in boiling tea kettle Key pp. 1-4 Issue: Old style layout. Scoring issues. Would need to be used after students learn scatter plots and the story behind "slopes"	Good example of systems thinking/models needed defined boundaries. Would use instructionally or adjust data interpretation and give a more defined prompt. Use instructionally, before final Earth Hot Core models due to scoring issues. Use simulation to make a model that populates zoom in bubbles Draw graph "shapes" of changes in thermal energy and molecular (needs understanding of scatter plots and slope
<u>MS-LS4-4</u>	NGSS Review Inheritance and Variation in Traits 5/8 - 5/22	Unit 2 Inheritance and Variation in Traits Change in frequency of mouse color in Sonoran desert Key pp. 55-57	Vocab: "terrain, proportion, population, samples, trait frequency" Good example to practice close reading and creating scatter plots (Scatter plot scoring is sensitive)

	NGSS Review Biological Diversity	Claims about Ostracods (two-shelled) Key pp. 66	"Organism, major group, ostracod, geologic periods, mya, diversity, extinct/extinction" Find the claim (4 are listed) that the provided information supports
<u>MS-LS4-1</u>		Minor Issue: Clarity of stem (appeared, appearance)	found in the fossil record)
MS-PS3-3A	NGSS Review energy transfer, engineering 5/8 - 5/22	Design an energy efficient window Key pp. 15-18	Vocab: thermal conductivity (a rate), low/moderate/high, absorb, reflect, insulator, transmission. <b>Good example of multiple right answers conditional scoring, integrating information from multiple sources, and engineering problem, goal, constraints and success criteria</b>
<u>MS-ESS3-3</u>	NGSS Review Climate Change 5/8 - 5/22	Glacier retreat and change in human activities/greenhouse gas emissions Key pp. 85-88	"anomaly" Long (parts A-E) Good example of integrating information from a variety of sources (photos, tables, graph) and length of typical clusters Describe change to glacier Plot global temperature anomalies Interpret graphs Three step casual chain Support with evidence Make prediction
<u>MS-ESS3-4</u>	NGSS Review Climate Change 5/8 - 5/22	Compare two maps to determine change in land use Key pp. 91	"Location of in the inset" <b>Good example of map reading.</b> Could be lead in to MS-ESS3-3 which is a long item
<u>MS-LS2-5</u>	NGSS Review Climate Change 5/8 - 5/22	Solution to Japanese beetles damaging Nebraska soybeans Key pp. 65	Criterion (singular for criteria) Concise example of engineering problem, goal, constraints and success criteria Use a table of possible solutions including cost and outcomes and prioritized list of success criteria to select the best solution.
Practice Test Q#1	NGSS Review Magnetism	Factors affecting magnetic fields	needed for an Investigation simulation interaction example
Practice Test Q#?	NGSS Review ???(tbd)	????(tbd)	External Copy needed for external copy interaction

Г						Ar	tifact QQ	_				
2023 Ilection of summative tasks will continue after 22-23	November	Science Formative/IAB (grade 9-11) by 11/11 09→ ESS1-6 Mar and Earth Craters			February	CHEM Investigation Performance Task by 2/24	<ul> <li>***for CHS SIP data(date change needed?)</li> <li>SCI9 Engineering Performance Task by 2/17</li> <li>(Mars Lander)</li> <li>(Mars Lander)</li> <li>Science Formative/IAB</li> <li>09→ HS-ESS3-5 (Climate change/geoscience data)</li> <li>CHEM→ MS-PS1-5 Precipitate/Chemical Reaction</li> </ul>		May/June	Science Formative/IAB 09→ HS-ESS1-2(Spectrums) BIO→ HS-LS4-2A (or B) salmon population	evolution CHEM→HS-LS2-7 Urban heat island/green roof CHEM→ HS-PS3-5 Van de Graff energy change AP Testing May 1 - 12, 2023	NGSS Review May 10 - 22 (format tbd) NGSS Testing May 23 - 26, 2023
<b>CHS Science</b> <b>Assessment Calendar 2022-2023</b> <b>NoTE:</b> "practice" and "formative" investigation task data collection is for 22-23 SL0 goal purposes. Data collection of summative tasks will continue after 22-23	October	<b>SCI9</b> Investigation Performance Task by 10/28 waves on a string (practice)	<b>BIO</b> Engineering Performance Task by 10/21 (data collection starts 22-23)	Science Formative/IAB (starts 22-23) 09→ ESS1-6 Mars and Earth Craters BIO→ HS-LS3-3 beetle horn length		January	SCI9 Investigation Performance Task by 1/14 CHEM Investigation Performance Task by 1/13 (practice)(date change needed?) Science Formative/IAB 09→ choice: HS-ESS1-4 Kepler's Law or HS-PS3-1 Newton's Cradle/energy BIO→ HS-ESS2-7 Rise of millipedes		April	SCI9 Modeling Performance Task by 4/6	OUTION TO THE TO THE TABLE TO THE TO	
<mark>NOTE:</mark> "practice" and "formative" investigation task d	Link to district document Updated 1/9/23	September			December	CHEM Modeling Performance Task by Dee	<mark>16 (March?)</mark> Science Formative/IAB <mark>(date change?)</mark> CHEM→HS-ESS1-3 Nebulae comparison	dense M	BIO Modeling Derformance Task hv 3/3	BIO Investigation Performance Task by 3/15 (Yeast Population)	Science Formative/IAB 09→ HS-ESS3-4 (waste production) BIO→HS-LS2-2 Oyster Population Changes	

#### Artifact QQ

Recurring           Course         Modeling Task           District              – NGSS Practice: Modeling(Chemistry)               = Inw            District              – NGSS Practice: Modeling(Chemistry)               = Inw            District              – NGSS Practice: Modeling(Chemistry)               = Inw            District              – NGSS Practice: Modeling Task               = Inw            District              – NGSS Practice: Modeling Chemistry)               = Inw            Sclab              – NGSS Practice: Modeling Chemistry)               = Inw            Clobal Issue Systems Model               – Not taught in 19-20 or 20-21               – Nit pilot planned               – 21-22 New unit outline               – 21-22 New               – 21-22 Planned               – 22-22 Planned           BIO              Task: Yellowytone Wolves               Dunit:	Recurring Summative NGSS Performance Tasks         Investigation 3D PT Scoring Guide [CHS] v3/1/22         Isis       Investigation 3D PT Scoring Guide [CHS] v3/1/22         Isis       Investigation 1400 femplate)         Inpact Forces Investigation       Inpact Forces Investigation         Int #2: Planetary Motion       Inpact Forces Investigation         Inc C:       22-23 piloted Vaves on a String "practice" task and dring intro trubic       Sistume         Inc C:       22-23 piloted Vaves on a String "practice" task and dring during Block G mid-term time       Sistume       Sistume         Inc C:       22-23 Stoles prototyping Impact Forces summative task during Block G mid-term time       Interaction planned for Feb. 8       Sistume         Int: #2: Blochemistry: Forest Regrowth       Inti: #2 Blochemistry: Forest Regrowth       Inti: #2 Blochemistry: Forest Regrowth         Inti: #2 Blochemistry: Forest Regrowth       Inti: #2 Blochemistry: Forest Regrowth       Inti: #2 Blochemistry: Forest Regrowth         Inti: #2 Blochemistry: Forest Regrowth       Inti: #2 Blochemistry: Forest Regrowth       Inti: #2 Blochemistry: Forest Regrowth         Inti: #3 Chennical inter action for SLO goals <t< th=""><th>ks Engineering Task Engineering Challenge Documen CHS Engineering Challenge Documen Chi #2: Planetary Motion Task: Mars Lander Design Unit #2: Planetary Motion Catus: C 21-22 Task scored with district rubric poals and Science Improvement plan Task: Coral Reef Restoration Unit: #1 Biodiversity Task: Coral Reef Restoration Unit: #1 Biodiversity Status: Established CREC task Has not yet been "tweaked" for rubric expectations. Tabled for 22-23 implementation while working on Investigation SLO goals and Science Improvement plan Task: Air Bag Design Unit: #3 Chemical Interactions Status: C 21-22 Established CREC task Has not yet been "tweaked" for rubric expectations, piloted and scored 21-22 Established CREC task Has not yet been "tweaked" for rubric expectations, piloted and scored 21-22 Established CREC task Task: Air Bag Design Unit: #3 Chemical Interactions Status: C 22-23 Arranged for optional implementation while working on Investigation SLO goals and 22-23 Arranged for optional</th></t<>	ks Engineering Task Engineering Challenge Documen CHS Engineering Challenge Documen Chi #2: Planetary Motion Task: Mars Lander Design Unit #2: Planetary Motion Catus: C 21-22 Task scored with district rubric poals and Science Improvement plan Task: Coral Reef Restoration Unit: #1 Biodiversity Task: Coral Reef Restoration Unit: #1 Biodiversity Status: Established CREC task Has not yet been "tweaked" for rubric expectations. Tabled for 22-23 implementation while working on Investigation SLO goals and Science Improvement plan Task: Air Bag Design Unit: #3 Chemical Interactions Status: C 21-22 Established CREC task Has not yet been "tweaked" for rubric expectations, piloted and scored 21-22 Established CREC task Has not yet been "tweaked" for rubric expectations, piloted and scored 21-22 Established CREC task Task: Air Bag Design Unit: #3 Chemical Interactions Status: C 22-23 Arranged for optional implementation while working on Investigation SLO goals and 22-23 Arranged for optional
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# Artifact QQ

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Sci 9	BIO	CHEM
<b>Unit 1: Earth's History</b> HS-ESS1-6 Comparing Earth and Mars Craters <i>(old cluster)</i> and/or HS-ESS2-3 boiling and frozen ponds	Unit #1: Biodiversity(Coral Reef) HS-LS3-3 Beetle horn length ( <i>new</i> standalone) starts 23-24	<b>Unit #1: Atomic Structure</b> HS-ESS1-3 two nebulae/star life cycle (old cluster)
old cluster/model simulation starts 23-24 Unit 2: Planetary Motion HS-PS3-1 Energy flow in Newton's Cradle (new cluster)	Unit #2: Biochemistry(Forest Fires) HS-ESS2-7 Rise of large millipedes( <i>new</i> <i>standalone</i> ) HS-LS1-6 Clostridium unable to produce toxins	<b>Unit #2: Bonding</b> <mark>MS</mark> -PS1-5 Precipitate/chemical interactions (old MS cluster)
and/or HS-ESS1-4 Patterns in Earth's orbit/Kepler's Law( <i>old cluster</i> ) <b>Unit 3: Climate Change</b> HS_FS3-5 Regional climate change	<b>Unit #3: Ecology(Yellowstone Wolves)</b> HS-LS2-2 Changes in oyster population <i>(old cluster)</i>	Unit #3: Chemical Reactions HS-PS1-6 Temperature effect on reaction time (new standalone)
impacts(old cluster) HS-ESS3-4 mitigation strategies for waste production in Washington, DC. <b>Unit 4: Big Bang</b> HS-PS4-1 Three colors of light passing through prism(old cluster)	Unit #4/5: Heredity/Genetics (Dwarfism/Silent Crickets) HS-LS3-2 variation in bone density/old cluster) HS-LS4-1A Red panda common ancestry and/or (old cluster) HS-LS4-2A drivers of evolution in salmon	Unit #4: Applied Chemistry/Climate Change HS-LS2-7 Green roofs/urban heat islands( <i>new standalone</i> ) Mini-unit #5 Nuclear Processes HS-PS3-5 Fnerov changes in a Van de
HS-ESS1-2 Comparing two galaxies to determine age (new cluster)	(new cluster)	Graff generator ( <i>new standalone</i> )
<b>NGSS Review 22-23</b> HS-LS1-3 Factors affecting Goldfish Respiration (needed for Investigation simuli HS-LS1-3 Factors affecting Goldfish Respiration ( <i>needed for Investigation simula</i> HS-ESS2-3 boiling and frozen ponds <i>old cluster/model simulation</i> HS-ESS 2-4 Volcano effect on glacier growth <i>old cluster</i> HS-ESS2-6 Carbon Cycle inputs and outputs <i>old cluster</i> HS-LS2-6 Carbon Cycle inputs and outputs <i>old cluster</i> HS-LS2-1 Carrying Capacity in two ponds <i>new standalone</i> HS-LS2-1 Carrying Capacity in two pon	<ul> <li>SS Review 22-23</li> <li>HS-LS1-3 Factors affecting Goldfish Respiration (needed for Investigation simulation) old cluster</li> <li>HS-ESS2-3 boiling and frozen ponds old cluster/model simulation</li> <li>HS-ESS2-4 Volcano effect on glacier growth old cluster</li> <li>HS-ESS2-6 Carbon Cycle inputs and outputs old cluster</li> <li>HS-LS4-2B color change in mouse population <i>new standalone</i></li> <li>HS-LS2-1 Carrying Capacity in two ponds <i>new standalone</i></li> <li>HS-LS2-3 Plan for sustainable harvest of cod fish old cluster/model simulation</li> <li>Practice Test Q#1 (HS-PS2-3) Cell Phone Case Design (needed for Engineering and Simulation)</li> </ul>	<i>d cluster</i> ntent) <i>old cluster</i> v

NGSS Science Formative Assessment/Interims Assigned to Course/Unit

#### Artifact QQ

		CHS NGSS Interin	CHS NGSS Interims (IAB) updated 12/2/22
Link to col	Link to complete review or all Grade 11 Interims		Link to Grade 11 NGSS Interim Assessment Key Jan. 2022 (No longer posted on the portal)
H	Course/Unit Give by date	Description	Notes
HS-LS1-3	ALL 22-23 modify as formative for investigation Then in BIO only or NGSS Review	Test factors that affect goldfish respiration old cluster Key pp. 16-19	Use to practice simulations/designing controlled experiments and how they will be scored from a data table not a procedure but graph temperature(IV) against breathing rate, pH and dissolved oxygen(triple line graph) offline(paper or spreadsheet)
HS-ESS1-6 could be swapped with HS-ESS2-3 in NGSS Test Review	<b>Sci9</b> Earth's History date tbd	Comparing Earth and Mars surfaces (craters) to determine history and age of formation old cluster Key pp. 47-50	<b>Issue</b> : Task statement does not match Items very well. Right answers on the key are not uniquely correct. Interaction types are common ones (multiple select and Table input)
HS-PS3-1	<b>SCI9</b> Planetary Motion date tbd	Energy flow in Newton's Cradle <i>new cluster</i> Key pp. 2-6	calculate velocity and drop height, describe changes in potential and kinetic energy $FE=m^*g^*h$ $KE=1_2 m^*v^2$ Conservation of Energy= PE1 + KE1 = PE2 + KE2 Conservation of Momentum= m1v1 + m2v2 = m1v1f + m2v2f
HS-ESS1-4	<b>SCI9</b> Planetary Motion December/January	Patterns in Earth's orbit/Kepler's Law <i>old cluster</i> Key pp. 44- 46	Create equation v=(V × R)/r Make calculations Choose pattern Show predicted graph "shape" (decrease then increase)
HS-ESS3-5	<b>SCI9</b> Climate Change February	Predicting trends in climate change and impacts of Mldwest and southwest regions of the USA <i>old cluster</i> Key pp. 68-71	<b>Good example of integrating and summarizing geoscience data sources</b> (comparisons rather than x/y graphs, correlations) Summarize data in a table Use to make claims and predictions Use figure (US states map/regions) Bar graph-Change in Precipitation-Relative to usual average
HS-PS4-1 assigned to Big Bang but light lesson moved to Climate Change with reordering of bundleS	<b>SCI9</b> Climate Change? April	Three colors of light passing through prism <i>old cluster</i> Key pp. 7-9	Formative of graphing skills before Big Bang or during? Vocab: Frequency, hertz, angle of refraction, angle of incidence, media, Velocity calculations V=c/n Scatter plot and best-fit line of table data Predictions with best-fit line

		CHS NGSS Interin	CHS NGSS Interims (IAB) updated 12/2/22
Link to col	Link to complete review or all Grade 11 Interims		Link to Grade 11 NGSS Interim Assessment Key Jan. 2022 (No longer posted on the portal)
HS-ESS3-4*	<b>SCI9</b> Major Global Issue March	Evaluate strategies to mitigate waste production in Washington, DC. <i>old cluster</i> Key pp. 64-67	Predict effects of population growth Evaluate 3 strategies Match 3 line graph to predicted changes Select method that fits criteria
HS-ESS1-2	<b>SCI9</b> Big Bang by June 6	Comparing two galaxies/determine which was created earlier <b>new</b> cluster Key pp. 38-40	<b>Conditional scoring</b> Distance calculations, spectrum comparison Figures: Spectrum Graphs (wavelength vs Brightness) Table: Galaxy speed Hubble Law (v=80 d) Units: Å, (W cm-2 Å-1), Mpc
HS-LS3-3	<b>BIO</b> Coral Reefs September/October	Change in horn length of Japanese beetles <mark>new</mark> <i>stand alone</i> Key p. 35	Read double line graph Calculate the percent difference in horn length between two groups of beetles Claim statement from graphed data
<u>HS-ESS2-7</u>	BIO Forest Fires January	Rise of large millipedes in the Carboniferous period <del>new</del> cluster Key pp. 58-60	Pattern from graph 3 step causal chain Describe relationship, select evidence to support Assumes understanding of photosynthesis as carbon source. Provides info that permafrost melting and volcanic eruptions were carbon sinks. Could also be used to practice a systems (input.output) model
HS-LS1-6	<b>BIO</b> Forest Fires <mark>January</mark>	Clostridium unable to produce toxins (C, O, H needed to make amino acids) <b>new</b> stand alone Key pp. 32	Vocab": Medium to grow in, toxin, relative abundance" Read triple line graph of growth with different sugars in the medium
HS-LS2-2	BIO Ecology/Wolves February/March	Changes in oyster population <i>old cluster</i> Key pp. 20-23 Use instructionally or adjust expectations for some scores when analyzing	Scatter Plot, best fit and equation Calculations Good example of interdependent scoring. Key is accurate but>Scoring for the Part B best fit line is "picky". Part E implies that a specific # can be calculated but the key accepts any number greater than part D calculation)

		CHS NGSS Interim	NGSS Interims (IAB) updated 12/2/22
Link to col	Link to complete review or all Grade 11 Interims		Link to Grade 11 NGSS Interim Assessment Key Jan. 2022 (No longer posted on the portal)
HS-LS3-2	<b>BIO</b> Heredity/Dwarfism April	Explanation for high bone density (genetic variation) <i>old cluster</i> Key pp. 24-25	Vocab: "Phenotypically normal, point mutation, Interpret two pedigree charts Identify one individual with trait from DNA replication error and one individual with the trait due to inheritance. Select evidence to support choices
HS-LS4-1 A*	BIO Silent Crickets May	Evidence for common ancestry with red pandas <i>old cluster</i> Key pp. 26-27	Good example of analysis through comparision (rather than IV/DV relationship) Compile and compare information about appearance, diet, habitat, bone structure and DNA. Use to determine closest relative and the "most relevant information" for deciding. Good example, of reading a whole question/statement before selecting an answer. Part C key clue (most relevant information) comes after the answer blank.
HS-LS4-2 A could be swapped with B version in NGSS review (standalone)	BIO Silent Crickets May/June	Four drivers of "evolution" of a salmon population. <del>new</del> cluster Key pp. 28-30	Triple line graph of salmon mlgration dates compared to % returning adults in three different years. After figuring out the general scenario, later questions can be answered without consulting all the information.(More like content questions than 3D questions)
HS-ESS1-3	<b>CHEM</b> Atomic Structure or Nuclear Processes? December	Compare two nebula to determine stage in star life time <i>old cluster</i> Key pp. 41-43	Figures: Nebula image, mass, diameter, distance, age Table: Relative abundance of N, O, Fe Calculation:larger thanby a factor of Match to spectrum graphs(2 of 4)
<u>MS-PS1-5</u>	<b>CHEM</b> Structure/Bonding February/March	Describe atom rearrangement when two compounds react <i>cluster-old</i> ( <i>Grade 8 Interim</i> ) Key pp. 8-10 <i>in Grade 8 key</i>	Vocab: "Precipitate, precipitant, product, reactant, molecule, atom, reactions" Tricky but good example to model highlighting key info and creating your own organizer/models on scrap paper. Use animation to note that starting and ending mass are the same. Count atoms in reactants needed ( 2 molecules of one and 1 molecule of other) Count atoms in one product (precipitate, have to "take away atoms from liquid product) Issue: Part B - unclear prompts> wants starting atoms of reactants (not whole substance)
<u>HS-PS3-5</u>	<b>CHEM</b> Bonding May	Energy changes in the field of a Van de Graff generator <del>new</del> s <i>tand alon</i> e Key p. 11	ldentify change or no Change in Total energy of system and individual components (sphere, generator, electric field)
HS-PS1-6	<b>CHEM</b> Chemical Reactions April	Cake batter with baking soda Temperatures effect of reaction time <b>new</b> stand alone Key p. 10	vocab: "Shift the equilibrium toward the products/reactants"

		CHS NGSS Interin	CHS NGSS Interims (IAB) updated 12/2/22
Link to co	Link to complete review or all Grade 11 Interims		Link to Grade 11 NGSS Interim Assessment Key Jan. 2022 (No longer posted on the portal)
HS-LS2-7	<b>CHEM</b> Applied/Climate Change May	Effects of increasing urban planting/green roofs <del>new</del> stand alone Key p. 34	Interpret data table 4 step causal chain <b>Good example</b> to model highlighting key information in stimulus before using table of data
HS-ESS2-3	NGSS Test Review Waves, Earth's structure and process start 22-23 and continue	Boiling pond in Wyoming and frozen pond in Minnesota <i>old cluster</i> Key pp. 50-54	<b>Issues</b> : Data given combines P and S waves. Only an issue for Item A. Long: 7 Parts A-G (better used instructionally) Simulation (As a model not controlled experiement) <b>Use in NGSS Refresh</b> <i>Good example for careful reading</i> (Answer choices are very similar) and Reading all parts before using a simulation Includes an item about limits.
HS-ESS2-4	NGSS Test Review Climate Change start 22-23 and continue	Volcanoes effect on glacier growth in the Alps. Correlation between two variables. <i>old cluster</i> Key pp. 55-57	example of <b>Anomaly</b> data (above or below "normal" mean Example of finding an <b>outlier</b> . <b>Graph</b> reading Causal Chain(choose middle 3 of 5) Connects well to Unit 3 Glacier phenomena
HS-ESS2-6	NGSS Test Review Climate Change start 22-23 and continue	Inputs and outputs of carbon cycle on Earth 56 million years ago <i>new standalone</i> Key pp. 72-73	Multi-step thinking, proportion/ratios and <b>scientific notation a</b> re needed but the item itself is short. <b>Good example to model using scratch paper.</b> Identify two carbon sources and one carbon sink and amounts of Carbon (grams) that combine for a 1400 ppm increase in atmospheric CO2. 1 ppm of atm CO2 = 2.14 x1015 g of Carbon Shares a DCI with HS-ESS2-7
HS-ESS3-5	NGSS Test Review SCI9 Climate Change Use in 22-23 and 23-24 reviews	Predicting trends in climate change and impacts of MIdwest and southwest regions of the USA <i>old cluster</i> Key pp. 68-71	Good example of integrating and summarizing geoscience data sources (comparisons rather than x/y graphs, correlations) Summarize data in a table Use to make claims and predictions Use figure (US states map/regions) Bar graph-Change in Precipitation-Relative to usual average
HS-LS4-2 B could be swapped with A version in BIO (cluster)	NGSS Test Review BIO Natural Selection start using in 22-23 and continue	Mutation cause color change in mouse population affecting predation <b>new</b> stand alone Key p. 37	<b>Double line graph</b> of trait shift in mice: a sand pen(light colored) and a soil pen (dark colored). <b>3 step causal chain</b> for the sand pen(light colored) - s <i>tudents must notice</i> that is the requirement.

		CHS NGSS Interim	CHS NGSS Interims (IAB) updated 12/2/22
Link to co	Link to complete review or all Grade 11 Interims		Link to Grade 11 NGSS Interim Assessment Key Jan. 2022 (No longer posted on the portal)
HS-LS1-3	NGSS Test Review starting in 23-24	NGSS Test Review Test factors that affect goldfish starting in 23-24 respiration old cluster Key pp. 16-19 Key pp. 15-30	Use to practice simulations/designing controlled experiments and how they will be scored from a data table not a procedure but graph temperature(IV) against breathing rate, pH and dissolved oxygen(triple line graph) offline(on paper)
HS-LS2-1	NGSS Test Review BIO Ecology start using in 22-23	Compare a carrying capacity factor in two ponds over 30 days new stand alone Key p. 33	Match double line(curve) graph to information
HS-ESS3-3	NGSS Test Review BIO sustainability/ biodiversity start using in 22-23	Determine plan for sustainable harvest of cod fish <i>old cluster</i> Key pp. 61-63	vocab: "Maximum sustainable yield" Use <b>simulation</b> to model the effect of choices/provides evidence to: 1)Propose a policy 2)Predict effects of policy implementation
HS-PS2-3	NGSS Test Review Practice Test Q#1	Cell Phone Case Design	Animation, tables, and equations, simulation to test prototypes, Good item to practice identifying problem, goal, constraints, success criteria and process for using simulations
HS-ESS2-7	NGSS Test Review Practice test Q#5	Change over time from mostly anaerobic to aerbic organisms/change in atmospheric gases	Good example of using scratch paper to organize data and multiple calculation results before entering into a table. Construct a causal chain with external copy Calculator

		Grades 3-8 Formative Assessment (Inner Orbit)	ment (Inne	r Orbit)			
Grade	Unit	NGSS Performance Expectations	% Below	% Approaching	% At Goal	% Above	# tested
	Playground Engineers	(3-PS2-1) Interacting Forces (3-PS2-2) Predicting Motion	20.3	22.2	27.8	29.6	108/116 at or above 57.4
ю	Clues from the Past	(3-LS1-1) LIfe Cycle Modeling (3-LS4-1) Fossil Evidence					
	<b>Missing Monarchs</b>	(3-ESS2-1) Seasonal Weather Data					
	Energy and Landforms	(4-PS3-1) Speed and Energy (4-PS 3-3) Energy Changes and Collisions	37.8	0.0	45.6	17.8	90 at or above 63.4
4	Bear Sense	(4-PS3-2) Energy Transfer (4-LS1-2) Information Processing	5.7	5.7	37.1	51.4	62/70 at or above 88.5
	Forces that Change the Earth	(4-ESS3-2) Landform Map Patterns (4-PS3-4) Engineering Design Cycle					
	Golden Jellyfish	(5-PS1-1 & 5-LS2-1) Matter Particles Movement (5-LS1-1& 5-PS3-1) Energy and Matter for Plants	5.6	9.7	30.6	54.0	124/136 a/a 84.6
ъ	Antarctica	(5-ESS1-2) Daily/Seasonal Pattern	ł	ł	ł	ł	I
	Spectacular Skies	(5-ESS1-1) Star Brightness and Distance (5-PS1-4 Mixture Investigations)	2.3	7.0	35.2	55.5	116/128 at or above 90.7
Grade	Unit	NGSS Performance Expectations	% Below	% Approaching	% At Goal	% Above	# tested
	Lyme Disease	(MS-LS1-1) Living Things are Made of Cells ( MS-LS1-2) Cell Organelle Functions	29.0	30.0	31.0	21.0	111 at/above 52.0
Q	Penguin Shelter	(MS-PS3-4) Thermal Energy, Heat & Temp. (MSPS3-3) Heat Transfer Device	34.0	19.0	20.0	27.0	100/122 at/above 47.0
	Weather Factors	(MS-ESS2-5) Interacting Air Masses (MS-ESS2-6) Circulation Patterns					

# **Artifact SS**

	Cupcake Mystery	(MS-PS1-1) Charteristic Properties	13.1	10.7	37.7	38.5	122 at/above 76.2
~	Flameless Heater Design	(MS-PS1-2) Chemical Change Patterns (MS-PS1-5) Conservation of Mass	21.8	14.8	43.4	17.4	115 at/above 60.8
	Ecosystems	(MS-LS2-3) Matter and Energy Movement (MSLS1-6) Role of Photosynthesis					
	Genetics and Heredity	(MS-LS3-1) Gene Mutations (MS-LS3-2) Inheritance Models	25.4	40.5	23.8	9.5	126 at/above 33.3
ω	Amusement Park Safety	(MS-PS3-1) Kinetic Energy Patterns (MS-PS3-2) Energy Change Models	6.0	23.9	39.3	30.7	116/134 at/above 70.0
	Space Motion and Communication	(MS-ESS1-2) Gravity and Motion (MS-ESS1-3) Solar System Scale					

#### **Artifact SS**

Planning and Carrying Out Investigations **CHS** Science

**Evidence Sources** 

Ľ	Last updated 12/14/22 CHS Investigation	[template]	Investigation Performance Task Rubric [CHS]	<u>IS</u>
Course	<b>Task Name-type</b> <b>Topic or question</b> (simulation or direct observation?)	Unit Placement in lesson sequence	<b>Evidence for?</b> 1a-question/1b-hypothesis 2a-Investigation Plan/2b-Collected Data 3a-Claim/3b-Evidence	Estimated give by date Estimated score by date
Sci9	<i>Practice (simulation)</i> <u>Waves on a String-Performance Task</u> Factors affecting travel speed	U1: Pangea As part of figuring out characteristics of Earth's layers	All rubric rows	Oct. 29, 2022 Nov. 10, 2022
Sci9	Summative (hands-on)	U2: Planetary Motion/Mars Lander Design	All Rubric Rows	February 2023
Bio	<i>Practice</i> <u>Photosynthesis in Leaf Discs</u> (draft to revise)	U2 Biochem LS3 After all photosynthesis instruction	All rubric rows	Give 1st Part Jan Grade End of Sem 1
Bio	Summative Yeast population growth investigative task	U3 Ecology LS3	All rubric rows	Give 1st Part March Grade End of March
Chem	<i>Practice (hands on)</i> Boyle's Law Vernier Lab <mark>draft</mark> (prompt to revise)	U2.5 Gas Laws	All rubric rows	First week of January
Chem	Summative (hands on) Alka Seltzer Lab (old prompt to revise) Gas Laws Investigation	U3 Chemical Reactions	All rubric rows	End of February
ALL	Additional Formative NGSS Interim for <u>HS-LS1-3</u> Factors affecting Goldfish - Simulation	Practice/Additional evidence for student standards	<b>Evidence for?</b> 1a-question/1b-hypothesis 2a-Investigation Plan/2b-Collected Data 3a-Claim/3b-Evidence	Estimated give by date Estimated scored by date
Sci9				
BIO				

**Artifact TT** 

# Artifact UU

	-		led Performance				
Grade	Assessment (performance task)	% Below	% Approaching	% Goal	% Above Goal	Implementation Status	Rubric Rows?
	CREC Task Playground Redesign	11.6	45.5	42	0.9	"retiring" CREC task a/a 42.9	
	Engineering Payload Delivery			-		pilot planned 23-24	
3	Investigation Stride Length					pilot 22-23	
	<b>Modeling</b> Missing Monarchs					row 1 in Spring 21-22	
	Investigation Collisions and Energy	21.1	43.3	35.6	0	<i>pilot complete</i> Fall 23 a/a 35.6	<b>Row 3</b> 22-23
4	Modeling Senses and Energy	9.3	40.7	45.3	4.7	pilot in progress Winter 22-23	Row 1 22-23
	Engineering Earthquake Architecture					row 1 in Spring 21-22	22-23 tbd
	Investigation Disappearing Sugar					pilot planned Spring 23	tbd
5	Modeling Jellyfish Migration	32.1	50	17.9	0	Pilot complete Fall 22	Rows1-3
	Engineering Parachute Drop	?	?	?	?	Year 2 Winter 22-23	21-22 Row 1
Grade	Assessment	% Below	% Near	% At	% Above	Implementation Status	Rubric Rows?
	Investigation Feel the Beat	43.2	46.4	10	0	Year 2 a/a 10.0 Fall 22	Rows1-3
6	Engineering Penguin Shelter					Year 2 22-23	Rows1-3
	<b>Modeling</b> Weather Event					pilot planned Spring 22	22-23 tbd
	<b>Engineering</b> Handwarmer Design	34.8	22.7	42.4	0	task field tested 22-23	Row 3
7	Investigation (tenative) Magnetic Field Strength					pilot 22-23	tbd
	Modeling Ecosphere Energy					pilot planned 22-23	Rows 1-3
	Engineering Amusement Park Safety					task field tested 22-23	Row 1 22-23
8	Investigation Forces and Motion					Year 2 Winter 22-23	Rows1-4
	<b>Modeling</b> Space Motion or Communication (tbd)					<i>pilot planned</i> Spring 22-23	Rows1-3
Grade	Assessment	% Below	% Near	% At	% Above	Implementation Status	Rubric Rows?
	Investigation Lander Forces					Year 2 Winter 22-23	Rows1-3
9	Engineering Mars Lander					pilot planned Winter 22-23	Rows1-3
	Modeling Global System Model					pilot planned Spring 22-23	
	Investigation Yeast Populations					pilot planned Spring 22-23	Rows1-3
BIO	<b>Modeling</b> Yellowstone Wolves Interactions					<b>Year 2</b> 22-23	Rows1-3
	Engineering Coral Reef Protection					pilot planned 23-24	
	Investigation Alka Seltzer (Kinematics)					pilot planned Spring 22-23	Rows1-3
CHEM	Modeling tbd					Year 2 new task 22-23	Rows1-3
	Engineering Air Bag Design(tbd 23-24)					pilot planned 23-24	

	Notes	Make observation from an animation Describe direction of influences on orbit change 4 step causal chain Phenomena/Stimulus could be used instructionally – but with a cleaner set of questions or to draw an explanatory model	"Figure 1 shows a representation" v'alues on y-axis are arbitrary' <b>Good example of using</b> scratch paper Given height of Olympus Mons Representation has a scale from 0-12 Calculate height of Mt. Everest (ratio)
		Make observation fr animation Describe direction c on orbit change 4 step causal chain Phenomena/Stimult used instructionally cleaner set of quest draw an explanatory	"Figure 1 shows a representation" "Values on y-axis <b>Good example of</b> <b>Scratch paper</b> Given height of Ol Representation ha from 0-12 Calculate height o (ratio)
	Interaction Type	Cluster-old Multiple select Table input - inline choice Inline choice	Stand Alone- <mark>new</mark> Equation editor
	Phenomena	Cause of change in shape of a comet's orbit Key pp. 71-73 Issue: "correct" key includes Jupiter gravity and comet interia. Inertia is working to keep orbit the "same" not to change it. Format is different from current item styles	Compare heights of tallest peaks on Mars and Earth Key pp. 89 <b>Minor Issue</b> : Strictly a ratio calculation - not a great match with evidence statement for PE
	Course Unit	<b>Sci8</b> Unit 5 Space Motions and Communicat ion	<b>Sci8</b> Unit 5 Space Motions and Communicat ion
Earth Science	PE	<u>MS-ESS1-2</u> Develop/Use models <i>Develop and use</i> <i>a model to</i> <i>describe the role</i> <i>of</i>	<u>MS-ESS1-3</u> Analyze/Interpreti ng <i>Data</i> <i>Analyze and</i> <i>interpret data to</i> <i>determine</i>
Earth	Use?	ON	YES

# Grade 8 NGSS Interim Assessment Answer Keys - January 2022 Update.pdf

# **Artifact VV**

<b>Good example of</b> type of imagery used for fossil layer items Combine information from 3 figures (rock/clay layers, fossil teeth images, and geologic columns) Could be used if we adjust analysis of results.	Identify processes at work Create 4 step casual chain of events Identify missing component in chain/model Water molecule arrangement Explanation of cause of rain and expanding frozen water.	Typical land animal on three continents separated by ocean example. No test familiarity value.
Cluster-old Table matching	Cluster-old Multiple select Drop down	Stand Alone- <mark>new</mark> Multiple choice
Using fossils to determine when a clay layer formed in a landform. Key pp. 74-77 Key pp. 74-77 Key pp. 74-77 Key pp. 74-77 is not clear with given info.	Role of thermal energy transfer, water changing states in erosion of mountain top Key pp. 77-81 Minor Issue:AVA does not have a scoring rubric. Questions about water molecule arrangements and conditions for precipitation are better aligned to weather DCIs	Fossils of extinct land animals as evidence of when the supercontinent broke apart. Key pp. 90 Key pp. 90 <b>Issue</b> : Is more of a content question than using evidence to explain geology.
<b>Sci8</b> Unit1 Chicken Ancestry	<b>Sci6</b> Weather/Cli mate	<b>Sci7</b> Unit 4+5 Earth's Mysterious Core CT Geology
MS-ESS1-4 Construct Explanation <i>Construct a</i> <i>scientific</i> <i>explanation based</i> <i>on evidence</i>	MS-ESS2-1A Develop/use models <i>Develop a model</i> <i>to describe</i> Note - online there is no B item	<u>MS-ESS2-3</u> Analyze/Interpret data <i>Analyze and</i> <i>interpret data on</i> <i>the distribution</i>
yes	YES NGSS review 22-23 or Sci7	YES but offline

# **Artifact VV**

Need another pair of eyes on this one. I actually reviewed this item and due to a NDA I shouldn't write my evaluation of it.	"anomaly" Long (parts A-E) <b>Good example of integrating</b> <b>information from a variety of</b> <b>sources</b> (photos, tables, graph) and length of typical clusters and length of typical clusters of global temperature anomalies Interpret graphs Interpret graphs Three step casual chain Support with evidence Make prediction	"Location of in the inset" <b>Good example of map</b> <b>reading.</b> Could be lead in to MS-ESS3-3 which is a long item
Cluster-old Simulation In-line dropdown Table select Multiple choice	Cluster-old Multiple choice Graphic Response (plot line graph) In-line dropdown Multiple select	Stand Alone - <mark>new</mark> In-line dropdown
Determine the cause of change in weather from sunny to stormy. Key pp. 82-84 Issue: ??	Glacier retreat and change in human activities/greenhouse gas emissions Key pp. 85-88 Minor Issue: does not embed designing a solution/equally aligned with MS-ESS3-4	Compare two maps to determine change in land use Key pp. 91 Issue:
<b>Sci6</b> Unit 5 Weather and Climate	<b>n/a</b> Human impact/susta inability units need developed developed Climate Change	Human impact/susta inability units need developed
MS-ESS2-5 Plan/Carryout investigation <i>Collect data to</i> <i>provide evidence</i> <i>for how</i>	MS-ESS3-3 Designing solutions <i>Apply scientific</i> <i>principles to</i> design	<u>MS-ESS3-4</u> Argument from evidence <i>Construct an</i> <i>argument</i> <i>supported with</i> <i>evidence</i>
Q	YES NGSS REview	YES NGSS Review

	Notes	"Secrete lipid transfer proteins" "Template formed from DNA"	Some "muddy" answers but key allows for more than one correct choice. Could be used instructionally "offline" first with the teacher entering class responses.	Good example of table with multiple select. Sort "components" into Starting material(input) → Part of cell part(process) and product(output) or "does not belong in model" Connect glucose decrease and need to eat Choose 3 "true" statements (conservation of mass, chemical rearrangement of same atoms, energy release)
	Interaction Type	Stand alone - <mark>new</mark> Table input-inline choice	Cluster-old Table matching - inline choice Inline choice	Cluster-old Table matching- multiple select Multiple select
	Phenomena	Organelles involved in creation of LTPs Key pp. 62-63 <b>Issue</b> : Includes ideas from HS level PEs (LTP, endoplasmic reticulum, RNA)Better match with MS-LS3-1. Task asks Ss to use not develop model	Describe how body's systems interact when running Key pp. 35-37 <b>Issue</b> : Awkward questions stems	How does a cell turn food into fuel Key pp. 38-40 Issue:
	Course Unit	<b>Sci6</b> Unit 2 Cell organelles	<b>Sci6</b> Unit 3 Mile Run	Sci7 Unit 6 Ecospheres
Life Science (LS)	PE	MS-LS1-2 Develop/use models <i>Develop a model to</i> describe	MS-LS1-3 Argument from evidence <i>Use argument</i> <i>supported by</i> <i>evidence for</i>	<u>MS-LS1-7</u> Develop/use models <i>Develop a model to</i> <i>describe…</i>
Lif	Use?	Q	YES with mods	YES

Good example of causal chain, and evaluating sources Work though offline with partners and card sort, then individually complete IAB	Savannah, aquatic, predatory, competitive and mutually beneficial relationship Students "ask questions" by selecting from a list, answers are given and student uses to create explanation statements(supported by text evidence) about the type of relationship between carp/hippo, oxpecker/hippo,	"Dominant native species, predator, population" Use table of Osprey nests and text information about predator/prey relationships to infer impact on other species	Criterion (singular for criteria) <b>Concise example of engineering</b> problem, goal, constraints and success criteria Use a table of possible solutions including cost and outcomes and prioritized list of success criteria to select the best solution.	Good example of how qualitative observations can be analyzed, need for close reading for
Cluster-old Inline dropdown Table input -inline choice 'multiple select Multiple choice	Cluster-old Simulation (answers to research questions) Inline choice Table matching	Stand Alone- <mark>new</mark> TableInput - inline choice	Stand Alone- <mark>new</mark> Inline dropdown	Cluster-old Table input - drop down Multiple select
Can the startle response be controlled? Key pp. 41-43 <b>Issue</b> : Multiple correct answers possible due to only four spots for five steps	Predict interactions/relationships among hippopotamus, carp and oxpecker Key pp. 44-47 Issue:	Effects of introduction of lake trout to Yellowstone Lake Key pp. 64- Issue:	Solution to Japanese beetles damaging Nebraska soybeans Key pp. 65 Issue:	Influence of flower traits on pollinator traits and vice/versa.
<b>Sci6</b> Unit 2+3 Disease Transmission /Mile Run	<b>Sci7</b> Unit 7 Ecosystems	<b>Sci7</b> Unit 7 Ecosystems	n/a Human impact/sustai nability units need developed	<b>Sci8</b> Unit 2 Inheritance
MS-LS1-8 Obtain, evaluate, communicate information <i>Gather and</i> <i>synthesize</i> <i>information</i>	<u>MS-LS2-2</u> Construct Explanations <i>Construct an</i> <i>explanation that</i> <i>predicts</i>	<u>MS-LS2-4</u> Argument from evidence <i>Construct an</i> <i>argument supported</i> <i>by empirical</i> <i>evidence</i>	<u>MS-LS2-5</u> Argument from evidence <i>Evaluate competing</i> design solutions	<u>MS-LS3-1</u> Develop/use models
YES with mods	YES	YES	YES NGSS review	YES

ation Key pp. 48-50 Key pp. 48-50 Key pp. 48-50 Issue: Tighter alignment to LS4-4 and 4-6 but still a useful item to LS4-4 and 4-6 but still a useful item Two tables for organizing decisions about whether a combination of flower traits and pollinator traits is beneficial or harmful decisions are compared to determine if a set of flower traits be selected for (present or absent) Choose two explanations(reasons) for decisions.	4 Jellyfish in tank - TT, Tt, Tt and tt Tt and tt Polyps reproduce asexually Key pp. 51-54Interesting phenomena - adult Jellyfish reproduce sexually but Polyp from the cross then reproduce asexually.ation ation ation ation Key pp. 51-54Interesting phenomena - adult Jellyfish reproduce asexually but Polyp from the cross then reproduce asexually.Issue: Fatal flaw in part C (long tentacle can be either TT or Tt) Generally ignores the TT Jellyfish in the original tank modelInteresting stage in the life cycle)	Claims about Ostracodsstandalone-New (two-shelled)"Organism, major group, ostracod, geologic periods, mya, diversity, extinct/extinction"Key pp. 66Multiple choice geologic periods, mya, diversity, extinct/extinction"Minor Issue: Clarity of stem (appearance)Provided information supports. (Physical appearance of organism, time periods that each ostracod can be found in the fossil record)	
to LS4-4 and 4-6 b a useful item	L.	en try	Change in frequency of
Develop a model to in Traits describe	MS-LS3-2 Develop/use models models <i>Develop a model to</i> describe describe	MS-LS4-1 Sci8 Analyze/interpret Unit 1 data Chicken Analyze and interpret data for patterns in	<u>MS-LS4-4</u> Sci8
	Q	yes	yes

Construct Explanations <i>Construct an</i> <i>explanation based</i> <i>on evidence</i>	Unit 2 Inheritance and Variation in Traits	mouse color in Sonoran desert Key pp. 55-57 Issue:	Scatter plot and/or line graph	population, samples, trait frequency" <b>Good example to practice close</b> <b>reading and creating scatter plots</b> (Scatter plot scoring is sensitive)
<u>MS-LS4-6</u> Math/Comp Thinking <i>Use mathematical</i> <i>representations to</i> <i>support</i> <i>explanations</i>	<b>Sci8</b> Unit 2 Inheritance and Variation in Traits	Population shift in two bacteria types (one is resistant to antibiotics) Key pp. 58-61 Issue:	Cluster-old Inline dropdown Graphic Response (Scatter plot) Table multiple select Multiple choice	Use population data to create two claims. Graph population change of Type A bacteria. (scatter plot) Predict reproduction success and population changes Create an explanation of changes. Identify additional data needed for a hypothesis

## Physical Science (LS)

PE	Course Unit	Phenomena	Interaction Type	Notes
NGSS <u>MS-PS1-4</u> review Develop/use models <i>Develop a</i> <i>model that</i> <i>predicts and</i> <i>describes…</i>	<b>Sci6</b> Unit 4 Hot Tea Model <b>Sci7</b> Unit 4 Earth's Mysterious Core	Water molecule motion in boiling tea kettle Key pp. 1-4 <b>Issue</b> : Old style layout. Scoring issues. Would need to be used after students learn scatter plots and the story behind "slopes"	Cluster-old Simulation Graphic response (graph lines) Table input - multiple select	Good example of systems thinking/models needed defined boundaries. Would use instructionally or adjust data interpretation and give a more defined prompt. Use simulation to make a model that populates zoom in bubbles Draw graph "shapes" of changes in thermal energy and molecular

speed.	"Precipitate, precipitant, product, reactant, molecule, atom, reactions" <b>Tricky but good example to</b> <b>model highlighting key info and</b> <b>creating your own</b> <b>organizer/models on scrap</b> <b>paper</b> . Use animation to note that starting and ending mass are the same. Count atoms in reactants needed ( 2 molecules of one and 1 molecule of other) Count atoms in one product (precipitate, have to "take away atoms from liquid product)	"Consistency" Compare three double line graphs with different scales. <b>Good example of need for close</b> <b>reading.</b> Use instructionally to model the thinking process and give experience with double line graphs.	The phenomena/stimulus could be used to practice asking questions/finding patterns in "messy" data off line This item could be used for analyzing and interpreting data.
	Cluster-old Table input with equation editor Inline choice Multiple choice	Standalone - <mark>new</mark> Inline drop down	Cluster-old Dropdown Table input Multiple choice
	Describe atom rearrangement when two compounds react Key pp. 5-7 <b>Issue</b> : Part B - wants starting atoms of reactants (not whole substance) While not asking students to balance a chemical equation- same thinking is needed.	Interpret results of testing 3 handwarmers Key pp. Issue: Prompts open to interpretation.	Pulling a box on a frictionless surface. Key pp. 8-10 <b>Issue</b> : Requires r=d/t (different PE) Fatal flaw in Part C/D -all combinations have one result that won't move. Key is set to 0 sec to move 5 m when won't move at all)
	<b>Sci7</b> Unit 2 Deadly Salt CHEM	<b>Sci7</b> Unit 2 Handwarmer	<b>Sci8</b> Unit 3 Amusement Park Safety
	<u>MS-PS1-5</u> Develop/use models <i>Develop a</i> <i>model to</i> <i>describe</i>	<u>MS-PS1-6</u> Designing Solutions <i>Undertake a</i> <i>design</i> <i>project to</i> <i>construct,</i> <i>test, and</i> <i>modify a</i> <i>device</i>	<u>MS-PS2-2</u> Plan/conduct investigation <i>Plan an</i> <i>investigation</i> <i>to provide</i> <i>evidence that</i>
	For HS CHEM	yes	ON

Scientific notation for mass of moon/earth Moon/earth Minor "simulation" only allows three trials but asks about more than one IV's effect.	Vocab: thermal conductivity (a rate), low/moderate/high, absorb, reflect, insulator, transmission. <b>Good example of</b> multiple right answers conditional scoring, integrating information from multiple sources, and engineering problem, goal, constraints and success criteria	The phenomena/stimulus could be used to practice identifying engineering problem, goal, constraints and success criteria	Challenging but doable
Cluster- <mark>new</mark> Inline drop down <mark>Simulation</mark> Graphic response- label axes/draw line	Cluster-old Inline choice Multiple select(ranking) 2 Simulations Multiple select	Cluster- <mark>new</mark> Inline choice Simulation	Cluster- <mark>new</mark>
Why do objects fall slower on the moon? Key pp. 11-14 <b>Key pp. 11-14</b> <b>Sue:</b> Graph axes are reversed Would need more trials to have date for Part D (only allowed 3)	Design an energy efficient window Key pp. 15-18 <b>Issue</b> : Gr6 students may not yet understand rates and will not know chemical symbols but they are explained in context	Design a pool cover to rescue heat loss from evaporation. Key pp. 19-22 <b>Issue</b> : several fatal flaws evaporation a type of heat transfer (most like convection) Dark material/opaque inaccurately marked as reflecting(not absorbing light) Inaccurate scoring - marks heat transfer from sun to water as something to minimize not maximize.	Find cause of change in height of
<b>Sci8</b> Unit 5 Space Motions and Communicati on	<b>Sci6</b> Unit 5 Penguin Shelter Design	<b>Sci6</b> Unit 5 Penguin Shelter Design	Sci6 Unit 4
<u>MS-PS2-4</u> Argue from evidence <i>Construct</i> <i>and present</i> <i>arguments</i> <i>using</i> <i>evidence</i>	<u>MS-PS3-3A</u> Design solutions <i>Apply</i> <i>scientific</i> <i>principles</i> to <i>design,</i> <i>construct,</i> <i>and test a</i> <i>device that</i>	<u>MS-PS3-3B</u> Design solutions <i>Apply</i> <i>scientific</i> <i>principles</i> to <i>design</i> , <i>construct</i> , <i>and test a</i> <i>device that</i>	<u>MS-PS3-4</u>
Oz	NGSS review	Oz	YES -

Could model part C and D calculations off line and have student enter calculations Simulation is useful, Conceptual thinking is useful Relative change equation		Very complex, specialized example. Vocab/symbols: frequency, amplitude, energy, velocity, proportional, wavelength, fret, first harmonic, open Only use instructionally with ability to model	Good example to practice drawing arrows. Test with actual materials and then draw.
Simulation Table input-inline choice Calculator and equation editor Causal chain	Stand Alone - <mark>new</mark> Inline choice	Cluster-old Table input-inline choice Table input-multiple select Inline choice	Stand Alone- <mark>new</mark> Graphic response - draw arrows
a plastic pole from Jan. to July. Key pp. 23-27 Issue:	Key pp. 32 Issue: misleading use of mechanical energy	Wave properties of guitar strings Key pp. 28-31 Issue:	Draw a path of light through frosted glass before and after clear packing tape is applied. Key pp. 33-34 Issue:
Hot Tea Model <b>Sci7</b> Unit 4 Earth's Core	<b>Sci6</b> Unit 5 Penguin Shelter Design	<b>Sci7</b> Unit4 Earth's Mysterious Core Space Space	<b>Sci6</b> Unit 5 Penguin Shelter Design or Unit 6 Hot Car Safety
Plan/conduct investigation <i>Plan an</i> <i>investigation</i> <i>to determine</i>	<u>MS-PS3-5</u> Argue from evidence Construct, use and present present arguments to support the claim that	<u>MS-PS4-1</u> Math/Comp Thinking <i>Use</i> <i>mathematical</i> <i>representatio</i> <i>ns to</i> <i>describe a</i> <i>simple model</i> <i>for</i>	<u>MS-PS4-2</u> Develop/use models <i>Develop a</i> <i>model to</i> <i>describe</i>
with mods	ON	ON	YES Gr6

Table: Relative abundance of N, O, Match to spectrum graphs(2 of 4) Calculation: ...larger than \_\_by a Distance calculations, spectrum Show predicted graph "shape" Figures: Nebula image, mass, Hubble Law (v=80 d) Units: Å, (W cm² Å -¹), Mpc (wavelength vs Brightness) Figures: Spectrum Graphs decrease then increase) diameter, distance, age **Conditional scoring** Notes fable: Galaxy speed Make calculations Create equation Choose pattern comparison  $v=(V \times R)/r$ factor of Бe Interaction Type **Graphic Response** Inline - drop down -connect line **Multiple Choice** Equation Editor **Multiple Choice** Equation Editor Equation Editor Multiple choice Multiple select Inline choice Table Match Table Match Cluster-<mark>new</mark> Table Input Cluster-old Cluster-old galaxies/determine which was determining stage in life time. Characteristics of progenitor created earlier/evidence for Comparing two nebulae, stars, nucleosynthesis Phenomena Patterns in Earth's orbit/Kepler's Law **Big Band Theory** Comparing two Key pp. 44- 46 processes Key pp. 41-43 Key pp. 38-40 lssue: n/a lssue: lssue: Earth and Space Science (ESS) Course Unit Planetary Big Bang Structure **Big Bang** Motion Atomic CHEM Unit 1 Unit 4 Unit 4 Unit 2 Sci9 Sci9 Sci9 Obtain, Eval and scientific ideas... explanation of... representations Communicate Construct an HS-ESS1-3\* Explanation HS-ESS1-2 HS-ESS1-4 Math/Comp Information Ш Construct to predict Thinking Comm Use Use? × × ×

# Grade 11 NGSS IABs (22-23 update)

Grade 11 NGSS Interim Assessment Answer Keys - January 2022 Update.pdf

	<u>HS-ESS1-6</u> Construct Explanation	<b>Sci9</b> Unit 1 Pangea	Comparing Earth and Mars surfaces(craters) to determine history and age of formation Key pp. 47-50	Cluster-old Multiple select Table Input-drop down	Use in NGSS refresh
	evidence		Issue:Task statement does not match Items very well.Key right answers are not uniquely correct.		
	HS-ESS2-3 Develop/Using Models Develop a model based on	<b>Sci9</b> Unit 1 Pangea	Boiling pond in Wyoming and frozen pond in Minnesota Key pp. 50-54 <b>Issue</b> : Data given combines P and S waves. Only an issue for Item A	Cluster-old Table Match-drop down <mark>Simulation</mark> Table match Multiple select Multiple Choice	Use in NGSS refresh Simulation(Model not Investigation) Long: 7 Parts A-G Good example for careful reading (Answer choices are very similar) and Reading all parts before using
×	<u>HS-ESS2-4</u> Develop/use Models	<b>Sci9</b> Unit 3a Glacier/Climate Change	Volcanoes effect on glacier growth in the Alps. Correlation between two variables.	Cluster-old Inline drop down Table Match	Includes an item about limits example of Anomaly data (above or below "normal" mean Example of finding an outlier.
	Use a model to describe		Key pp. 55-57 Issue:	Multiple Choice	Graph reading Flow chart model (choose middle 3 of 5) Connects well to Unit 3 Glacier phenomena

Multi-step thinking, proportion/ratios and scientific notation are needed but the item itself is short. Good example to model using scratch paper. Identify two carbon sources and one carbon sink and amounts of Carbon (grams) that combine for a 1400 ppm increase in atmospheric $CO^2$ . 1 ppm of atm $CO^2 = 2.14 \times 10^{15}$ g of Carbon Shares a DCI with HS-ESS2-7	Pattern from graph 3 step causal chain Describe relationship, select evidence to support Shares a DCI with HS-ESS2-6 Assumes understanding of photosynthesis as carbon source. Provides info that permafrost melting and volcanic eruptions were carbon sinks. Could also be used to practice a systems (input.output) model	"Maximum sustainable yield" Use simulation to model the effect of choices/provides evidence to: • Propose a policy • Predict effects of policy implementation
Stand alone <mark>-new</mark>	Cluster- <mark>new</mark> Multiple Choice Table match-drop down Multiple select Multiple select	Cluster-old <mark>Simulation</mark> Inline drop down Multiple select
Inputs and outputs of carbon cycle on Earth 56 million years ago Key pp. 72-73 Key pp. 72-73 Student will not be introduce to scientific notation until Big Bang - use for NGSS review	Rise of large millipedes in the Carboniferous period Key pp. 58-60 Issue:	Determine plan for sustainable harvest of cod fish Key pp. 61-63 Issue:
<b>Sci9</b> Unit 3a Glacier/Climate Change <i>or</i> BIO Unit 1 Sustainability	<b>BIO</b> Unit 1 Sustainability	<b>BIO</b> Unit 1 Sustainability
<u>HS-ESS2-6</u> Develop/use Models <i>Develop a</i> <i>quantitative</i> <i>model to describe</i>	HS-ESS2-7 Argument from Evidence <i>Construct an</i> <i>argument based</i> <i>on evidence</i> <i>about</i>	HS-ESS3-3 Math/Comp Thinking Create a computational simulation to illustrate…
×	×	

	HS-ESS3-4* Design solutions <i>Evaluate or refine</i> <i>a technological</i> <i>solution that</i>	<b>Sci9</b> Unit 3b Global Challenge Project	Evaluate strategies to mitigate waste production in Washington, DC. Key pp. 64-67 Issue:	Cluster-old Multiple Choice Table Match	Predict effects of population growth Evaluate 3 strategies Match 3 line graph to predicted changes Select method that fits criteria
×	HS-ESS3-5 Analyze/Interpret Data <i>Analyze</i> <i>geoscience data</i> <i>and the results</i> <i>from global</i> <i>climate models</i>	<b>Sci9</b> Unit 3a Glacier/Climate Change	Predicting trends in climate change and impacts of Mldwest and southwest regions of the USA Key pp. 68-71 Key pp. 68-71 Fart A table is not intuitive but <i>is</i> a good example of how reading ALL parts of a cluster helps determine purpose.	Cluster-old Table input-drop down and numerical Multiple Choice	Good example of integrating and summarizing geoscience data sources (comparisons rather than x/y graphs, correlations) Summarize data in a table Use to make claims and predictions Use figure (US states map/regions) Bar graph-Change in Precipitation-Relative to usual average

			Artifact ww	1
	Notes	Causal Chain	Add arrows Good Phenomena/stimulus Poor question (Part B) Could use to develop own cluster	Use to practice simulations/designing controlled experiments and how they will be scored from a data table not a procedure <b>but</b> graph temperature(IV) against breathing rate, pH and dissolved oxygen(triple line graph) offline(on paper)
e (ro)	Interaction Type	Stand alone <mark>-new</mark> Flow Chart-drop down	Cluster - old Graphic Response Table Input (drop down) Inline (drop down)	Cluster-old <mark>Simulation</mark> Graphic Response Inline (drop down)
	Phenomena	Explanation of why fingerprints don't develop Gene→ amino acid sequence→ altered protein Key pp. 31-32 Key pp. 31-32 Seue: Does not have a simulation- just addresses DCI not SEP	Model effect of cold drink effect on body systems Key pp. 12-15 <b>Issue</b> : Triangle representing hierarchical structure of body system can be interpreted in too many different ways	Test factors to find causal link between water temperature and goldfish respiration rate Key pp. 16-19 Key pp. 16-19 Codd use of double bar graph rather than IV/DV scatter plot/best fit Temperature affects pH and dissolved oxygen
	Course Unit	<b>BIO</b> Unit 4 Genetics	<b>BIO</b> Unit 3 Ecology	<b>BIO</b> Unit 3 Ecology
	PE	HS-LS1-1 Math/Comp Thinking Use a computer simulation to model	<u>HS-LS1-2</u> Develop/use model <i>Develop and use a</i> <i>model to illustrate</i>	HS-LS1-3 Plan/conduct investigation <i>Plan and conduct an</i> <i>investigation to</i> <i>provide evidence</i>
	Use ?		оц	yes

Life Science (LS)

		Artifact WW		
"Medium to grow in" "Toxin" "Relative abundance" Read triple line <mark>graph</mark> of growth with different sugars in the medium	Match double line(curve) graph to information	Scatter Plot, best fit and equation Calculations Good example of interdependent scoring. Correct answer for some answers is based on other answers. Key is accurate but picky, may be best used instructionally or adjusting expectations for some scores when analyzing	Interpret data table 4 step causal chain Good example to model highlighting key information in stimulus before using table of data	"Phenotypically normal, point mutation,
Stand alone- <mark>new</mark> Inline(drop down)	Stand alone- <mark>new</mark> Multiple Choice	Cluster-old Inline (drop down) Graphic Response	Stand alone- <mark>new</mark> Flow Chart-drop down	Cluster-old
Clostridium unable to produce toxins (C, O, H needed to make amino acids) Key pp. 32 Issue:	Compare a carrying capacity factor in two ponds over 30 days Key p. 33 Issue:	Changes in oyster population Key pp. 20-23 <b>Issue:</b> Scoring for the Part B best fit line is "picky". Part E implies that a specific # can be calculated but the key accepts any number greater than part D calculation	Effects of increasing urban planting/green roofs Key p. 34 Issue:	Explanation for high bone
<b>BIO</b> Unit 2 Forest Fires	<b>BIO</b> Unit 3 Ecology Wolves	<b>BIO</b> Unit 3 Ecology Wolves	<b>CHEM</b> Unit 4 Applied Chem/Climate Change <b>BIO</b> Unit 1 Coral Reefs	BIO
HS-LS1-6 Construct explanation <i>Construct and revise</i> <i>an explanation based</i> <i>on evidence for</i>	HS-LS2-1 Math/Comp Thinking Use mathematical and/or computational representations to support explanations	HS-LS2-2 Math/Comp. Thinking Use mathematical representations to support and revise explanations based on evidence	HS-LS2-7 Argument from evidence <i>Construct an</i> <i>argument based on</i> <i>evidence about…</i>	HS-LS3-2
×			×	xx

	i	Artifact WW	1	
Interpret two pedigree charts Identify one individual with trait from DNA replication error and one individual with the trait due to inheritance. Select evidence to support choices	Read double line graph Calculate the percent difference in horn length between two groups of beetles Claim statement from graphed data	Compile and compare information about appearance, diet, habitat, bone structure and DNA. Use to determine closest relative and the "most relevant information" for deciding. Good example, of reading a whole question/statement before selecting an answer.	"Correct" answer is a bit subjective. Otherwise is a fairly simple short question. Not a lot of bang for your buck for test familiarity. Fairly standard multiple choice test question.	Triple line graph of salmon mlgration
Multiple Select Table Input Multiple Choice	Stand alone- <mark>new</mark> Equation Editor Inline drop down	Cluster-old Table Match-drop down and sorting Inline (drop down)	Stand alone- <mark>new</mark> Multiple Choice	Cluster- <mark>new</mark>
density(genetic variation) Key pp. 24-25 Issue:	Change in horn length of Japanese beetles Key p. 35 Issue:	Evidence for common ancestry with red pandas Key pp. 26-27 Issue: Part C is worded awkwardly, with the key clue (most relevant information) coming after the answer blank.	Identify testable question from illustration and cladogram related to common ancestry Key p. 36 Key p. 36 <b>Issue</b> : There is no context in the stem to clarify which of the provided ideas should be focused on.	Four drivers of "evolution"
Unit 4 Dwarfism	<b>BIO</b> Unit 1 Coral Reefs	<b>BIO</b> Unit 5 Silent Crickets	<b>BIO</b> Unit 5 Silent Crickets	BIO
Argument from evidence Make and defend a claim based on evidence that	HS-LS3-3 Math/Comp Thinking Create a computational simulation to illustrate the relationships	HS-LS4-1 A <sup>*</sup> Obtain,evaluate and communicate information <i>Communicate</i> <i>scientific information</i> <i>that</i>	HS-LS4-1 B Obtain, evaluate and communicate information <i>Communicate</i> <i>scientific information</i> <i>that</i>	<u>HS-LS4-2 A</u>
	×		Oz	×

population affecting
populatio predation Key p. 37 Issue:

			Physical Science (PS)	(PS)	
Use?	PE	Course Unit	Phenomena	Interaction Type	Notes
X	<u>HS-PS1-6</u> Design solutions <i>Refine the design of a</i> <i>chemical system by</i>	CHEM Unit 3 Chemical Reactions/Gas Laws	Cake batter with baking soda, how reaction is affected by increased temperature Key p. 10 Issue:	Stand alone - <mark>new</mark> Inline (drop down)	"Shift the equilibrium toward the products/reactants"
XX	<u>HS-PS3-1</u> Develop/use model <i>Create a</i> <i>computational</i> <i>model to calculate…</i>	Sci9 Unit 2 Planetary Motion or Unit 3 Chemical Reactions/Gas Laws	Energy flow in animated Newton's Cradle(motion energy) Key pp. 2-6 Issue:	Cluster - <mark>new</mark> Multi-select Equation Editor Inline (drop down)	Use provided formulas to calculate velocity and drop height, describe changes in potential and kinetic energy PE=m*g*h KE= $1/2$ m*v <sup>2</sup> Conservation of Energy= PE <sub>1</sub> + KE <sub>1</sub> = PE <sub>2</sub> + KE <sub>2</sub> Conservation of Momentum= m <sub>1</sub> v <sub>1</sub> + m <sub>2</sub> v <sub>2</sub> = m <sub>1</sub> v <sub>1f</sub> + m <sub>2</sub> v <sub>2f</sub>
xx	<u>HS-PS3-5</u> Develop/use model <i>Develop and use a</i> <i>model of…</i>	CHEM Unit 2 Bonding	Energy changes as metal sphere moves toward Van de Graff generator Key p. 11 Issue:	Stand-alone - <mark>new</mark> Table Match	Identify change/No Change in Total energy of system and individual components (sphere, generator, electric field)
×	HS-PS4-1 Math/Comp Thinking Use mathematical representations to support a claim regarding	Sci9 Unit 4 Big Bang	Three colors of light passing through prism Key pp. 7-9 Issue:	Cluster - old Equation Editor Inline (drop down) Graphic Response	Frequency, hertz, angle of refraction, angle of incidence, media, Velocity calculations V=c/n Scatter plot and best-fit line of table data Predictions with best-fit line

Physical Science (PS)

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<u>Grade 5 NGSS Interim Assessment Answer Keys - January 2022 Update.pdf</u> Life Science (LS)

Use?	PE	Course Unit	Phenomena	Interaction Type	Notes
Yes	<u>3-LS3-1</u> Analyze & interpret data	Sci3 Unit 2 Clues from the Past Sci3 Unit 3 Missing Monarchs	Inheritance of Chicken Feather colors Key pp. 10-11 Issue:	Cluster - old Graphic response Multiple choice Drop down inline	Make bar graph of feather color of two sets of offspring Compare number of black and checkered offspring Explain why all offspring have at least some black feathers.
Yes	<u>3-LS4-1</u> Analyze & interpret data	Sci3 Unit 2 Clues from the Past	Fossil formation Key pp. 12-13 Issue:	Cluster - old Table input - drop down inline	Good example of a key piece of information in the first statement. Use fossil location maps to infer habitat when fossils are formed.
Yes	<u>3-LS4-3</u> Construct an argument with evidence	Sci3 Unit 3 Missing Monarchs	Environment and Toad survival Key pp. 14 <b>Issue:</b> limited information/correct answers are subjective	Stand alone - <mark>new</mark> Table input - drop down inline	Short but has left and right side Useful to practice integrating different types of information instructionally but scores would be skewed.
Q	<u>4-LS1-1</u> Construct an argument	Sci4 Unit 2 Bear Sense	Determine pouch size/bird call pitch of males that mate more often Key pp. 32 ideas ideas	Stand alone - <mark>new</mark> Inline drop down	Pitch, Hertz, mating pair, Distractor data table about bird size
Yes Gr4	<u>4-LS1-2</u> Use a model	Sci4 Unit 2 Bear Sense	Compare speaker, microphone, controller and toy car to dog's organs Key pp. 33-34 Issue: Answers for	Stand alone - <mark>new</mark> Multiple choice	Students will need to know their left and right or post directional cues. Part A#4 The answer choices do not include the correct answer of "tilting the head". "dog wagging tail" is a reasonable <i>learned</i> reaction to the sound of the food bowl.

Part B: The scoring has choice C keyed as Complicated item. Good example of need for scratch paper and how to draw arrows. Scoring a little open to interpretation. CORRECT but Choice B is more Better to use instructionally accurate. Cluster - old Graphic response(arrows) Part A #4 and Part 5 successful set up, add CO2 to model terrarium setups, components of Key pp. 53-55 Issue: Compare four determine **Sci5 Unit 1** Golden Jellyfish Develop a model 5-LS2-1 YES

### Earth Science

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Use?	PE	Course Unit	Phenomena	Interaction Type	Notes
Yes Gr5 NGSS review	<u>3-ESS2-1 A</u> Analyze & interpret data	Sci3 Unit 3 Missing Monarchs	ldentify unknown city using seasonal rainfall data. Key pp. 15-16 Issue:	Cluster - old Table input - multiple select	"Rank, identify, fall, winter, spring" Read and interpret rainfall map Read and interpret seasonal rainfall bar graphs Match rainfall graph of an unknown city to other graphs and compare to map to identify the city
Gr3 yes	<u>3-ESS2-1 B</u> Analyze & interpret data	Sci3 Unit 3 Missing Monarchs	Use climate data to plan family trip. Key pp. 17 Issue:	Stand alone - <mark>new</mark> Multiple choice	"Precipitation, temperature, average" Read and interpret weather graphs and tables
Yes Gr3 or 4?	<u>4-ESS1-1</u> Construct an explanation	Sci4 Unit 1 ???	Determine age and habitat type of four earth layers Key pp. 38-39 Issue:	Stand alone - <mark>new</mark> Table input - drop down inline	Good example of Rock and fossil layer diagram

Cluster - old Simulation Table input - drop down inline Causal Chain - drop down inline	Stand alone - new Use information from two tables to choose the effects of building and using wind turbines.	Stand alone - new Useful to review engineering problem, Table input goal, constraints and success criteria and using online calculator/scratch paper. Use information from a table of material strengths, durability and costs to make design choices.	Cluster - <mark>new</mark> Graphic Response-plot bars Multiple Choice Inline choice (drop down)	Stand alone - <mark>new</mark> Multiple Choice
fecting	wind farm ) ta does not orrect answer	aterial for sistant home	Sagittarius be une but not 57-59 a	there moon ten on third <mark>7</mark> x key given should be
Test factors af soil erosion Key pp. 35-37 Issue:	Effects of location Key pp. 4( <b>Issue</b> : Dai support cc is missing	Choose ma tornado rea Key pp. 41 Issue:	Why can Sagii seen in June b April? Key pp. 57-59 <b>Issue</b> : n/a	Predict w will be se night Key pp. <b>Issue</b> : no Choice A
Sci4 Unit 1 Landforms and Energy	Sci4 Unit 3 Forces that Shape the Earth	Sci4 Unit 3 Forces that Shape the Earth	Spec. Sights	Spec Sights
<u>4-ESS2-1</u> Plan & carry out an investigation	<u>4-ESS3-1</u> Obtain, evaluate & communicate information	<u>4-ESS3-2</u> Design a solution	<u>5-ESS1-2</u> A Analyze & interpret data	<u>5-ESS1-2</u> B Analyze & interpret data
NGSS review	ON N	YES Gr4 with Earthqua ke Resistant home (and GR5 review for 22-23 only)	YES Gr5 With unit	YES NGSS review

ON	5-ESS2-2 Sci5	Sci5	Changing ratio of fresh Cluster - old	Cluster - old	Requires an understanding of averages
	Mathematical &	Antarctica	and salt water in		and proportions (CC Grade 6 and above)
	computational		Chesapeake Bay		
	thinking		Key pp.		Maybe use with 6th or 7th grade if
			Issue: Grade 6 math		needed
			ideas		

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ד	Physical Science (LS)	Ce (Lo)			
Use?	PE	Course Unit	Phenomena	Interaction Type	Notes
YES Grade 3	<u>3-PS2-1 A</u> Plan & carry out an investigation	Sci3 Unit 1 Motion Detectors	Toy car and rubber band Key pp. 2-4 ssue	Cluster - <mark>new</mark> Simulation	More accessible to grade 3 students than 3-PS2-2
ΥΕS Gr4? Before starting U1	<u>3-PS2-1 B</u> Plan & carry out an investigation	Sci3 Unit 1 Motion Detectors (GR4 Energy)	Design motion investigation Key pp. 9 Issue	Stand alone - <mark>new</mark> Table input - drop down inline	Chose factors in an investigation to change(IV), control or measure(DV)
Q	<u>3-PS2-2</u> Plan & carry out an investigation	Sci3 Unit 1 Motion Detectors	Designing Fair test for angle and distance of rubber band launch Key pp. 5-7 Issue: very complicated, angles not in gr3 CCSS	Cluster - old Simulation Graphic Response - bar graph Inline (drop down)	Very long, complicated item <mark>Simulation could be used instructionally</mark> 2 new 3-PS201 items are more appropriate
Gr5 Review	<u>4-PS3-3</u> Asking Questions	Sci4 Unit 1 Landforms and Energy Sci4 Unit 2 Bear Sense	Predict soccer ball speed change after collision Key pp. 31 <b>Issue</b> : Guessable	Stand alone - <mark>new</mark> Multiple choice	Guessable - use instructionally, have students do a energy cube model Sound after collision as evidence of energy loss leading to speed decrease
Yes Gr4	<u>4-PS3-4</u> Design solution	Sci4 Unit2 Bear Sense	Use energy transfer ideas to test doorbell prototypes	Cluster - old Inline choice Multiple choice	Long (parts A-E) Good review of stored(potential) and working(moving) energy plus energy

			Key pp. 18-21 Issue	Table input - multiple select	transformations
Yes Gr4	<u>4PS4-1</u> Developing and using models	Sci4 Unit 3 Forces that move the Earth	waves Key pp. 22-24 Issue	Cluster - old Simulation	Test boat in a wave tank
Yes Grade 4	<u>4PS4-2</u> Developing and using models	<b>Sci4 Unit 2</b> Bear Sense	Develop a model of how light moves from cat to eye Key pp. 25-27 Issue	Cluster - old Graphic Response (drag item and add arrows)	Students model/investigate first Do IAB in pairs? Good example of leaving out unnecessary ideas in models Good practice with drawing arrows
YES NGSS review	<u>4PS4-3</u> Designing Solutions	Sci4 Unit ???	Communicate information with morse code Key pp. 28-30 Issue	Cluster - old Table input - inline choice Table input - multiple select	Good review the information can be "encoded" and delivered in different ways using different senses. More than one PE at different grade levels about this idea
YES Gr5 unit or NGSS review	5-PS1-2 A Mathematical & computational thinking	Sci5 Properties of Matter Investigation	Using measurements and graphing to find evidence for conservation of matter when dissolving sugar in tea. Key pp. 42-46 Issue	Cluster - old Simulation Inline (drop down) Graphic Response-plot bars Multiple Choice Table input (one #)	Aligns to matter investigation proposed Simulation (could be used to intro fair test) Connection to a phase change( <b>physical</b> change) not causing a mass change.
YES Gr5 unit or NGSS review	<u>5-PS1-2</u> B Mathematical & computational thinking	Sci5 Properties of Matter Investigation	Rusting steel wool Key pp. 52 Issue	Stand alone - <mark>new</mark>	Simple graphing of mass change with a <b>chemical</b> change.
YES Gr5 unit or NGSS review	<u>5-PS1-4</u> Plan & carry out an investigation	Sci5 Properties of Matter Investigation	Mixing liquids and baking soda Key pp. 47-49 Issue	Cluster - old Simulation Multiple Select	Good item to assess understanding of a fair test.Would need instruction first about "clues" to a <b>chemical</b> change. (new substance made - gas without heat

					added so is not a phase change/boiling)
Yes Gr5 With	5-PS2-1 Argument from A	Sci5 Antarctica	Forces acting on different dronned	Cluster - old Animation	Feather is an outlier in the pattern Connects to parachute design challenge
engineerin	evidence		objects		(more surface area, more air resistance
g task			Key pp. 47-50		torce)
			Issue		

			AIUI		
+₩	<i>All level 3 criteria plus</i> <b>Question</b> includes clear variables in a logical cause/effect order. <i>and</i> Is written as question	All level 3 criteria plus Investigation plan includes at least one relevant controlled variable	There is enough <b>collected data</b> (levels of IV/sets of trials) to find outliers or additional patterns.	All level 3 criteria plus Independently describes a possible outlier or detail about the overall pattern	Evidence is also compared not just listed
Σ	Question is relevant, testable and the variables may be reversed or It is written as a statement or yes/no question	Investigation plan describes observations or measurements of both variables	<b>Collected data</b> is organized with headings and units <i>and</i> there is enough <b>collected data</b> to find a general pattern	<b>Claim</b> is a reasonable pattern that uses comparing words for both variables	Lists two specific pieces of <b>evidence</b> that match the claim
٩	<b>Question</b> is relevant <i>and</i> not testable with the given resources <i>or</i> Only includes one or the variables	<b>Investigation plan</b> describes only one of the variables or the process/sequence is unclear	<b>Collected data</b> is disorganized yet appears to include both variables	<b>Claim</b> is an accurate single observation instead of a pattern <i>or</i> Is reasonable but general or underdeveloped	<b>Evidence</b> restates all/most of the collected data or focuses on just one variable
ш	Question is irrelevant or missing.	Investigation plan is attempted but does not match the question/variables	<b>Collected data</b> is too incomplete to find pattern	<b>Claim</b> is missing or vague or not supported by the data collected	<b>Evidence</b> is missing or does not support the claim
	<del>.</del>	2a	2b	3а	3b

**3D NGSS Investigation Task Rubric (GHR Grade 5)** 12/9/22

### **Artifact YY**



### **Integrating Science Practices Into Assessment Tasks**

The Next Generation Science Standards call for the development of "three-dimensional science proficiency," that is, students' integrated understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts. Assess three-dimensional science proficiency requires *multicomponent tasks* (National Research Council, 2014). These are a set of prompts linked by a common scenario, phenomenon, or engineering design challenge.

Developing three-dimensional science assessments is challenging. Most current assessments focus on testing students' knowledge of science facts. Few focus on having students apply their understanding of disciplinary core ideas in the context of engaging in a science or engineering practice. Fewer still make connections to crosscutting concepts.

The "task format" templates included in this document are tools to help teachers and district leaders design three-dimensional assessment tasks. They are based on the language of A Framework for K-12 Science Education and the NGSS Evidence Statements, focusing on all eight science practices and two engineering practices. These task formats represent different ways that assessment tasks can be written to engage students in science practice. They do not specify precisely which disciplinary core ideas are to be integrated into tasks, which would be determined by the team designing the assessments.

The different formats get at different aspects of a given science and engineering practice. Some formats are likely to be more demanding cognitively for students than others. The idea of presenting multiple formats is to give task developers a sense of the range of tasks that can be written. A good "test" of a student's grasp of a particular practice, in the context of a disciplinary core idea and crosscutting concept, would be comprised of multiple tasks and draw on multiple formats.

### Scenario presented to students

### How to Read a Template Task

Format	Task Requirements for Students		
	Present students with a textual description of an investigation of an observable phenomenon, <i>then</i>		
1	Ask students to formulate a scientific question relevant to Investigating that phenomenon.		

Task(s) for students to complete

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### Artifact YY Potential Task Formats: Asking Questions (Science)

Format	Task Requirements for Students
1	Present students with a scenario that describes a phenomenon using text, images, video, and/ or data, <i>then</i> Ask students to select from a list of questions to identify which ones can be investigated.
2	Present students with a scenario that describes a phenomenon using text, images, video, and/ or data, <i>then</i> Ask students to ask questions about the phenomenon based on their observations of the information in the scenario to gather more information, <i>and/or</i> Ask students to formulate scientific questions to investigate that phenomenon.
3	Present students with a scenario that describes a phenomenon using text, images, video, and/ or data, <i>then</i> Ask students to generate a scientific question relevant to investigating that phenomenon, <i>and</i> Ask students to describe what evidence is needed to answer the question they generated.
4	<ul> <li>Present students with a scenario that describes a phenomenon using text, images, video, and/or data, and a scientific question, <i>then</i></li> <li>Ask students to evaluate whether or not the question is relevant to explaining the phenomenon, <i>and</i></li> <li>If the question is relevant, ask students to describe what evidence is needed to answer that question.</li> </ul>
5	<ul> <li>Present students with a scenario that describes a phenomenon using text, images, video, and/or data, and a research question, <i>then</i></li> <li>Ask students what questions we need to answer along the way to answer the research question,</li> <li>Ask students to describe what evidence is needed to answer those questions might and how they help build toward an explanation of the phenomenon, <i>or</i></li> <li>Ask students to ask questions about unexpected results.</li> </ul>
6	Present students with a scenario that describes an investigation of an observable phenomenon, a research question, and a set of data and findings, <i>then</i> Ask students to formulate a follow-up question to extend the investigation.
7	Present students with a scenario that describes an investigation of an observable phenomenon, a research question, <i>then</i> Ask students to revise the question to make it investigable with available resources in the classroom.



### **Artifact YY**

8	Present students with a scenario that describes an investigation of an observable phenomenon and with a question or a set of questions, <i>then</i> Ask students to evaluate and explain whether or not the question(s) is empirically testable.
9	Present students with a scenario of a scientific argument in the context of an investigation, then Ask students to generate questions they would ask to clarify the argument or to ask for elaboration of the ideas presented in the argument.
10	Present students with a scenario that describes a phenomenon using text and/or and a model of the phenomenon, <i>then</i> Ask students what questions they need to answer to clarify or determine the components and interactions/relationships in the model, and Ask students to explain how those questions will add information necessary for the model to adequately explain the phenomenon.



### **Artifact YY** Potential Task Formats: Defining Problems (Engineering)

Format	Task Requirements for Students
1	Present students with a scenario in which people are using designed object or tool and express frustration that the object or tool cannot perform a specific function, <i>then</i> Ask students to define the problem in their own words that the people are facing.
2	Present students with a scenario that describes a problem using text, images, video, and/or data, <i>then</i> Ask students to describe what human needs, local issues, or global issues are reflected in the description of the problem.
3	Present students with a scenario that describes a problem using text, images, video, and/or data that includes information about different needs and issues at stake, <i>then</i> Ask students to define the problem in their own words that is to be solved, <i>and</i> Identify criteria for success for a solution that best meets the needs identified and addresses the issues at stake.
4	<ul> <li>Present students with a scenario that describes a problem that includes quantitative and qualitative data in the description, <i>then</i></li> <li>Ask students to describe what human needs, local issues, or global issues are reflected in the description of the problem, <i>and</i></li> <li>Ask students to interpret quantitative and qualitative data to describe the major consequences of the problem if it remains unsolved.</li> </ul>
5	Present students with a scenario that describes a problem that includes excerpts from related scientific research, <i>then</i> Ask students to describe how each piece of scientific research is relevant background research for defining the problem.
6	Present students with a textual description of a scenario of a need or desire of society and/or the natural world, <i>then</i> Ask students to describe the problem, <i>and</i> Ask students to define the criteria and constraints for acceptable solutions to the problem perhaps including scientific knowledge that may limit possible solutions
7	Present students with a scenario that describes a problem using text, images, video, and/or data that includes information about different needs and issues at stake, or Present students with a textual description of a scenario of a need or desire of society and/or the natural world and a defined problem, <i>then</i> Ask students to define the components and relationships between the components of the system in which the problem is embedded, <i>and</i> Ask students to define the boundaries of that system and what is and is not part of the system.



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8	<ul> <li>Present students with a scenario that describes a problem using text, images, video, and/or data, or</li> <li>Present students with a textual description of a scenario of a need or desire of society and/or the natural world along with design criteria and constraints, <i>then</i></li> <li>Ask students to plan an investigation that would allow them to better understand the needs and issues at stake, <i>and</i></li> <li>Ast students to describe what kinds of design solutions would fit within the defined criteria and constraints to design space for the problem.</li> </ul>
9	<ul> <li>Present students with a scenario that describes a problem using text, images, video, and/or data <i>then</i></li> <li>Ask students to describe what human needs, local issues, or global issues are reflected in the description of the problem,</li> <li>Ask students to define the criteria and constraints for acceptable solutions to the problem, <i>and</i></li> <li>Ask students what evidence is needed to know whether or not a solution fits within the defined criteria and constraints.</li> </ul>



### **Artifact YY** Potential Task Formats: Developing and Using Models (Science)

Format	Task Requirements for Students
1	<ul> <li>Present students with a scenario that describes a phenomenon using text, images, video, and/or data, <i>then</i></li> <li>Ask student to develop a model that represents amounts, relationships, scales, or patterns in the natural world, <i>or</i></li> <li>Ask students to a simple model based on evidence from the scenario to represent an object or tool.</li> </ul>
2	Present students with a scenario that describes a phenomenon using text, images, video, and/ or data, and with two different models for that phenomenon, <i>then</i> Ask students to compare the two models to identify common features and differences <i>and</i> Ask students to revise one of the models and justify their revisions with disciplinary core ideas.
3	<ul> <li>Present students with a scenario that describes a phenomenon using text, images, video, and/or data and a question or problem related to the phenomenon, <i>then</i></li> <li>Ask students to develop a model with components, interactions, and mechanisms that answers the question or demonstrates a solution to the problem, <i>and/or</i></li> <li>Asks students to develop a version of their model that shows what will happen if a variable or component changes, <i>and/or</i></li> <li>Ask students to write an explanation for the phenomenon or the problem, using the model as supporting evidence.</li> </ul>
4	Present students with a scenario that describes a phenomenon using text, images, video, and/ or data, and includes an illustration or drawing of a scientific process, <i>then</i> Ask students to label the components, interactions, and mechanisms in the model, <i>and</i> Write a description of what is shown in the drawing.
5	Present students with a scenario that describes a phenomenon using text, images, video, and/ or data and a question or problem related to the phenomenon, <i>then</i> Ask students to develop a model that generates data, <i>and</i> Ask students to write an explanation or explain a solution using data generated from the model.
6	Present students with a scenario that describes a phenomenon using text, images, video, and/ or data and a question or problem related to the phenomenon, <i>then</i> Ask students to develop at least two types of models, <i>and</i> Ask students to write an explanation or explain a solution using evidence generated from more than one type of model.
7	Present students with a scenario that describes a phenomenon using text, images, video, and/ or data and a model to describe or predict something related to the phenomenon <i>then</i> Ask students to develop a test to understand the reliability of the model, <i>and</i> Revise the model to improve its reliability.



### **Artifact YY** Potential Task Formats: Planning and Carrying Out Investigations (Science)

### **Relevant definitions**

- An investigation plan encompasses a description of data sources and measures to be used, • procedures for observing and recording data, and, where relevant, a plan for how observations will be sampled.
- A data source refers to a type of data only ("We would need data on the size of the white-• colored moth population" or "We would need data comparing the color of tail feathers in birds in the mountains and in the city").

Format	Task Requirements for Students
1a	<ul> <li>Present students with a scenario that describes a phenomenon using text, images, video, and/or data to be explained, <i>then</i></li> <li>Ask students to generate a research question to investigate the phenomenon with resources available in the classroom (or with a given list of resources),</li> <li>Ask students to evaluate different ways of observing or measuring a phenomenon to determine which will best answer the question asked,</li> <li>Ask students to identify the variables needed in the investigation to explain the phenomenon,</li> <li>Ask students to characterize each variable as dependent or independent and to explain any variables to be controlled and why, <i>and</i></li> <li>Ask student to make observations/measurements to produce data.</li> </ul>
1b	<ul> <li>Present students with a scientific model to be tested, <i>then</i></li> <li>Ask students to generate a research question to investigate the phenomenon with resources available in the classroom (or with a given list of resources),</li> <li>Ask students to evaluate different ways of observing or measuring a phenomenon to determine which will best answer the question asked,</li> <li>Ask students to identify the variables needed in the investigation to explain the phenomenon,</li> <li>Ask students to characterize each variable as dependent or independent and to explain any variables to be controlled and why, <i>and</i></li> <li>Ask student to make observations/measurements to produce data.</li> </ul>
2	Present students with a scenario that describes a phenomenon using text, images, video, and/ or data, a scientific question, and an investigation plan, <i>then</i> Ask students to describe how the data will be collected precisely, <i>and</i> Ask students to how much data is needed to be reliable.
За	<ul> <li>Present students with a scenario that describes a phenomenon using text, images, video, and/or data to be explained and a scientific question, <i>then</i></li> <li>Ask students to create an investigation plan to study the scientific phenomenon that includes independent and dependent variables and controls (when applicable), what tools will be used to gather data, and how observations/measurements will be recorded, Ask students to describe how the investigation will generate relevant evidence for answering the scientific question, <i>and/or</i></li> <li>Ask students to conduct the investigation and collect data to serve as evidence to answer the scientific question.</li> </ul>



### Artifact YY

Зb	<ul> <li>Present students with a scientific model, <i>then</i></li> <li>Ask students to create an investigation plan to test the model that includes independent and dependent variables and controls, when applicable, what tools will be used to gather data, and how observations/measurements will be recorded,</li> <li>Ask students to describe how the investigation will generate relevant evidence for testing the model,</li> <li>Ask students to describe the pattern of evidence that would support the model, <i>and/or</i></li> <li>Ask students to conduct the investigation and collect data to serve as evidence to evaluate the model.</li> </ul>
4	Present students with a scenario that describes a phenomenon using text, images, video, and/ or data and an engineering problem to be solved and a possible design solution, <i>then</i> Ask students to design an investigation to test the design solution that considers environmental, social, and personal impacts of the investigation.
5	<ul> <li>Present students with a scenario that describes a phenomenon using text, images, video, and/or data to be explained a scientific question, and an investigation plan, <i>then</i></li> <li>Ask students to consider possible confounding variables or effects and evaluate the investigation's design to ensure it will produce the necessary data,</li> <li>Ask student to revise the investigation to ensure it will produce the necessary data and in the revision include the types of data to be collected, how much data will be collected, and the accuracy of data needed to produce reliable measurements, <i>and/or</i></li> <li>Ask students to conduct the investigation and write an explanation to answer the scientific question using data from the investigation as evidence.</li> </ul>
6	Present students with a scenario that describes a phenomenon using text, images, video, and/ or data to be explained a scientific question, and investigation plan, and data collected from the investigation, <i>then</i> Ask students analyze how well the data collected generated relevant evidence to answer the research question, <i>and</i> Ask students to revise the investigation plan to be more relevant and to generate more accurate and precise data.



### **Artifact YY** Potential Task Formats: Analyzing and Interpreting Data

### **Relevant definitions**

• A *pattern of evidence* from data is what the data say ("The population of white-colored moths" disappeared in cities," or "The birds' tail feathers are whiter in the mountains than in the city")

Format	Task Requirements for Students
1	Describe an engineering design problem, a solution to the problem and a set of data from a test of the solution, <i>then</i> Ask students to evaluate which design solution best addresses the problem and constraints.
2	<ul> <li>Present students with a scenario that describes an investigation, the phenomenon under investigation, and one or more recorded observations from the investigation directly relevant to explaining the phenomenon, <i>then</i></li> <li>Ask students to make a prediction and compare it to the observations given,</li> <li>Ask students to organize the data and describe how this organization helps them analyze,</li> <li>Ask students to use tables or graphical displays to identify and describe the patterns they see in the organized data, <i>and</i></li> <li>Ask students to student to describe how the patterns of evidence in the data help to explain the phenomenon.</li> </ul>
3	<ul> <li>Present students with a scenario that describes an investigation, the phenomenon under investigation, and multiple recorded observations from the investigation, only some of which are relevant to explaining the phenomenon and</li> <li>Ask students to describe which data are relevant to explaining the phenomenon under investigation,</li> <li>Ask students to analyze the relevant data using mathematics or logical reasoning, and Ask students to interpret the analysis as evidence for explaining the phenomenon.</li> </ul>
4	Describe an investigation, the phenomenon under investigation, and one or more recorded observations from the investigation, <i>then</i> Ask students to organize, represent, and analyze the data in at least two different ways, <i>and</i> Ask students to compare how the representations and analyses help them to identify patterns in the data.
5	Present students with a scenario that describes an investigation, the phenomenon under investigation, and one or more recorded observations from the investigation, <i>then</i> Ask students to construct graphical displays of data and identify relationships in data sets, Ask students to use grade-level appropriate mathematics and/or statistics to analyze the data including mean, median, mode, and variability, <i>and</i> Ask students to draw conclusions supported by their mathematical analysis, Ask students to describe the limitations in data analysis and in relation to the methods for data collection.
6	Present students with a scenario that describes a hypothesis and a phenomenon under investigation, <i>then</i> Ask students to create a data set that would support the hypothesis, <i>and</i> Ask students say how the pattern of evidence from the data would support the hypothesis.



### **Artifact YY**

7	<ul> <li>Present students with a scenario that describes tests of engineering design solutions and gives students the relevant data from those tests, <i>then</i></li> <li>Ask students to analyze the data to evaluate and propose refinements to the design solutions, <i>and</i></li> <li>Ask students to compare the analyzed data to criteria for success and then define an optimal operational range for the design solution (an object, tool, process, or system).</li> </ul>
8	<ul> <li>Present students with a scenario that describes an investigation, the phenomenon under investigation, and one or more recorded observations from the investigation, then</li> <li>Ask students to organize, represent, and analyze the data in at least two different ways,</li> <li>Ask students to use tools (digital tools, if appropriate), technologies, or models and apply concepts of statistics and probability (e.g., functions that fit the data, slope, intercept, and correlation coefficient) to analyze the data.</li> <li>Ask students to compare how the representations and analyses help them to identify patterns in the data,</li> <li>Ask students to make a valid and reliable scientific claim using their analyses as evidence, and</li> <li>Ask students to consider the limitations of their data analysis.</li> </ul>
9	Present students with a scenario that describes an investigation, the phenomenon under investigation, multiple recorded observations from the investigation, and the results of analyses <i>then</i> Ask students to use the results to explain the phenomenon.
10	<ul> <li>Present students with a scenario that describes an investigation, the phenomenon under investigation, and multiple datasets including a large data set, an archival data set, data generated from a model or self generated, or data presented in graphical format, <i>then</i> Ask students to identify relationships in the data including temporal and spatial relationships,</li> <li>Ask students to compare the datasets for consistency of measurements and observations, Ask students to analyze the datasets using mathematics, as appropriate, <i>and</i> Ask students to use the results from multiple datasets to explain the phenomenon.</li> </ul>
11	<ul> <li>Present students with a scenario that describes an investigation, the phenomenon under investigation, one or more recorded observations from the investigation, the results of analyses, and an interpretation of the data <i>then</i></li> <li>Ask students to assess whether the interpretation is consistent with the data and the analysis, <i>or</i></li> <li>Ask students to evaluate how the interpretation is affected by variation or uncertainty in the data.</li> </ul>
12	Present students with a scenario that describes a phenomenon using text, images, video, and/ or data, and a working explanation or a model of the system, and new data not included in the explanation or model, <i>then</i> Ask students to evaluate the impact of new data in relation to the explanation or the model, <i>and</i> Ask students to revise the explanation or model based on the new data, if appropriate.

### **Artifact YY** Potential Task Formats: Using Mathematics and Computational Thinking (Science)

1	Present students with a scenario that describes a phenomenon using text, images, and/or video and data in the form of measured quantities, <i>then</i> Ask students to describe patterns in the data using counting and numbers, Ask students to construct a display of the data using simple graphs, <i>and</i> Ask students to identify and describe the patterns and relationships from the representation and written description.
2	Present students with a scenario that includes a dataset from an investigation, the question the investigation is intended to answer, <i>then</i> Ask students to identify mathematical properties of the dataset (e.g., range, average) that should be analyzed to answer the question.
3	Present students with a scenario that describes a phenomenon using text, images, and/or video and data in the form of measured quantities, <i>then</i> Ask students to develop an equation or algorithm that corresponds to the description, <i>and</i> Explain how the equation or algorithm represents the textual description.
4	Present students with a scenario that describes a phenomenon using text, images, and /or video and data, measured quantities of data, and a mathematical equation, <i>then</i> Ask students to make a prediction about the state of the phenomenon in the future given the data, <i>and</i> Ask students to write an explanation for the prediction, using the mathematical model as supporting evidence.
5	Present students with a computational model of a phenomenon, <i>then</i> Ask students to describe the patterns and relationships from the computational model by applying concepts and process (e.g., ratio, rate, percent, unit conversions), <i>and</i> Write an explanation of the phenomenon using the results of the computational model as supportive evidence.
6	Present students with a simulation of a scientific process, <i>then</i> Ask students to describe the patterns and relationships from the simulation, <i>and</i> Write an explanation of the rules of the simulation using scientific theory as supporting evidence.
7	Present students with a simulation of a phenomenon, <i>then</i> Ask students to compare the simulation results with real-world data analyzed using mathematics, <i>and</i> Write an argument for whether or not the simulation makes sense using the comparison as supporting evidence.
8	Present students with a two simulations of the same phenomenon, <i>then</i> Ask students to decide which of the two simulations is the most plausible, Compare to real-world data with outputs of each simulation, <i>and</i> Write an argument for which simulation is most plausible using the comparison as supporting evidence.

### **Artifact YY Potential Task Formats: Constructing Explanations (Science)**

### **Relevant definitions**

"Scientific explanations are accounts that link scientific theory with specific observations or • phenomena... Very often the theory is first represented by a specific model for the situation in question, and then a model-based explanation is developed." (NRC Framework, 2012).

Format	Task Requirements for Students
1	Present students with a question about how a phenomenon works and related observations (firsthand or from a variety of media sources), <i>then</i> Ask students to interpret the observations in order to answer the question, <i>and</i> Answer the question by producing an explanation (using words and/or drawings), <i>and</i> Give reasons for how the observations support their answer to the question.
2	Describe a phenomenon to students along with some related qualitative or quantitative data/ observations, <i>then</i> Ask students produce an explanation about the causal mechanism for the phenomena—at their level of scientific knowledge, <i>and</i> Show how their interpretation of the data is evidence for their explanation.
3	Describe a phenomenon to students along with a related set of evidence and an explanation that includes multiple scientific principles, <i>then</i> Ask students to say which pieces of evidences support or contradict particular components of the explanation.
4	Present students with a model or representation of an observable scientific process or system, then Ask students to write a model-based explanation for a relevant phenomenon.
5	Describe a phenomenon and present students with a causal explanation of it, <i>then</i> Ask students to identify gaps or weaknesses in how it scientifically explains the phenome- non based on their level of scientific understanding.
6	Present students with data from independent and dependent variables in an investigation, then Ask them to construct a quantitative and/or qualitative claim about how the independent variables relate to the dependent variables.
7	Describe a phenomenon and present students with a range of evidence obtained from a vari- ety of sources (empirical investigations, models, theories, simulations, peer review), <i>then</i> Ask students to construct a causal explanation for the phenomena, <i>and</i> Describe how the evidence relates to the mechanisms or principles they have included.
8	Present students with an initial explanation for a phenomenon and new data or a model that would require a revision of the initial explanation, <i>then</i> Ask students to revise the explanation for the phenomenon, <i>and</i> Describe how their revised explanation accounts for the new data or model.



### **Artifact YY** Potential Task Formats: Designing Solutions (Engineering)

Format	Task Design for Students
1	Present students with a scenario that describes a problem, need, or human desire using text, images, video, and/or data that includes descriptions of the needs or concerns to be addressed, design criteria, and design constraints, <i>then</i> Ask students to sketch or describe a design approach that develops a possible solution to the problem, <i>and</i> Explain how the relevant scientific ideas are taken into account within their design.
2	Present students with a scenario that describes a problem, need, or human desire using text, images, video, and/or data that includes descriptions of the needs or concerns to be addressed, design criteria, and design constraints, <i>then</i> Ask students to sketch, prototype or describe a design that is a possible solution to the problem using relevant materials, <i>and</i> Construct a prototype of their design.
3	Present students with a description of a designed system and data from a failure scenario (one that did not completely meet criteria for solutions) associated with the design, then Ask students to analyze the data, Identify the scientific causes of the failure, <i>and</i> Ask them them to sketch or describe a design iteration that might be an improvement to the design.
4	<ul> <li>Present students with a description of a design in active development and a scenario where the design team has encountered a design tension between two or more criteria perhaps also related to the project constraints, <i>then</i></li> <li>Ask students how they would proceed with the design work to develop a working system that requires consideration of trade-offs and prioritizing one design criterion over another in order to accomplish a working design.</li> </ul>
5	Present students with a description of two competing solutions to a well-defined problems given a set of described needs, criteria and constraints, along with evidence related to the performance of each solution, <i>then</i> Ask students to evaluate which design better addresses the needs, Evaluate which design meets the criteria and constraints, <i>and</i> Justify their conclusion using evidence presented.
6	Present students with a scenario that describes a complex real-world problem. Ask students to design a solution that is based on scientific knowledge, prioritized criteria, and student-generated sources of evidence (e.g., from classroom investigations), <i>and</i> Ask them discuss tradeoff considerations for their design approach.



#### **Artifact YY** Potential Task Formats: Engaging in Argument from Evidence

#### **Relevant definitions**

- A data source refers to a type of data only ("We would need data on the size of the white-colored moth • population" or "We would need data comparing the color of tail feathers in birds in the mountains and in the city")
- A pattern of evidence from data is what the data say ("The population of white-colored moths disappeared in • cities," or "The birds' tail feathers are whiter in the mountains than in the city")

Format	Task Requirements for Students
1	Describe a phenomenon and give two or more competing arguments with varying degrees of evidence or that account for variable amounts of gathered evidence, <i>then</i> Ask students to identify which arguments are more scientific and why.
2	Present students with a claim about a phenomenon, <i>then</i> Ask students to identify evidence that supports the claim, <i>and</i> Articulate the reasons for how scientific principle(s) connect each piece of evidence to the claim.
3	Describe a phenomenon to students, <i>then</i> Ask students to articulate (construct) a claim about that phenomenon, <i>and</i> Identify evidence that supports or contradicts the claim, <i>and</i> Articulate the reasons for how scientific principle(s) that connect each piece of evidence to the claim.
4a, 4b	Describe a scenario in which two or more explanations are offered for a phenomenon and associated evidence using text, images, video, and/or data, <i>then</i> Ask students to identify the different reasoning used in the explanations (easier), <i>or</i> Ask students to identify the differences in reasoning and the evidence that supports or contradicts each (harder).
5	Describe an engineering design problem, a proposed solution, a set of criteria, and a set of data collected during testing of the solution, <i>then</i> Ask students to interpret the data to identify quality scientific evidence, <i>and</i> Support a claim about how well the solution addresses the problem using the evidence.
6a, 6b	Present students with a claim, a list of data sources that are relevant to the claim (but not what the data say), <i>then</i> Ask students to identify (select from a list) a pattern of evidence from the data that would support the claim, <i>or</i> Ask students to identify (select from a list) what pattern of evidence from the data would refute the claim.
7a, 7b, 7c, 7d	<ul> <li>Present students with a claim and a pattern of evidence with reasoning relevant to the claim, then</li> <li>Ask students to assess whether the evidence is logically consistent with the reasoning, or</li> <li>Ask students to assess whether the evidence is consistent with a scientific theory or model they have studied, or</li> <li>Ask students to generate ideas about additional evidence needed to support the claim, or</li> <li>Ask students to critique and refine the reasoning used to support the claim.</li> </ul>



8	Describe a scenario in which two or more scientific arguments are offered for a phenomenon that is described using text, images, video, and/or data, <i>then</i> Ask students to evaluate the merits and coherence of each argument by analyzing its fit with currently accepted explanations and the claim, evidence, reasoning relationships, <i>and</i> Use their evaluation to draw a conclusion about which argument is better supported.
9	Describe a scenario in which two or more contradictory claims are offered for a phenomenon and partial data for evaluating the claim, <i>then</i> Ask students to identify additional information needed to draw a conclusion about which claim is accurate, <i>and</i> Justify the choice of additional information using reasoning based on a model or scientific principles.

#### Potential Task Formats: Obtaining, Evaluating, and Communicating Information

#### **Relevant definitions**

A "scientific text" is any form of scientific communication including but not limited to prose, graphs, • videos, posters, symbols, and mathematics.

Format	Task Requirements for Students
1	Present students with a scenario that describes a phenomenon and includes a set of resources including grade-appropriate texts, data displays, tables, diagrams, equations, graphs, and models, <i>then</i> Ask students to synthesize the information from across the resources and texts, <i>and/or</i> Ask students to compare and contrast information across the resources and texts to determine which are most relevant to explaining the phenomenon, <i>and</i> Ask students to communicate information from the resources with others in oral or written forms using models, drawings, writing, or numbers.
2	Present students with a scenario that describes a phenomenon and includes a set of at least three multimodal resources with qualitative and quantitative information in written text within visual or media displays, <i>then</i> Ask students to integrate information across the resources in order to explain, clarify, or ask questions about claims and findings made in the resources, <i>or</i> Ask students to evaluate and integrate information across the resources to address a scientific question or solve a problem.



3	<ul> <li>Present students with a set of scientific literature (or grade-appropriate adaptations) and/or media reports related to a scientific phenomenon, <i>then</i></li> <li>Ask students to analyze and write about the validity and reliability of the information in the text (e.g., data, hypotheses, conclusions)</li> <li>Ask students to evaluate the information presented and synthesize across and to address a scientific question or solve a problem and/or ask questions about the phenomenon based on information from relevant texts.</li> </ul>
4	Present students with a scenario that describes a phenomenon or an investigation of a phenomenon using text, images, video, and/or data, <i>then</i> Ask students use multiple forms of scientific texts (e.g., abstracts, articles, posters, science journalism) and multiple ways to present information (e.g., graphically, mathematically) to communicate about the phenomenon to a given audience or an audience of their choosing.





This work was created as part of the Research + Practice Collaboratory project. The Research + Practice Collaboratory brings educators and researchers together to develop more equitable innovations for STEM teaching and learning. Learn more at <u>researchandpractice.org</u>.

We are constantly updating and evolving our tools in response to user feedback.



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#### **System**

from Page 1

The CSDE has attributed much of the challenges to a "learning curve," offering 25 in-person training sessions, 70 live webinars and 20 step-by-step videos.

Jane Roth, an educator of 29 years who teaches special education students at John C. Daniels School in New Haven, said that the new system "feels so punishing" as educators obsess over getting the paperwork right. She said teachers don't need more training – they want changes.

"We're not stupid people. I can follow a list. I can click on this, this, this, done, boom. I can do that, but that's the easy part. The hard part is trying to save your work or trying to edit your work. It's time-consuming and it's frustrating," Roth said. "The mantra for everybody is that it is not user friendly, and it feels retaliatory because it's so hard. ... None of it is easy."

"The idea that they would've rolled it out now, knowing full well that it hadn't been perfected is just – I mean, it's atrocious," Roth added. "They knew it wasn't perfected. They said, 'Oh, a few hiccups.' No, it's not a few hiccups. We are having so many problems."

The timing of the CT-SEDS rollout puzzled educators and administrators. Fran Rabinowitz, the executive director of the Connecticut Association of Public School Superintendents, said that as early as May of 2022, she pleaded with the CSDE on behalf of the state's superintendents to pause the CT-SEDS launch.

"I actually had several meetings asking to please not put it in yet. It was just too soon, we weren't ready for it," Rabinowitz said. "It needed another year of piloting to work all the glitches out. ... I think it's going to be a good system, but it is not good right now."

In an email to the Courant Friday, Eric Scoville, director of communications for the CSDE, said the department is "working contin-

uously to improve and enhance" user experience and "acknowledges the tremendous efforts that our educators have engaged in to learn and understand a new IEP document and a new platform."

"We are acutely aware of the challenges, and as with any new technology that is launched statewide there is a significant learning curve requiring additional training and resources. There were also a variety of system deficiencies that required swift resolution," Scoville wrote.

He added that the CSDE is identifying potential future enhancements through a listening tour for special education. Scoville said that school districts can apply for grants ranging from \$10,000 to \$50,000 to pay for "educator stipends and/or any related training costs associated with the

**Artifact ZZ** Schools. "I don't know Graves said that when what the consequences are because I've never been out of compliance before. ... Nobody wants to be out of compliance."

Graves said in urban communities like New Haven, where caseloads can number 20 to 30 students. educators are scrambling to keep up with the time demands of CT-SEDS.

"There's really not enough time in the day to meet all of the requirements. Teachers are very. very stressed that they're out of compliance, and they feel like they're forced to take all of their work home," Graves said. "I have teachers texting me that they're up until midnight, almost every night, trying to be in compliance."

She explained that after a Planning and Placement Team meeting, a finalized IEP with its new goals and speaking to colleagues from other towns about compliance issues, districts seem to be providing a level of grace, but she is unsure if the state will react the same.

As the paperwork problems continue, Graves said that she worries about CT-SEDS' effects on the state's special education students.

"If more time is spent on paperwork, less time is spent with students. And that is really heartbreaking because our students need and deserve high-quality instruction and intervention. If teachers are distracted by compliance and paperwork with this new platform, it might change the way that our students are being serviced." Graves is experiencing

the impact of CT-SEDS as both an educator and the mother of an eighth-grader

back and just taking back information from the old IEP because again, time is not there to do testing and evaluations, and there are not enough teachers," she said.

#### A larger 'special education problem'

The Hartford educator said that this year the district is experiencing "an exodus of special education teachers." She explained that many are leaving for better pay and lighter workloads in well-funded suburban districts. Others are leaving for another reason - legal concerns.

'Special education, it's a high-risk job," she said. "A lot of people are leaving because they're worried about the legal ramifications. We see things

"The idea that they would've rolled it out now, knowing full well that it hadn't been perfected is just – I mean, it's atrocious. They knew it wasn't perfected. They said, 'Oh, a few hiccups.' No, it's not a few hiccups. We are having so many problems."

- Jane Roth, special education teacher at John C. Daniels School in New Haven

**CT-SEDS** Implementation." When asked about whether the CSDE is concerned that program problems are causing districts to fall out of compliance, Scoville said "Compliance is always a concern of the CSDE and we are working diligently to ensure that CT-SEDS does not interfere with any compliance requirements." But educators say it

already has.

#### 'Nobody wants to be out of compliance'

"I am not a teacher who likes to be late on things. I am very punctual. If anything, I always have my things done way ahead of time. And right now I am only 56% compliant on CT-SEDS and it gives me great anxiety," said Jennifer Graves, a self-contained pre-k special ed teacher in New Haven Public

objectives must go into effect within 10 days of the meeting, but with CT-SEDS that isn't always happening.

"If there are people, service providers, PPT chairs, special education teachers who don't have the time in their contracted day to fulfill all of this very time-consuming data entry into CT-SEDS, they are out of compliance. The IEP isn't finalized on time, the new services don't start on time, [and] the evaluations don't get done on time," Graves said.

Despite the program change, Graves said her first priority remains her students.

"I service my students, regardless of the platform, the same way I always would. My students get the intervention they need, they get the supports they need, they get any accommodations and modifications that they need," Graves said. "My students will always come before paperwork."

Graves said that parents did not receive training on the new platform and teachers are not equipped to show them how to use it. "I think parents are a little

with an IEP in North Haven.

bit out of the loop. I talk to other moms of kids with disabilities in North Haven, and they too, have been frustrated with the changeover," Graves said. "The whole point [of CT-SEDS] was to make parents more engaged and give parents more information. And so far that is the opposite of what we are seeing."

Graves explained that parents are unable to give consent to evaluations online, and others receive their child's IEP late.

A special education teacher from Hartford, who spoke to the Courant on the condition of anonymity due to fear of retaliation, said that CT-SEDS "does impinge on a lot of people's best practices."

"A lot of people are going

happening that we know are not right. And so people are stepping away because we know that this is one of the easiest jobs for us to 'catch a case,' if that makes sense. We know about the federal mandates that are associated with our jobs."

"We feel like there is a lot of pitching and patching with paperwork, just to have something look good on paper, but it's not happening in all actualities," she added.

The Hartford teacher said special education teachers are weighed down by stress that stems from a multitude of factors, including the CT-SEDS system, the need to cover or co-teach open classes, a disconnect with administrators on where to place students and the services they receive, and a lack of agency, but above all, she said special educators feel like they are not accomplishing the work thev set out to do.

"We're doing every other

thing except our jobs," she said.

Kate Dias, the president of the Connecticut Education Association, said that obstacles with CT-SEDS are indicative of larger issues in special education.

"We have to recognize that the [CT-SEDS] program itself is a problem. But it's really the cherry on the top of a special education problem," she said. "We started the school year down. Twenty-five percent of our openings were in special education, and that number is not getting better because this workload issue is really problematic."

Dias said constant challenges drive prospective and current teachers away from the special education field.

"We want to make sure that we're building a job that teachers can actually do," Dias said. "It's February, people have been struggling with this program since August, and we really want to make sure that whatever procedural fixes we can get into place can get into place quickly."

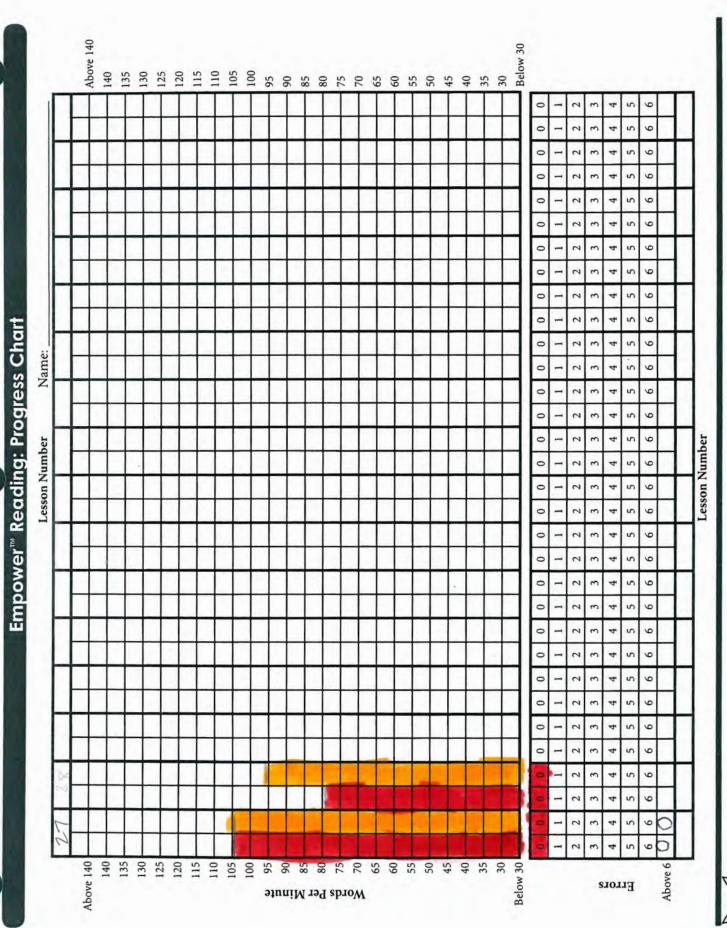
Dias said that she feels the CSDE is trying to make changes to CT-SEDS, but the response is not vet up to pace.

"We are feeling very frustrated that, in many cases, the issues we're talking about have been talked about for months, but I also recognize that it has been taking a little while to filter those responses to the right people," Dias said. "What's happening right now is teachers are raising issues at the local level. Those get then filtered to an administration. The administration then brings them to the state department, and all through that process is a loss of time."

She said that teachers want the CSDE to adapt CT-SEDS to their needs.

"This needs to get fixed sooner rather than later," Diaz said. "We have to solve this problem, or the problem will continue to grow and become absolutely insurmountable."

Alison Cross can be reached at across@courant.com.



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#### **Artifact AAA**

Empower" @ The Hospital for Sick Children 2006.

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#### Artifact AAA Fluency Activities

#### Lesson 15: Quick Sounds & Keywords

Sounds

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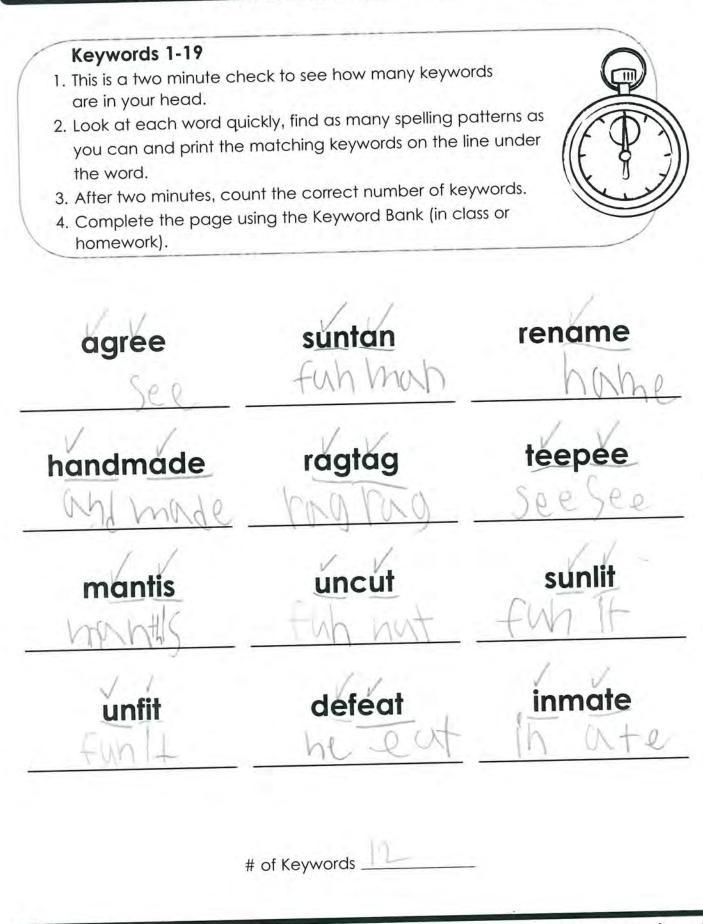
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#### **Artifact AAA**

#### Lesson 25: Rhyming Strategy Brainteasers, Level A

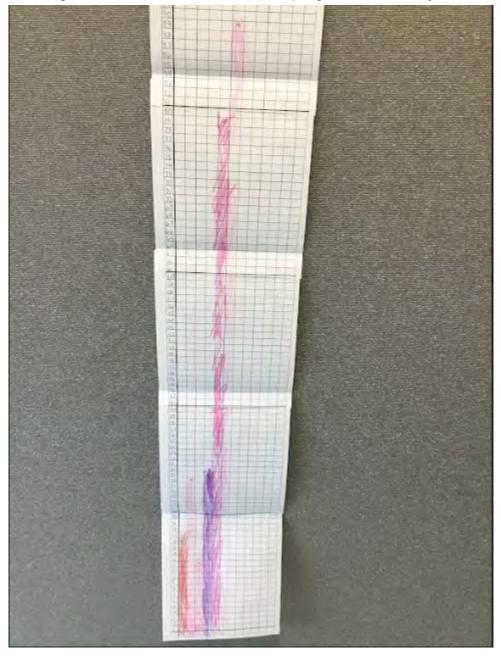


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CGS Math - Student Tracking Data Example

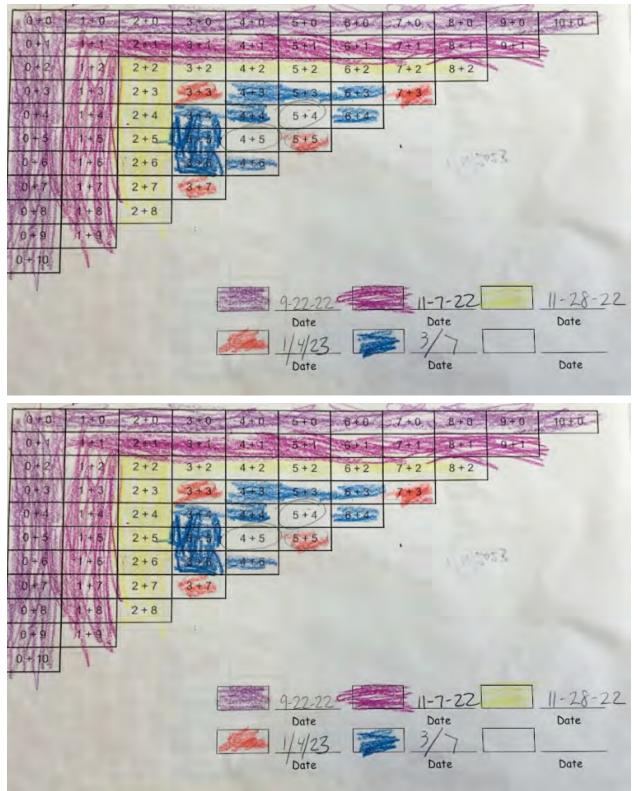
All K-2 math intervention students working in the Bridges Math Intervention System track their scores from the progress monitoring sessions and set goals for the next module.

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M_10	1 pt.	2 pts.	3pts.	4pts	5pts.	6pts:	7pts.	8pts.	9pts.	10pts.
ioat I c	can u d qu	se de ickly	erubles	fact	's to	help	me	Date 3	20-2	3V2M4
ad	THE P	2 01697	304	AFOR	501	-6p19	70	- Rola	1	- Trops
			and the second se	the second se			-		-	Contraction of the local distance of the loc

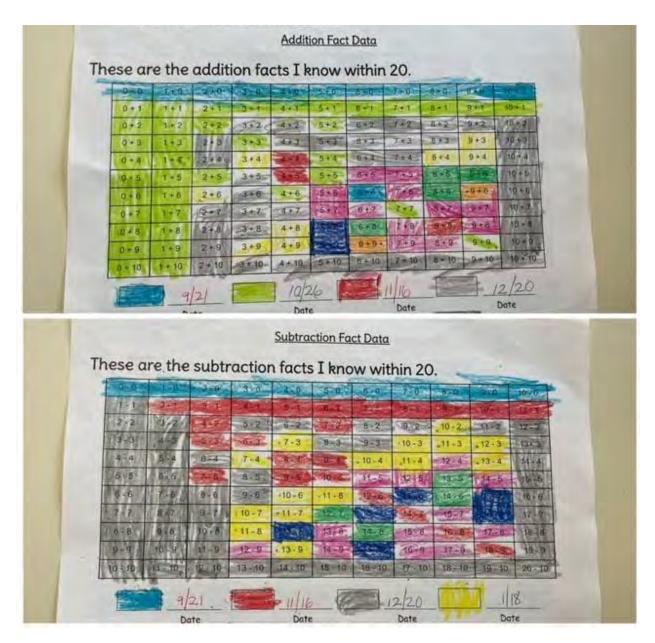


Kindergarten students track their count progress on the way to 100!

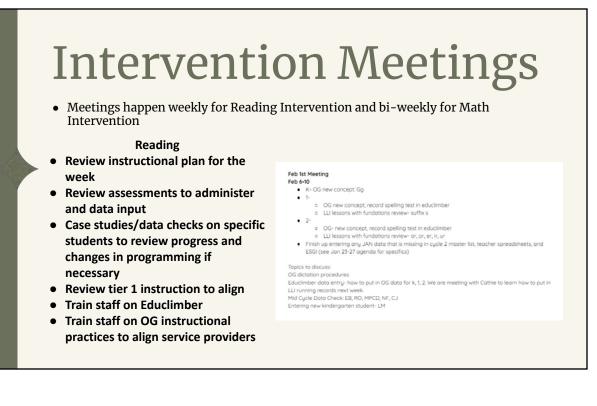
First Grade math intervention students track their fact fluency progress from fact interviews provided by math interventionists during a progress monitoring session.



Second grade students use Reflex reports to track their Addition and subtraction Fluency within 20 during our progress monitoring sessions.







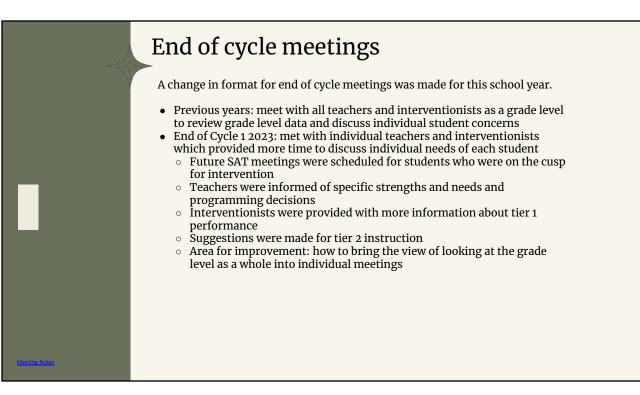
## **Intervention Meetings**

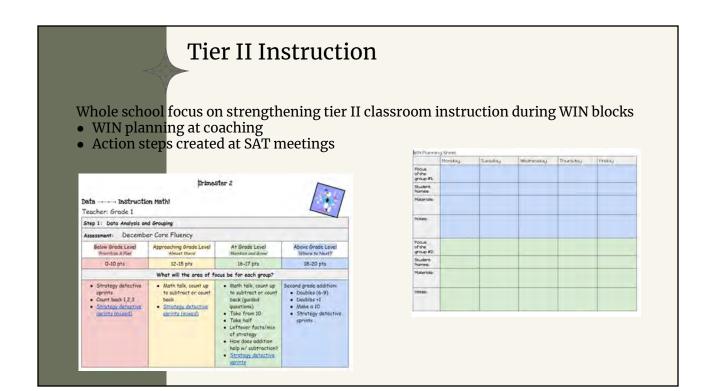
#### Math

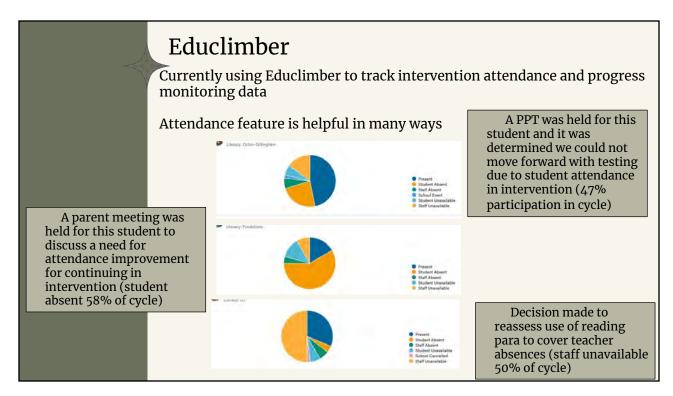
- Review assessments to administer and data input
- Case studies/data checks on specific students to review progress and changes in programming if necessary
- Train staff on Educlimber
- Train staff on Building Fact Fluency.

Date:	Staff Present	Topics Covered
2//2023	Megan Babcock Enin Beason Sarah Leduc Gia Karahalios Marie Reynolds	ff you have given a progress monitoring session please update our progress monitoring docs: <u>Cricle 270272023</u> <u>Bridges Model: Tracking 122.23</u> You can update the feacher communication feider here <u>2022-2023. Teacher Communication Feider</u>
		Updates on students:
		AJ split from group, more hands on and work with Kathy Richardson resources in order to increase number sense. Counting and number writing are strengths.
		BH. Passed V4 M1 (story problems wiin 5) move to work 5 days with Marie Reynolds working on making 10 Take this slow. 1 lesson split over 2 days.
		GR Use goals from IEP to inform instruction. Beason 5 days a week
		FS Dismissed from Bridges Intervention, continued work on IEP goals
		CJM none at this time.

# <section-header>







	$N_{\cdot}$	lath i	Boos	t Fall 202	22	
	Total In Grade	Total ir	i Boost	Intervention/IEP Breakdown	Total as a result of being in cycle 3 2022	Total as a result of another assessment or factor
Kindergarten	116	13 (*	11%)	13/0	n/a	1
Grade 1	126	18 (*	14%)	15/3	15	3
Grade 2	129	16 (*	12%)	14/2	5	11
			1	otal Exiting	Total Continu	ing

	Total Exiting	Total Continuing
Kindergarten	2	11
Grade 1	0	18
Grade 2	1	15

	Math	Cycle 1 Fall	2022	
	Total in Grade	Total in Cycle 1	New to cycle 1/continued from boost breakdown	Intervention/IEP Breakdown
Kindergarten	116	13 (11%)	2/11	13/0
Grade 1	127	22(17%)	4/18	20/2
Grade 2	129	15 (12%)	0/15	13/2
		Total Exiting	Total Continuing	9
	Kindergarten	2 + 1 moved	10	
	Grade 1	5 + 1 moved	16	
	Grade 2	1	14	

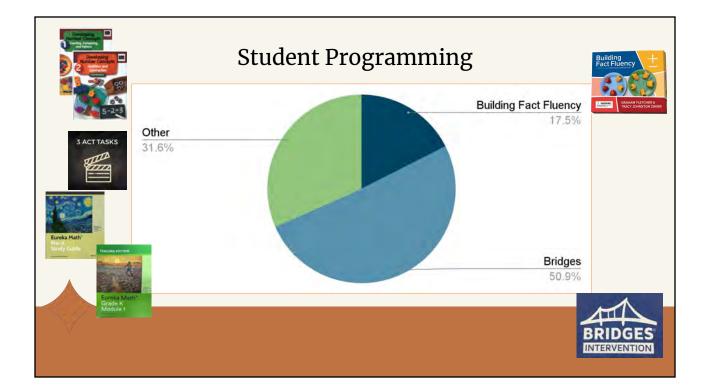
	Ma	th Cycle 2	2 Wint	er 20	23	
	Total in Grade	e Total in C	ycle 2		cle 2/continued e 1 breakdown	Intervention/IEP Breakdown
Kindergarten	119	12	12 (10%)		2/10	12/0
Grade 1	129	16	16 (12%)		0/16	10/6
Grade 2	126	i 14	(11%)		0/14	12/2
	Kindergarten Grade 1 Grade 2	Total mixed IEP/Intervention Groups 0 3 1	Gr	EP only oups 0 3 1	Total Interve only Grou 5 2 4	

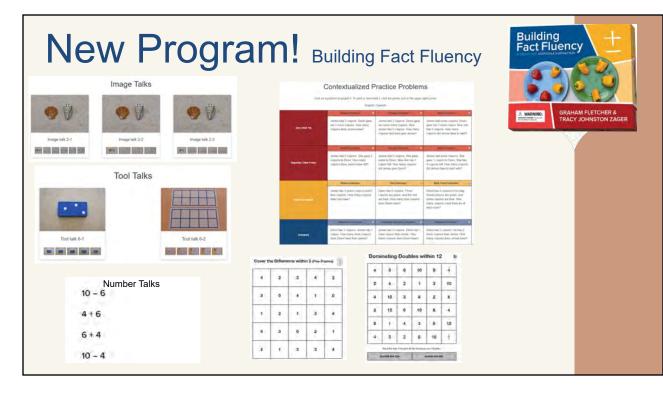
Growth in Math Intervention
Kindergarten

	Average Percent of 1:1 counting	Average Percent of 1:1 counting	Growth
	Kindergarten pre-screen	December	
Kindergarten Intervention Students	15%	78.3%	+63.3%
Grade level Kindergarten Students	22.5%	91%	+68.5%

Growth in Math Intervention Grade 1							
	Average MAP Growth	Average Percent of <b>Addition</b> facts solved	Average Percent of <b>Addition</b> facts solved	Growth	Average Percent of <b>Subtraction</b> facts solved	Average Percent of <b>Subtracti</b> <b>on</b> facts solved	Growth
		Sept. (baseline)	December		Sept. (baseline)	December	
Grade 1 Intervention Students	13.9 points	10%	49.6%	+39.6%	4.6%	28.4%	+23.8%
Grade level Grade 1 Students	13 Points (Norm growth) 10pt growth is expected	49%	84%	+35%	31.5%	67.5%	+36%

Growth in Math Intervention Grade 2								
	Average MAP Growth	Average Percent of <b>Addition</b> facts solved	Average Percent of Addition facts solved	Growth	Average Percent of <b>Subtraction</b> facts solved	Average Percent of <b>Subtracti</b> on facts solved	Growth	
		Sept.			Sept.			
		(baseline)	December		(baseline)	December		
Grade 2 Intervention Students	9.36 points	17%	45.8%	+28.8%	16%	37%	+21%	
Grade level Grade 2 Students	7 points (Norm growth) 9pt growth is	48%	79.5%	+31.5%	43%	74%	+31%	

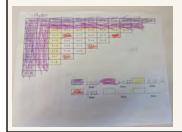




#### New Program! Building Fact Fluency

	Students	Lesson Strings Completed	Student effect
Grade 1	7	3	1 student back to Bridges 1 student back to Tier 1
Grade 2	6	5	3 students back to Tier 1

- Give more opportunities for strategy practice and flexible thinking
- Good program for students who are not Tier 1, but Bridges is not appropriate



A66.0	Add 1	Add win 5	fame .	
0 + 1 10hat happens when you are adding zero to a number?	2 + 1 What happens when you are adding one to a number?	3 + 2 If your friend didn't know how to solve these problems, what would you list them to do?		ck - Plus and Minus
same # can't articulate 8 + 0 8 + 0 8 + 0 9 + 0 10 + 0 9 + 0 10 + 0 10 10 + 0 10 + 0 10 10 + 0 10 10 + 0 10 10 + 0 10 10 10 + 0 10 10 10 10 10 10 10 10 10 10 10 10 10	Next counting # Can't articulate 4 + 1 1 + 8 Do they from this strategy? NotEmerging/Yes A1 Level 0 1 2 3 dbl 4	pro-start parts to do? 	4+1 10-2 7-2 6+1	9-2 1+3 5+2 2+8
Add win 10 2 + 6 If your friend didn't know how to solve these problems, what would you tell them to do?		Doubles 2 = 2 What is 4 = 47 3 = 37	2-2 5-2	7 + 2 10 - 1
court on from the big # can't articulate 3 = 4 2 = 7 Do they know this strategy? Traditioning/mg/Tes Aur/3 Level: 9 1 2 3 481 4	Em pipe to give you a number and i wark you bige me the number that makes 12 with it. If it give you 5, how many more to make 157 97 97 97 97 97 97 97 97 97 97 97 97 97	Uthat kinds of facts are these? Do they know this strategy? No Theorem (1 2 3 48 4	Mise o A fect you gan I and o they active fact that no	
Dbh +i-1 How do you figure out 3 +87 4 + 5 Dilla +i-1 ther envy unit-risk				



and Minus 0, 1, 2 (within 10)

1

0+2

7-1

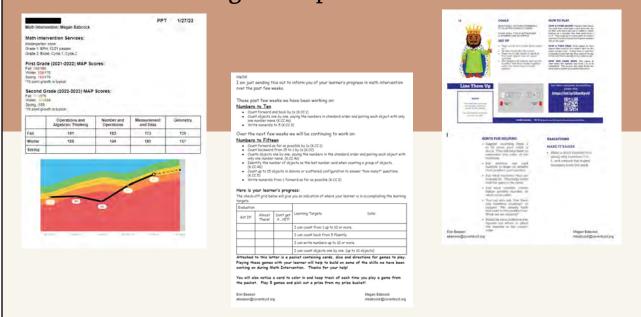
4-2

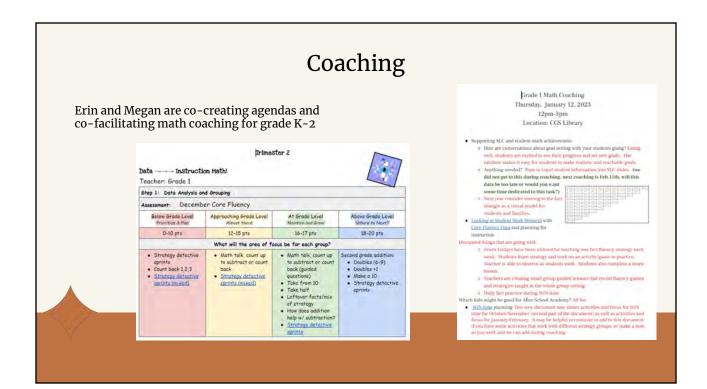
1=7

6-2

10+0

#### Math Progress Reports for Parents





Erin and Megan attended the ATMNE (Association of Teachers of Mathematics in New England) conference in October with Grade One teacher, Jenn DuBois. We presented on Fluency at the elementary level.





FALL IN LOVE

MATH OCTOBER 20 - 21, 2022

Megan, Erin and Jenn with keynote speaker, Dr. Nicki Newton

#### Next Steps for Math Intervention

#### Kickstart by Zaner Bloser

We will be expanding our resources for intervention with the **Kickstart** program which will help struggling students talk comfortably about numbers and develop foundational number sense skills.



Reading Boo	st Fall 2022

	Total In Grade			Intervention/IEP Breakdown	Total as a result of being in cycle 3 2022	Total as a result of another assessment or factor	
Kindergarten	116	23 (20%)		23/0	n/a	1 (student retained)	
Grade 1	126	27 (21%)		19/4	20	3 (all new to district)	
Grade 2	129		21%)	26/2	26	2 (all new to district)	
		7		Fotal Exiting	Total Continu	ing	
	Kindergarte	n	n 9		14		
	Grade 1			5	22		
	Grade 2		9		19		

		Readi	ng Cycle 1	Fall	2022	
	То	tal in Grade	Total in Cycle 1	1	New to cycle I/continued from boost breakdown	Intervention/IEP Breakdown
Kindergarten		116	21 (18%)		7/14	21/0
Grade 1		127	28 (22%)		6/22	26/2
Grade 2		129	21 (16%)		2/19	17/4
			Total Exiting		Total Continuing	3
	Kin	dergarten	13 + 1 moved		7	
	C	Grade 1	6 + 1 move	Ł	21	
	C	Grade 2	6		15	

#### Reading Cycle 2 Winter 2023

		Total in Grade	)	Total in Cyc	cle 2	2/continu	v to cycle ued from cycle reakdown	Intervention/IEP Breakdown
Kindergarten		119		11 (9%)		3/8		11/0
Grade 1		129	1	23 (18%)		2/21		16/7
Grade 2	Grade 2 126		6 17 ( <sup>-</sup>		13%)	13%) 1/16		12/5
			IEP/Inte	mixed ervention oups	Total IEF Grou		Total Interve only Grou	
	Kindergarten			1	0		4	
	G	rade 1		1	3		7	
	G	rade 2		2	2		4	

		St	udent	Grow	<i>r</i> th			
		Boost UC Letter ID Average				Boost PAST Average		PAST age
Kindergarten (6 students have beer in from Boost until Cycle 2)	s have been Boost until		23 letters		45%		79'	%
			k					
	Boost Sig Avera		Cycle 2 Si Avera	•		Γ Average	Cycle 2 Aver	
Grade 1 (18 students have been in from Boost until Cycle 2)	17 wo	ords	46 wo	ords	479	%	78'	%
	Grade 2 (13 students have been in from Boost until Cycle 2)		Sight Word erage	Cycle 2 Sight Word Average		-	e Reading Gained	
have			65 words		words		3	

#### Looking Ahead to Next Year....

Next year we will be adopting a new Universal Screener K-3, which will help us identify students with risk for learning to read and to whom we will need to give a diagnostic assessment to. This will streamline our assessment process and our process for identifying students for tier 3 intervention. In addition, the Universal Screener will help our school identify areas for tier 1 instruction that will need improvement.

We are to be included in the process for choosing a Universal Screener

- Aimsweb Plus
- Amira Learning
- Easy CBM
- DIBELS 8th Edition
- mCLASS Dibels 8th Edition
- Acadience RAN



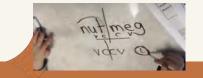
#### Empower



Students	Baseline BAS Goal: J	Baseline SW	Nov RR Goal: K	Nov SW	Dec RR Goal: K	Dec SW	Jan RR Goal: L	Jan SW	Feb BAS Goal: L	Growth
Hailey Reilly	F	78	Н	132		143	I	157	L	6 levels
Lucy Donofrio *In referral process	Н	44	Н	101	I	127	I	138	К	3 levels
Charli Fusco *Recently identified as learning disabled	E	34	F	62	G	70	Н	86	I	4 levels
Luke Ward	F	68	Н	100	Н	108	Н	108	I	3 levels
Adam Chrzanowski *MLL	G	120	Н	149	Н	166	Н	156	I	2 levels

#### Orton Gillingham Revisions

- Adjustment of phonics scope and sequence- getting into more advanced syllabication methods earlier (mid grade 1)
- Addition of new materials including decodables
- Revised student dictation pages to practice application of spelling patterns in word and sentence writing
- Revisions to program result in 30 minute lessons 5x/week
- Students are decoding more than ever before

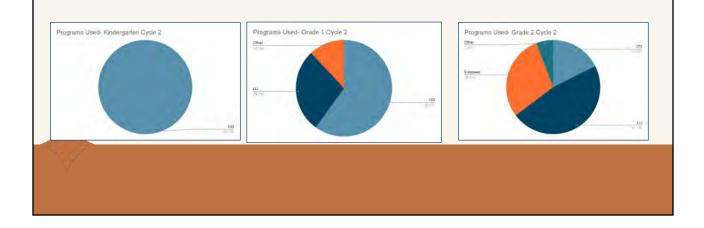




WORD	10.04011
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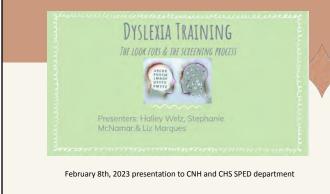
#### Use of OG over LLI based on Needs

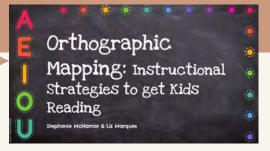
Current research suggests LLI should only be used once students are able to decode words. This has resulted in a shift in programming selection for our students who are showing a greater need for decoding work.





#### **Reading Consultants PD**



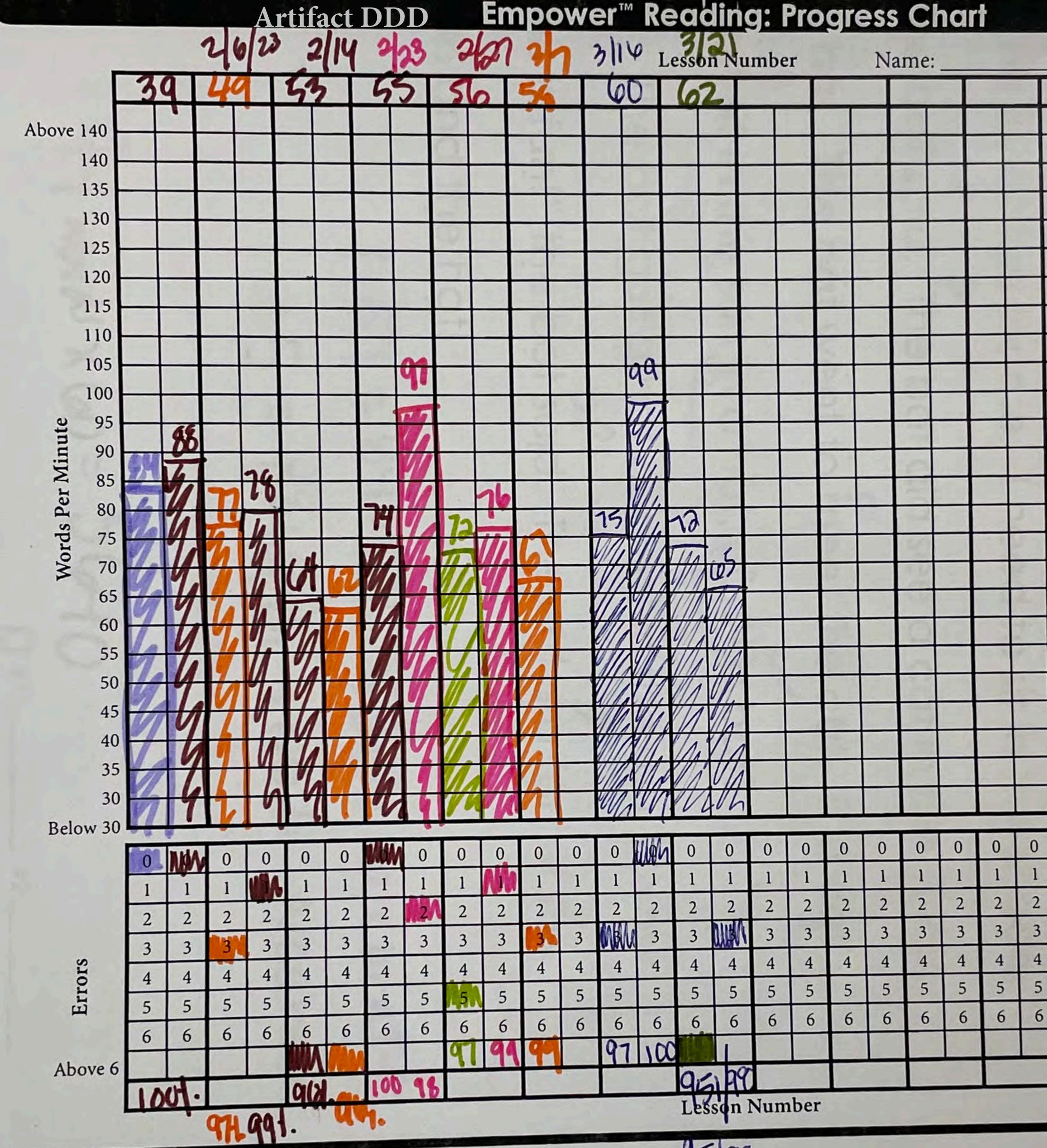


February 21, 2023 presentation to CGS grade K and 1 teachers and paras and reading staff

#### Growth in SpEd

- Informing programming for students with identifications of SLD using OG
- Case study:
  - Gr. 1 student
  - Instructional needs
  - Modifications
  - Accommodations

lecommoduli	0110	1		
Progress Monitoring	August	October	November	January
Letter Identification	7/26 UC-naming 8/26 LC-naming	8/26 UC-naming 8/26 LC-naming	17/26 UC-recognition 8/26 LC-recognition	12/26 UC- naming 13/26 LC-naming
Letter-sound Identification	0/36-naming	3/36-naming	11/36-recognition	6/36- naming
PAST	K PAST: 43% Gr.1 PAST: Not assessed	K PAST: 63% Gr.1 PAST: Not assessed	K PAST: 89% Gr. 1 PAST: 26%	Gr. 1 PAST: 59%



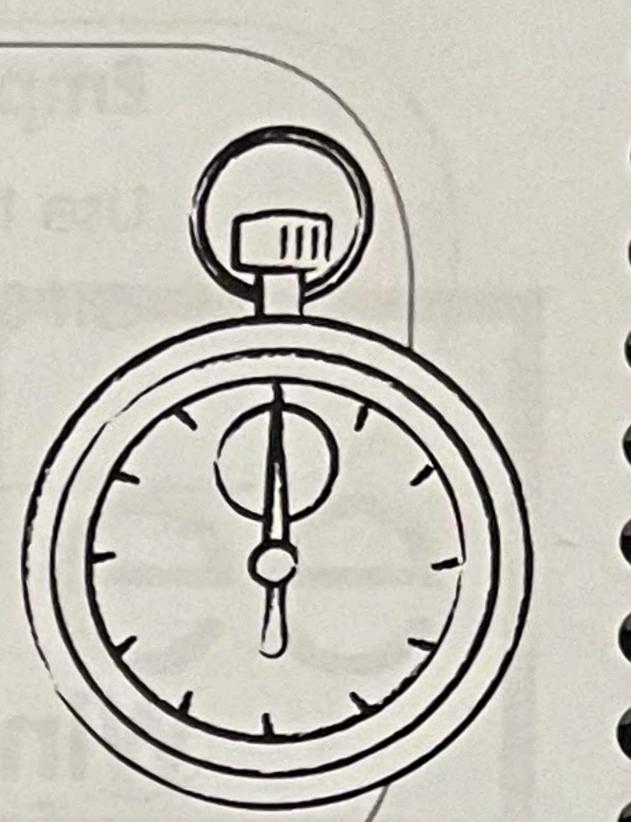


# **Artifact DDD**

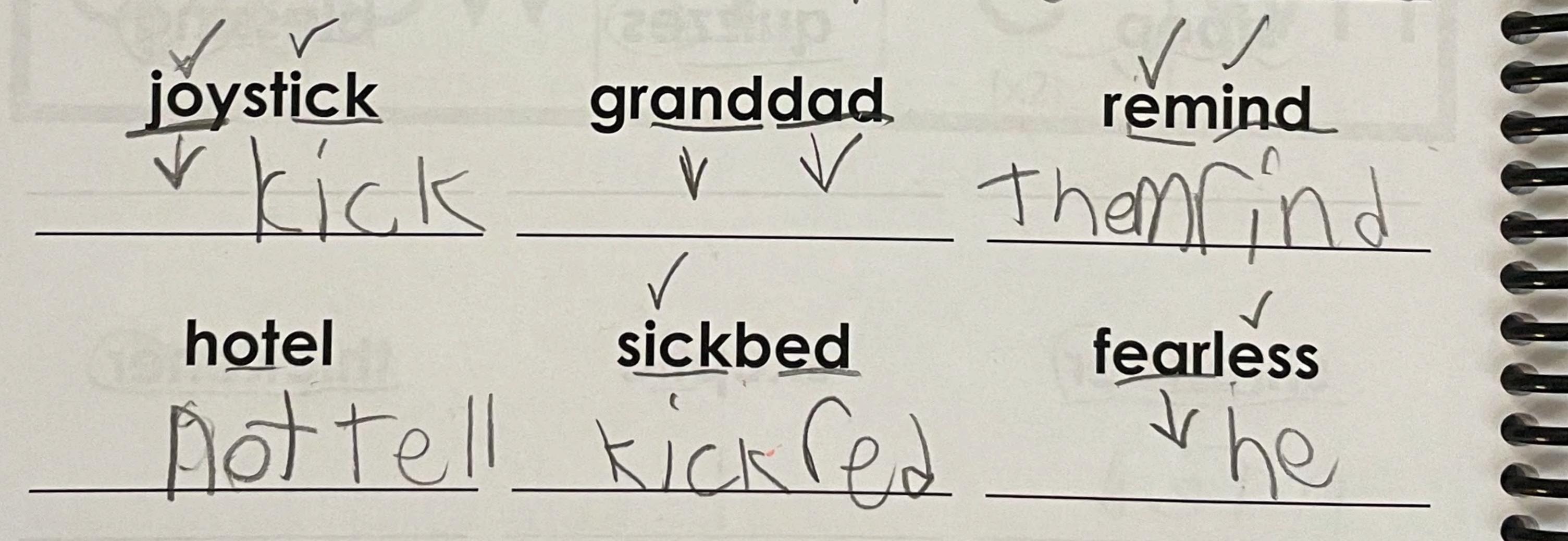
# Lesson 50: Rhyming Strategy Brainteasers, Level A

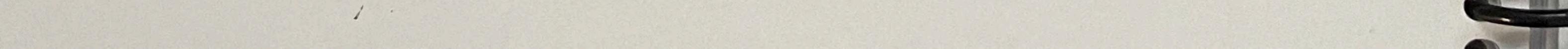
# Keywords 1-59

- This is a two minute check to see how many keywords are in your head.
- Look at each word quickly, spot as many spelling patterns as you can and print the matching keywords on the line under the word.
- After two minutes, count the correct number of keywords.
   Complete the page using the Keyword Bank (in class or homowork).



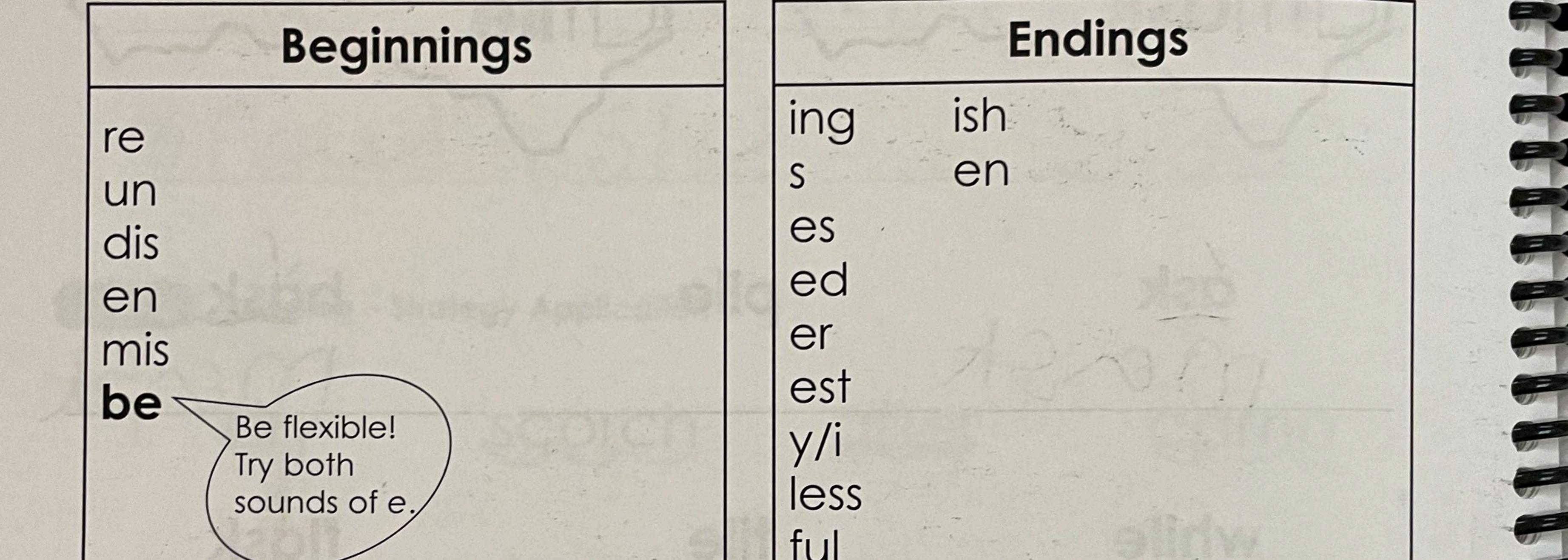
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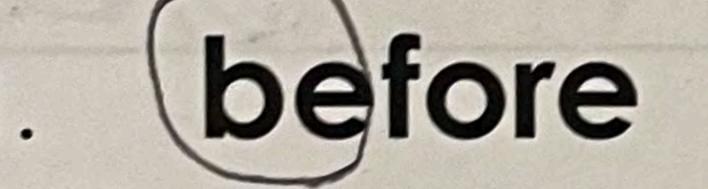




# Artifact DDD Lesson 59: Peeling Off Strategy

be- (to make, by)
"I'll peel off \_\_\_\_\_ at the beginning/end of the word." (Circle the beginning(s)/ending(s) in the word.)
"The root is \_\_\_\_\_. The word is \_\_\_\_\_. I used the Peeling Off Strategy and I read the word \_

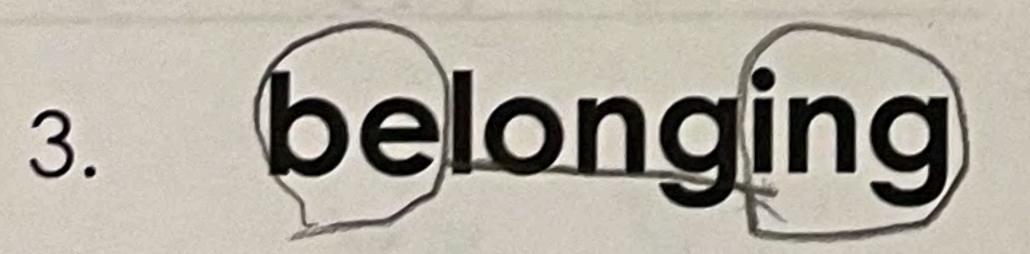






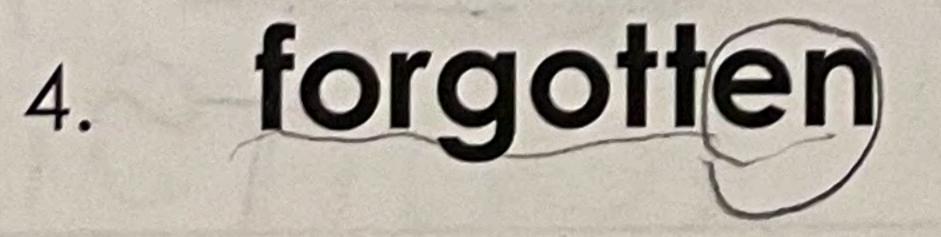


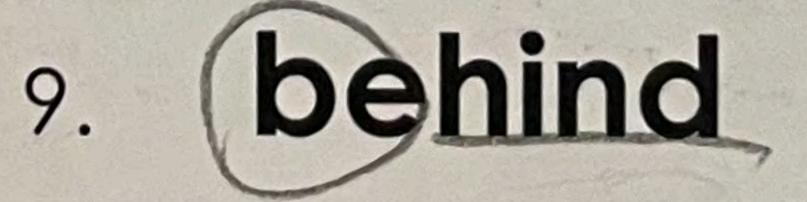






8.





5. misnamed



6

e

2022-2023 Math Intervention											
109 students total											
Grade 3											
BRIDGES (goal: 7/10)											
	10/10	10/10	10/10	8/10	10/10	9/10	10/10	8/10	9/10	9/10	9/10
	9/10	8/10	10/10	6/10	10/10	9/10	10/10	8.5/10	4/10	7/10	9/10
	NA	NA	NA	NA	NA	NA	NA	NA	AN	AN	
	9/10	9/10	8/10	5/10	4/10	6.5/10					
	10/10	9/10	9/10	6/10	10/10	6/10	7/10	7/10			
	9/10	9/10	9/10	10/10	9.5/10	8/10	10/10	8/10			
	7/10	8/10	7/10	8/10	10/10	8/10	8/10	6.5/10			
Met Goal (7/10)											
Did Not Meet Goal (below 7/10))											
Moby Max	Sept (3.0)	Oct	Nov	Dec	Jan (3.5)	Feb	Mar	Apr	May (3.9)		
	2.3	2.8	2.9	3.0	3.6	3.7	3.8				A
	1.8	2.5	3.0	2.7	3.3	3.6	3.8				rt
	1.8	2.7	2.8	2.8	3.0	3.5	3.9				if
	NA	2.3	2.4	2.4	2.5	3.2	3.2				a
	1.8	1.8	2.2	2.4	2.5	2.7	2.7				ct
	NA	NA	2.4	2.4	2.7	3.2	3.3				: E
	NA	NA	2.6	2.6	2.7	3.0	3.1				E
											E
student made progress											
student made no progress											
student regressed											
Fletcher Fluency Intervention (Addition)	Jan	Feb	Mar	Apr	May						
	24	26	moved to mult.								
	23	16	moved to mult.								
	17	23	moved to mult.								
	28	30	moved to mult.								
	21	35	moved to mult.								
	39	39	moved to mult.								
	37	33	moved to mult.								
	35	36	moved to mult.								
	14	19	moved to mult.								
32-40											
23-31											
Bolow 33											

Elatehas Elinaras Internation (Culturaction)	5	Coh	ven	Anr	Mari			
				ī				
	ΠD	18	moved to mult.					
	12	16	moved to mult.					
	4	14	moved to mult.					
	27	29	moved to mult.					
	31	36	moved to mult.					
	25	30	moved to mult.					
	17	11	moved to mult.					
	14	28	moved to mult.					
	12	11	moved to mult.					
32-40								
23-31								
Below 23								
Fletcher Fluency Intervention (Multiplication)	Feb	Mar	Apr	May				
	NA	23						
	NA	20						A
	NA	absent						rt
	NA	36						if
	34	38						ac
	22	26						ct
	24	ab						E
	36	37						E
	30	30						E
32-40								
23-31								
Below 23								
Fletcher Fluency Intervention (Division)	Feb	Mar	Apr	May				
	NA	10						
	NA	Absent						
	AN	Absent						
	NA	20						
	28	21						
	20	19						
	4	Absent						
	23	26						
	2	1						
32-40								

Janat       Selow 23         Below 23       Selow 23         Below 23       Selow 23         Below 24       Selow 24         Below 25       Selow 24         Proposition       Sylop         Proposin	10     10/10       10     10/10       10     10/10       10     8/10       10     10/10       10     9/10       10     9/10       10     9/10       10     9/10       10     9/10       10     9/10       10     9.5/10       10     9.5/10		10/10 7/10 8/10 8/10 9/10 9/10 9/10 9/10 8/10 8/10 8/10 3.8	9/10 8/10 8/10 8/10 7/10 8/10 10/10 10/10 9.5/10 9.5/10 9.5/10 3.9	9/10 9/10 9/10 9/10 7/10 8/10 10/10 10/10 9/10 7/10 8/10 8/10	10/10 10/10 8/10 8/10 10/10 10/10 10/10 10/10 8/10 9/10	10/10 10/10 10/10 8/10 10/10 9.5/10 9/10 9/10 7/10 9/10	8/10 9/10 10/10 10/10 10/10 10/10 10/10 10/10 10/10 9/10	A
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9,100 0 1710 0 1710 1710 1710 1710 1710 1			10/10 7/10 8/10 8/10 9/10 9/10 9/10 8/10 8/10 8/10 3.3 3.3	9/10 8/10 8/10 7/10 8/10 10/10 9/10 9/10 9/10 9/10 9/10 3.9	9/10 8/10 9/10 7/10 8/10 10/10 9/10 9/10 8/10 8/10 8/10	10/10 10/10 8/10 10/10 8/10 10/10 10/10 10/10 8/10 9/10	10/10 10/10 10/10 8/10 10/10 9.5/10 9/10 9/10 7/10	8/10 9/10 10/10 10/10 10/10 10/10 10/10 10/10 9/10	A
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8/10 10/10 9/10 8/10 8/10 8/10 8/10 3.1 3.5 3.6 3.6 3.6 3.6 3.7 3.0 2.2 NA NA NA NA NA NA Sept 4.0)			9/10 9/10 8/10 8/10 8/10 3/10 3.8 3.8	10/10 9.5/10 9.5/10 9.5/10 3.9 3.9	10/10 9/10 7/10 8/10 8/10 <b>Mar</b> 4.0	10/10 10/10 8/10 9/10	9/10 9/10 7/10 9/10	10/10 10/10 10/10 9/10	A
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7/10)) Sept			an (4.5) 3.8 4.1	3.9 3.9	Mar 4.0	Apr			A
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7/10))  Sept (4.0)  Sept  Na  Na  Na  Na  Na  Na  Na  Na  Na  N			<mark>lan (4.5)</mark> 3.8 מיז	Feb 3.9	Mar 4.0	Apr			A
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Sept									
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Sept									
	Nov	Dec	lan	Feb	Mar	Anr	Mav		
NA 36% (x)	5	0	71% (x)	74% (x)	(x) %62		•		
student made progress									
student made no progress									
student regressed									
Fletcher Fluency Intervention (Multiplication ) Jan Feb	b Mar	Apr	May						
40 40	9 40								

		ŗ	č								
	ABSENI	3/	31								
	39	38	39								
	31	31	38								
	39	vacation	40								
	37	39	40								
32-40											
23-31											
Below 23											
Fletcher Fluency Intervention (Division)	Jan	Feb	Mar	Apr	May						
	23	24	16								
	26	28	28								
	34	31	32								
	absent	29	28								
	24	23	36								
	29	22	24								
	23	vacation	39								
	29	29	31								A
											rt
32-40											ifa
23-31											ac
Below 23											ct
											E
Grade 5											E
BRIDGES (goal: 7/10)											E
	7/10	8/10	9/10	6/10	9/10	8/10	10/10	7/10	7/10		
	10/10	8/10	10/10	10/10	10/10	8.5/10	10/10	8/10	10/10		
	7/10	9/10	10/10	9/10	9/10	8/10	9/10	10/10	10/10		
	7/10	10/10	10/10	10/10	10/10	8/10	9/10	10/10	10/10		
	10/10	10/10	8/10	10/10	10/10	9/10	10/10	10/10	10/10		
	NA	9/10	10/10	6/10	10/10	7.5/10	10/10	8/10	9.5/10	8.5/10	10/10
	9/10	9/10	10/10	6/10	10/10	7/10	9/10	10/10	10/10	10/10	10/10
INET GOAI (// JU)											
Did Not Meet Goal (below 7/10))											
ALEKS (26 total topics)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		
	NA	NA	12/26	13/26	14/26	16/26	12/26				
	NA	NA	8/26	8/26	18/26	18/26	18/26				
	NA	NA	7/26	8/26	10/26	12/26	14/26				
student made progress											

student made no progress										
student regressed										
Moby Max	Sept (5.0)	Oct	Nov	Dec	Jan (5.5)	Feb	Mar	Apr	May (5.9)	
	2.9	3.5	3.5	3.8	3.9	4.2	4.4			
	3.1	4.2	4.2	4.2	4.3	4.7	4.7			
	NA	NA	3.2	3.6	3.7	4.0	4.1			
	NA	NA	NA	NA	4.1	4.2	5.3			
	3.2 (received help from para without knowing)	2.5 did alone no help	ŵ.	3.8	8. 8.	8.	3.8			
student made progress										
student made no progress										
student regressed										
Fletcher Fluency Intervention (Multiplication)	Jan	Feb	Mar	Apr	May					
		:								A
	30	33								\r
	40	40								ti
	40	40								fa
	38	39								IC
	40	40								t
										E
32-40										E
23-31										E
Below 23										
Fletcher Fluency Intervention (Division)	Jan	Feb	Mar	Apr	Mav					
				-						
	27	23								
	22	27								
	21	26								
	10	13								
	14	18								
32-40										
23-31										
Below 23										

# **GHR Math Intervention**

### 2022-2023 Math Update

### 2022-2023 NUMBER OF STUDENTS IN MATH INTERVENTION AND NUMBER EXITED

Grade Level	Number of Students in Math Intervention at <u>Beginning of Year.</u> <u>September 2022</u>	Number of Students still in Math Intervention in <u>February, 2023</u>	Number of Exited so far this year (2022-2023)
3 (116 students)	13 (11% of grade level)	20 (17% of grade level)	No one exited yet.
4 (105 students)	17 (16% of the grade level)	28 (26% of the grade level)	One 4th grader exited 12/23/23, One 4th grader exited 2/8/23
5 (133 students)	16 (12% of the grade level)	21 (16% of the grade level)	Two 5th graders exited 12/23/23, One 5th grader exited 2/9/23
TOTAL: (354 students at GHR)	46 (13% of total GHR population is in math intervention at the beginning of the year)	69 (19% of the total GHR population is in math intervention as of February 2023)	5 students exited so far this year

### **Artifact FFF**

### Updates from GHR Math Intervention 2022-2023

+	%
×	=

- Total number of students at GHR: 354 (Currently, 20% of the GHR population receives math intervention.)
- From September to February we exited 5 students, but many changed programs to meet individual needs.
- In September, we offered: Moby Max Intervention, Bridges Intervention, and Fact Fluency 'Boost' groups with our UCONN Intern.
- In November, we added an ALEKS Math Intervention group in grade 5 with the special ed teacher.
- ★ Currently, we offer Moby Max Intervention, Bridges Intervention, a new Graham Fletcher Fluency Intervention, ALEKS Intervention, Fact 'Boost,' and SBAC Problem Solving with the UCONN Intern.

## MORE UPDATES FROM GHR MATH INTERVENTION

 Steph and Erin run all the different groups, except for one grade 3 Fact Fluency 'Boost' group and the grades 4 and 5 SBAC Problem Solving groups. These are run by the UCONN

Ir	itern.	https://docs.google.com/spreadsheets/d/1UAeGSfQca3xb4Hxf0AX6FsZ502LAQP01oe9S07zDW08/edit?usp=sharing

Fact Fluency 'Boost'	Fact Fluency 'Boost'	Fact Fluency 'Boost'	SBAC Problem
September,	Exited in December,	February,	Solving, February,
2022	2022	2023	2023
66 students	34 students exited	15 students	27 students

# GRADE 3 MOBY MAX



Grade 3: MOBY MAX: 7 Students		Recently started and not enough time in groupyet!	Less than one year's growth (less than 1.0)	More than One Year's Growth (1.0–1.9)	More than Two Year's Growth (2.0 or more)
September, 2022 to January, 2023	Student Growth	2/7	NA	5/7	0/7

# GRADE 4 MOBY MAX



Grade 4: MOBY MAX: 8 Students		Recently started and not enough time in groupyet!	Less than one year's growth (less than 1.0)	More than One Year's Growth (1.0-1.9)	More than Two Year's Growth (2.0 or more)
September, 2022 to January, 2023	Student Growth	2/8	4/8 •special ed teacher pulled to sub or assist with student behaviors and group gets cancelled	0/8	2/8

# GRADE 5 MOBY MAX



Grade 5: MOBY MAX: 5 Students		Recently started and not enough time in groupyet!	Less than one year's growth (less than 1.0)	More than One Year's Growth (1.0-1.9)	More than Two Year's Growth (2.0 or more)
September, 2022 to January, 2023	Student Growth	4/5	1/5	0/5	0/5

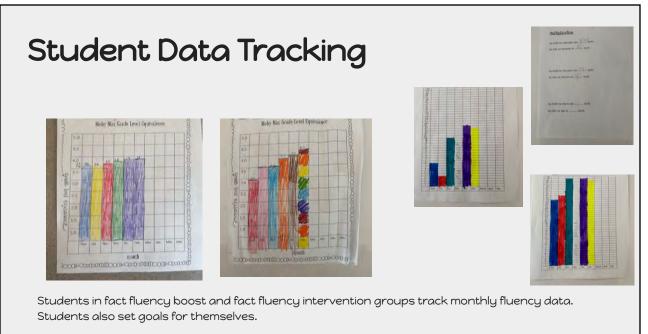
# GRADE 5 ALEKS: Started November, 2022



\*TOPICS MASTERED CAN BE LARGER THAN LEARNED TOPICS DUE TO MASTERING TOPICS ON THE PRE-ASSESSMENT\*

ALEKS: 3 Students	Topics Learned	Topics Mastered (topics that are tested after being learned)	Total Topics worked on
Student 1	4/26	9/26	13/26
Student 2	7/26	11/26	18/26
Student 3	12/26	2/26	14/26

#### Artifact FFF



In Moby Max, students track their monthly grade level equivalence.

### HOW IS GHR BENEFITING FROM TWO MATH INTERVENTIONISTS THIS YEAR AND A UCONN INTERN? T, E, A, M, W, O, R, K,

- Math interventionists are able to support Grades 3 and 5 for Tier 1 support (Special Educator, Erin, Steph, and our intern offer push in support)
- The UCONN Intern was able to provide in class support, as well as Fact Fluency 'Boost' groups for all grades this fall and currently for grade 3. Currently, she is also able to provide SBAC problem solving skills/strategies for grades 4 and 5.
- We are able to offer many different math intervention programs, all delivered by certified staff, to meet students' individual needs (Moby Max, Bridges, Graham Fletcher Fact Fluency Intervention, Aleks)

#### **Artifact FFF**

### Effect of Additional Full Time Math Interventionist at GHR

2020-2021 (End of Year)	2021-2022 (End of year)	2022-2023 February	2022-2023 (End of Year)
No Bridges Instructed This Year Only Moby Max	198 modules (24 students)	193 modules (27 students)	
NA	<b>58%</b> (10 students did not pass the first time)	<b>81%</b> (5 students did not pass the first time)	
<b>56 total</b> 56 (Moby Max)	<b>62 total</b> 21 (Bridges) 41 (Moby Max)	69 total 25 (Bridges) 19 (Moby Max) 22 (Fletcher Fluency) 3 (ALEKS)	
<b>73%</b> (41 students with certified staff, 15 with paraeducators)	<b>82%</b> (12 worked with UCONN Intern)	<b>100%</b> (0 with UCONN Intern/Para)	
	(End of Year) No Bridges Instructed This Year Only Moby Max NA 56 total 56 (Moby Max) 73% (41 students with certified staff, 15 with	(End of Year)(End of year)No Bridges Instructed This Year Only Moby Max198 modules (24 students)NA58% (10 students did not pass the first time)56 total 56 (Moby Max)62 total 21 (Bridges) 41 (Moby Max)73% (41 students with certified staff, 15 with82% (12 worked with	(End of Year)(End of year)FebruaryNo Bridges Instructed This Year Only Moby Max198 modules (24 students)193 modules (27 students)NA58% (10 students did not pass the first time)81% (5 students did not pass the first time)56 total 56 (Moby Max)62 total 21 (Bridges) 41 (Moby Max)69 total 25 (Bridges) 19 (Moby Max) 22 (Fletcher Fluency) 3 (ALEKS)73% (41 students with certified staff, 15 with82% (12 worked with100% (0 with UCONN

# PUSH IN CLASSROOM SUPPORT 2022-2023

- In grades 3 and 5, we are able to provide in class support from the math interventionists and UCONN Intern. Classes are chosen by classroom make up and where students would be best supported during the math lesson.
- Grade 4 cannot be accommodated due to their schedule. We are hoping to try next year.

#### Grade 3:

- Five out of six classrooms are supported during the math lesson time. (Kolstad, Ouellette, Nilsen, Wilk)
- UCONN Intern supports two classrooms: Kolstad (1), Libby (2) on her three days at GHR.

#### Grade 5:

- One of the six math times are able to be supported by a math interventionist (Brown) for 45 minutes daily. (Barnes)
- Ms. Marvin does a one on one math program (5 days a week for 45 mins each) for a grade 5 student during the math block so cannot support in class learning.
- UCONN Intern supports one classroom during math time three days a week. (Bernier)

We are able to help with Tier 1 support for 96/116 (83%) grade three students and 66/133 (50%) grade five students.

# GHR Reading Intervention 2022-23

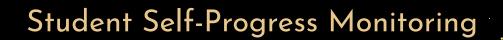
Halley Welz and Lauren Jordan

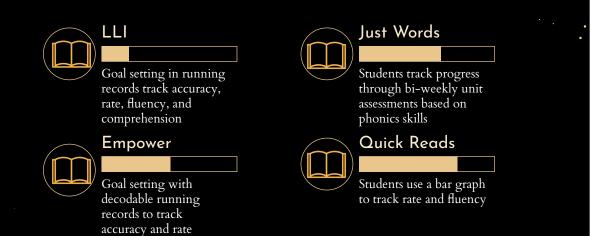


## **Reading Intervention Programs**

We have a variety of different reading intervention programs to suit a variety of different students' needs.

Empower
Leveled Literacy Intervention
Orton Gillingham
Visualizing and Verbalizing
Just Words
Fundations





### Grade 3 Programming 2022-2023

	Boost	Cycle One	Cycle Two
LLI Comprehension	14	19	15
Orton Gillingham with Syllabication	10	19	14
Empower	4	4	5
V&V	1	1	1
EL Students	2	2	2
Students receiving more than one intervention program	10	19	15
TOTAL/Percent of Grade Level	19 students/116=16%	24 students/116=21%	17 students/116 = 15%

	/						
	le 3 Leve Growth		Grade 3 L BAS Do	evels	•		ormational ention Data Post
BAS	Data 202	22-23	Proficiency	Fall	Winter	Level	FUST
Levels of		% of	Level			Developing	25%
Growth	Students	students	Developing	92%	35%		
3+	11	48%				Approaching	<u> </u>
2	7	30%	Approaching	<mark>0%</mark>	<mark>39%</mark>	Approaching	5075
1	3	13%	On Level	<mark>4%</mark>	13%	On Level	<mark>45%</mark>
maintain	2	9%	Above	4%	13%	Above	0%
regress	0	0%		*after boost	.570		

## Grade 4 2022-2023

	Boost	Cycle One	Cycle Two
LLI Comprehension	12	10	3 (plus sbac groups)
Just Words	14	13	10
Empower	3	4	6
EL Students	2	2	2
Students receiving more than one intervention program	7	4	2
TOTAL/Percent of Grade Level	23 students/105=22%	24 students/105=23%	18 students/105=17%

	le 4 Leve Growth			l Profic evels ata 202	· ·	Grade 4 Informational IAB Intervention Data Proficiency Post		
BAS	Data 202 Number	22-25	Proficiency Level	Fall	Winter	Level		
Levels of Growth		% of students	Developing	32%	24%	Developing	26%	
3+	4	17%	Approaching	<mark>24%</mark>	<mark></mark>	Approaching	26%	
2	8	35%						
1	6	26%	On Level	<mark>20%</mark>	<mark>38%</mark>	<mark>On Level</mark>	26%	
maintain	2	9%	Above	24%*	33%	Above	22%	
regress	0	0%		after boost				

## Grade 5 2022-2023

	Boost	Cycle One	Cycle Two
LLI Comprehension	12	15	9 (plus SBAC groups)
Just Words	13	12	12
Empower	3	2	2
V&V	2	3	3
EL Students	2	2	2
Students receiving more than one intervention program	4	8	8
TOTAL/Percent of Grade Level	28 students/133 =21%	27 students/133=20%	18 students/133=14% .

	le 5 Leve Growth		Grade 5 L BAS Da	evels	-	Grade 5 Informational IAB Intervention Data		
BAS	Data 202 Number	22-23	Proficiency Level	Fall	Winter	Proficiency Level	Post	
Levels of Growth	of Students	% of students	Developing	47%	35%	Developing	15%	
3+	6	24%	Approaching	<mark>10%</mark>		Approaching	<mark>29%</mark>	
2	5	20%						
1	6	24%	On Level	23%	<mark>30%</mark>	On Level	<mark>30%</mark>	
maintain	1	4%	Above	20%*	10%	Above	26%	
regress	1	4%		after boost				

		Resp	onse to Intervention	
· · ·		Tier 1	<ul> <li>Reduced: SBAC written response support or Quick Reads for Fluency 1-3 days</li> </ul>	
		Tier 2	<ul> <li>4 days a week LLI or Just Words in group (up to 5) 2 levels below GLE</li> <li>IF</li> <li>● progress is slow</li> <li>● not responding to intervention</li> </ul>	
	$\underline{o}$	Tier 3	5 days a week in LLI, Just Words, OG, Empower, V&V in small group (up to 3)	
		Exit	-Benchmark on level=reduced =Benchmark above level=reduced/exit -WIST (average score range) =EL LAS Links (Level 4 or higher including reading/writing subtest scores)	

Entrance	&	Exit	Assessments
			/ 10000011101110

	Tier 1	-BAS (2 or more levels below GLE) -IAB (scored below the standard) -SBAC (overall score of 1 or 2) -EL identification	
	Tier 2	-WIST (score in the poor range) -LLI Running Records -Just Words Progress Monitoring	
<u>o.o</u>	Tier 3	-Empower Assessments (scored and evaluated with mentor and team to qualify	•
	Exit	-Benchmark on level=reduced =Benchmark above level=reduced/exit -WIST (average score range) =EL LAS Links (Level 4 or higher including reading/writing subtest scores)	R

## **GHR** Intervention Adjustments

	Boost Reduce	Boost Exit	Cycle 1 New	Cycle 1 Reduce	Cycle 1 Exit	Cycle 2 New	Cycle 2 SBAC informal	
Grade 3	0	2	5	3	1	0	4	
Grade 4	3	2	3	2	2	0	5	
Grade 5	0	3	3	5	0 (2 moved out of district)	0	3	
Totals	3	7	11	10	3	0	12	

### **Artifact HHH**

CNH Reading - BAS Scores

Student Name	Grade Level	Block	SBAC Level 2022	Spring BAS 2022	Fall BAS 2021	Winter BAS 2022	Spring BAS 2022
	6	G		R	R	S	
	6	G		U	N/A	Т	
	6	G	1	U	N/A	Т	
	6	G		Т	т	U	
	6	G		Т	Т	U	
	6	G		R	R	S	
	6	G		U	Т	U	
	6	G		R	R	S	
	6	G		U	т	U	
	6	G	NA	NA	Т	U	
	6	G		U	U	W	
	7	E	1	0	0	Р	
	7	H	N/A	L	K	M	
	7	D	1	U	U	V	
	7	D	2	V	V	W	
	7	D	1	U	U	V	
	7	D		V	U	V	
	7	D	N/A	U	T	U	
	7			N/A (STEM	Т		
	7	D	1	Q4)	U	U	
		D		U		V	
	7	D	N/A	Т	т	U	
	7	D	1	U	T	U	
	7	D	1	N/A	Т	U	
	7	D	1	N/A	U	V	
	8	E		Р	0	Р	
	8	Н	2	Т	Т	V	
	8	E	1	U	U	V	
	8	E	2	Т	Т	U	
	8	Н	3	V	V	W	
	8	Н	2	V	U	Х	
	8	Н	1	Т	U	V	
	8	Н	2	U	U	V	
	8	Н	2	V	V	Х	
	8	Н		N/A	S	U	
	8	Н	1	Т	Т	V	
	8	Н	1	U	U	V	
	8	Н	1	Т	Т	V	

#### Artifact HHH CNH Reading - BAS Fall Breakdown

Student Name	Grade Level	Block	BAS Sept	Genre	Accuracy	Self-Correction	Fluency	Comprehension	Focus Area
	6	G	R	Nonfiction	97%	4	1	5 limited	summary, genre
	6	G	Т	Fiction	97%	1	0	6 approaching	summary, genre, author's craft
	6	G	Т	Fiction	97%	1	1	5 approaching	summary
	6	G	Т	Nonfiction	97%	3	1	6 approaching	author's message, genre
	6	G	Т	Fiction	96%	2	1	6 approaching	author's craft
	6	G	R	Fiction	98%	5	0	6 approaching	author's message, descriptive language
	6	G	Т	Fiction	Below 95%	3	0	7 approaching	summary, decoding
	6	G	R	Fiction	97%	1	1	6 approaching	beyond the text
	6	G	Т	Nonfiction	Below 95%	1	1	7 approaching	about the text
	6	G	Т	Ficiton	95%	2	1	8 proficient	summary
	6	G	U	Nonfiction	Below 95%	1	1	8 proficient	fluency, author's message
	7	Е	0	Nonfiction	98%	1	1	6 approaching	beyond the text, author's message
	7	Н	K	Nonfiction	94%	2	1	5 proficient	decoding, text structure
	7	D	U	Nonfiction	98%	1	2	5 limited	summary
	7	D	V	Fiction	98%	0	2	5 limited	beyond the text, summary
	7	D	U	Nonfiction	98%	3	2	7 approaching	beyond the text
	7	D	V	Nonfiction	98%	1	1	6 approaching	genre, graphics
	7	D	Т	Nonfiction	95%	1	1	7 approaching	summary, about the text
	7	D	Т	Nonfiction	96%	0	1	6 approaching	author's message
	7	D	U	Fiction	98%	1	2	6 approaching	beyond the text, inference
	7	D	Т	Nonfiction	97%	0	2	6 approaching	summary, author's craft
	7	D	Т	Nonfiction	97%	1	2	7 approaching	beyond the text, inference
	7	D	U	Fiction	99%	2	3	7 approaching	beyond the text, inference
	8	Е	0	Nonfiction	99%	1	2	6 approaching	inference, summary
	8	Н	Т	Nonfiction	99%	2	2	7 approaching	beyond the text, author's message
	8	Е	U	Nonfiction	98%	0	1	7 approaching	author's message
	8	Е	Т	Nonfiction	98%	2	1	6 approaching	beyond the text, author's message
	8	Н	V	Nonfiction	99%	1	2	7 approaching	about the text
	8	Н	v	Nonfiction	99%	1	2	5 limited	summary
	8	Н	U	Fiction	97%	1	1	5 limited	beyond the text
	8	Н	U	Nonfiction	98%	1	2	7 approaching	inference, summary
	8	Н	v	Nonfiction	99%	3	2	6 approaching	beyond the text
	8	Н	v S	Fiction	96%	1	2	6 approaching	beyond the text, inference
					90%				,
	8	H	T	Nonfiction		0	2	5 limited	beyond the text, author's message
	8	H	U	Fiction	98%	0	1	7 approaching	summary, auhtor's message
	8	Н	Т	Nonfiction	98%	1	2	6 approaching	beyond the text, author's message
		D	Т	Nonfiction	99%	1	2	5 limited	beyond the text

#### Artifact HHH CNH Reading - BAS Winter Breakdown

Student Name	Grade Level	Block	BAS Sept	BAS Winter	Genre	Accuracy	Self-Correction	Fluency	Comprehension	Focus Area
	6	G	R	S	fiction	96%	4	0	5 lmited	fluency, inferences - charactersization
	6	G	N/A	T (tested in Nov)						
	6	G	Т	N/A tested in Dec						
	6	G	Т	U	nonfiction	97%	0	2	5 limited	summary, big idea
	6	G	Т	U	fiction	95%	2	0	7 approaching	big idea, lesson
	6	G	R	S	fiction	97%	2	1		
	6	G	Т	U	fiction	96%	2	1	8 proficient	fluency, decoding
	6	G	R	S	ficiton	96%	0	2	4 limited	about the text
	6	G	Т	U	nonfiction	Below 95%	1	1	7 approaching	fluency, text features
	6	G	Т	U	fiction	97%	3	1	6 approaching	big idea
	6	G	U	W	fiction	95%	1	2	5 limited	summary
	7	Е	0	Р	fiction	95%	2	0	6 approaching	fluency, author's purpose
	7	Н	K	М	fiction	below 95%	4	0	5 limited	about the text
	7	D	U	V	fiction	98%	0	2	5 limited	using specific details to support thinking
	7	D	V	W	fiction	99%	2	2	6 approaching	big idea, lesson
	7	D	U	V	fiction	98%	0	2	5 limited	summary
	7	D	V	W	fiction	97%	0	2	4 limited	summary, symbolism
	7	D	Т	U	fiction	965	1	1	7 approaching	summary
	7	D	Т	U	fiction	97%	3	0	5 limited	author's message
	7	D	Т	U	nonfiction	98%	1	2	5 limited	beyond the text, author's purpose
	7	D	U	V	fiction	96%	0	2	6 approaching	genre
	7	D	Т	u	fiction	98%	1	2	5 limited	about the text
	7	D	Т	U	nonfiction	98%	0	2	4 limited	big idea, text organization
	7	D	U	V	nonfiction	98%	2	3	5 limited	beyond the text, author's purpose
	8	Е	0	Р	nonfiction	99%	1	2	4 limited	summary
	8	Н	Т	V	fiction	96%	0	2	5 limited	about the text
	8	Е	U	V	ficiton	97%	0	2	7 approaching	summary
	8	Е	Т	U	nonfiction	98%	1	2	5 limited	author's message, big idea
	8	Н	V	W	ficiton	98%	3	2	6 approaching	author's message, big idea, lesson the character learns
	8	Н	V	Х	fiction	98%	0	2	5 limited	genre, summary
	8	Н	U	V	nonfiction	97%	1	2	6 approaching	beyond the text - author's message
	8	Н	U	V	fiction	99%	1	2	6 approaching	genre, big idea
	8	Н	V	Х	fiction	97%	1	2	6 approaching	genre, figurative language
	8	Н	S	U	fiction	98%	3	2	6 approaching	beyond the text
	8	Н	Т	V	nonfiction	96%	1	2	5 limited	beyond the text
	8	Н	U	V	nonfiction	99%	0	2	6 approaching	summary
	8	Н	Т	V	nonfiction	98%	1	2	6 approaching	summary (selecting most important info for nonfiction)

#### Artifact III CNH Math Data Sheets - 6th Grade

Student Name	ALEKS Initial Knowledge Check	October Knowledge Check	November Knowledge Check	December Knowledge Check	January Knowledge Check	Growth in Topics: Current to Intial	February Knowledge Check	March Knowledge Check	April Knowledge Check	3rd Qtr Grades
	1	10	14	16	20	19				
	4		6	12	12	8				
	4	5	5	6	6	2				
	6	8	13	17	17	11				
	4	8		6	7	3				
	1	1	2	3						
	3			5	6	3				
	5		6	10	16	11				
	3	8	7	11	10	7				
	13	12	13	11	12	-1				
	5	2	1	3	6	1				
	2	11	11	15	20	18				
	14	15	20	26	31	17				
	7	10	13	13	22	15				
	5			4	4	-1				
	0	2	2	4	6	6				

#### Artifact III CNH Math Data Sheets - 7th Grade

Student Name	ALEKS Initial Knowledge Check	October Knowledge Check	November Knowledge Check	December Knowledge Check	January Knowledge Check	Growth in Topics: Current to Intial	
	2	7	8	11	6	4	
	10	13	18	19	26	16	
	11	21	19	25	30	19	
	10	16	12	13	13	3	
	4	7		7	10	6	
	8	22	26	32	34	26	
	7	8	7	7	9	2	
	10	12	13	11	9	-1	
	4	9	14	9	6	2	
	13	14	17	12	13	0	
	2	7	5	4	suspended	2	
	11	22					
	3	8	15	21	24	21	
	15	17	15	15	16	1	
	7	10	14	16	13	6	
	22	34	44	50	54	32	
	2	16	19	20	in progress	18	
	8	10	19	19	23	15	
	4	8	11	11	9	5	
	14	21	24	28	29	15	
	7	15	18	19	22	15	
	11	13	17	21	20	9	
	18	21	20	22	22	4	
	33	36	38	36	37	4	

#### Artifact III CNH Math Data Sheets - 8th Grade

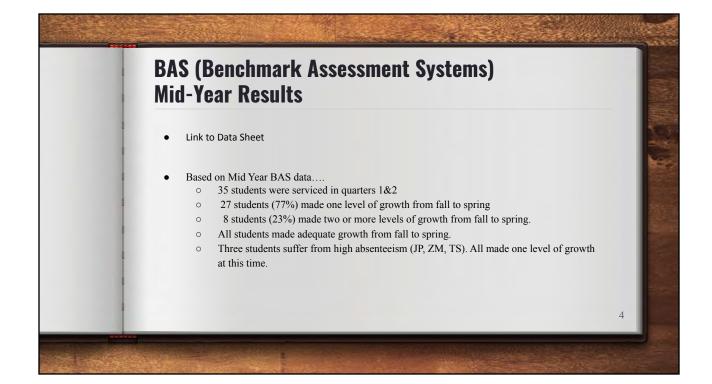
Student Name	ALEKS Initial Knowledge Check	October Knowledge Check	November Knowledge Check	December Knowledge Check	January Knowledge Check	Growth in Topics: Current to Intial	
	2	4	1	0	0	-2	
	0	0				0	
	0	7	6	13	20	20	
	7					-7	
	0	2	3	1	2	2	
	3	14	18	26	43	40	
	1	2	2	7	4	3	
	0	3	9	10	9	9	
	2	4	6	3	7	5	
	20	28	28	23	28	8	
	0	1	0	0	14	14	
	6	12	13	13	13	7	
	2	9	7	9	10		
	0	5	6	8	12	12	
	1	4	9	10	7	6	
	4	7	6	8	6	2	
	3	12	11	12	16	13	
	1	6	8	8	8	7	
	3	8	12	11	10		
	1	9	13	11		-1	
	0	5		4	4		
	3	6		2	1	-2	
	0	8	14	15	19	19	
	0	12	14	15	17	17	

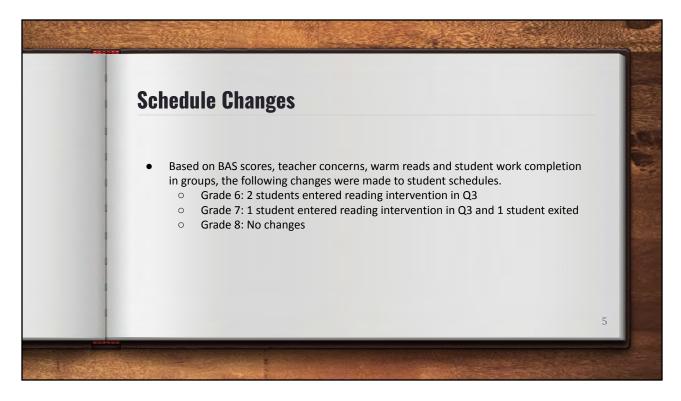
Capt. Nathan Hale Middle School Reading & Math Intervention Updates 2022-2023





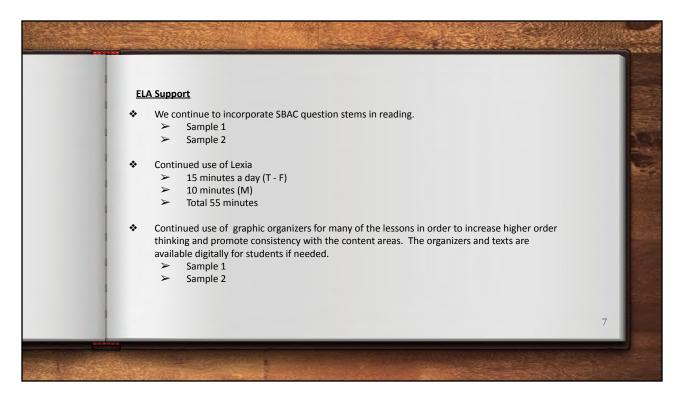
	Grade 6	Grade 7	Grade 8	Total	
Students who made 1 Level o Growth	0/0 00/0	12/13 = 92%	7/13 = 54%	27/35 = 77%	
Students who made 2 or mor Levels of Grow	e ino inve	1/13 = 8%	6/13 = 46%	8/35 = 23%	
All students	s grades 6-8 ma	ade at least one spring!	e level of grow	/th from fall t	

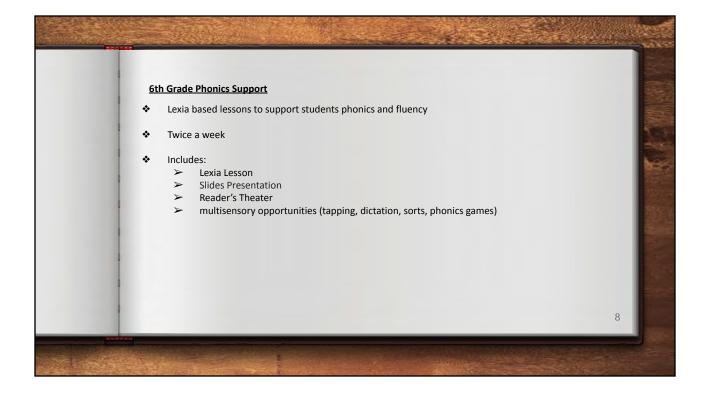


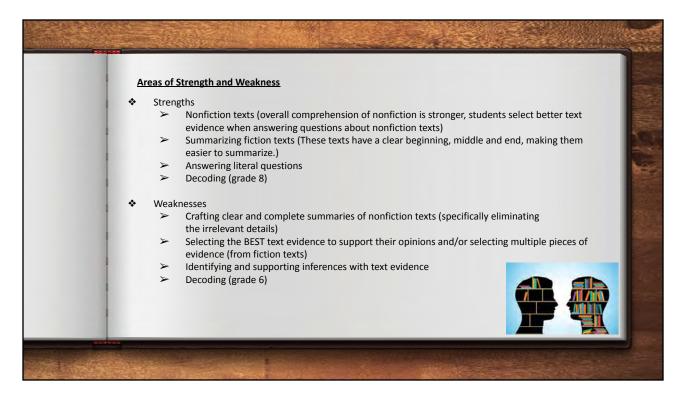


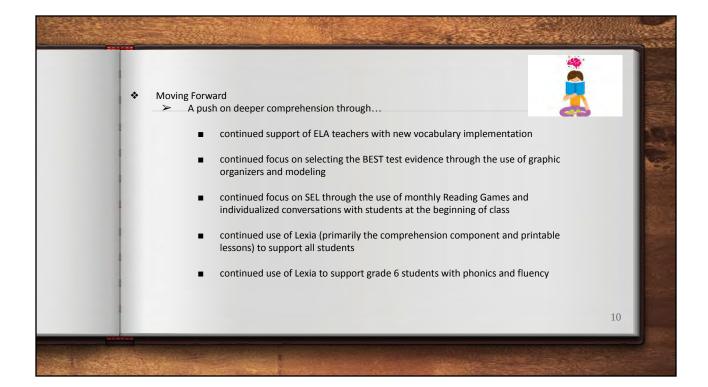
	DEC DECEUDE	OF CTUDENIT	MOVELLENT P	CIDTALC.
)	BIG PICIUKE	OF STODENT	MOVEMENT:	(EADING

Gr 6 9/		Ke ep	Exit	Enter		Ke	Exit	Freter						
Gr 6 9/		ļ	1			ер	LAIL	Enter	Kee p	Exit	Enter	Ke ep	Exit	Enter
5/ 0 7%	/123 = %	9	0	0	9/123 = 7%	9	0	2						
	3/134= 0%	13	0	0	13/134=1 0%	12	1	1						
	3/134 = 0%	13	0	0	13/134 = 10%	13	0	0						
Totals 35 9%	5/391 = %	35	2	0	35/391 = 9%	34	0	0						

















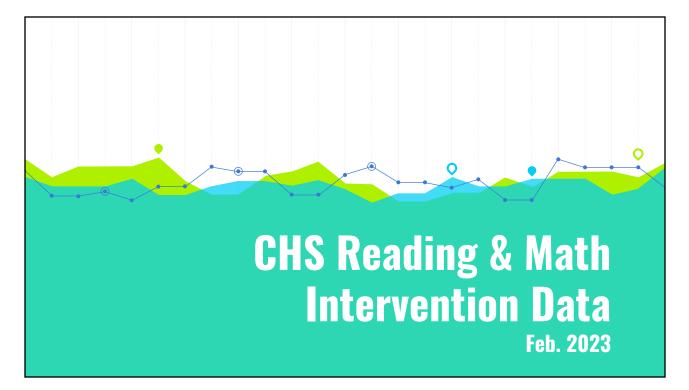
	Q1	End of Q1 or T1		Q2	End	End of Q2 or T2		Q3	End of Q3 or T3		or T3	Q4	
	/T1	Keep	Exit	Enter	/T2	Кеер	Exit	Enter	/T3	Keep	Exit	Enter	/ТЗ
Gr 6	13	13	0	3	16	12	4	7	15				
Gr 7	24	24	1	0	23	23	0	5	28				
Gr 8	24	22	2	0	22	21	1	0	21				

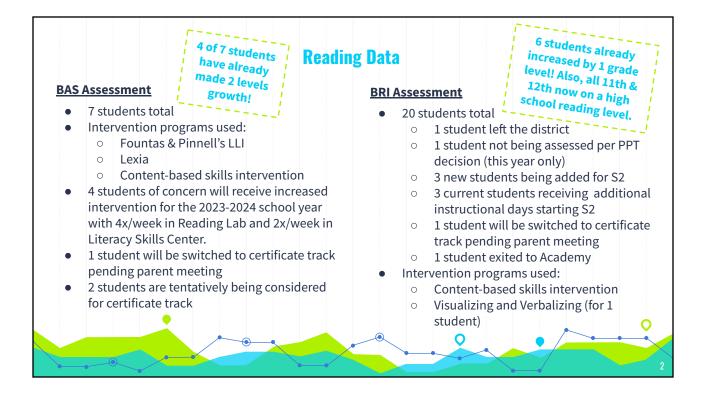
RADE 6 STUDEN	TS:			
• Quarter 1 Per	ccent of Popula	tion Serviced: ·	11 <mark>%</mark> (13 out o	f 123 student
• Quarter 2 Per	cent of Popula	tion Serviced:	13 <mark>%</mark> (16 out o	f 123 student
• Quarter 3 Per	cent of Popula	tion Serviced:		
• Quarter 4 Per	cent of Popula	tion Serviced:		
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	10/13	9/16	/15	
Students Making Progress	10/13			

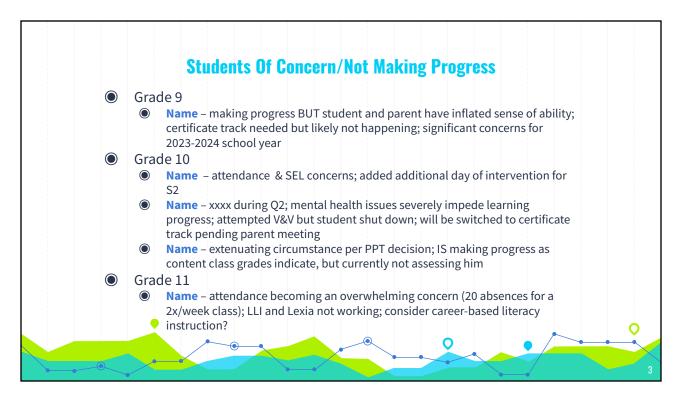
9	GRADE 7 STUDENTS:			
	• Trimester 1 Percen	t of Population Se	erviced: 18 <mark>%</mark> (24	out of 132 student
	• Trimester 2 Percen			
	• Trimester 3 Percen	t of Population Se	erviced:	
	_	Trimester 1	Trimester 2	Trimester 3
	Students Making Progress	19/24	16/23	

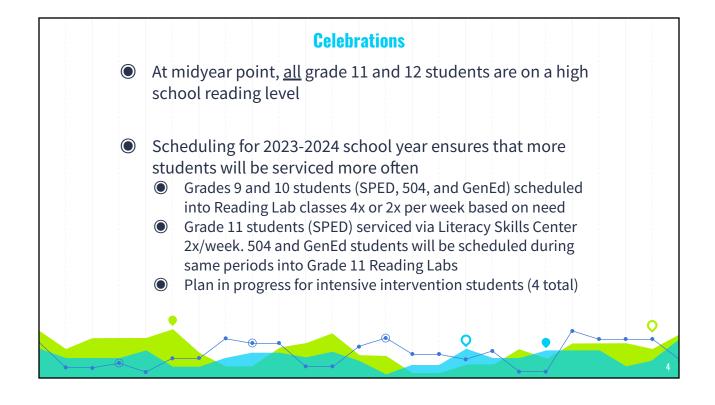
$(\cdot)$	GRADE 8 STUDENTS:				
	• Trimester 1 Perce	ent of Population	Serviced: 18%	(24 out of 130 stude	ents,
			Serviced: 16%		
	• Trimester 3 Perc				
		Trimester 1	Trimester 2	Trimester 3	
	Students Making Progress	Trimester 1 14/24	Trimester 2 11/21	Trimester 3	

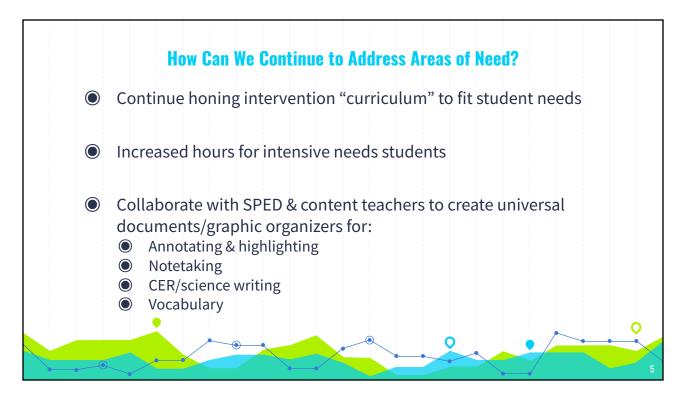


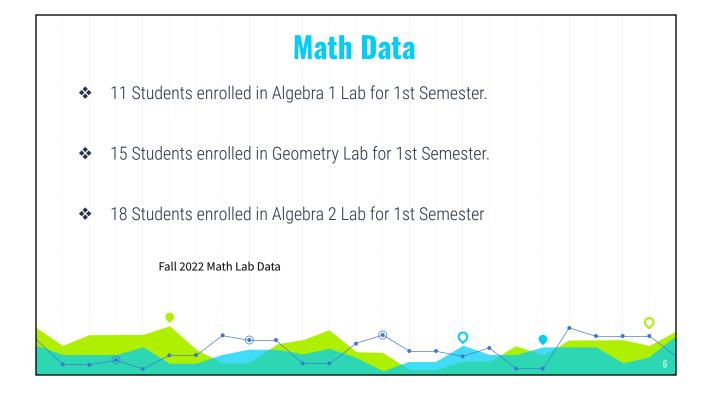


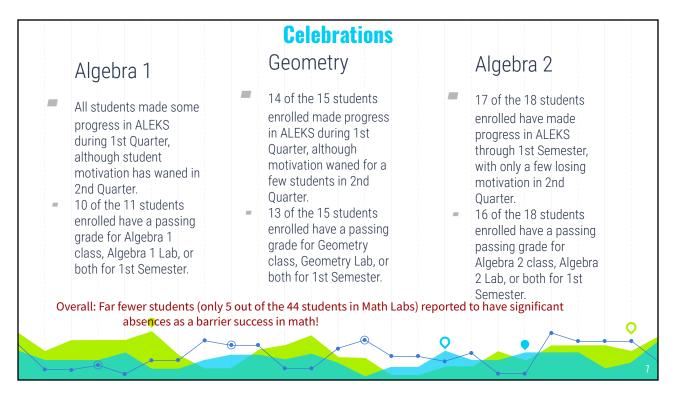


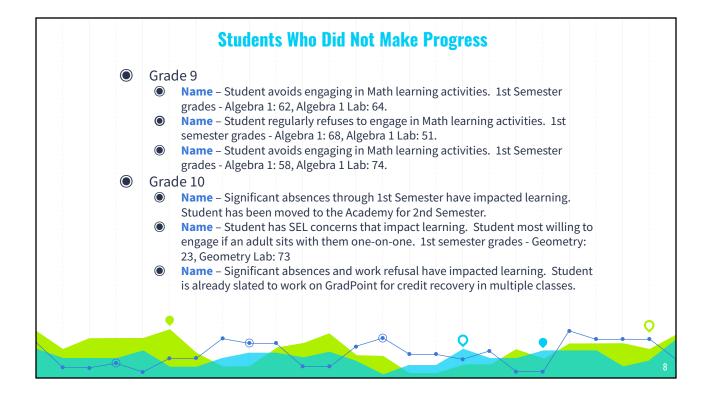


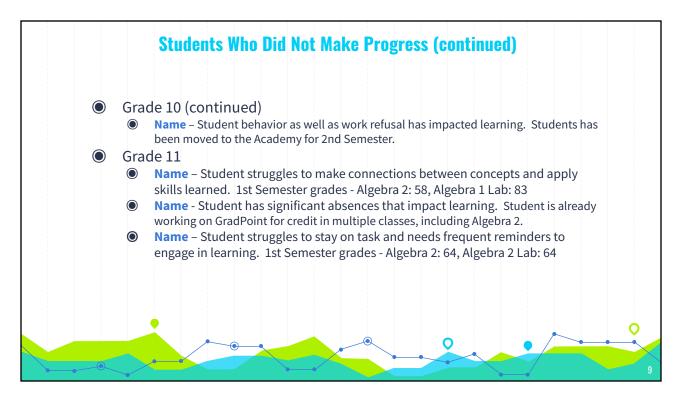


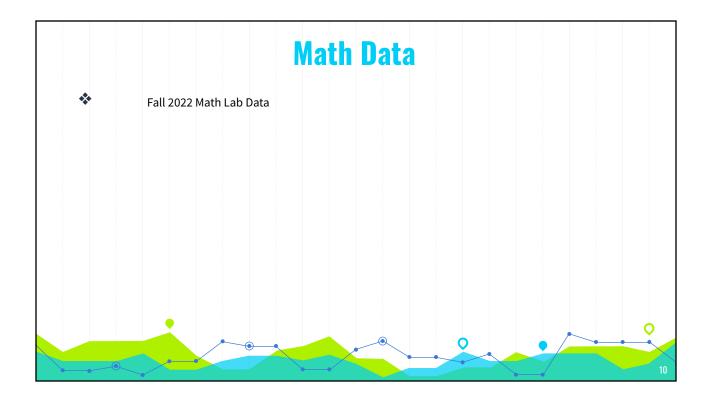


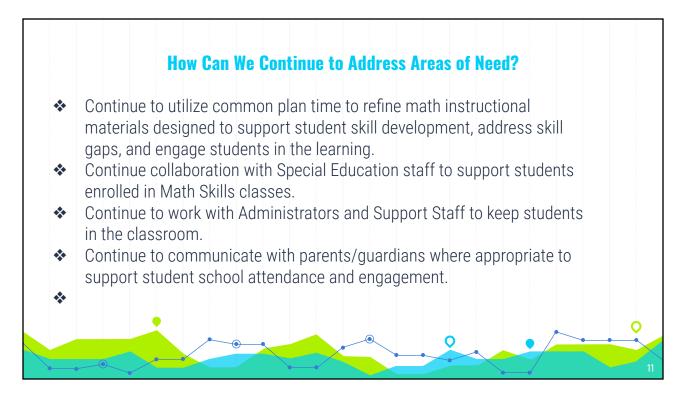












#### Artifact MMM

### **Coventry Public Schools**

#### Dyslexia Characteristic Checklist

(To Be Completed at Referral PPT)

- 1. Review the Characteristics below at the Referral PPT when a Learning Disability/Dyslexia is suspected by school staff or parent
- 2. Check yes if the characteristic is an area of concern
- 3. Check no if the characteristic is not an area of concern
- 4. Include any relevant information or data to support the concern
- 5. If the team determines that the concern warrants further assessments, continue to the assessment portion of this document

Student Name: \_\_\_\_\_

Date of PPT:

Pr	e-Readin	g Birth t	o Kindergarten
Characteristics:	Yes	No	Comments/Data
Difficulty with rhyming			
Difficulty with recalling color names			
Confusion of letters with similar sounds			
Fails to understand that words are composed of separate sounds			
Difficulty with memory			
Speech delays			
Difficulty pronouncing some multisyllabic words correctly			
Adequate comprehension of grade level text that is read to student			

Rea	ding and	Decodii	ng Grades 1 and 2
Characteristics:	Yes	No	Comments/Data
Including any of the above			
Comprehension above decoding level			
Has difficulty with vocabulary			
Does not recognize a word just read when presented on the next page			
Difficulty with understanding what letter comes next in the alphabet			

#### **Artifact MMM**

Fluency Grades 2 and 3			
Characteristics:	Yes	No	Comments/Data
Including any of the above			
Reversals and transpositions of letters and words with similar visual appearance			
Spelling the same word in different ways (i.e.: wuns, wince, for once)			
Does not read fluently (choppy, slow and labored)			
Avoids reading aloud in front of peers			

Reading for New Learning Grades 4 - 8			
Characteristics:	Yes	No	Comments/Data
Including any of the above			
Writing may be disorganized			
Has adequate ability to express self orally but written composition content appears to be below his/her potential			
Difficulty with math calculation skills; recall of facts			
Difficulty with word problems			
Has difficulty with spelling			

- 1. The PPT has determined that further assessments are warranted based on the number of concerns checked above, review of SRBI data and review of reports from members of the PPT support areas of concern. \_\_Yes OR \_\_No
- 2. If YES is selected, review the assessments below and complete the Notice and Consent to Conduct Initial Evaluation (ED625)

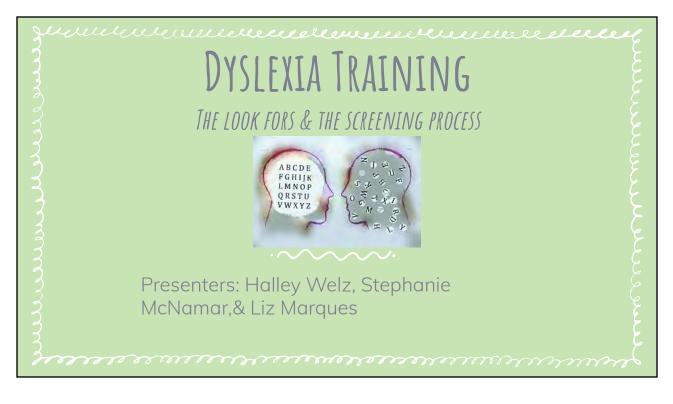
#### **Artifact MMM** Assessments for Consideration for Dyslexia Training

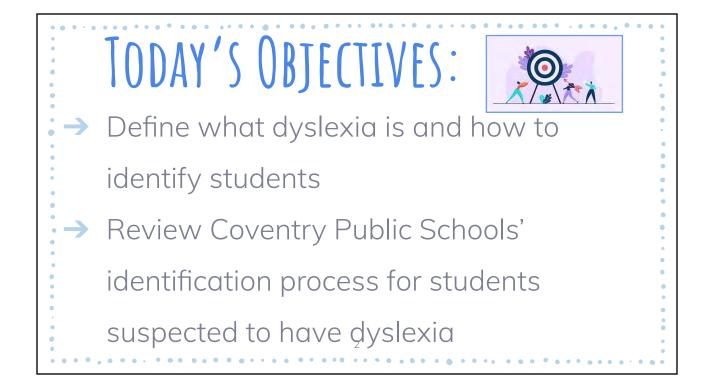
Suggested Assessments	Person Responsible	Area of Assessment
Wechsler Intelligence Scale for Children (WISC-5)	School Psychologist	Intellectual Disability - General Cognition
Test of Memory and Learning (TOMAL)	School Psychologist	Verbal and Non-verbal Memory
Gray Oral Reading Tests (GORT-5)	Reading or Special Education Teacher	Oral Reading Fluency (Rate and Accuracy) & Comprehension
Word Identification and Spelling Test (WIST) - End of 3rd Grade	Reading or Special Education Teacher	Word Identification, Spelling, Sound-Symbol Knowledge
Comprehensive Assessment of Phonological Processing (CTOPP-2)	School Psychologist (refer to Speech Language Pathologist)	Phonological Processing Ability (Phonological Awareness, Phonological Memory, Rapid Automatic Naming)
Clinical Evaluation of Language Fundamentals (CELF-5) - Listening Comprehension Only	Speech Language Pathologist	Oral Language (Receptive and Expressive Language)
Woodcock Johnson IV Educational Achievement	Special Education Teacher	Achievement Test (reading, Mathematics, Writing, Oral Language Abilities and Academic Knowledge)
Social Developmental History	Social Worker	Developmental Milestones Family History

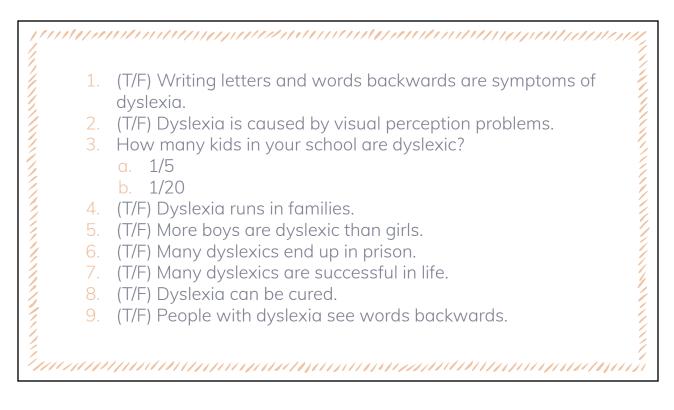
Alternate Assessment Options	Area of Assessment
Wechsler Individual Achievement Test (WIAT-III) Special Education Teacher	Achievement Test (Reading, Mathematics, Writing, Oral Language Abilities and Academic Knowledge)
Wilson Assessment of Decoding and Encoding (WADE) Special Education Teacher	Word Decoding and Encoding

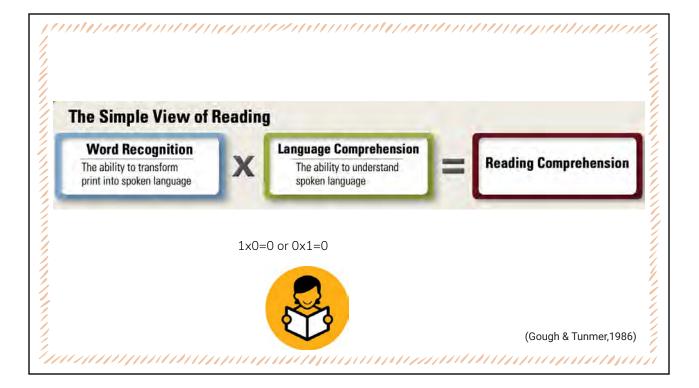
The Consent to Conduct Initial Evaluation form (ED625) has been completed and signed by the parent/guardian. YES or NO

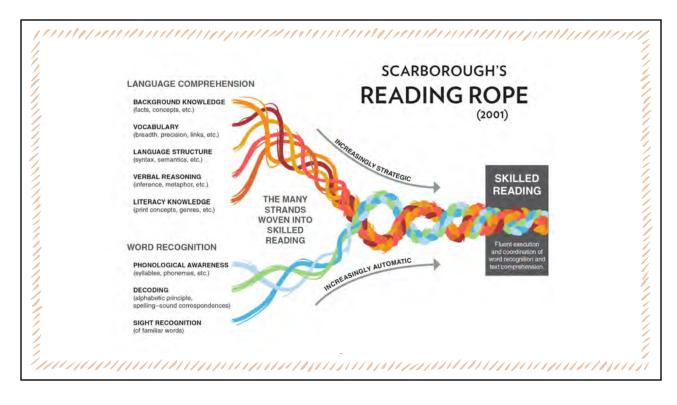
The results of the assessments will be reviewed at the Eligibility PPT which has been scheduled for:

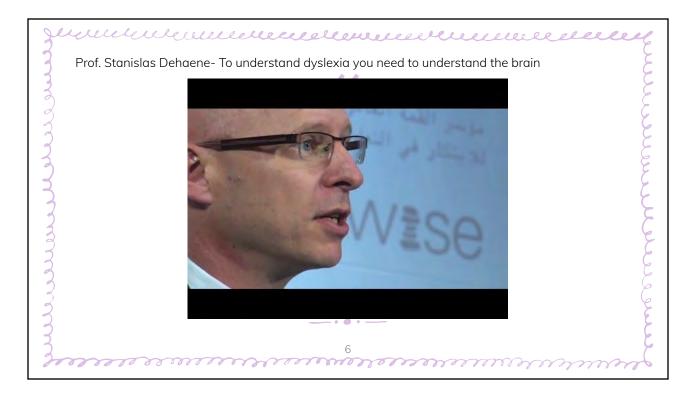


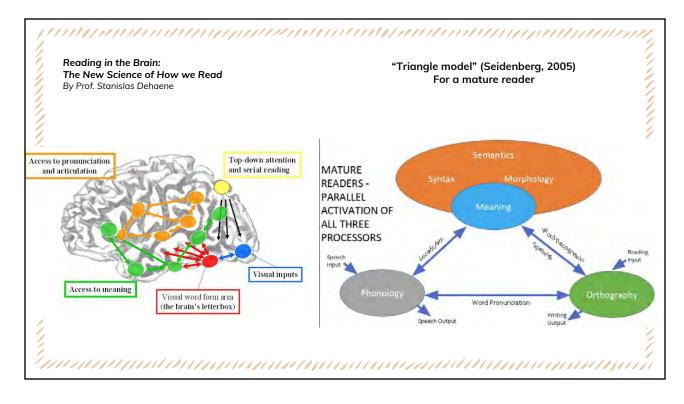


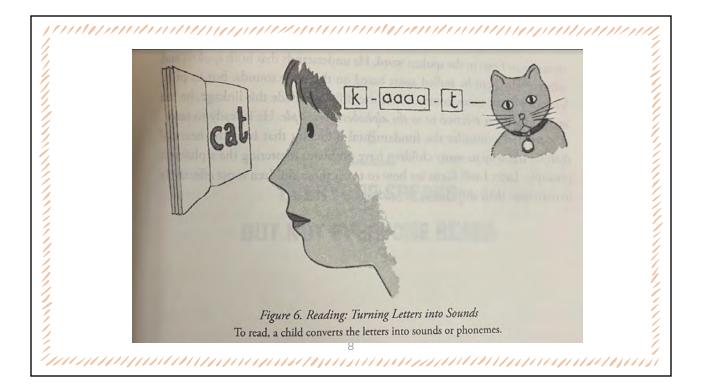


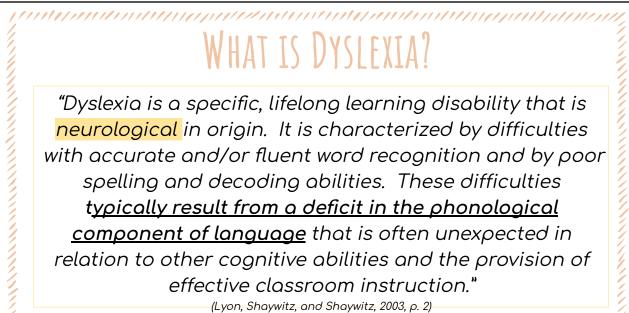












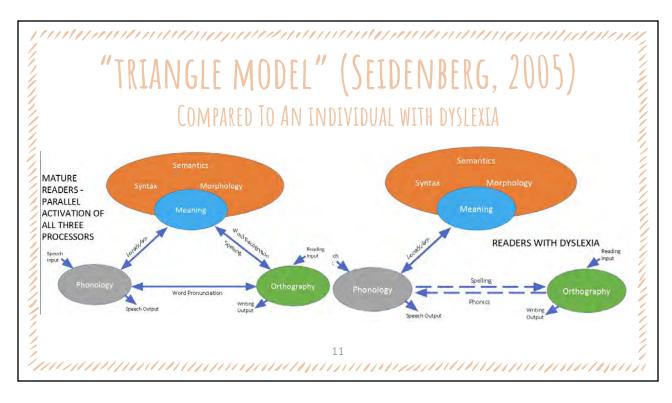
(Lyon, Shaywitz, and Shaywitz, 2003, p. 2)

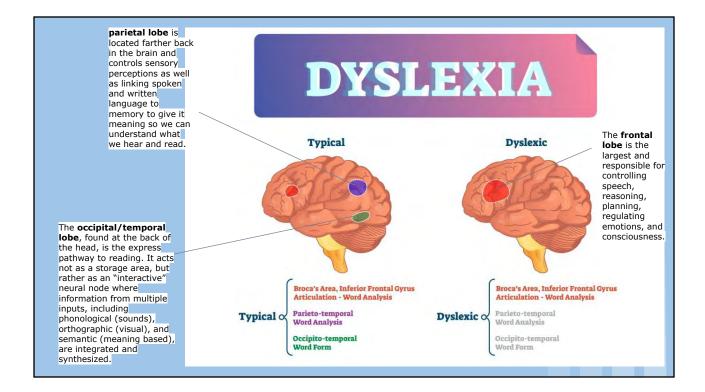
# T TS DYSEFXT

Dyslexia is typically a *phonological deficit*. Phonological Processing is made up of:

- Speeded lexical retrieval- ex. Rapidly naming a series of numbers or letters
  - Tested with rapid naming tests
- Verbal short term memory- ex. Repeating a series of words spoken to them

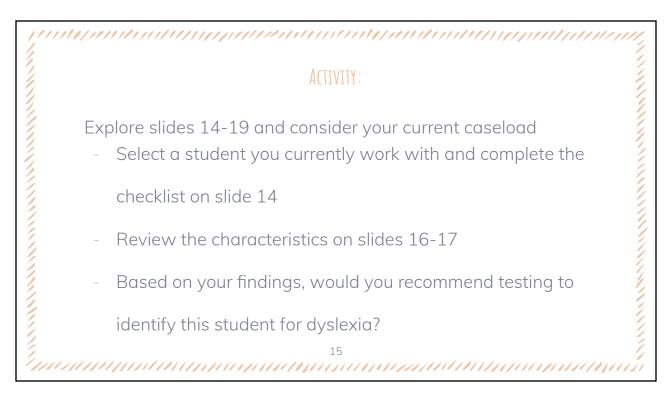
Tested with oral nonsense word repetition tests 

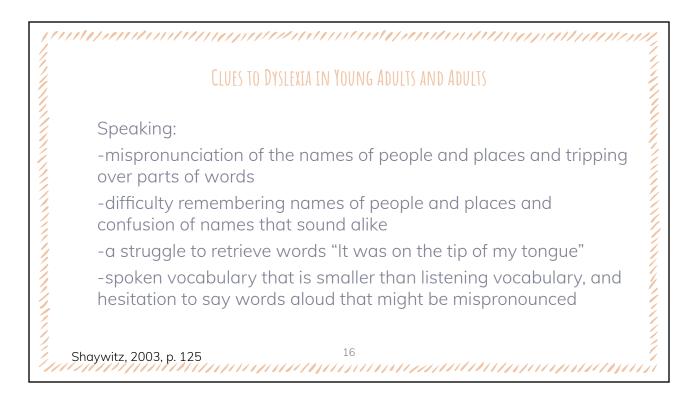


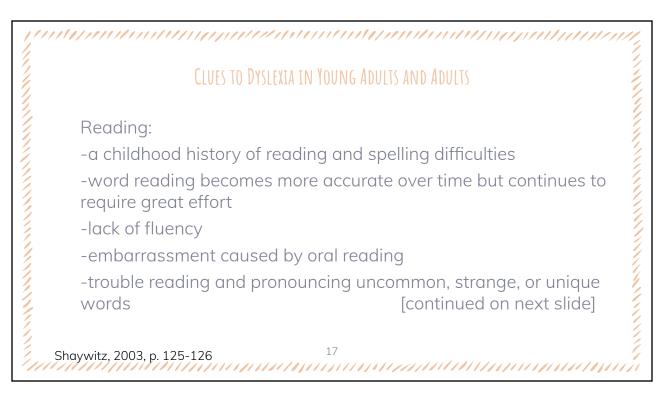


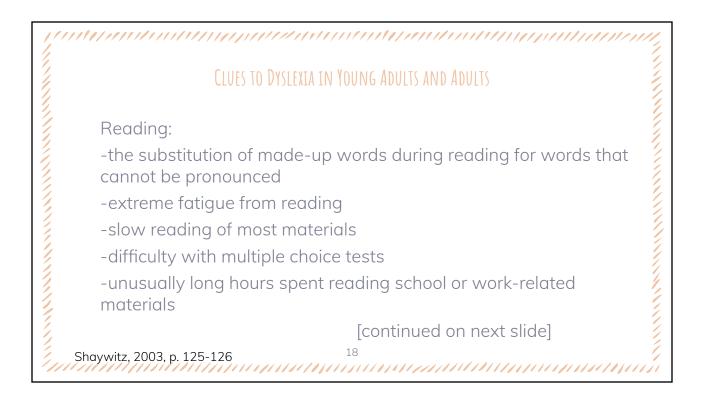


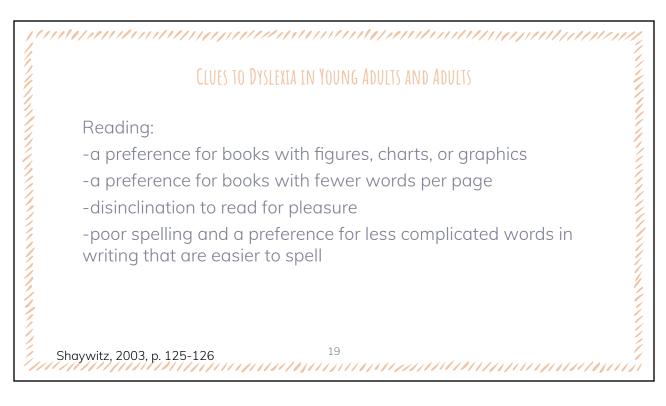
C	oventi	ry Publi	c Schools	CTCNIC OF DVCIEV	ГЛ			
			stic Checklist Referral FPT)	SIGNS OF DYSLEX	IA			
<ol> <li>Review the Characteristics below at the Referral PPT when a Learning Dissolity/Dystewa a pixpected by school stiff or pixed</li> </ol>		Í	Florence	ry Greats 2 at	#2			
<ol> <li>Check yes if the characteristic</li> <li>Check no if the characteristic</li> </ol>	in not an a	area of concer		Characteristics 1	ies	No	Comments Data	
<ol> <li>Include any relevant information</li> <li>If the learn determines that the</li> </ol>			e concern Nor Assessments, continue to the assessment i	Instituting, any all the asserts.				
portion of this document			Date of PPT:	Revenues and Cardingsoftens of letters: and words with strike viewel appendition				
			Date of PPT	Sparing the same word - alternet				
1	re-Amilie	ng Bieth in Ki	indergation	wayt is all guids femosit for onces Does not lead fluency (moon); sow	-			
Characteristics;	Yes	No	Comments/Dela	Ant (Reared)	-			
officing attributions				Avoids reading around in front of pages				
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Falls to undestand that words are composed of sections sounds				Characteristics	Yes	No	Commente/Data	
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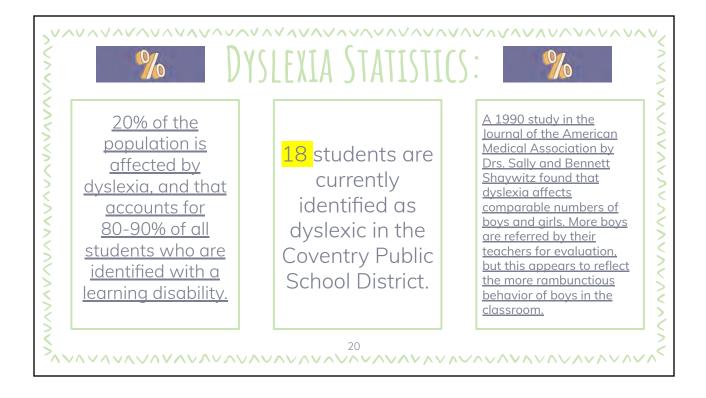




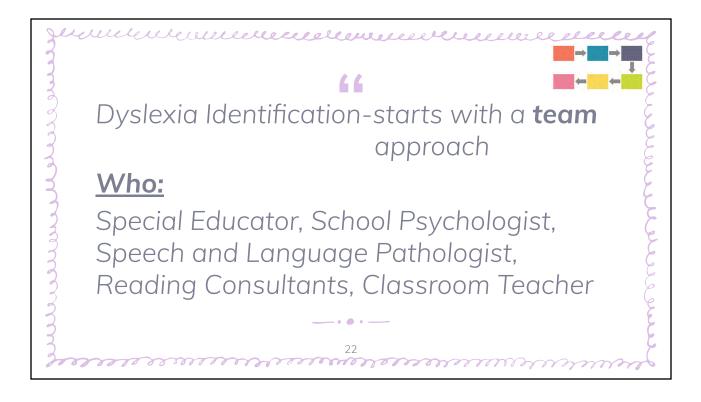


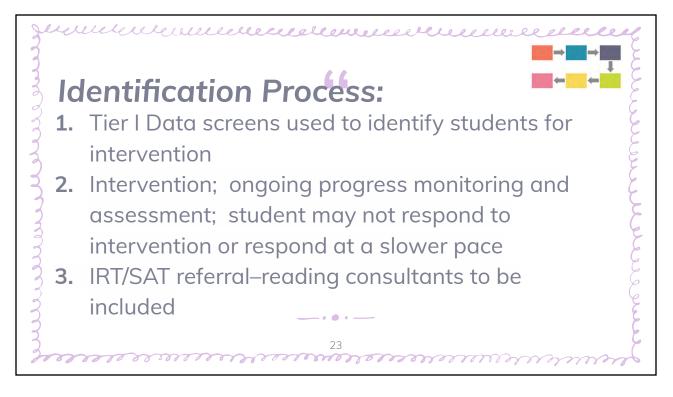


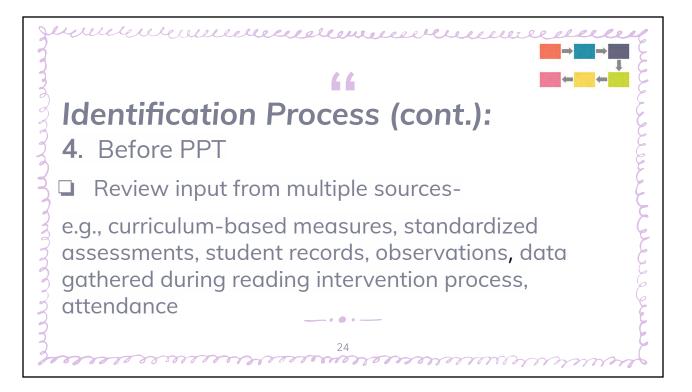




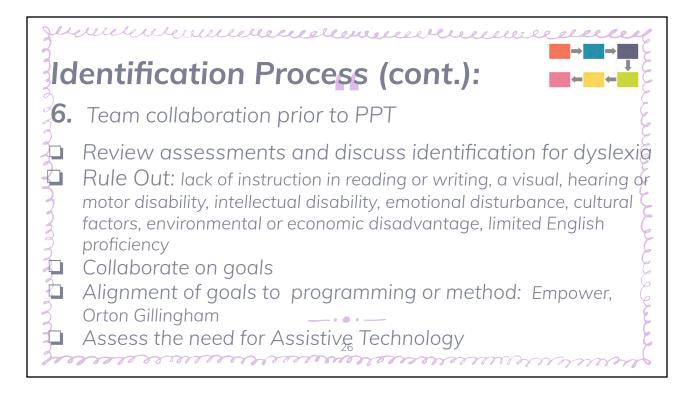


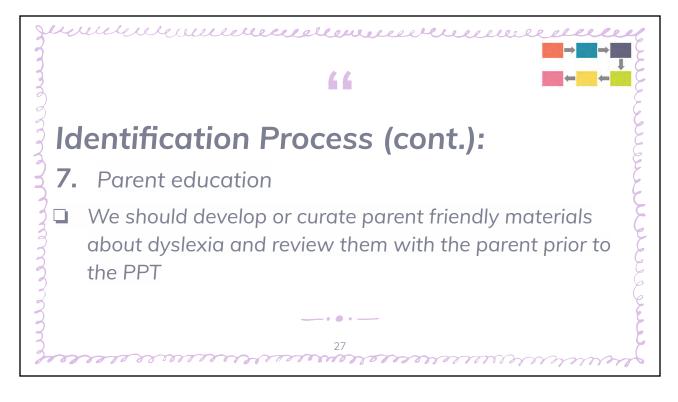


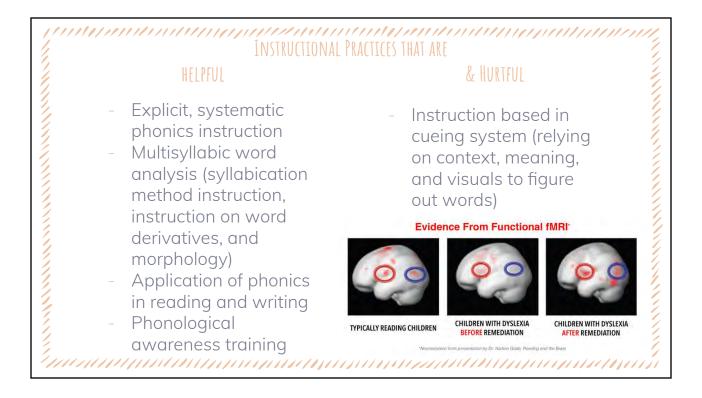


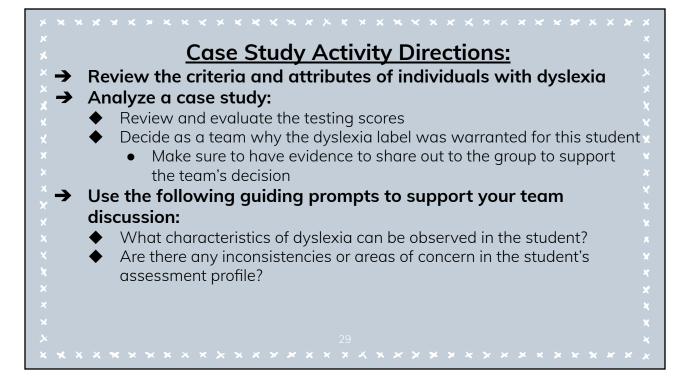




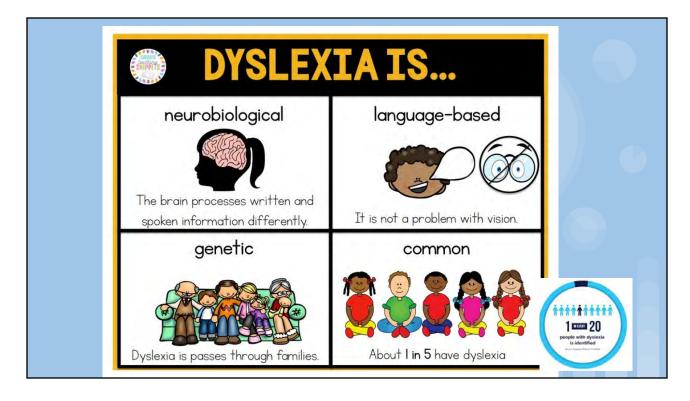








	Any Subject
-	- Pre teaching
	- Extra Time
	- Chunking assignments
	<ul> <li>Provide choice in how to share knowledge/new learning (ex: oral report, poster, create a video)</li> </ul>
	- Multisensory experiences
	- Reduce distractions
	- Allow for wait time
	- Use of manipulatives
	- Shorten/simplify directions
	- Opportunities for praise and highlighted as classroom model
	Writing
	- Short tasks should be handwritten
	- Longer tasks utilize speech to text
	- Encourage sounding out
	- Graphic organizers/sentence stems
•	Reading
	- Tasks on instructional reading level as much as possible
	- Use of trackers to help them keep their place/chunk words
	- Longer tasks/above reading level-listening activities
	- Larger print when possible
	<ul> <li>Opportunities to reread text to build fluency</li> </ul>
	- Choral reading, not popcorn reading
	- Preview text with tricky vocabulary



1011110110	, , , , , , , , , , , , , , , , , , ,
1.	(T/F) Writing letters and words backwards are symptoms of dyslexia.
2.	(T/F) Reading disabilities are caused by visual perception problems
3. 4. 5. 6. 7. 8.	How many kids in your school are dyslexic? a. 1/5 b. 1/20
4.	(T/F) Dyslexia runs in families.
5.	(T/F) More boys are dyslexic than girls.
6.	(T/F) Many dyslexics end up in prison.
7.	(T/F) Many dyslexics are successful in life.
8.	(T/F) Dyslexia can be cured.
	(T/F) People with dyslexia see words backwards.
mmm	





Priority Areas and Use of Funds

Priority 1: Academic Supports, Learning Loss, Learning Acceleration and Recovery

Priority 2: Family and Community Connections

Priority 3: School Safety and Social-Emotional Well-being of the "Whole Student" and of our School Staff

Priority 4: Remote Learning, Staff Development, and the Digital Divide

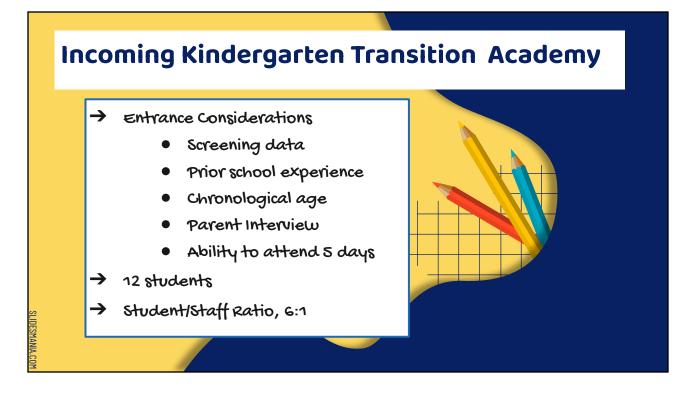
# **Grant Priorities**

<u>PRIORITY 1: Academic Supports, Learning Loss, Learning</u> <u>Acceleration and Recovery</u>

- ★ Incoming Kindergarten Transition Academy
- ★ Summer Academy K-8
- ★ Summer Enrichment Gr1-S
- ★ After School Academy Gr1-5
- ★ Math Intervention Positions CGS and GHR
- ★ Tutoring K-12
- ★ After School Enrichment Programming K-12

PRIORITY 2: Family and Community Connections

★ Family Outreach Saturdays



## **Incoming Kindergarten Transition Academy**

🖈 August 16-20, 2021, 8:30-11:30am

★ Activities and experiences designed to ease students' transition to kindergarten

#### **\*** Routines

- Learn and play
- Use bathroom
- Participate in Morning Meeting
- · Explore school tools
- Play on outdoor equipment
- Travel in the building

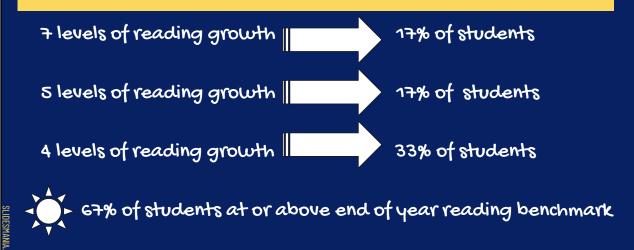
## Incoming Kindergarten Transition Academy: Student Outcomes

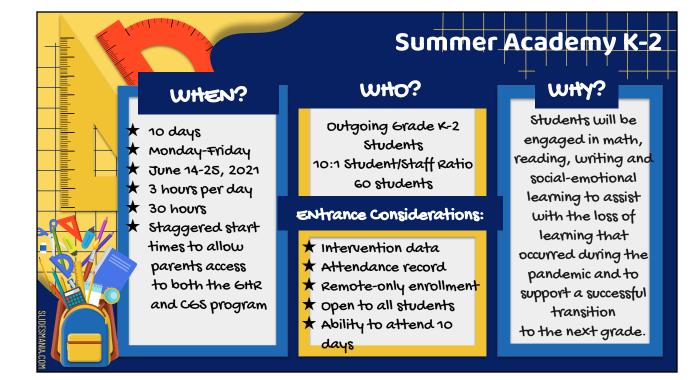
#### Social Skills and work Habits

- Participates appropriately
- Follows directions
- r observes school and classroom rules
- ★ Demonstrates self-control
- $\star$  Interacts appropriately with peers
  - Interacts appropriately with adults

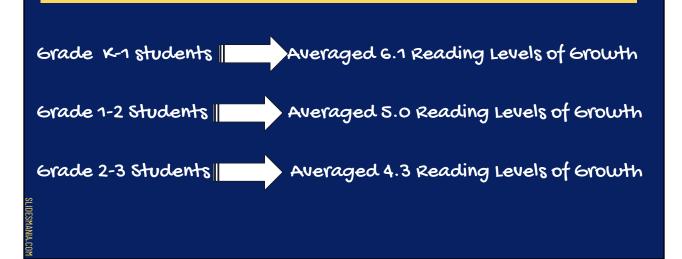
Trimester One <u>Average Score = 3</u> Demonstrated Most of the time With minimal assistance

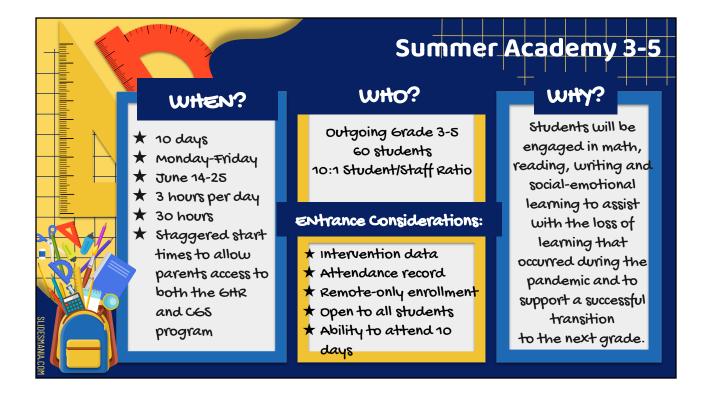
# Incoming Kindergarten Transition Academy Student Outcomes

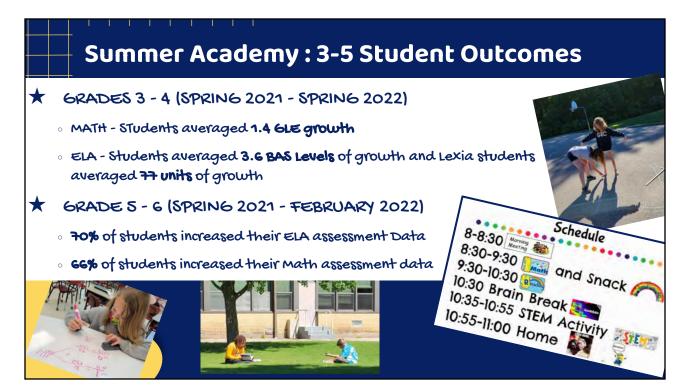




# Summer Academy K-2 Student Outcomes







#### Summer Enrichment Gr 1-5

#### <u>WHO</u>

★ 34 students-Open to All Students

#### WHAT

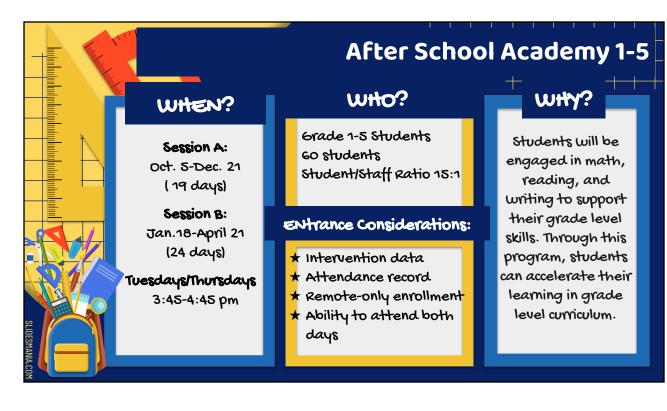
- ★ Project Based Learning with Defined Learning
- 🖈 Team Building
- ★ Virtual Field Trips
- 🖈 Literacy Learning
- \* Physical Education
  - Character Building with Second Step Programming

Sample Activity: Backpack Productivity Design

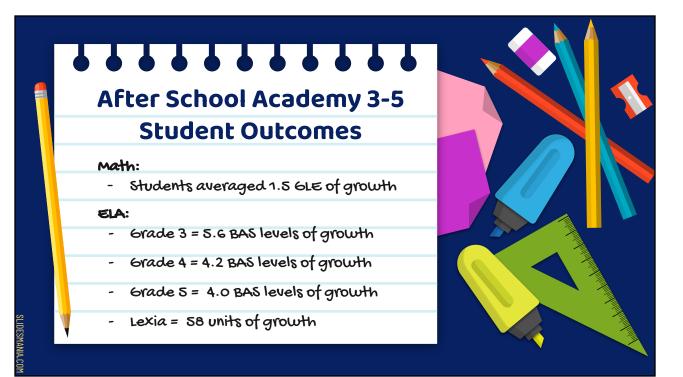
students are backpack designers working for a major company:

- ★ Create a unique backpack design that will stand out in a crowd
- ★ Draw a sketch of your design
- Create a prototype of your design.





			academy 1 & outcomes	2
GRADE	AVERAGE BAS LEVEL GROWTH	AVERAGE SIGHT WORD GROWTH	Average Fact Fluency Mastery Addition	Average Fact Growth Subtraction
ONE	6.3 levels	93 words	79 <b>%</b>	13 facts
TWO	5.1 levels	59 words	74%	13 facts
MATH = ÷ \$3 •				



# CGS Effect of Additional Full Time Math Interventionist

	2020-2021	2021-2022
Modules instructed over the year	128	263
% of students passing modules first time	87%	84%
students serviced throughout the year	47	54
students dismissed back to Tier 1	15%	24%
% of groups with a consistent certified interventionist	59%	90%

#### Additional Opportunities for 2021-2022 School year:

- 104 grade 1 and grade 2 students were enriched through our math club experience.
- 158 students were engaged in additional math thinking activities beyond their Tier I experience: 44% of our student population.

## Math Intervention Position GHR

- ★ Ratio of certified staff to students is 4:1
- ★ Push in classroom support for Tier1 math-170 min/day
- ★ Offering responsive programs such as MobyMax and Bridges
- Groups meet 3-5 times per
   Week

# **. . . . . . . . . .**

**Grade 3:** 100% made at least one year's growth. 40% made more than 2 years growth.

**Grade 4:** 83% made at least one year's growth. 30% made two years growth!

**Grade 5:** 83% made at least one year's growth. 37% made two years growth!

## **Tutoring 1-5**

- ★ Math or Reading
- ★ 1 hour sessions, after school
- ★ One-to-one
- ★ certified staff
- \* 76 hours of tutoring at CGS
- \* 175 hours of tutoring at 6HR
- ★ On average, students grew 1.6 grade levels in 8 months (math)
- ★ 100% of students demonstrated more than one year of math growth



#### Snapshots of student outcomes

- → Increase of 7 reading levels and 122 sight words
- → Increase of 4 reading levels and 78 sight words
- → Increase of 14 addition facts and 18 subtraction facts and met fact fluency benchmark
- → Increase of 13 addition facts and 17 subtraction facts and met fact fluency benchmark
- → Increase from Below to At on Math IAB
- → Increase from Approaching to Above on Math IAB

# Enrichment Programming CGS

PROGRAM	# PARTICIPANTS	
• LEGO Coding	16	
Girls Who Code	24	
Grade 2 Book Club	24	
• Math Club	92	
ArtEnrichment	9	
Fitness Hoops	5	
Engineering	12	
	182	

# Enrichment Programming at GHR

	# Sessions	# Students	
<ul> <li>Mindfulness Club</li> </ul>	6	٩	
Girls Who Code	Ŧ	12	
Girls Who Code 2	Ŧ	12	
• Outing Club Fall	5	12	
Outing Club Spring	4	12	
Multisport Club	5	18	
Principal's Book Club	3	12	
TOTAL		<b>F</b> 8	
Ö Z			

# CNH Summer Academy provided academic support, addressed learning loss, and provided learning acceleration for identified students. For 12 days in June following the start of summer break, students engaged in high interest learning activities focused on an integration of literacy, mathematics and science. Timeframe: Monday, June 14 through Tuesday, June 29 (12 days) 8:30am to 12:30pm (included lunch)

# **CNH Summer Academy**

<u>Criteria for invitation</u>: Students who were generally disengaged during the 20-21 yr.

<u>**Goal:**</u> Structure an academic program that would be engaging, positive school experience in a small, nurturing environment.

#### Who Attended: Grade 7 and Grade 8 Students

- ★ Over 50% of students also participated in our LEASA (Learning Everyday Alternatives for Success and Achievement) program for 21-22.
- ★ 60% of students had increased scores from their fall 21 pre-literacy IAB to spring 22 post-literacy IAB.
- ★ 80% of students had increased scores from fall 21 pre-math IAB to spring 22 post-math IAB.

 $\star$  70% of students improved attendance from 20-21 to 21-22 by more than 50%.

### **CNH Summer Academy**

★ Students read and reflected upon a high interest novel, and left the Academy on June 29 with an individualized academic summer toolkit to help bridge the gap between the past school year and the start of next school year.

★ Students engaged in a Bee Unit-pollinators and their importance

- thands on opportunities
- Outside time

 $\star$ 

Inquiry and research

Virtual Field trip with the CT Science Center learning

about the science behind air molecules - "Extreme Air" From the pollinator science project during Summer Academy 2021.

- \* 224 attendees for Math through June
- \* 42 attendees for Reading through May
- ★ 32 different students for math
- \* 9 different students for Reading
- ★ 2 students participated in both reading and math

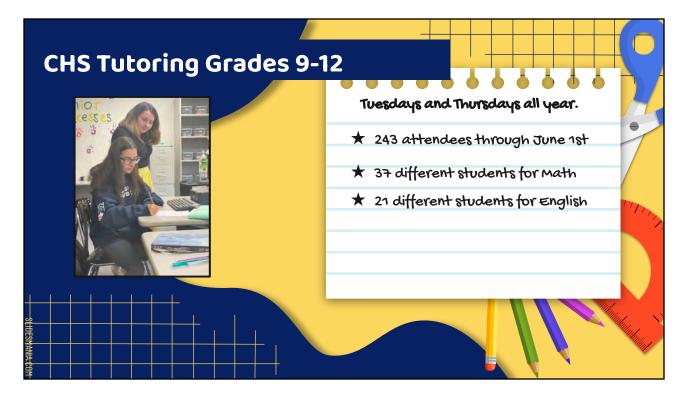


Connecticut Science Center



CNH Tutoring	Reading Tutoring	Math Tutoring
Grades 6-8	One day per week	Two days per week
Attendance	44% of students attended 5 or more times (18 total sessions)	31% of students attended 10 or more times (54 total sessions)
Growth as measured by IAB data.	67% of students showed growth from baseline to Post Literary IAB	Not applicable as math IABs measure different skill sets
Growth as	67 % of students showed	70% of students showed overall
measured by	overall academic growth from	academic growth from Quarter
quarterly grades	Quarter 3 to Quarter 4	3 to Quarter 4

Seven ttigh Interest Programs offered throughout the year	# of Sessions	# of Students	- Long
iCODE-Game Design in Scratch	٩	9	-71 -
Celebrating Multiculturalism through Art, Writing, and Music	9	4	Ro
TACS - Tabletop Antics in Challenge & Strategy	14	20	
Connecticut Humane Society	3	12	
Travel through Theatre	21	17	
Dungeons & Dragons	17	10	and a stande
Chess Club	12	4	
TOTALS	85	76	



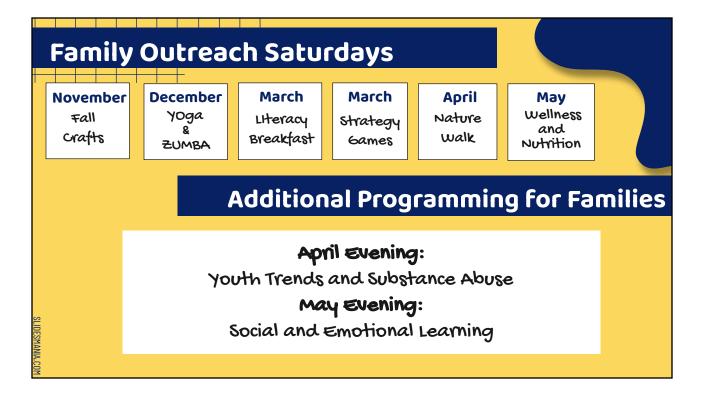
## **Enrichment Programming CHS**

\star Hispanic Culture

- · 9 sessions
- · 20 students
- ★ The Science of Cooking
  - 4 sessions
  - · 9 students
- ★ Cafe de Charlas
  - · 8 sessions
  - · 14 students









#### Successes:

- ★ Well-received by those in attendance
- ★ Families with all aged children
- ★ Positive school experiences
- $\star$  widely supported and attended by district staff



# ESSER

Grant period thru 9/30/22

ESSER II

Grant Period thru 9/30/23

# **ARP ESSER**

Grant Period thru 9/30/24

\$117,663 \$521,667 \$565,920

# ESSER

#### Grant period thru 9/30/22 Exp'd thru 6/30/22

# \$117,663

#### \$117,663

Actual Expenditures thru June 30, 2022

$\star$	Salaries - Health & Safety Liaison, PD	5,546
$\star$	Purchased Services - Software - Newsela, Google meets, padlet,	31,753
	Zeam, Edumedia	
$\star$	Supplies - Classroom Camera set-up, Chromebooks, cleaning supplies	56,872
$\star$	Equipment - UV Lighting	23,492

		\$521,667	
Exp	ant Period thru 9/30/23 o'd thru 6/30/22 maining Funds	\$367,729 \$153,938	
<u>Act</u>	<u>ual Expenditures thru June 30, 2</u>	022	
*	Salaries -0.5 Math Interventioni Substitute Custodians, sum After school academies		161,124
*	Purchased Services - Virtual Fiel	d trips, Author Visits, PD	14,394
*	Contracted Services - HVAC Upg Pear Deck, 6 Suite,Lexia, <del>z</del>	rades, Software-Newsela,	152,644
*	Supplies - Instructional Supplies,	cleaning supplies	39,56 <del>7</del>

**ESSER II** Grant Period thru 9/30/23 Remaining Funds

## \$521,667

\$153,938

Planned Expenditures thru June 30, 2023

$\star$	Salaries - Substitute Custodians, summer academy, PD, Tutoring	78,011
$\star$	Purchased Services - Virtual Field trips, Author Visits	3,350
$\star$	Contracted Services - HVAC Upgrades, Software-Newsela,	48,120
	PearDeck, 6 Suite, Lexia, Zeam, RAZ Kids	
$\star$	Supplies - Instructional Supplies, cleaning supplies	24,457

## ARP ESSER

Grant Period thru 9/30/24 Exp'd thru 6/30/22 Remaining Funds \$565,920

\$117,732 \$448,188

Actual Expenditures thru June 30, 2022

$\star$	Salaries - 1.5 Math Interventionist, After school Academies,	109,896
	Substitute Custodians, summer academy, PD, Tutoring	
$\star$	Purchased Services - Virtual Field trips, Author Visits	2,300
*	Supplies - Instructional Supplies, cleaning supplies	5,536

## ARP ESSER

\$565,920

Grant Period thru 9/30/24 Remaining Funds

\$448,188

P	anned Expenditures thru June 30, 2023	221,064
★	Salaries - 2.0 Math Interventionist, Summer Academy	158,014
$\star$	Employee Benefits	15,976
$\star$	Purchased Services - PD	18,200
$\star$	Contracted Services - HVAC Upgrades, Software- Lexia	14,125
★	Supplies - Instructional Supplies	14,749

- <b>A</b>	RP ESSER	\$565,920	
	Grant Period thru 9/30/24 Remaining Funds \$448,188		
<u>pla</u>	anned Expenditures thru June 30, 2	2024	215, <del>7</del> 22
*	Salaries - 2.0 Math Interventionist	, Summer Academy	160,881
$\star$	Employee Benefits		17,767
$\star$	Purchased Services - PD		8,200
$\star$	Contracted Services - Software-Le	exia	14,125
*	Supplies - Instructional Supplies		14,749

ARPESSER
\$565,920

Grant Period thru 9/30/24
\$448,188

Memaining Funds
\$448,188

Planned Expenditures thru September 30, 2024
11,402

\* salaries - 0.2 Math Interventionist
11,402

## Next Steps

★ Track student data to evaluate the impact of summer programming 2022 on student learning and achievement: Summer Academy K-S, Summer Academy G-8, Enrichment K-S and Incoming Kindergarten Transition Academy

★ Program planning for 2022-2023: 1-5 After School Academies, 1-12 Tutoring, 1-12 After School Enrichment







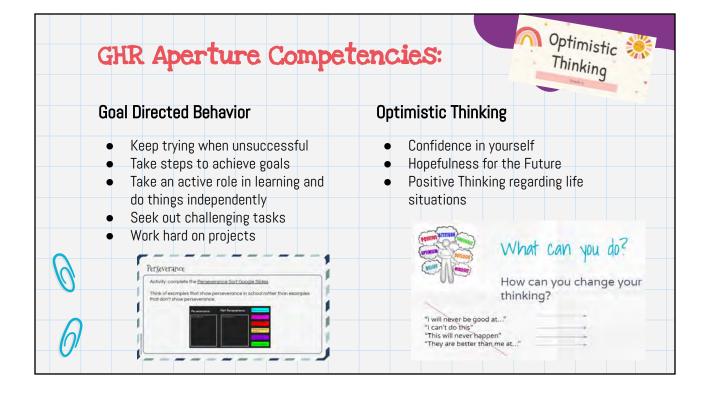
How the DESSA Measures Goal-Directed Behavior	Developing Goal-Directed Behavior	Benefits of Goal-Directed Behavior			
3. keep trying when unsuccessful?	Provide opportunities for children to set meaningful, personally relevant short and long-term goals.	Goal-Directed Behavior skills at school or out-of-school time programs can			
9. take steps to achieve goals? 12. try to do her/his best?	Encourage children to set "SMART" goals – goals that are Specific, Measurable, Attainable (or Achievable), Relevant (or	Help contribute to an organized, self-regulated, on-task, and effective learning environment.			
13. seek out additional knowledge or information?	Realistic), and Time-sensitive – which will help support children's Goal-Directed Behavior skills. • Provide formative feedback and reinforcement to children on their	Provide more instructional time and less time needed for behavior management.			
14. take an active role in learning? 15. do things independently?	goal progress to alert them when effort or strategies need to be adjusted and support their continued effort towards reaching their goal.	Lead to increased persistence, effort, and improved academic performance.			
18. ask to take on additional work or responsibilities?	Engage children in their learning by encouraging the use of reflection and self-monitoring of goal progress.				
26. show creativity in completing a task? 29. seek out challenging tasks? 33. work hard on projects?	Adults can create an environment that teaches children why thoughtful planning for the future is important and set a culture that notices and reinforces children for their effort, persistence, and hard work.				

Pa	arent:	Staff:
	• Academic and social needs	Highly supportive of one another
-	<ul> <li>are supported</li> <li>Clear communication between the school and parents</li> </ul>	<ul> <li>Strong parent support</li> <li>Hard-working and skilled</li> <li>Build positive and meaningful</li> </ul>
•	Excellent teachers	<ul> <li>relationships with students</li> <li>Support from district to achieve goals</li> </ul>
	<ul> <li>Kind and welcoming learning environment</li> <li>Receptive to concerns and</li> </ul>	
5	suggestions	

	С	GS	s Su	rve	y: A	rea	as o	f Fc	cus			R
Pa	are •	<b>ent:</b> Eaยู	ger to	re-en	gage ir	n the s	school	enviro	nment			
	De	evel	on a F	Parent			<b>eedba</b>		i <mark>oal</mark> nonors pa	rents as		
	vit vo	tal olunt	to ou	r sch can	ool co	mmun	iity, m	akes	clear hov parents	v parent		BETTER TOGETHE
												HOWE HOME-SCHOOL PAPTNE



C	GS	Su	rve	у:	Ar	rea	S (	of :	Foc	us				
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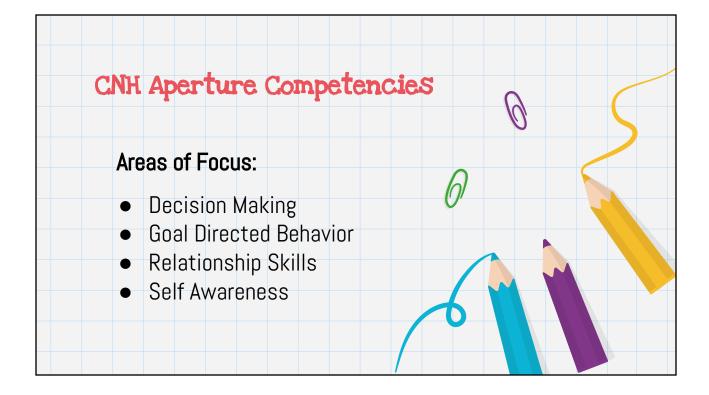


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GHR Survey: Strengths	Students:
Parent:	"Verry verry verry verry HAPPY"
<ul> <li>Academics are a strength at GHR</li> <li>Teachers care about kids</li> </ul>	<ul> <li>"I like how the teachers are kind and supportive. I also like how everyone makes this school fun and a great place</li> </ul>
<ul> <li>Kids happy and love coming to school</li> </ul>	<ul> <li>to learn."</li> <li>"I like many things about this school one</li> </ul>
Welcoming	thing is 100% the teachers here they have helped me learn every single thing
Staff:	that I know."
Great collaboration	
Positive environment	
<ul> <li>Supportive and respectful</li> </ul>	

Parents:				8 8		hitsel at last
• Bei	ng inclusive and v	welcoming to A	ALL		E C	1
• Der	nonstrating verba -control					
Staff:						
	ng inclusive and v	U U		4-47		
	nonstrating verba	al and physical				
self	-control			35 35	36 0	xa7
Students	8:			No Com		

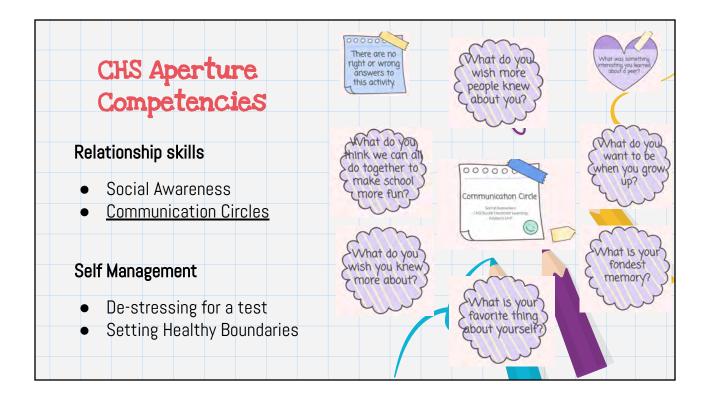
Building or	Strengths: Student engagement	
Chinese Outing Club Ski Club Cheer/Dance Multisport STEM enrichment Girls who Code Graphic Non-Fiction Book Club Community Service	Therapy Dog Secret Society of Readers Student Council Kindness Squad Mentoring Program with CHS Yearbook Office Volunteers - Greeters - Hallway monitors	



### CNH Climate Data: Strengths Student: "When I am at school, my teachers believe I can learn." "It is very big and all of the teachers are awesome. We Parents: "I respect the school's teachers." also get to move between each class which is fun. We get to see a lot more people and have an opportunity to learn "This school is good academically and in with other kids." general, they encourage open-mindedness and acceptance." "I like the sports and how students have a chance to move up if they need to be challenged more in learning." "The staff provides many opportunities for enrichment and ways for my child to be Staff: "I believe student achievement can increase through involved in the school community." close personal relationships between students and teachers." "People are caring, considerate, and willing to help each other."

## CNH Climate Data Areas of Focus: Student: At my school, students respect each other's differences. Staff: I feel students at this school will try to stop students from insulting or making fun of others. Parents : At my child's school, students respect each other's differences.

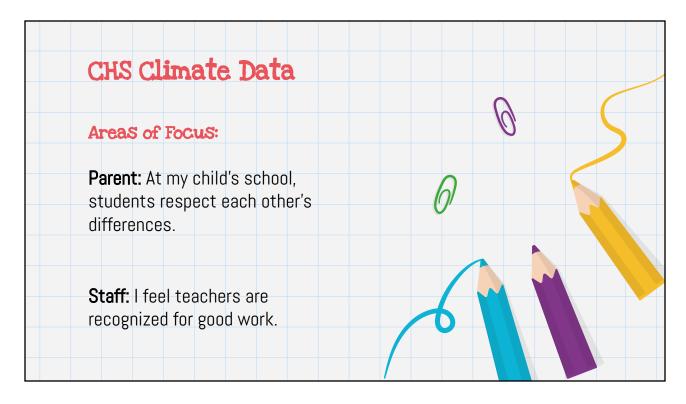
Duridente Ort	Strengths: Student Engagement
CNH	
CNH Morning Show	Chess Club
Yearbook Club	Athletics
Ski Club	Eastern Region Music
FPS and CEP	Advisory 0
Student Council	Enrichment
Best Buddies	Young Female Engineers- Multiply Your
Jazz Ensemble	Opportunities
Friends of Rachel Club	Science Olympiad
TACS Board Game Club	Intramural Sports
"Game" of the Week	Grade 6 Book Club
	PJ Day

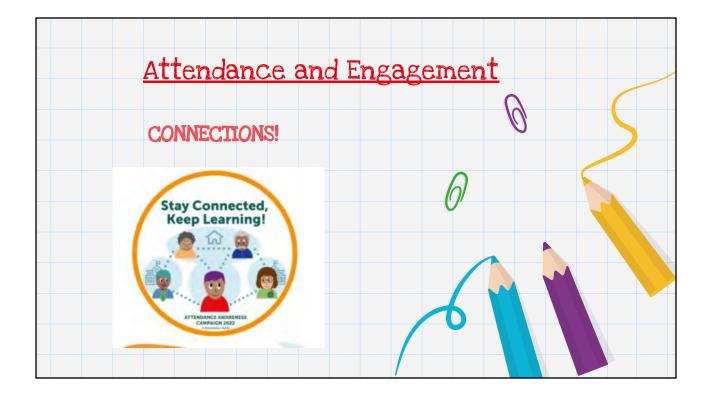


	CHS Climate Data
st	rengths
	ent:
	My child feels safe at school
•	My calls and emails to the school are returned in a timely manner
	The school expects quality work of its students Overall, the school performs well academically
Sta	ff:
	I believe student achievement can increase through close
	personal relationships between students and teachers I believe every student can learn
•	I love seeing the results of my work with students

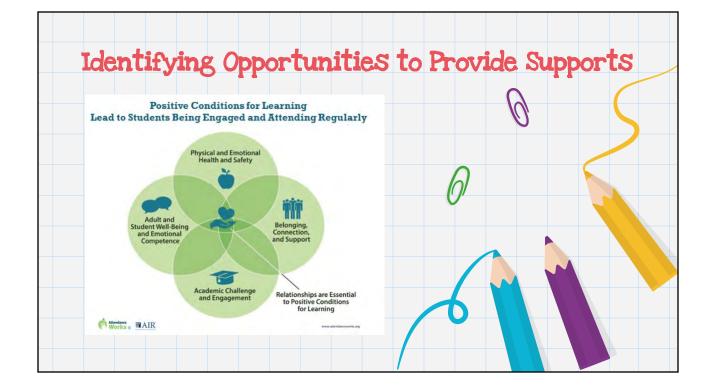
CHS Comprehensive Sports Program Enrichment Clubs CHS Band CHS Chorus	U
Enrichment Clubs CHS Band	
CHS Band	
CHS Chorus	
Drama Productions	
School Dances	
After School Enrichment After School Tutoring	

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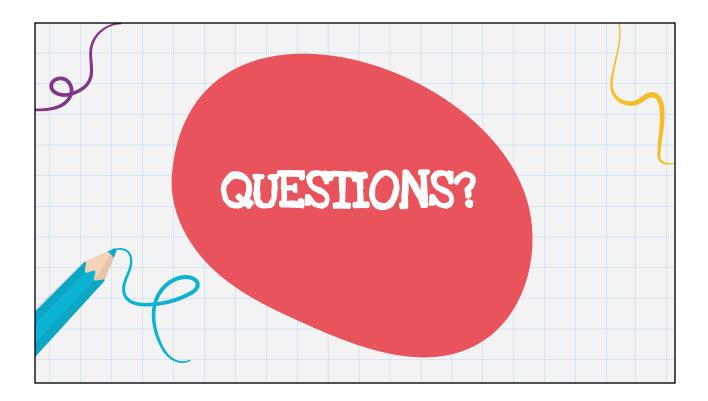




KEY MESSAC	GES FOR 2022-2	023	
YOU CAN MAKE	A DIFFERENCE!	0	5
Reducing chronic abs educational inequity.	ences can help address	6	
<b>U U</b>	tionships that promote ental to improving studer gement.	nt	
Students are more like they feel safe, connec	ely to attend school if ted and supported.	6	









# DISTRICT STRATEGIC PLAN 2022 - 2023

The mission of Coventry Public Schools is to prepare every student for life, learning, and work in the 21st century.



# Leadership Team Members of District Strategic Planning

Dr. David J. Petrone, Superintendent of Schools Michele Mullaly, Director of Teaching and Learning Beth Giller, Director of Pupil and Staff Support Services Lois Hasty, Preschool and Early Childhood Education Coordinator Ronda Carrie, Principal of G.H. Robertson School Jennifer DeRagon, Principal of G.H. Robertson School Ross Sward, Principal of Capt. Nathan Hale School Ross Sward, Principal of Copt. Nathan Hale School Joseph Blake, Principal of Coventry High School Joseph Blake, Principal of Coventry High School Joseph Blake, Principal of Coventry High School Cathie Drury, Director of Educational Technology Jeff Spivey, Education<u>a</u>l Technology Coach Kara Hennessey, K-12 Literacy Specialist Cindy Wilbur, K-12 Science Specialist

## **District Strategic Plan External Monitors**

Coventry Board of Education Members: Jennifer Beausoleil, Chairperson Eugene (Gene) Marchand, Vice-Chairperson Mary Kortmann, Secretary Peter DePaola Emma Eaton

Courtney Rossignol Christina Williams

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## **Artifact QQQ**

SYSTEMS

STAKEHOLDERS

Politics

RESOURCES

ENVIRONMENT Regulations and Statutes · Contracts · Funding ·

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STRATEGY

CULTURE

THEORY OF CHANGE

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bo=u&source=univ&sa=X&ei=eYGTUq3cHfTNsQScg4LwDw&ved=0CCwQsA Q&biw=1145&bih=597 – November 14, 2013 https://www.google.com/search?q=pelp+framework+images&tbm=isch&t

The PELP Framework – Harvard University



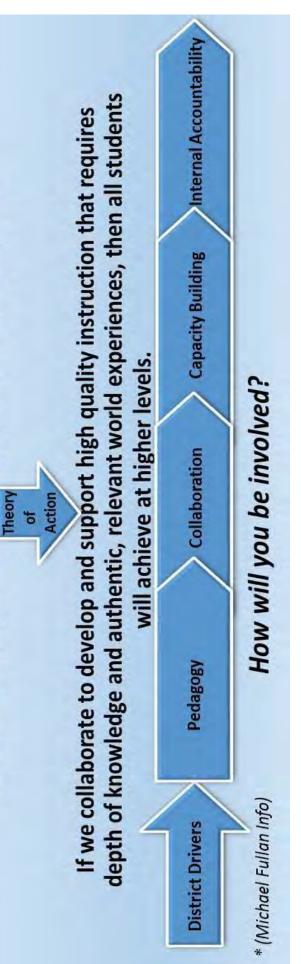
# **Coventry Public Schools...One Mission**

The Coventry Public Schools will prepare every student for life, learning,

and work in the 21<sup>st</sup> century.



- Identify, define, and measure the critical skills and attributes that are required for success and align systems to continuously improve student performance and achievement.
  - Maintain and promote a positive and respectful learning community.
- Recruit, retain, and develop high quality staff at every level.



\* Michael Fullan "Coherence: The Right Drivers in Action for Schools, Districts, and Systems."



## Portrait of a Graduate Competencies **Coventry Public Schools**

Authentic Innovator

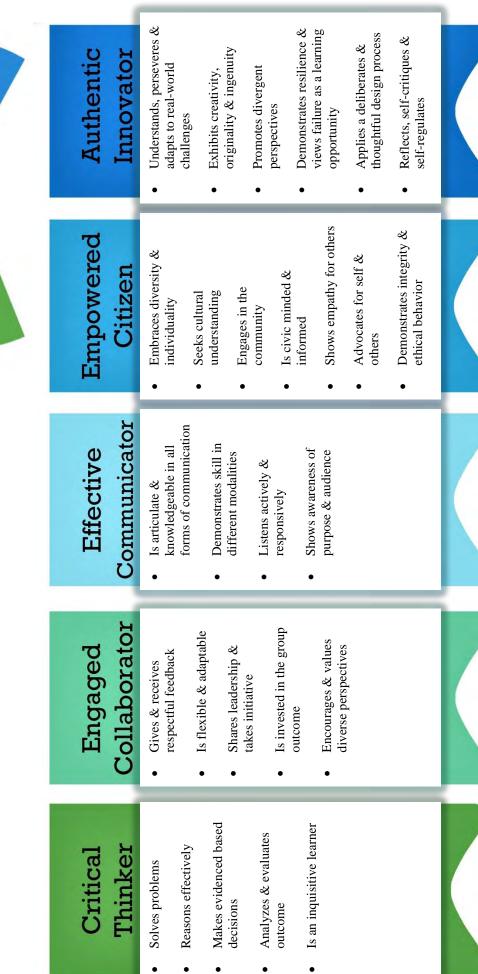
Thinker

Critical

Empowered Citizen

Engaged

Effective Communicator





## **Coventry High School**

## **Core Values and Beliefs Statement**

Our community believes in preparing students to become life-long learners by providing a challenging environment that supports the development and use of concepts, knowledge, skills, and ethics that meet the expectations of the global, interdependent society of the 21<sup>st</sup> century.

## 21<sup>st</sup> Century Learning Expectations

Coventry High School students will:

## Academic

Communicate effectively in multiple contexts and for varied purposes using a variety of tools/media. Use essential knowledge and skills to demonstrate critical, creative, and adaptive thinking Engage productively in self-directed learning, independently, and/or collaboratively. Create or respond effectively to artistic works or technical products. to solve problems with real-world applications.

## **Civic and Social**

Demonstrate civic, social, and personal awareness and responsibility. Respect people as individuals within our school and global communities. Apply skills for a lifetime of health and well-being.

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			•	•	•
End-Of-Year Student Outcome Measures	e	Student Progress Monitoring: Describe the tool used to measure student progress on the student outcome goal.	Period 1 Progress Assessment Date(s) to Submit: Fall	Period 2 Progress Assessment Date(s) to Submit: Spring	Period 3 Progress Assessment Date(s) to Submit: June
		<u>Coventry High School</u>			
Current Fall SPI	106.9		SEPT/OCT	JAN/FEB	APRIL/MAY
SPI Spring Target	111.3		MAP	Building ELA & Math	MAP
SPI Spring Achievement	TBD		English Benchmark	Benchmarks	Building ELA & Math
Mathematics - Weight 20%		NWEA MAP Assessments – Math and Reading	Assessments	Semester 1	Benchmarks
Mathematics: Assessments		SAT Math and Literacy	Senior Meetings	Communication Rubric Data	Semester 2
		Mathematics and Literacy Performance		Student Work	Communication Rubric Data
		Assessments		Samples	
		21 <sup>st</sup> Century Communication Rubric Assessments		Senior Meetings	student Work Samples
					Senior meetings
SPI Fall Mathematics	27.4	10% SAT Math 10% MAP Mathematics Geometry and Operations			
		and Algebraic Thinking			
<ul> <li>SPI Spring Target Mathematics</li> </ul>	28.1				

## Artifact QQQ

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SPI Math Achievement	TBD				
Literacy – Weight 20%					
Literacy SAT English MAP Literacy Informational Texts		10% NWEA MAP Reading, 10% SAT EBRW	MAP Results, PSAT EBRW, EAL Benchmark Assessments	Midterm/Mock SAT ELA, EAL Benchmark Assessments	MAP Spring Math Results, SAT Results
SPI Fall Literacy	29.4				
SPI Spring Target Literacy	30.1				
SPI Literacy Achievement	TBD				
Science Weight 20%					
SPI Fall Science	11.4		Formative Assessment	Midterm Exams Performance Tasks	Formative Assessments Performance Tasks
SPI Spring Target Science	12.4				
SPI Science Achievement	TBD				
21st Century Skills – Weight 20%		21 <sup>st</sup> Century Communication Rubric Assessments Portrait of a Graduate Communication and Collaboration Rubrics			

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## Coventry Public Schools District Strategic Plan 2022-2023

SPI Fall 21 <sup>st</sup> Century Skills	15.0		Portrait of a	Portrait of a	Final Results for
			Graduate Skill Rubric Results MP 1, Student Goal Setting Forms	Graduate Skill Rubric Results MP 1 and 2, Student Goal Setting Forms	21 <sup>st</sup> Portrait of a Graduate Rubrics All MP
SPI Spring 21 <sup>st</sup> Century Skills Target	17.0				
SPI 21 <sup>st</sup> Century Skills Achievement	TBD				
Graduation Rate – Weight 20%					
Graduation Rate	23.7	Student progress reports: MP and Gradpoint, Credit review process/SAT	Student Report Cards and Progress Reports, SAT records, 1st MP Credit Review	Mid-Year Report Card, SAT Records, Credit Review	Final Credit Review for Graduation
SPI Spring Target     Graduation Rate	23.7				
SPI Fall Graduation Rate					
SPI Spring Graduation Rate Achievement	TBD				
SMART GOALS: Graduation	Coventry	Coventry High School will maintain its four-year cohort graduation rate at 95% or better.	ation rate at 95% or b	etter.	
SMART GOALS: Literacy	Grade 9-3 Texts by 3	Grade 9-10 students will increase Norm Grade Level Mean RIT scores on the MAP Reading Assessment for Informational Texts by 2.0 points or higher from Fall 2021 to the Spring 2022 MAP Reading Assessment.	F scores on the MAP F 2 MAP Reading Asses	keading Assessment sment.	for Informational

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SMART GOALS: Mathematics	Gra stra MA	Grade 9-10 students will increase Norm Grade Level Mean RIT scores on the MAP Mathematics Assessment for the strands of Operations and Algebraic Thinking and Geometry by 2.0 points or higher from Fall 2021 to the Spring 2022 MAP Mathematics Assessment.	scores on the MAP ^ 2.0 points or high	Mathematics Assess er from Fall 2021 to 1	sment for the the Spring 2022
SMART GOALS: Science	Gra 202	Grade 11 students will improve their at or above goal performance on NGSS Assessments by 5% as measured by the Spring 2022 NGSS State Assessment to the Spring 2023 NGSS aligned formative assessment.	nce on NGSS Assess formative assessm	ments by 5% as mea ent.	sured by the Spring
SMART GOALS: Whole School Learning Indicator	859 Thi	85% of students will score a 3 or higher on the revised Portrait of a Graduate Communication, Collaboration, and Critical Thinking 21 <sup>st</sup> Century Skills Rubrics as measured by yearlong performance in PowerSchool.	of a Graduate Com erformance in Powe	ımunication, Collabo erSchool.	oration, and Critical
Parent Feedback Goal	Tea con pro	Teachers will keep a log of all parent communication, which includes phone calls, emails, and PowerSchool comments. 85% or higher of our CHS parent community will agree or strongly agree that their child's teachers have provided ongoing communication as measured by our district spring 2022 parent/guardian survey data.	cludes phone calls, gree or strongly ag spring 2022 parent,	emails, and PowerSo ee that their child's 'guardian survey dat	chool teachers have a.
			Period 1	Period 2	Period 3
End-Of-Year Student Outcome Measures	sarr	Student Progress Monitoring: Describe the tool used to measure student progress on the student outcome goal.	Progress Assessment Date(s) to Submit: Fall	Progress Assessment Date(s) to Submit: Spring	Progress Assessment Date(s) to Submit: June
		Capt. Nathan Hale Middle School		-	
Current Fall SPI	63.72				
SPI Spring Target	71.15				
SPI Achievement	TBD				
Literacy – Weight 45%					
Literacy SPI Fall	31.6	Literacy: SBAC, IAB's 21ª Century Learning Skills:	Building ELA Benchmarks	Building ELA Benchmarks	Building ELA Benchmarks

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		21 <sup>44</sup> Century Communication & Collaboration Rubrics, Student Work (project based learning work, significant tasks)	IABs	IABs	IABs
Literacy SPI Spring Target	34.6				
Spring SPI Literacy Achievement	TBD	See above			
Math – Weight 35%					
Math SPI Fall	18.7	<b>Numeracy:</b> SBAC, Student Work (math journals), Math Performance Tasks, Common Unit Assessments	Building Math Benchmarks IABs	Building Math Benchmarks IABs	Building Math Benchmarks IABs
Math Spring SPI Target	22				
Spring SPI Math Achievement	TBD				
Science – Weight 20%		<b>Science:</b> Grade Level Common Assessments (Experimental Design & CER), Student Work (Project based learning work, EDP)	Science Pre- Assessment Benchmark Inner Orbit Data Formative Assessments	Science Pre- Assessment Benchmark Inner Orbit Data Formative Assessments	Science Pre- Assessment Benchmark Inner Orbit Data Formative Assessments
Fall Science SPI	13.42				
Science Spring SPI Target	14.55				
Spring SPI Science Achievement	TBD		Student Work Samples	Student Work Samples	Student Work Samples
SMART Goals: Literacy	Increase Assessme	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 percent as measured by the spring 2022 SBAC assessment to the spring 2023 IAB assessment	: or above goal scor 022 SBAC assessme	es on the ELA/Litera nt to the spring 202:	cy Interim 3 IAB assessment

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	data.				
SMART Goals: Mathematics	Increase t Blocks (IA	Increase the percentage of Grade 6-8 students who demonstrate at or above goal scores on the Math Interim Assessment Blocks (IAB) by 20 percent as measured by the spring 2022 SBAC assessments data to the spring 2023 IAB assessment data	at or above goal scoru issessments data to tl	es on the Math Interii he spring 2023 IAB as:	n Assessment sessment data
Whole School Learning Indicator Goal	85% of sti and Empo	85% of students will score 3 or higher on the revised Portrait of a Graduate Communication, Collaboration, Critical Thinking, and Empowered Citizen 21 <sup>st</sup> Century Skills Rubrics as measured by year-long performance in PowerSchool.	Graduate Communic: / year-long performar	ation, Collaboration, ( ice in PowerSchool.	Critical Thinking,
Parent Feedback Goal	Teachers data/com provided	Teachers will keep a log of all parent communication, which includes phone calls, emails, and PowerSchool data/comments. 85% 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 2023 parent/guardian survey data.	des phone calls, email ll agree or strongly ag } parent/guardian sur	ls, and PowerSchool tree that their child's vey data.	teachers have
End-Of-Year Student Outcome Measures	S	Student Progress Monitoring: Describe the tool used to measure student progress on the student outcome goal.	Period 1 Progress Assessment Date(s) to Submit: Fall	Period 2 Progress Assessment Date(s) to Submit: Spring	Period 3 Progress Assessment Date(s) to Submit: June
		George Hersey Robertson Intermediate School	<u>chool</u>		
Current Fall SPI	53.45	2			
SPI Spring Target	71.9				
SPI Achievement	TBD				
Literacy – Weight 45%		Literacy Pre-IAB, Informational IAB, Listening IAB, Research, Pre and Post IAB	Literary Pre-IAB, BAS new students and intervention students	Informational IAB Research IAB Listening IAB	Literary IAB BAS
Literacy SPI Fall	16.95	2			
Literacy SPI Spring Target	32.5				

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Literacy Spring SPI Achievement	TBD				
Mathematics – Weight 35%		Progress Monitoring: Eureka module assessments, OAT IAB, NBT IAB, Performance Tasks	Mid and end of module Eureka Assessments	IAB January 2022, Math Performance Task	IAB Spring , Math Performance Task
Mathematics SPI Fall	21.7				
Mathematics Spring Target	23.8				
Mathematics Spring SPI Achievement	TBD				
Science-Weight 20%		Formative assessments, IABS, Inner Orbit	IABS, Inner Orbit, Performance Tasks	IABS, Inner Orbit, Performance Tasks	IABS, Inner Orbit, Performance Tasks
Science SPI Fall	14.8				
Science Spring Target	15.6				
Science Spring SPI Achievement	TBD				
SMART Goals: Literacy	Reading Interim IAB asse	<b>Reading:</b> Increase the percentage of Grade 3-5 students who demonstrate at or above goal scores on the ELA/Literacy Interim Assessment Blocks (IAB) by 10 percent as measured by the spring 2022 SBAC assessment data to the spring 2023 IAB assessment data.	o demonstrate at or a by the spring 2022 SB	bove goal scores on th AC assessment data t	he ELA/Literacy o the spring 2023
	<b>Writing</b> informa	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 12 points as measured by the Lucy Calkins rubric.	scores from pre to pc s as measured by the	st on-demand in narr Lucy Calkins rubric.	ative,
SMART Goals: Mathematics	Increase Assessm assessm	Increase the percentage of Grade 3-5 students who demonstrate at or above goal scores on the Math Interim Assessment Blocks (IAB) by 10 percent as measured by the spring 2022 SBAC assessment data to the spring 2023 IAB assessment data.	trate at or above goal pring 2022 SBAC asse	scores on the Math l ssment data to the sp	nterim ring 2023 IAB

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## **Coventry Public Schools** District Strategic Plan 2022-2023

	Increase the blocks by 5 p assessment.	Increase the percentage of Grade 5 students who demonstrate at or above goal scores on the NGSS aligned assessment blocks by 5 percent as measured by the spring 2022 NGSS assessment data to the spring 2023 NGSS aligned formative assessment.	nonstrate at or above go IGSS assessment data to	aal scores on the NGSS the spring 2023 NGSS	S aligned assessment S aligned formative
Whole School Learning Indicator Goal		All teachers will integrate components of the critical thinking, collaboration, and communication rubrics across disciplines.	hinking, collaboration, a	and communication ru	ıbrics across
Parent Feedback Goal	80% of th	80% of the parent engagement implementation plan will be marked completed.	vill be marked complete	.b	
End-Of-Year Student Outcome Measures	sures	Student Progress Monitoring: Describe the tool used to measure student progress on the student outcome goal.	Period 1 Progress Assessment Date(s) to Submit: Fall	Period 2 Progress Assessment Date(s) to Submit: Spring	Period 3 <i>Progress Assessment</i> <i>Date(s) to Submit:</i> June
		Coventry Grammar School			
Current Fall SPI	26.13				
SPI Spring Target	61.93				
SPI Achievement	TBD				
Reading - Weight 60%		Phonological Awareness Skills Test, MAPS	Phonological Awareness Skills Test, MAP	Running records	Phonological Awareness Skills Test, MAP
Reading SPI Fall	24.52				
Reading SPI Spring Target	39.99				
Reading Spring SPI Achievement	TBD				
Mathematics-Weight 40% Fluency		Subtraction fluency, MAP	Fluency Assessments, MAP, Eureka Sprints, Reflex, Moby Max	Fluency assessments, Eureka sprints, Reflex, Moby Max	Fluency assessments, MAP, Eureka Sprints, Reflex, Moby Max
Mathematics SPI Fall	1.61				

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Mathematics SPI Spring Target	21.94			
Mathematics Spring SPI Achievement	TBD			
SMART Goals: Literacy	Increase the perce Reading Assessmer	Increase the percentage of students in K-2 meeting Reading Assessment (BAS) instructional levels.	or exceeding the grade level b	Increase the percentage of students in K-2 meeting or exceeding the grade level benchmark, as measured by Benchmark Reading Assessment (BAS) instructional levels.
	Grade Level	End of Year Benchmark	% At or Above Benchmark	
	Kindergarten	Ω	80%	
	Grade One	ſ	80%	
	Grade Two	Σ	75%	
	<ul> <li>Kindergart</li> <li>Phonologic</li> </ul>	Kindergarten and Grade One students will score 85% or higher by spring on the respective subtests of the Phonological Awareness Skills Test (PAST).	e 85% or higher by spring on th	e respective subtests of the
	Grade One s     assessment.	students will increase their Rausch t.	Unit (RIT) score by 16 points on	Grade One students will increase their Rausch Unit (RIT) score by 16 points on the Measures of Academic Progress assessment.
	<ul> <li>Grade Two s assessment.</li> </ul>	students will increase their Rausch t.	Unit (RIT) score by 12 points on	Grade Two students will increase their Rausch Unit (RIT) score by 12 points on the Measures of Academic Progress assessment.
SMART Goals: Mathematics	<ul> <li>Fact Fluency</li> </ul>	ĥ		
	o 75% of spring	75% of kindergarten students will show mastery spring post subtraction fluency ESGI assessment.	astery of their subtraction fluen ment.	75% of kindergarten students will show mastery of their subtraction fluency within 5 as demonstrated by their spring post subtraction fluency ESGI assessment.
	o 75% of Fluency	75% of grade one students will show mast Fluency assessment.	ery of their subtraction facts wit	75% of grade one students will show mastery of their subtraction facts within 10 as measured by the post CORE Fluency assessment.
	o 80% of Fluency	80% of grade two students will show mast Fluency assessment.	ery of their subtraction facts wit	80% of grade two students will show mastery of their subtraction facts within 20 as measured by the post CORE Fluency assessment.
	Grade One s     assessment.	students will increase their Rausch t.	Unit (RIT) score by 15 points on	Grade One students will increase their Rausch Unit (RIT) score by 15 points on the Measures of Academic Progress assessment.



	• Grade I wo students will increase their Kausch Unit (KII) score by L5 points on the Measures of Academic Progress
	assessment.
Whole School Learning Indicator Goal	Implement the Engaged Collaborator and Effective Communicator rubrics at the teacher and student level.
Parent Feedback Goal	Develop a Parent Engagement Plan that honors parents as vital to our school community, makes clear how parent volunteers can help and results in parents feeling appreciated. A rubric will be used to score the level of implementation; not started, partially completed and completed. The goal is 80% of tasks identified in the plan rate as completed.



# **Student Performance Indicators and District Factors**

## Data Analyzed:

		Per	cent of S	Percent of Students at Goal	at Goal		
		2015	2015-2016	2016	2016-2017	2017	2017-2018
	Grade Level	Sept.	June	Sept.	June	Nov.	May
Developmental Reading	Kindergarten	17	71	27	75	73	76
Developmental Reading	Grade Level	Sept.	June	Sept.	June	Sept.	May
Assessment	Grade 1	78	79	72	78	75	63
BAS II	Grade 2	83	06	75	80	75	78
**Kinderg	**Kindergarten reading benchmarks were given in January in 2014-2015.	marks we	re given in	n January ii	n 2014-201	5.	

			Percer	Percent of Students at Goal	ts at Goal				
	2018	2018-2019		2019 - 2020		202(	2020-2021	2021-	2021-2022
BAS III	Fall	Spring	Fall	Jan./Feb.	March	Fall	Spring	Fall	Spring
Kindergarten	31	83	ΝA	48	84			28	44
Grade 1	41	80	54	N/A	81			42	68
Grade 2	52	87	99	N/A	06	Did not	Did not administer	52	81
Grade 3	68	80	80	N/A	N/A	due to	due to COVID-19	78	89.1
Grade 4	64	65	76	N/A	N/A			67	82.2
Grade 5	69	70	76	N/A	N/A			53	66.4



MAP DATA - READING	2019-2020	Spring Fall Spring	% of % of	Students Students	At/Above At/Above	and of Norm Strand of Norm Strand of % of Students	phasis Grade Mean Emphasis Grade Mean Emphasis At/Above Norm	Level RIT RIT Mean RIT Level RIT RIT Mean RIT	N/A 43.7% 160.9 N/A 52%	N/A 58.7% 177.8 N/A 65.6% No Data to Report: Testing Cancelled	28.9         82.1%         226.8         226.1         71.6%         due to Health Pandemic	32.3 87.1% 227.8 227.6 73.6%
			% of	Students	At/Above	Norm	Grade	Level RIT	52%	65.6%	71.6%	73.6%
(5		Fall				Strand of	Emphasis	<b>Mean RIT</b>	N/A	N/A	226.1	227.6
READING							Mean	RIT	160.9	177.8	226.8	227.8
AAP DATA -			% of	Students	At/Above	Norm	Grade	Level RIT	43.7%	58.7%	82.1%	87.1%
2		Spring				Strand of	Emphasis	<b>Mean RIT</b>	N/A	N/A	228.9	232.3
	2018-2019						Mean	RIT	176	190	229.3	232.6
	2018		% of	Students	At/Above	Norm	Grade	Level RIT	53.7%	64.0%	75.2%	81.1%
		Fall			Strand of	Emphasis	Mean	RIT	N/A	N/A	226.0	229.7
							Mean	RIT	160.3	177.9	227.5	230
							Grade	Level	Grade 1	Grade 2	Grade 9	Grade 10

		Spring	% of Students	l of At/Above	2	RIT Level RIT	0 62.5%	2 51.3%	0 75%	0 71.4%
	22	S		Strand of	Mean Emphasis	RIT Mean RIT	175.0 176.0	186.1 183.2	228.9 229.0	229.1 229.0
	2021-2022		% of Students At/Above	Norm	Grade Me	Level RIT RI	63.7% 17!	63.8% 18(	71.3% 228	73.5% 229
		Fall		Strand of	Emphasis	Mean RIT	158.2	173.2	227.1	228
EADING					Mean	RIT	158.5	175.2	226.5	228.4
<b>MAP DATA - READING</b>			% of Students At/Above	Norm	Grade	Level RIT	59.4%	47.7%	80.3%	77.6%
2		Spring		Strand of	Emphasis	<b>Mean RIT</b>	172.2	175.9	230.7	233
	2020-2021				Mean	RIT	173.1	182.2	230.4	232.6
	202		% of Students At/Above	Norm	Grade	Level RIT	60.1%	57.1%	81.8%	79.1%
		Fall		Strand of	Emphasis	<b>Mean RIT</b>	156.6	168.5	227.9	231
					Mean	RIT	157.6	173.4	228.5	230.8
					Grade	Level	Grade 1	Grade 2	Grade 9	Grade 10

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MAP DATA - MATHEMATICS	2021-2022	Spring	% of Students At/Above Norm	Grade Level RIT	65.5%	74.8%	70.3%	68.9%
			Strand of Emphasis	Mean RIT	178.6	188.9	Alg: 239.6 Geom: 238.4	Alg: 239.8 Geom: 239.7
				Mean RIT	178.3	195.2	238.4	239.4
		Fall	% of Students At/Above Norm	Grade Level RIT	56.6%	73.3%	70.5%	71.0
			Strand of Emphasis	Mean RIT	OA: 165.5	OA: 181.6	Alg: 234.0 Geom: 229.9	Alg: 237.6 Geom: 236.1
				Mean RIT	163.3	179.9	231.8	236
	2020-2021	Spring	% of Students At/Above Norm	Grade Level RIT	59.8%	61.8%	80.6%	71.6%
			Strand of Emphasis	Mean RIT	NO: 175.7 OA: 187.1	OA: 187.1	Alg: 242.5 Geom: 240.5	Alg: 244.5 Geom: 241.6
				Mean RIT	177.2	189.9	240.7	242.1
		Fall	% of Students At/Above Norm	Grade Level RIT	63.5%	54.9%	79.2%	70.1%
			Strand of Emphasis	Mean RIT	NO: 158.9 OA: 162.8	177.2	Alg: 237.9 Geom: 234.7	Alg: 238.0 Geom: 234.8
				Mean RIT	161	174.7	235.5	236.3
				Grade Level	Grade 1	Grade 2	Grade 9	Grade 10



Percent At/Above Grade Goal Math	:nt ove lath	Percent At/Above Goal Reading	int ove ading Grade	Percent At/Above Goal Math	Percent At/Above Goal Reading
<b>3</b> 75.6	10	70.7	9	80.9	87.7
4 81.1	_	79.2	7	72.4	87.0
5 86.6	5	75.6	∞	75.8	89.5

Percent At/Above 0           Math         Science           58.1         53.0           58.1         53.0           NA         68.8           NA         67.7           NA         62.4		Үеа	Year-to-Year Results	sults	
Math         Science           58.1         53.0           58.1         53.0           NA         68.8           NA         63.4           NA         62.4		Perc	ent At/Above	Goal	
58.1 53.0 53.0 NA 68.8 68.8 NA 67.7 NA 62.4 NA	Year	Math	Science	Reading	Writing
NA 68.8 NA 67.7 NA 62.4	2013	58.1	53.0	59.4	78.1
NA 67.7 NA 62.4	2014	AN	68.8	NA	NA
NA 62.4	2015	NA	67.7	NA	NA
	2016	NA	62.4	NA	NA
NA 58.0	2017	NA	58.0	NA	NA

cience ults	Grade Percent At/Above Goal Science	8 69.8	8 80.1	8 70.3	8 85.3	8 AF D
CMT S ar Res						
2013 – 2017 CMT Science Year to Year Results	Percent At/Above Goal Science	69.8	72.5	77.0	79.8	87.1
	Grade	ъ	ъ	5	ъ	ъ
	Year	2013	2014	2015	2016	2017



			Average Perc	werage Attendance Rates Percent Per School	Rates ol		
Grade Level	2015-2016	2016-2017	2017-2018	2018-2019	2017-2018 2018-2019 2019-2020	2020-2021	2021-2022
Grades K-2	96.2	94.9	95.8	95.1	94.0	96.2	94.5
Grades 3-5	96.5	96.4	96.1	96.4	95.7	96.7	94.7
Grades 6-8	95.6	94.1	94.3	95.1	94.9	96.0	93.8
Grades 9-12	94.8	94.4	93.7	94.4	93.5	93.7	90.9
<b>Coventry Academy</b>	88.9	84.3	77.1	91.9	80.1	64.3	71.5

Average Attendance Rates Percent Per School	ce Rates nool			
	CGS	GHR	CNH	CHS/CA
Number of students absent 20+ days	29/364	28/362	57/400	98/417
Number of students who missed 10 or more days	161/364	152/362	185/400	239/417
of school				
Average substitute teachers needed per day	9	7	4	4
Percent of unfilled substitute teachers	31%	57%	64%	54%

	Chronic	Chronic Absenteeism		
	CGS	GHR	CNH	CHS/CA
2018-2019	8%	3%	7%	11%
2020-2021	6%	6%	%6	16%
2021-2022	10%	9%	17%	23%



				lng	Discipline Data Incident Count by Sanction/School	Discipli ount by	Discipline Data ount by Sanctic	a on/Sch	loou					
Grade Level	2015-	2015-2016	201	6-2017	2017-2	2017-2018 2018-2019	2018-2	2019	2019.	2019-2020	2020-	2020-2021	2021-2022	2022
	OSS	OSS OSS	OSS	ISS	OSS ISS	ISS	OSS ISS	ISS	OSS ISS	ISS	OSS	ISS	OSS	ISS
Grades K-2	0	0	0	0	0	S	0	0	0	0	0	0	2	m
Grades 3-5	2	6	0	9	0	m	0	4	0	Ļ	1	0	0	0
Grades 6-8	m	14	13	27	m	22	11	38	2	26	2	7	25	62
Grades 9-12	20	16	12	10	Ŋ	21	29	26	11	10	0	0	17	25
Coventry Academy	9	0	Ч	0	7	0	4	0	9	0	0	0	Ч	∞

			4	ercent o	Physical Fitness Assessment Data Percent of Students Meeting Standard on All Four Tests	Fitness Meetir	Physical Fitness Assessment Data Students Meeting Standard on All	ent Data ird on Al	l Four Tes	ts				
	2015-2016	2016	2016-2017	2017	2017-2018	018	2018-2019	2019	2019-2020*	020*	2020-2021	021	2021-2022	2022
Grade Level District State District State	District	State	District	State	District	State	District State District State	State	District State	State	District State	State	District	State
Grade 4	41.0	50.6	43.5 52.8	52.8	69.7	53.2	49.2	56.1	NA	NA	64.6	NA	48.5	48.9
Grade 6	45.5	49.8	44.0	51.4	50.0	51.4	66.4	53.5	NA	NA	37.9	NA	51.9	46.7
Grade 8	58.7	50.6	60.0	51.4	44.5	50.5	67.8	50.9	NA	NA	49.5	ΝA	55.6	44.3
Grade 10	52.0	51.1	59.1	50.6	53.2	45.6	57.4	51.4	NA	ΝA	68.7	ΝA	69.4	43.3
*The Connec	ticut Physica	al Fitness A	ssessment (C	CPFA) was n	*The Connecticut Physical Fitness Assessment (CPFA) was not administered in 2019/2020 due to the pandemic.	ed in 2019	1/2020 due to	o the pande	mic.					



		Coll	lege Readiness, d	College Readiness, Graduation, and Post-Secondary Data	Post-Secondary	Data		
PSAT	Indicator/Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2019-2020	2021-2022
		Juniors <b>CHS</b> /CT/National	Juniors <b>CHS</b> /CT/National	Juniors <b>CHS</b> /CT/National	Juniors <b>CHS</b> /CT/National	Juniors <b>CHS</b> /CT/National	Juniors <b>CHS</b> /CT/National	Juniors <b>CHS</b> /CT/National
	Critical Reading	<b>526</b> /499/507	<b>518</b> /503/513	<b>507</b> /499/512	<b>527</b> /499/512	<b>535</b> /469/509	<b>513</b> /506/533	<b>501</b> /487/506
	Writing	<b>43</b> /44/45						
	Mathematics	<b>480</b> /483/502	<b>493</b> /484/505	<b>486</b> /481/502	<b>500</b> /480/501	<b>492</b> /475/494	<b>474</b> /483/510	<b>475</b> /468/488
SAT		Seniors <b>CHS</b> /CT/National	Juniors SAT School Day	Juniors SAT School Day	Juniors SAT School Day	Juniors SAT School Day	Juniors SAT School Day	Juniors SAT School Day
			<b>CHS</b> /CT/National	<b>CHS</b> /CT/National	<b>CHS</b> /CT/National	<b>CHS</b> /CT/National	<b>CHS</b> /CT/National	<b>CHS</b> /CT/National
	Critical Reading	<b>513</b> /500/494	<b>559</b> /524/502	<b>537</b> /513/487	<b>549</b> /514/491	N/A	529/509/508	<b>516/</b> 501/490
	Writing	<b>494</b> /500/508						
	Mathematics	<b>506</b> /497/482	<b>538</b> /506/494	<b>527</b> /501/483	<b>538</b> /499/482	N/A	<b>508/</b> 494/496	<b>504/</b> 485/472
	% of Graduates Completing the SAT	75.80%	96.0% (Within the school)	88%	97%	%66	83%	%26
College	4 years Mathematics	100%	100%	100%	100%	100%	100%	100%
Vequiness	3 years Science	100%	100%	100%	100%	100%	100%	100%
	Same World Language (Level 3+)	69.20%	76%	53%	70%	61%	61%	58%
Advanced Placement	AP Equality and Excellence (# of students who take at least 1 AP and get a score of 3 or above)	95	6	95	113	102	97	6
Graduation	4 year Graduation Rate	91.9%	98.6%	97.3%	94.7%	96.6%	98.11%	TBD
	Post-Secondary Enrollment (4-year and 2-year and career education programs)	82%	%68	83%	81%	93%	82%	80%

Artifact QQQ



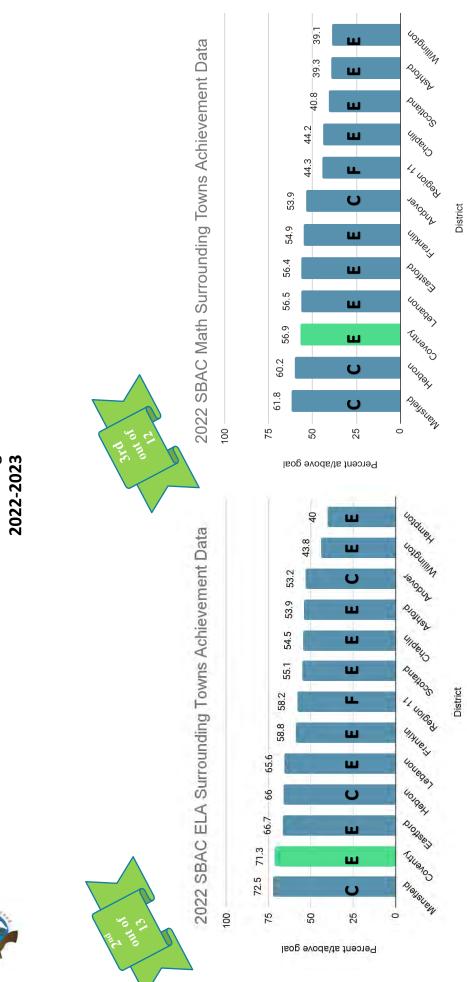
Coventry continues to perform among some of the highest achieving districts in the state of Connecticut with our Smarter Balanced Assessment data, Next Generation Science Standards data, and Advanced Placement data. The collaborative work among Coventry's teachers, administrators and support staff is ongoing. We must target support and resources where they are most needed to address and combat the negative impact of this pandemic on student learning.

## Smarter Balanced Assessment Data: 2022-2023 Assessment Presentation

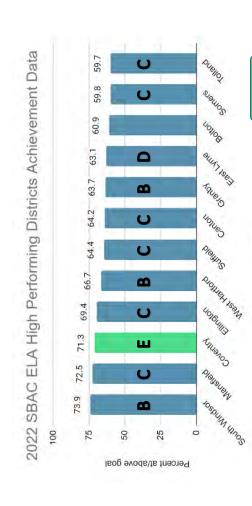
How does Coventry Grades 3-8 perform when compared to similar districts (DRG)?



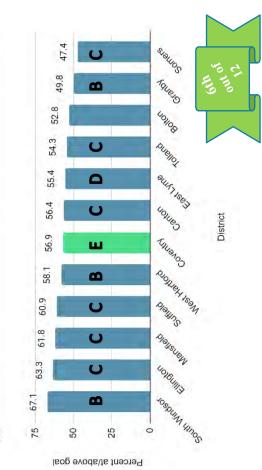










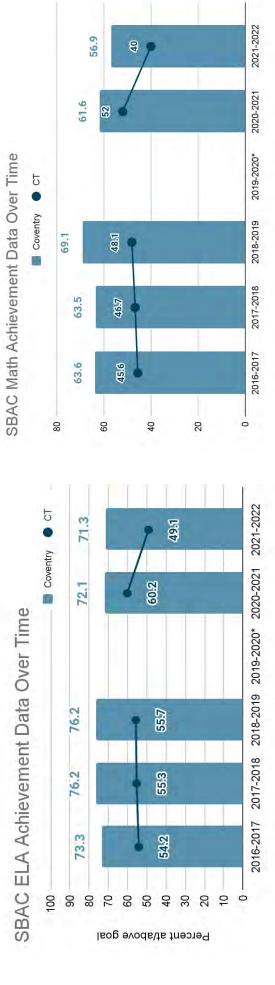


## Artifact QQQ

District



Students performing at Level 3 or above are demonstrating progress or advanced progress toward mastery of knowledge and skills for the particular subject area (ELA or Math). Students performing at this level are on track for likely success in high school and college coursework or career training. This chart also shows the The following charts represent Coventry Public Schools SBAC Achievement in English Language Arts and Mathematics over time from the 2016-2017 school year to the 2021-2022 school year. Percentages reflect the percent of students who are meeting the achievement level expected or exceeding the achievement level. achievement of Coventry Public School students to the achievement of all students in the state of Connecticut.

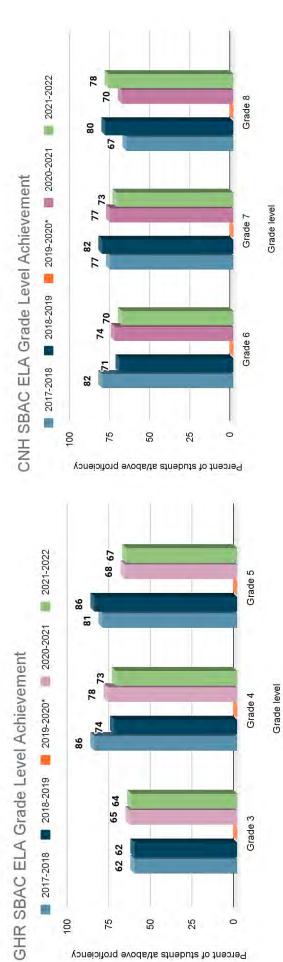


Year

## **Smarter Balanced Assessment Data**

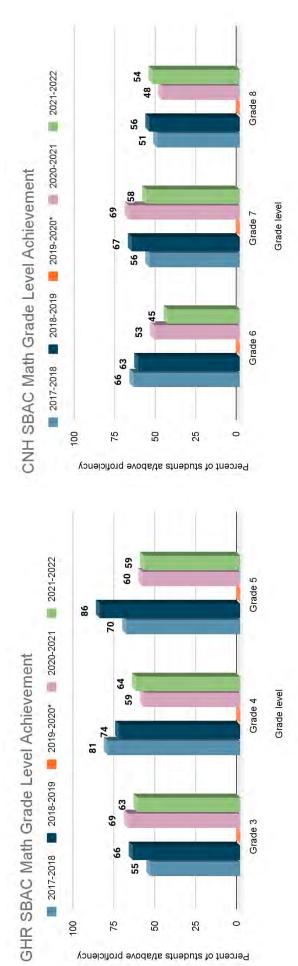


exceeding the expected achievement level from 2017-2018 through 2021-2022. As a result of the pandemic, there was no state testing in 2019-2020. The following charts represent the percent of students by grade level in grades 3-8 who are meeting the ELA achievement level expected or





exceeding the mathematics expected achievement level from 2017-2018 through 2021-2022. As a result of the pandemic, there was no state testing The following charts represent the percent of students by grade level in grades 3-8 who are meeting the mathematics expected achievement level or in 2019-2020.





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Average Total Score	201	2017-2018		201	2018-2019	0	201	2019-2020	0	202	2020-2021		202	2021-2022	0
	Coventry State Nation Cov	State N	lation	Coventry	State	Nation	Coventry	State	Nation	Coventry	State	Nation	ventry State Nation Coventry State Nation Coventry State Nation Coventry State Nation	State	Natior
	1064	1015	696	1088	1018	696				1037 1005 1012	1005	1012	1020	686	962
% Met Both EBRW and Mathematics	55%	38%	29%	58%	41% 31%	31%		N/A		45%	36%	36% 36%	41%	33%	33% 27%

	2017-	2018-	2019-	2020-	2021-
	2018	2019	2020	2021	2022
Average EBRW Reading (Out of 800)	537	549		529	516.3
Average Subscore Reading (Out of 40)	27.1	27.6		27.1	25.8
Average Subscore Writing (Out of 40)	26.6	27.3		25.8	25.8
Average Mathematics (Out of 800)	527.1	538.4		508	503.9
Average Mathematics (Out of 40)	26.4	26.9		25.4	25.2
Average Cross-Score Science (Out of 40)	27.3	27.5		26.7	26.3
Average Cross-Score Social Studies (Out of 40)	26.5	28.2		27.1	25.2

Strands (Out of 15)201720182018Words in Context9.1Command of8.9Evidence8.9		ſ			
Context d of		2018- 2019	2019- 2020	2020- 2021	2021- 2022
d of	<u>1</u>	9.9		9.3	9.3
	م	9.2		σ	8.2
Expression of Ideas 9.1	1	9.7		6	9.0
Conventions 8.5	ц	8.5		7.6	7.4
Heart of Algebra 8.7	<u>۲</u>	8.9		∞	8.0
Advanced Math 8.4	4	8.4	_	7.9	7.7
Problem Solving/Data 9.3 Analysis	Ω	9.5		8.4	8.5
% Met Benchmark - Reading 78%	%	85.27%		68.4%	67.0%
% Met Benchmark 56% – Mathematics	%	59.10%		46.3%	42.0%



## 21-22 119 **Total Number with Scored** 20-21 100 Tests 18-19 136 100.0 21-22 **NGSS** Participation Rate 20-21 100 **Next Generation Science Standards Assessment** Comparison of 2018-2019 to 2020 - 2021 18-19 99.3 Grades 5, 8, 11 21-22 119 **Total Number Tested** 20-21 125 18-19 136 21-22 119 **Total Number of Students** 20-21 125 18-19 137

141 89

100

116 119

97.2 89.9

100 98.9

99.1

141 89

114 93

116 119

145 99

117 93

117

121

98.3

**6**3

	ifac <sup>.</sup>	t QQ	Q		
20- 21		AverageScale <b>D</b> Score (SS) <b>D</b>	512	812	1103
18-19		AverageScale <b>D</b> Score (SS)		812	56 61 1103 1103
_		%	65	65	61
20-21	Level 3 & 4 Met or Exceeded	Count	91	76	
18-19	el 3 & 4 Me Exceeded	%	77.9	74.1	57.1
18-1	Lev	Count	106	86	68
_		%	26	10	6
20-21	el 4 eded	% Count % Count % Count % Count % Count %	32	12	œ
6]	Level 4 Exceeded	%	19.1	8.6	5.9
18-19		Count	26	10	7
E H		%	39	55	52
20-21	t 3	Count	59	64	48
18-19	Level 3 Met	%	58.8	65.5	51.3
18		Count	80	76	61
		%	28	20	30
20-21	l 2 ching	Count	24 17.6 35 28	23	28
18-19	Level 2 Approaching	%	17.6	19.8	31.1
18-1	4	Count	24	23	37
		%	~	15	10
18-19 20-21	l 1 Aet	Count	6	18 15	6
	Level 1 Not Met	%	4.4	9	11.8
18-19		Count     %     Count     %     Count	9	7	Gr. 11 14 11.8 9 10 37 31.1 28 30
			Gr. 5	Gr. 8	Gr. 11

ale and	0			
Average Scale Score (SS) and Level	Level	m	m	£
Aver Score	SS	517	67.3 811	1106
& 4 ceeded	%	73.9	67.3	54
Level 3 & 4 Met or Exceeded	Count	88	95	48
el 4 eded	%	27.7	10.6	16.9
Level 4 Exceeded	Count	33	15	15
el 3 et	%	46.2	56.7	37.1
Level 3 Met	Count	55	80	33
Level 2 Approaching	%	21.0	24.8	31.5
Lev Appro	Count	25	35	28
1 et	%	5.0	7.8	14.6
Level 1 Not Met	Count	9	11	13
21-22		Gr. 5	Gr. 8	Gr. 11

01/03/2023

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Data Summary: What Does the Student Performance Data Indicate? The following summary is based on an analysis of data through December 31, 2022:

Coventry High School Updated January 2022 Student performance on the administration of the revised online SAT indicates a continued high level of achievement. The average score for CHS students was 516 in Evidenced Based Reading and Writing, above both the state and national average. The average score for CHS students was 508 in Mathematics, also above the state and national average for 2022.

since these are the two courses taken by every student in Grade 9 or 10. Overall, students grew an average of 3.9 RIT points in Operations & Algebraic Thinking and an average of 6.0 points in Geometry. In Grade 9, students increased their RIT points by 5.6 points in Operations & Algebraic Thinking and 8.5 points in Our NWEA MAPS testing was administered in the spring of 2022 with both math and literacy performance indicating significant growth in 2021-22 as measured by the NWEA MAP assessments. This year, our literacy focus was reading informational texts, and we measured how students grew with their RIT score from fall to spring. Overall, students grew an average of 2.3 RIT points in the area of informational text. In Grade 9, students grew 2.5 RIT points in the area of informational text. In Grade 10, students increased their RIT by 2.0 points on informational text. In mathematics, our focus was on Operations & Algebraic Thinking and Geometry Geometry. In Grade 10, students increased their RIT points by 2.2 points in Operations & Algebraic Thinking and 3.6 points in Geometry.

employment opportunities and 1% pursued a career in the military or 6% were engaged in other endeavors. In 2020, 95% of students had post-secondary plans that included two or four-year college or career education plans, 5% sought employment opportunities and 0% pursued a career in the military or other endeavors. In 2017, 89.2% of students had post-secondary plans that included two or four-year college or career education plans, 5% sought employment Available data suggests that CHS continues to succeed in developing students who are career and college ready. In 2022, 80% of students had post-secondary plans that included two or four-year college or career education plans, 9% sought employment opportunities and 3% pursued a career in the military or 7% were engaged in other endeavors. In 2021, 82% of students had post-secondary plans that included two or four-year college or career education plans, 10% sought endeavors. In 2019, 85% of students had post-secondary plans that included two or four-year college or career education plans, 5% sought employment opportunities, 6.5% pursued a career in the military, and 3% were engaged in other endeavors. In 2018, 83% of students had post-secondary plans that included two or four-year college or career education plans, 7% sought employment opportunities, 4% pursued a career in the military, and 6% were engaged in other opportunities, 3.3% pursued a career in the military, and 2.5% were engaged in other endeavors. The total number of students enrolled in Advanced Placement classes at CHS continues to be strong with 121 students enrolled and 240 exams administered. In 2021, 133 students were enrolled and 241 exams administered. In 2020, there were 140 students enrolled and 260 exams administered. In 2019, there were 170 students enrolled in 2019 and 308 exams administered, in 2018, 141 students were enrolled and 240 exams administered. In 2017, 165 students were enrolled



2019, 95 in 2018, and 99 in 2017. The percentage of students who earned a three or better on an AP exam was 71%, from 72.9% in 2021, 68.9% in 2020, 66.5 % in 2019, and 67.4 % in 2018. In 2022, 10 students were recognized as AP Scholars, 15 students were named AP Scholars with Honor, and 11 students were and 297 exams administered. The total number of students who earned a three or better on an AP exam in 2021 was 97, as compared with 102 in 2020, 113 in recognized as AP Scholars with Distinction.

The 4-year graduation rate for 2021 was 98.1%, as compared to 96.6% in 2020, 94.7% in 2019, 97.3% in 2018, and 98.6% in 2017.

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Capt. Nathan Hale Middle School Updated January 2022

Ongoing review and evaluation of programming and instruction results in identifying areas of focus for development as well as areas of strength in need At Capt. Nathan Hale School, our work in curriculum, assessment, and instruction supports our School Improvement Plan and Coventry's Strategic Plan. of refinement. Standardized assessments results reflect the improvements in curriculum and instruction.

## SBAC results

CNH students' achievement on SBAC summative assessment in ELA continues to be strong, with an average of 70.3% of students achieving at/above goal across grades 6-8. Across each grade level, the cohort of students demonstrated growth from the year prior. The growth of the Grade 4 was exceptionally impressive, with 78% of students meeting this benchmark. For all grade levels, Brief Writes, Interim Assessment blocks in Literacy, Informational text, and Listening will be administered to provide us with timely, actionable data as we work toward the SBAC summative assessment.

grade will be administering two math Interim Assessment blocks and Performance Tasks. These data points will be analyzed thoroughly on coaching days and data will inform student programming at Intervention Referral Team meetings. Coaching days in ELA and math will have been extended to 3 hours each session, with 6 collaboration with the Director of Teaching and Learning, the Math Curriculum Specialist, the CNH Principal and members of the CNH Math teaching staff. Coaching In math, we achieved an average of 53.6% of students at/above goal across grades 6-8. This mirrored state and nationwide trends of lower math achievement due to instructional time lost as a result of the COVID-19 pandemic beginning in March 2020. To address this need, a Math Improvement Plan has been created in was scheduled to focus on claim and target data, student overall math score data and student target data. To monitor progress over the course of the year, each sessions over the course of the school year. These coaching days with our K-12 ELA and K-12 Math specialists continue to support adjusted instruction and thorough data analysis from Interim Assessment blocks throughout the year.

## **NGSS** results

Last year, Grade 8 students took the new Next Generation Science Standards Assessment, in which students achieved 67.4% at/above goal. It should be noted that due to safety restrictions due because of COVID-19, the science curriculum was altered last year and students were not able to design and conduct hands-on experiments. This year, however, all grade levels are in full implementation of the NGSS curriculum and will continue to refine their pacing and implementation with the support of our newly appointed K-12 STEM coach. Professional development time in science will be focused on implementing the revised curriculum in addition to having a focus on "Models and Systems." Additionally, teachers have collaborated to examine released science interim assessment blocks and will develop a plan to use these for both instruction and assessment.



## **Professional Development**

emotional learning, and racial equity training. Through coaching days in ELA, Math, and Science, we began to implement differentiated strategies which involve and the Brain where teacher leaders facilitated conversations with an aim at improving their awareness of areas of strength and those in need of As we returned to school in the third year of this COVID-19 pandemic, we prioritized professional development around curriculum and instruction, social and increased choice and varied learning opportunities for students. CNH staff participated in a professional book study using the text Culturally Responsive Teaching improvement. Additionally, Educator, Author, and Speaker Monica Genta facilitated a virtual session focused on her book "The Rooted Classroom" and engaged staff in reflecting on best practices that foster a rich and positive classroom environment where all students are valued and appreciated

## Social and Emotional Learning

While we have had an increased focus on whole child education and addressing the social and emotional needs of our students for the past several years, this has shifted to the forefront of our work as we reflect on the impacts of the pandemic on kids. We continue our implementation of the Character Strong curriculum as accepting differences while building an inclusive and accepting school community. The first and third sessions will be in person with the second event taking place part of our Advisory Program, but we are also administering the DESSA SEL assessment in October to identify any students who are in need of additional, specific social-emotional skills. The results of this assessment will help inform Tier II and III supports. Additionally, CNH has a concurrent focus on racial equity and celebrating diversity. All Grade 6 students will participate in three sessions with Mr. Paul Vivian and Rev. Audley Donaldson where the focus is on recognizing and virtually. Teachers also met with the founders of Safe School Consultants in August to engage in focused discussion on the integration of research-based strategies that have been proven to foster positive and welcoming school climates for all stakeholders.

## **School Climate**

Members of the Safe School Climate Committee reviewed the results of the teacher/student/parent surveys from the spring of 2022. Responses were session where the focus was on building capacity for creating a Friends of Rachel's Club that would fit the needs of the CNHS community. Fifteen students are actively involved in the CNH Friends of Rachel Club, which meets during our Enrichment Period, and are excited to be working on schoolwide activities to continue disaggregated and themes and trends were identified. Areas of strength were celebrated while areas for improvement were identified and brought to the whole staff for discussion. All students attended grade level assemblies for the Rachel's Challenge Program where students were challenged to look for the best in others, dream big, choose positive influences, speak with kindness and start your own chain reaction. Eighty-seven students and ten adults attended an afternoon training to foster a positive and welcoming school climate. An additional thirty-five students have expressed interest in supporting the club's activities



George Hersey Robertson Intermediate School Updated January 2022 At George Hersey Robertson Intermediate School, our work in curriculum, assessment, and instruction supports our School Improvement Plan and Coventry's Strategic Plan. Ongoing review and evaluation of programming and instruction results in identifying areas of focus for development as well as areas of strength in need of refinement. Standardized assessments results reflect the improvements in curriculum and instruction.

## SBAC results

GHR students' achievement on SBAC summative assessment in ELA continues to be a strength, with an average of 68% of students achieving at/above goal across support and significant professional development on guided reading, the Benchmark Assessment System and differentiation in reading instruction. The progress the 4th day of school. We currently have over 60 students receiving reading intervention, and the process for qualifying students for intervention and exiting grades 3-5 in Spring 2022. A reading "boost" was implemented for students upon their immediate return to school based on spring literacy data, and our Intervention Referral Team met the second week of school to discuss specific student achievement. For all grade levels, Interim Assessment blocks in Literary, Informational text, Listening, and Research will be administered to provide us with timely, actionable data as we work toward the SBAC summative. To improve Tier 1 literacy instruction, we have our designated coaching days with our K-12 Literacy Specialist. All teachers new to Coventry will have an additional layer of of students will also be closely monitored, with information reviewed biweekly. Our Tier 2 and 3 supports are firmly in place, with a boost session that began on students from intervention will be fluid, as student needs will evolve throughout the year. We are also implementing a new instructional approach for students dentified with dyslexia to address their unique reading needs.

data will inform student programming at Intervention Referral Team meetings. The implementation of the Student Work Protocol will help our grade level teams days with our K-12 ELA and K-12 Math specialists continue to support adjusted instruction and thorough data analysis from Interim Assessment blocks throughout year, and mirrors state and nationwide trends of lower math achievement. To address the need of improvement math achievement, we first revised our use of two math interventionists. We added a new math intervention time block to each grade level, which allows the math room to service nearly double the amount each grade will be administering two math Interim Assessment blocks and Performance Tasks. These data points will be analyzed thoroughly on coaching days and dentify areas of strength, skills that need further instruction, grade level trends, and pinpoint individual students who may need more math support. Coaching In math, we achieved an average of 62.1% students at/above goal across grades 3-5 in Spring 2022, which is commensurate with our 62.6% achievement of last of students this year. We also identified students who needed a math fluency boost to support their automaticity of basic facts. These groups are using a math fluency program that teaches students about relationships between numbers rather than rote memorization. To monitor progress over the course of the year, the year



## NGSS results

will continue to refine their pacing and implementation. During instructional coaching and professional development time, our K-12 Science specialist will be improvement from last year, in which 64.3% of students scored at/above goal. This year, all grade levels are in full implementation of the NGSS curriculum and working with teachers to deepen their understanding of the engineering and design process. All classes will be administering two science formative assessments during the course of the year, as well as a performance task, all of which mirror the NGSS summative assessment. The data from these will be carefully reviewed Last spring, Grade 5 students took the new Next Generation Science Standards Assessment, in which students achieved 74% at/above goal, which is a great to address any areas of need before we take the NGSS in the spring.

## **Professional Development**

and the DESSA screener, finished our work with the professional text Culturally Responsive Teaching and the Brain, learned about the connection between flexible This year, we prioritized professional development around curriculum and instruction and social and emotional learning. We explored the CASEL competencies grouping as a method of differentiation, and enhanced our understanding of de-escalation and emotional regulation. We want to continue to provide staff with personalized and relevant PD, meeting their needs while honoring and respecting their specific roles. Our professional development encompasses instructional coaching in ELA, Math, technology integration, and science. Collaboration among grade level teachers and with special education and related services has been scheduled weekly to align and plan for instruction and ensure consistent curriculum pacing. New teachers are supported via their assigned mentor, biweekly new teacher meetings, and with additional support from instructional coaches.

GHR Faculty Members also both enhance educator's leadership by engaging in professional learning through a variety of district-wide committees, such as the PD/TEVAL Committee, District Tech Committee, District Curriculum Cabinet, Literacy Council, and the Coventry Leadership Academy. Through various committees such as these, coupled with differentiated PD, we look to build the capacity of our educators, honoring their professional goals and areas of interest

## Portrait of the Graduate

have developed student and teacher friendly rubrics for three of the five competencies: collaboration, communication, and critical thinking. As one part of this collaboration at professional development this year, all teachers will be held responsible to integrate these rubrics in multiple places across the curriculum. This work, teachers across all departments will be identifying where they are teaching and assessing the skills identified on the rubrics. Through dedicated time and will be measured by a cross analysis of the rubrics and instructional units. Additionally, with support from our District Curriculum Cabinet, we will be developing the empowered citizen rubric. Finally, grade level teams will be developing their Portrait of the Graduate projects which will integrate all five competencies and As we revisit the work we were accomplishing before the pandemic, a major area of focus is our district-wide Portrait of the Graduate competencies. We now the skills identified on the rubrics. These projects will be implemented in the 2023-2024 school year.



## **Social and Emotional Learning**

As one of the most essential ways we plan to promote a respectful learning community, we will continue to implement Morning meeting daily to work on the skills earning and personal responsibility. With that information, the DESSA leadership team created lessons that all teachers conducted with students. Our spring results showcased the progress made by students over the course of the year and affirmed that our work had made a positive impact. In August, all teachers of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. In grade level classrooms, the Second Step curriculum will be implemented each week. We are also learning more about the needs of students through our Deveraux (DESSA) screener, which is administered in the fall attended professional development on the 5 CASEL competencies and delineated the lessons in Second Step and during Morning Meeting that address those and spring of each year. Based on the screener last year, for example, we identified two skills that were needed by the majority of GHR students: goal directed competencies. With the guidance of the DESSA leadership team, we will continue to develop lessons and curate resources that support students in these life skill

## Communication with parents and community

Conferences, GHR is working to reestablish the school as a welcoming and inclusive part of our Coventry community now that visitors are allowed back in the Effective parent communication continues to be a priority for the staff at GHR. Teachers continue to send frequent newsletters or emails to inform parents of earn higher grades, improve their attendance, and go to college. For our parent engagement plan, GHR will develop a parent volunteer handbook and create a weekly learning activities in all subject areas. Administration is committed to sending a weekly School Messenger e-blast for pertinent, timely information. Additionally, PTO newsletters and the school website provide up-to-date information. This year, a school Twitter and Instagram account documents the great work that occurs in our building every day. For parents who are not on these social media platforms, the feed can be viewed on the school website, with pictures that celebrate our accomplishments and work inside the building. With such success in previous years related to the parent feedback survey for Student Led building. Research has shown time and time again that when families get involved and engaged in their child's education, students are more likely to graduate, volunteer interest form. Coventry has such a close-knit community and we want to encourage and increase family involvement in any capacity



Coventry Grammar School Updated February 2022

## Reading

This marks our first year administering the winter Measures of Academic Progress in reading. The mid-year data point informed decisions about intervention and enrichment groups. The breakout of the four categories; Foundational Skills, Language and Writing, Literature and Informational and Vocabulary and Functions provides specific direction to the area of need to address. Strategic placement of staff is a foundation to consistent implementation of services by special education teachers and math and reading interventionists. Three rooms, connected by interior doors, house a combination of general education and special education staff. Additionally, as has been our practice, we provide Orton-Gillingham training to new staff. Level Literacy Intervention (LLI) training is provided by in-house experts. Reading intervention is instructed to heterogeneous groups, general education and special education students together. Progress monitoring meetings are held weekly and include review of data and professional development.

Kindergarten selected the Phonological Skills Awareness Test (PAST) as an area of focus. Summer 2021, kindergarten teachers attended a two-day national conference by David Kilpatrick, author of Equipped for Reading Success. We refined our instruction to include greater emphasis and mastery of the eight skills, prior to Guided Reading instruction. This has proved extremely beneficial and is coordinated with Literacy Lab intervention.

We have created a document that reflects the plan for students who are transitioning out of Tier II or III instruction back into the classroom. This includes noting the continued areas for support as well as time for interventionists to push into the general education classroom.

## Math

fluency assessments were revised that decreased the problems and adjusted the placement of facts to better identify the strategies students needed to gain more Summer curriculum work was dedicated to reviewing our instruction, sequence, pacing and assessment of addition and subtraction fact fluency. Pre and post core knowledge of. For the first time, kindergarten fact fluency assessment and data is separating addition facts from subtraction facts.

provided the professional development for special education teachers to modify grade level curriculum and establish goals that are appropriate and that can be Math coaching emphasized the importance of teaching all fact fluency strategies and provided tools and resources to assist teachers with classroom instruction. All teachers of math intervention meet every other week to monitor student progress, learn best practices and rework student groupings. The district math leader monitored



## General

A Home-School Agreement was established during December Parent Conferences that identified a specific math or reading goal for home, school and student to work on collectively and with purpose. Progress toward the student's goal will be reported out at the March Student Led Conference.

Meetings. This is further supported by our book study of Culturally Responsive Teaching and the Brain. Topics such as, supporting dependent learners to become We have engaged in professional development in Critical Thinking. The math, literacy and science district leaders have conducted two sessions during Faculty independent thinkers and inquiry driven instruction, have improved our overall presentation of curriculum.

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# District Goal #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.

District Level Strategies:

- Assist in data collection and analysis processes aligned with the SPI at the school level and to support collaboration on initiatives related to district and town stakeholders. Ŕ
- Utilize data analysis to inform curriculum development, assessment refinement, and pedagogy. <u>ю</u>
- Provide protocols to guide teachers in the use of assessment results to inform the selection of research based instructional strategies and esson planning. ن
  - Be responsive to identified achievement needs and provide leadership in decision making and implementation of practices related to teaching and learning. . ص
- Review, reflect on the allocation of past, current, and future resources with respect to support of key achievement goals, SPI priorities, and program expansion. ய்

## **Action Steps**

Healthy Focus: Minimizing Politics, Achieving Alignment, Building Morale, Driving Productivity, Talent Development Croativity Smart Focus: Achieving Results, High-impact Strategies, Execution, Finance and Operations, Compliance unitation Collaboration Critical Thinking Cam

<u>Action Steps</u>	Resources Needed	Ţ	Timeline	Persons Responsible	Evidence of Success	Outcomes
	(imaterials, stajj, time, etc.)	Start Date	End Date			
1. Utilize disaggregated	Online released	Oct	June	Director of	Disaggregated data, instructional	Improve alignment
Smarter Balanced	materials, SBAC			Teaching and	materials, question stems,	between instruction,
Assessment data, and the	results, IAB			Learning,	redesigned assessments.	assessment, and state
SBAC Interim Assessment	modules,			Principals, K-12		testing.
Block modules to identify	professional			Specialists,		
student skill gaps, redesign	development			Teacher Teams.		
formative and performance-	trainings, K-12					
based assessments, develop	Math and ELA					
multiple assessments	Specialists.					
aligned to standards of						
emphasis, inform curricular						
revision and inform						

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Outcomes			Improved student learning, improved alignment between instruction, assessment, and state testing.	Grade level instruction on high priority standards and narrowing of student skill gaps.	Improved student learning and customized instruction to address aggregate and individual student skill gaps.
Evidence of Success			Calendar for administration of IABs, performance tasks and completed Looking at Student Work Protocols, instructional materials, redesigned assessments.	Coaching schedules for ongoing review of curriculum, Pacing and Scope and Sequence Guides. Developed 2022-2023 CPS Professional Development Plan.	Completed Looking at Student Work protocols. Implemented differentiated instruction based on assessment data analysis.
Persons	Responsible		Director of Teaching and Learning, Principals, K-12 Specialists, Library Media Specialists, Teacher Teams.	Director of Teaching and Learning, K-12 Specialists, Department Chairs.	Director of Teaching and Learning, Principals, K-12 Specialist, Teacher Teams.
Timeline	End Date		April	Ongoing	April
Tim	Start Date		Sept.	Aug.	August
Resources Needed	(Materials, staff, time, etc.)		Calendar, Interim Assessment Blocks, additional instructional materials, coaching days.	Administrative Council Meetings, Coaching days.	Looking at student work protocol, student data.
<u>Action Steps</u>		pedagogy and interventions, provide disaggregated data to teachers in formats that facilitate their work.	<ol> <li>Embed SBAC resources into teaching and learning including new focused interim block assessments and including two IABs per grade level and three performance tasks for math per grade level and listening IABs and additional practice.</li> </ol>	<ol> <li>Plan for professional development and coaching in 2022-2023 to focus on revised Pacing and Scope and Sequence Guides to address aggregate student skill gaps. Focus professional learning on reintegration of researched-based teaching strategies effective before the pandemic.</li> </ol>	<ol> <li>Collaboratively analyze various formative assessments in ELA and mathematics using the Looking at Student Work Protocol including the</li> </ol>

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Outcomes			Enhanced number of students served in intervention, enhanced instruction in mathematics intervention.	Grade level instruction on high priority standards and narrowing of student skill gaps, improved student learning and achievement.
Evidence of Success			Coventry Public Schools Professional Development Plan, revised intervention schedule, increased number of students served, CNH mathematics lessons aligned to Tier I pacing.	Implementation of Improvement Plan.
Persons	Responsible		Principal, K-12 Specialists.	Director of Teaching and Learning, Principal, K-12 Mathematics Specialist, Teacher Teams.
Timeline	t End e Date		April	May
	Start Date		Sept	Aug
Resources Needed	(Materials, staff, time, etc.)		School schedule, ALEKS mathematics program.	Disaggregated SBAC data, Pacing Guides, Scope and Sequence documents.
<u>Action Steps</u>		following assessments: BAS, interim assessment blocks, writing prompts, brief writes, performance tasks, mathematics, end of unit assessments, Khan Academy assessments, mock SAT assessments, English and mathematics SAT aligned assessments including mid- term exams.	5. In grades 3-8, refine the approach to mathematics interventions by developing a GHR intervention schedule to include additional blocks of mathematics intervention with certified staff and at CNH, prioritize alignment of lessons in intervention to current math class pacing.	<ol> <li>Develop and implement the steps of the CNH Mathematics Improvement Plan including review of highly rated mathematics programs, focus on incorporation of learning tasks and assessments aligned with Claim 4, development of lessons and</li> </ol>
Action		following ass interim asses writing prom writes, perfo mathematics assessments, assessments, mathematics assessments term exams.		

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Outcomes			Improved student learning and achievement.	
Evidence of Success			Implementation of Improvement Plan, developed plan for formative assessments, developed performance tasks, and rubrics.	
Persons Responsible			Director of Teaching & Learning, K-12 STEM Specialist, Teacher Teams.	
Timeline	End Date		Мау	
Ĩ	Start Date		Aug	
Resources Needed	time, etc.) time, etc.)		Coaching time, Disaggregated NGSS data, Pacing guides, Scope and sequence documents, and NGSS resources.	
<u>Action Steps</u>		learning tasks aligned to SBAC targets in need of improvement, review of performance tasks and incorporation of three performance tasks at each grade level for individual assessment, and the disaggregation of IAB and performance task data to inform instruction.	7. Implement the steps of the CHS Science Improvement Plan, including implementing new unit pacing in Science 9 and Chemistry, incorporation of learning tasks and assessments to address all earth and space science and physical science performance expectations, prioritizing the cross cutting concepts of patterns and cause and effect in instruction, and the development of a formative and summative assessment plan, which includes NGSS aligned assessment	1 1

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Outcomes			Graduates who are empowered learners and have the knowledge, skills, and habits of mind to thrive as members of a complex society.	Graduates who are empowered learners and have the knowledge, skills, and habits of mind to thrive as members of a complex society.	Project based learning that provides students with real world relevance and opportunities for deeper learning.
Evidence of Success			Empowered Citizen rubrics developed at each school.	Lessons and units which incorporate rubrics.	Planned passage presentation projects for implementation in 2023-2024.
Persons	Kesponsible		Director of Teaching and Learning, Curriculum Cabinet members, Principals and Teachers.	Principals, K-12 Specialists, Teachers.	Director of Teaching and Learning, Principals, and Teachers.
Timeline	End Date		May	June	June
Tin	Start Date		Aug	Aug.	Aug.
Resources Needed	(Materials, staff, time, etc.)		Curriculum Cabinet meetings, model rubrics.	Rubrics, Atlas Curriculum units.	Professional development and early release days, model projects by grade level.
<u>Action Steps</u>		blocks and analysis of assessment data using the Looking at Student Work Protocol.	<ol> <li>Involve Curriculum Cabinet in developing the rubric attributes for the Empowered Citizen competencies of the Portrait of the Graduate, and develop a plan and timeline for each school to develop and implement its own rubric aligned to the district model.</li> </ol>	<ol> <li>Further delineate the implementation of components of the communication, critical thinking, and collaboration rubrics across units of study.</li> </ol>	10. For implementation in the 2023-2024 school year, develop interdisciplinary passage presentation projects at CGS, GHR, and CNH that integrate the CPS Portrait of a Graduate competencies and include the utilization of the

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Outcomes			Alignment of the vision for technology integration to district goals and the District Strategic Plan.	Ongoing opportunities for enriched learning experiences for high performing students.	Enhanced programming for out of district students; enhanced district revenue.
Evidence of Success			Plan to prioritize integration, professional development, infrastructure and community goals and action steps. Plan to involve DTC, District Leadership, and Curriculum Cabinet.	Accelerated math programming customized to lead to students placing out of grade level work in Grades 6-9. Schedule and enrichment activities at each school. CEP programming and interest groups offered in Grades 3-5. Future Problem Solvers programming including speakers and field trips offered in Grades 6-8.	Marketing materials distributed. Schedule of student and family program visits held.
Persons	Kesponsible		Director of Educational Technology; District Technology Committee.	Principals, Director of Teaching and Learning, and K- 12 Specialists, Teachers.	Director of Pupil, Staff and Support Services, Pupil
Timeline	End Date		June	June	June
Tim	Start Date		Sept.	Sept.	Sept.
Resources Needed	(Materials, staff, time, etc.)		Technology Plan, District Strategic Plan.	Book clubs: online platforms including ALEKS math, virtual field trips; curriculum extension.	Marketing materials, opportunities to
Action Steps		collaboration, communication, and critical thinking rubrics.	<ol> <li>Implement year two of the Technology Plan to ensure continued effective integration of technology into curriculum, instruction, and assessment.</li> </ol>	12. Continue to offer accelerated and additional programming for high performing students including the following: accelerated mathematics, book groups, Girls Who Code, Lego Robotics, and the Seal of Biliteracy.	<ol> <li>Continue to attract out-of- district students to specialized programs including the ABA program</li> </ol>

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Action Steps	Resources Needed	Timeline	iline	Persons	Evidence of Success	Outcomes
	(Materials, staff, time, etc.)	Start Date	End Date	Responsible		
and Coventry Academy as a revenue stream to support conservative budgets.	showcase programming.			and Staff Support Services Team.	Student enrollment in programs.	
<ul> <li>14. Develop a Science Assessment Plan at each grade level 3-12 to include formative assessments aligned to NGSS, module assessments, projects, labs, performance tasks, timelines for implementation, and next steps in the use of the data generated by assessments into instruction.</li> <li>15. Continue to develop a range of performance tasks aligned to the Science and Engineering Practices and prioritizing, developing and using models, planning and carrying out investigations, and designing solutions for engineering. Develop a criterion-based rubric for each performance task to be used in instruction and assessment. Use the Looking at Student Work Protocol to</li> </ul>	Inner Orbit, Released IABS, model assessments and performance tasks, NGSS resources. Model Preformance tasks, Science and Engineering Practices progressions by grade level, NGSS resources.	Sept.	May	Director of Teaching and Learning, K-12 STEM Specialist, Teachers. Director of Teaching and Learning, K-12 STEM Specialist, Teachers.	Developed Assessment Plan, identified assessments timeline for implementation of all assessments. Developed and implemented performance tasks. Looking at Student Work protocols completed to inform instruction.	Improved student learning and achievement, instruction informed by analysis of student learning data. Improved student learning and achievement related to the science and engineering practices.

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Outcomes			Alignment of classroom assessments to NGSS test formats to support student learning and achievement.	Maximized delivery of services for students identified for special education, enhanced level of student achievement and narrowing of achievement gaps.	Narrowed achievement gaps, improved student learning and achievement.
Evidence of Success			Implementation of IABS into Teaching and Learning and sequenced plan for their use.	Timeline of next steps.	School schedule, student achievement data.
Persons	responsible		Director of Teaching and Learning, K-12 STEM Specialist, Teachers.	Director of Pupil and Staff Support Services, Principals.	Director of Pupil and Staff Support Services, Principal, Teachers, K-12 Mathematics and ELA Specialists.
Timeline	End Date		Feb	Мау	June
Tin	Start Date		Sept.	Sept.	Sept.
Resources Needed	(Materials, staff, time, etc.)		Released IABS, Pacing and Scope and sequence guides.	DMG Study, Administrative Council.	Training, planning time, professional development.
Action Steps		analyze student work from performance tasks.	16. Review the recently released and updated NGSS aligned interim assessment blocks and develop a plan for their inclusion into instruction and assessment.	17. Review and identify the next steps in special education services 6-12 aligned to areas of opportunity identified in the District Management Group study and develop a timeline for implementation of next steps and a metric to measure success.	<ol> <li>Implement the newly designed skills class model at CHS for instruction on executive functioning, mathematics, reading, and writing with a focus on providing support for student achievement of grade level aligned IEP goals.</li> </ol>

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Outcomes		Smooth transition from Frontline platform to CT SEDS to support implementation of services and programming for students.	Smooth transition from Frontline platform to CT SEDS to support implementation of services and programming for students.
Evidence of Success		Professional development and planning documents related to CT-SEDS.	Professional development and planning documents related to CT-SEDS.
Persons Reconneible		Director of Pupil and Staff Support Services, Director of Educational Technology, Pupil and Staff Support Services Team.	Director of Pupil and Staff Support Services, Director of Educational Technology.
Timeline	End Date	June	June
Tim	Start Date	Sept.	Sept.
Resources Needed	time, etc.) time, etc.)	Training, planning time, professional development, CT SEDS resources.	Training, planning time.
Action Steps		19. Engage all related services staff in intense and extensive professional development training on the use and implementation of the Connecticut Special Education Data System (CT- SEDS) for students Individualized Education Programs (IEPs) and 504 plans. Using a train-the- trainer model, train an elite cohort of related services staff to serve as mentors and resources to other district staff.	20. Collaborate with the technology department to develop a plan for data migration from Frontline to the Connecticut Special Education Data System.

Action Steps	Resources Needed	Time	Timeline	Persons	Evidence of Success	Outcomes
	(Materials, staff, time, etc.)	Start Date	End Date	Kesponsible		
21. Develop a timeline and plan for implementation of CT- SEDS, identifying the sequence of steps, and providing approaches for documenting and troubleshooting system glitches.	Training, planning time, professional development, CT SEDS resources.	Sept.	June	Director of Pupil and Staff Support Services, Pupil and Staff Support Services Team.	Timeline and plan for implementation of CT SEDS.	Smooth transition from Frontline platform to CT SEDS to support implementation of services and programming for students.
22. Provide training for parents in the use of the CT-SEDS platform.	Training, planning time.	Sept.	June	Director of Pupil and Staff Support Services.	Scheduled training events, parent attendance.	Supported parent involvement in working with their students identified for special education services or 504 plans. Enhanced partnership between home and school.
23. Utilize data to identify additional learning needs of students who need intervention in reading and math and continue to evaluate and refine interventions and program as needed to improve student learning.	Model programs for students identified with dyslexia, model fluency programs for mathematics, phonics programming, research on interventions, websites that vet programs, collaboration of interventionists.	Sept.	June	Director of Teaching and Learning, Principals, Interventionists.	Adoption of additional researched based programs as needed. Documentation of review of programming; adoption of additional programming.	Narrowing of achievement gaps, improved student learning and achievement.

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Outcomes		Student learning in Mandarin Chinese, student knowledge and appreciation of peoples from other cultures and of Chinese culture.	Student learning in Mandarin Chinese, student knowledge and appreciation of peoples from other cultures and of Chinese culture.	Improved student learning resulting from more time spent on learning through high quality Tier I and Tier II instruction.
Evidence of Success		Implementation of virtual exchanges.	Plans for resumed educational visits.	Program schedules, student attendance, student achievement data.
Persons		Chinese Teacher, Liaison for Chinese programming.	Chinese Teacher, Liaison for Chinese programming.	Principals, Director of Teaching and Learning.
Timeline	End Date	June	June	aun
Tin	Start Date	Sept.	Sept.	Aug.
Resources Needed	(Materials, staff, time, etc.)	Partnerships and relationships with sister schools in China, schedule alignments between schools.	Partnerships and relationships with sister schools in China.	Grant funding, reading and math programming, programming.
Action Steps		24. Identify approaches to support the virtual collaboration of teachers and students of Chinese with teachers and students in schools in China.	25. Explore the possibility of resuming educational visits to support partnerships with schools in China.	26. Continue the implementation of the Elementary and Secondary School Emergency Relief Fund (ESSER) II and the American Reserve Plan (ARP/ESSER) grants to provide enhanced provide enhanced provide enhanced provide enhanced provide stants to provide enhanced provide for reading and mathematics, K-5 Summer Academies for reading and mathematics, 6-8 Summer Academy to support student

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Action Steps	Resources Needed	Timeline	line	Persons Responsible	Evidence of Success	Outcomes
	time, etc.) time, etc.)	Start Date	End Date			
engagement and connectedness to school, K- 12 tutoring in reading and mathematics, K-12 after- school enrichment, K-5 Summer Enrichment.						
27. Utilize ESSER II and ARP/ESSER funding to support mathematics intervention K-5 by funding two certified teachers for mathematics intervention.	Grant funding	Aug.	June	Principals, teachers.	Schedule of interventions, roster of students served.	Higher student achievement for students with skill gaps resulting from more days of intervention for more students.
Δ	<b>District Goal #2</b> – Mair	itain and p	iromote a	positive and resp	District Goal #2 – Maintain and promote a positive and respectful learning community.	

**District Level Strategies:** 

- A. Assist in data collection and analysis processes aligned with the SPI at the school level to support collaboration on initiatives related to district and town stakeholders.
  - Be responsive to identified programmatic, instructional, and support needs as indicated by the data.
  - Provide leadership in the identification of resources, best practices, and professional development opportunities to support needs. ت ن ف
- Review, reflect on the allocation of past, current, and future resources with respect to support of key achievement goals, SPI priorities, and program expansion.

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## Coventry Public Schools District Strategic Plan 2022-2023

## **Action Steps**

Healthy Focus: Minimizing Politics, Achieving Alignment, Building Morale, Driving Productivity, Talent Development Embedding the 4Cs in Curriculum and Assessment: Critical Thinking, Communication, Collaboration, Creativity Smart Focus: Achieving Results, High-impact Strategies, Execution, Finance and Operations, Compliance

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Outcomes		Emotional regulation of students and enhanced support for their social and emotional needs.	Emotional regulation of students and enhanced support for their social and emotional needs.	Enhanced character development programming resulting in respectful school climate and a decrease in bullying behavior.
Evidence of Success		Data analysis of Impact Report. School Action Plans for tiered instruction.	Data from administration of screenings. School Action Plans for tiered instruction.	Schedule of programs and implemented programs.
Persons Reconncible		Director of Staff and Pupil Support Services, Director of Teaching and Learning, District and Site Committees.	Director of Pupil and Staff Support Services, Director of Teaching & Learning, District and Site Committees.	Principal, Director of Teaching & Learning.
line	End Date	June	anu	June
Timeline	Start Date	Sept.	Sept.	Aug
Resources Needed	time, etc.) time, etc.)	Professional development, Aperture System, district and school- based teams	Professional development, Aperture System, district and school based teams.	Rachel's Challenge resources, SEL consultants and presenters.
<u>Action Steps</u>		<ol> <li>Continue to utilize the Aperture Education System's universal screener to develop and implement additional tiered instruction to address students' social and emotional competencies and needs.</li> </ol>	<ol> <li>Utilize the Aperture Education System's reporting functions to evaluate aggregate and individual student progress over time to inform ongoing instruction of individual and school programming related to social and emotional learning.</li> </ol>	<ol> <li>Informed by school climate data and perceived needs, expand curriculum at each school to include at least two experiential learning opportunities that focus on character development and fortering voluce attitudee</li> </ol>

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Action Steps	Resources Needed	Timeline	line	Persons	Evidence of Success	Outcomes
	(Materials, staff, time, etc.)	Start Date	End Date	Kesponsible		
and actions that promote a welcoming and accepting school climate to discourage bullying behavior.						
<ol> <li>Continue to support the Open Choice Program by declaring seats in Kindergarten and Grade 1, 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.</li> </ol>	Open Choice Fairs, marketing materials.	Aug	June	Principal, OC Liaison, Director of Teaching and Learning.	Attendance of marketing events. Documentation of interactions with prospective parents and families, student enrollment. Professional development related to equity and culturally responsive teaching.	Improve academic achievement, reduce racial, ethnic, and economic isolation, develop students as empowered citizens who embrace diversity and individuality and seek cultural understanding.
<ol> <li>Resume the plan of exploring next steps related to attracting international students to Coventry by vetting agencies that support international student experiences.</li> </ol>	Consultant, websites.	Sept.	May	Superintendent, Principal.	Identification of next steps in attracting international students to Coventry.	Opportunities for students to deepen their appreciation of the cultures of others.

District Goal #3 – Recruit, retain, and develop high quality staff at every level.

**District Level Strategies:** 



- Implement Teacher and Administrator Evaluation and Support Systems as determined by our district plan to support and retain high quality staff. Ą.
  - Align the Coventry Public Schools Professional Development Plan to District and Schools Goals and provide structures for collaboration and professional development to build the capacity of staff in best practices in curricular revisions, assessment, and selection of research based instructional strategies, and integration of technology into teaching and learning. ы.
    - Develop and enhance district practices for recruiting, interviewing, hiring, and retaining certified staff. ن

## Action Steps

Healthy Focus: Minimizing Politics, Achieving Alignment, Building Morale, Driving Productivity, Talent Development Embedding the 4Cs in Curriculum and Assessment: Critical Thinking, Communication, Collaboration, Creativity Smart Focus: Achieving Results, High-impact Strategies, Execution, Finance and Operations, Compliance

		e	usive n needs
Outcomes		Enhanced diversity in the teaching staff.	Development of an inclusive and welcoming school climate. Best practices in instruction to meet the needs of all students.
Evidence of Success		Attended state professional development to expand best practices. Continued practice of interviewing one or most minority candidates for each open position providing we have minority applicants.	Grant applications and additional awarded grants. Developed District Equity and Inclusion for Hiring
Persons Responsible		Director of Teaching and Learning, Principals, Director of Pupil and Staff Support Services.	Director of Teaching and Learning.
Timeline	End Date	June	Dec.
Tim	Start Date	Sept.	Sept.
Resources Needed	(Materials, staff, time, etc.)	RESC, CSDE, and other professional development opportunities; regional minority recruitment fair.	RESC Alliance Grants, Open Choice Grants, Title IV Grants.
<u>Action Steps</u>		<ol> <li>Continue to pursue opportunities to actively recruit certified and non- certified applicants to promote diversity in the candidate pool which leads to the hiring of a more diversified staff.</li> </ol>	<ol> <li>Continue to seek alternative funding sources to continue initiatives with staff related to diversity, inclusion, and culturally relevant pedagogy to support inclusive teaching practices</li> </ol>

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# Coventry Public Schools District Strategic Plan 2022-2023

A	Action Steps	Resources	Ţ	Timeline	Persons	Evidence of Success	Outcomes
		Needed (Materials, staff, time, etc.)	Start Date	End Date	Kesponsible		
iclusiv elcom	and inclusive school climates that are welcoming to staff and students.					document and submitted to the CSDE.	
ue to of tea eted y rship v nvolve ding p ppmer ppmer l impru	Continue to utilize the leadership talent of teachers who have completed year two of the Coventry Leadership Academy by considering their involvement in activities such as leading professional development, participating on school improvement committees, and engaging in district initiatives.	District and School Committees.	Sept.	June	Principals, Director of Teaching and Learning.	Professional development agendas, committee rosters, school staff meeting agendas.	Teaching invited to opportunities to participate in shared leadership.
op a p dary l( tarial)	Develop a program that supports secondary learning for support staff (secretarial) in specialized areas.	Online training programs.	Sept.	June	Director of Pupil and Staff Support Services, Director of Financial Operations.	Implemented trainings.	Development of specialized knowledge to address nuances of job responsibilities.
le con ifferer opmer	Provide comprehensive, targeted, and differentiated professional development for para-educators.	Professional Development Days, EASTCONN resources.	Aug.	June	Director of Pupil Services.	Professional development agendas for PD and Early Release days.	Improved para-educator support for students.
oorate Is Pro or 202 ng on ( nts in	Incorporate into the Coventry Public Schools Professional Development Plan for 2022-2023 professional training on differentiation for students in grades K-12 across the	Professional Development Days, Differentiation resources.	Aug.	June	Principals, Director of Teaching and Learning.	Professional development agendas documenting training on differentiation.	Improved access to curriculum and learning for all students.

#### Artifact QQQ

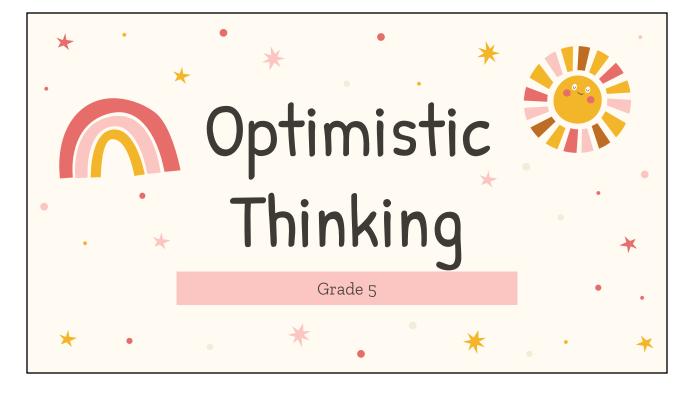
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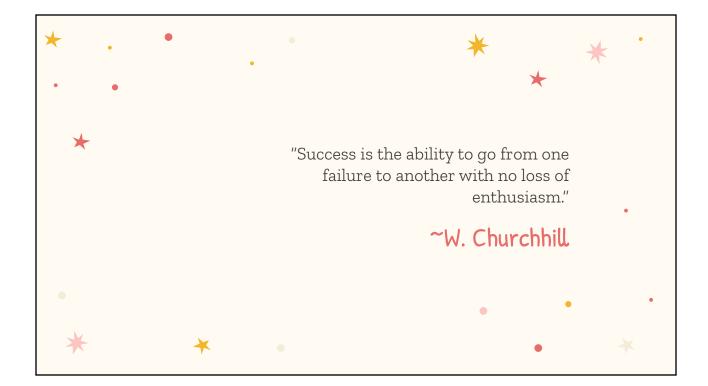
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# Coventry Public Schools District Strategic Plan 2022-2023

<u>Action Steps</u>	Resources	Timeline	Persons Persons	Evidence of Success	Outcomes
	Meeded (Materials, staff, time, etc.)	Start Er Date Da	End Date		
content areas, with a focus on content, process, and product.					
<ol> <li>To support professional development for teachers engage the leadership team in reading <u>The</u> <u>Flexibly Grouped Classroom</u> by Kristina Doubet.</li> </ol>	Copies of text.	Oct. Nov.	<ul> <li>Director of Teaching and Learning.</li> </ul>	Administrative Council agendas.	Resources implemented in staff development related to differentiation.
8. Engage members of the leadership team in intensive professional development on Academic Return on Investment (A_ROI) with the District Management Group and develop an approach for further application of the initiative to programs and practices in Coventry Public Schools.	DMG A-ROI Training.	Oct. May	y Superintendent, Members of Leadership Team.	Attendance at professional training and coaching sessions, development of CRS A-ROI study.	Developed capacity in leaders to identify the cost effectiveness of programs as measured by targeted student achievement data.

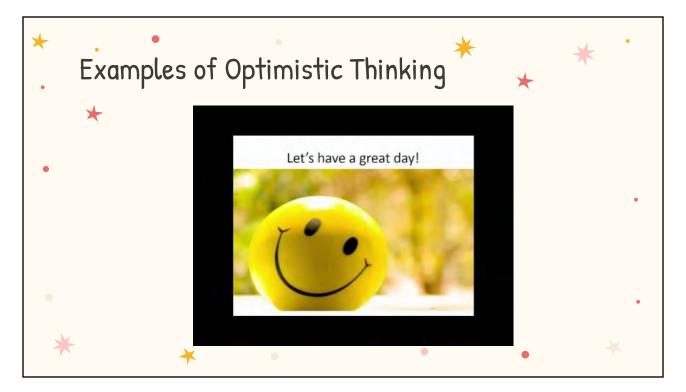
#### Artifact QQQ



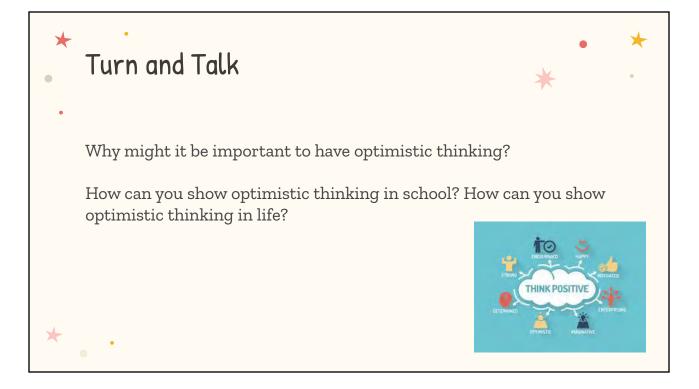




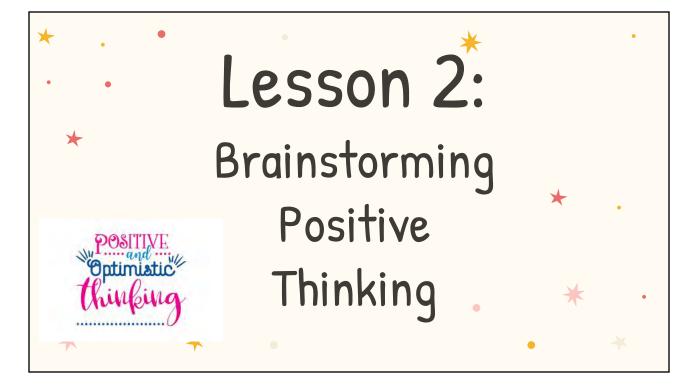


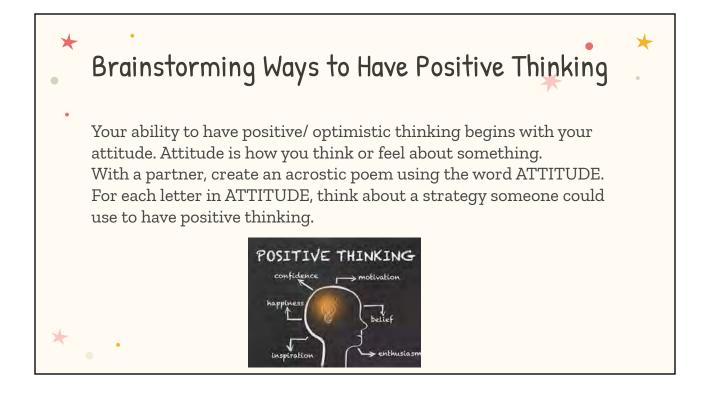


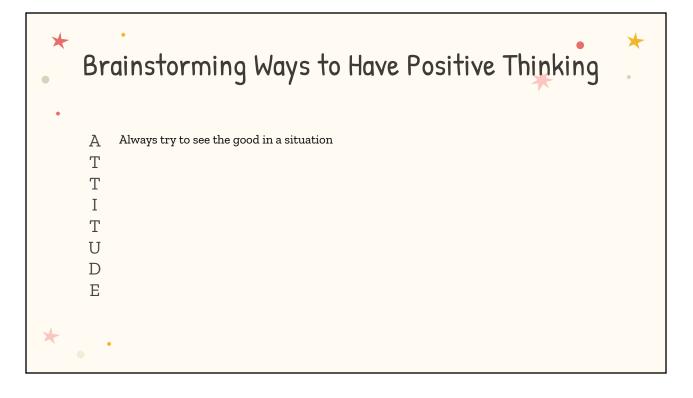




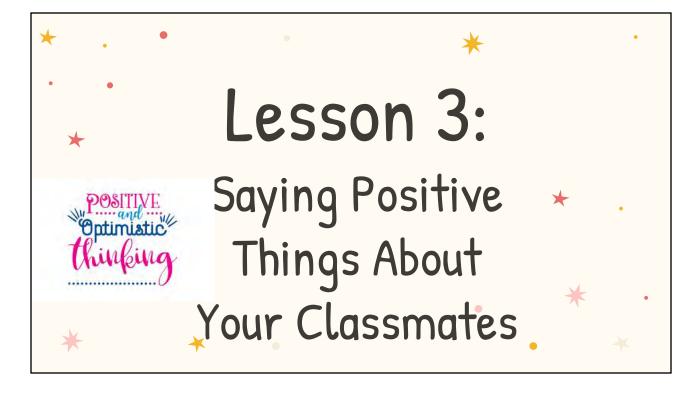


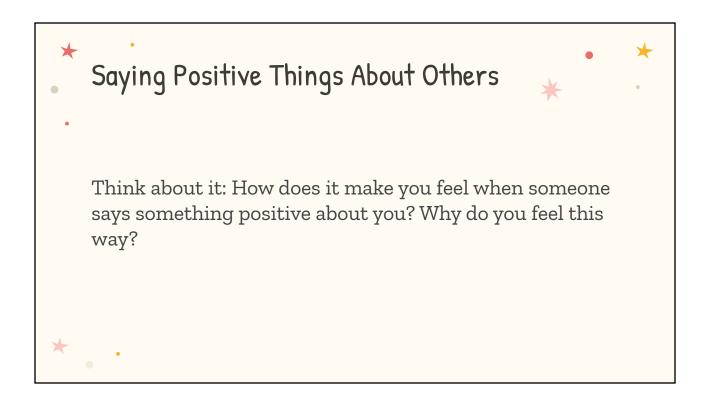




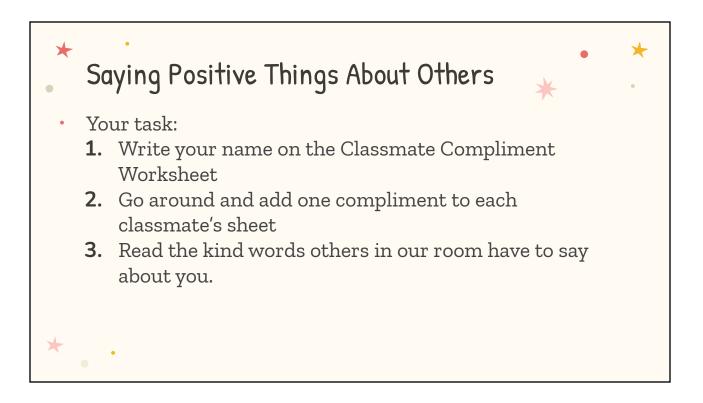


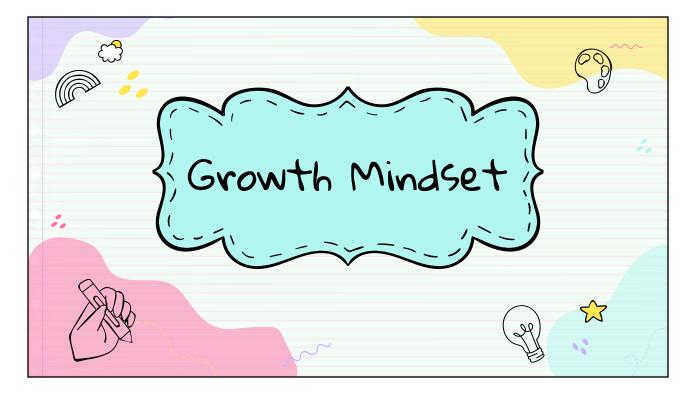


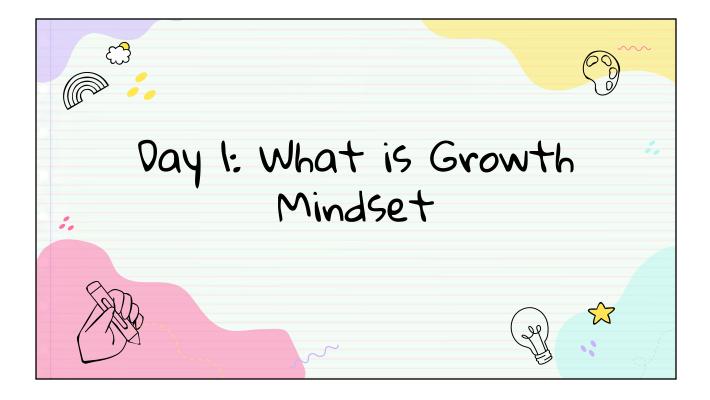




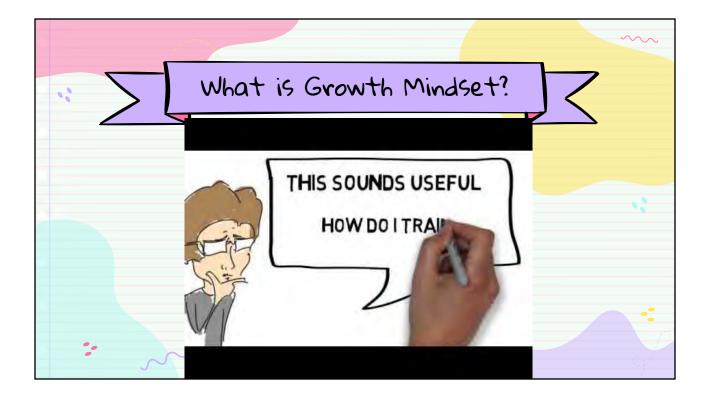


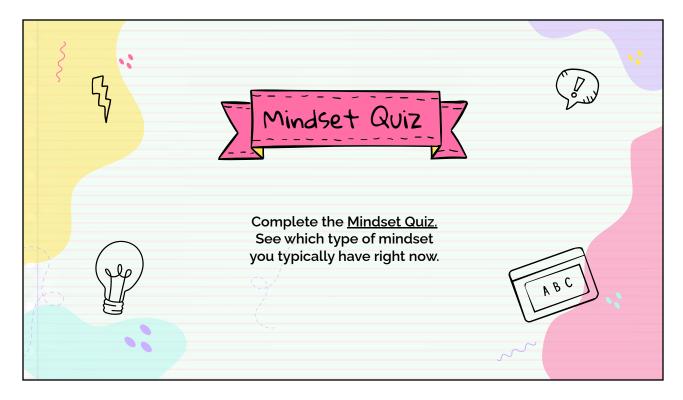






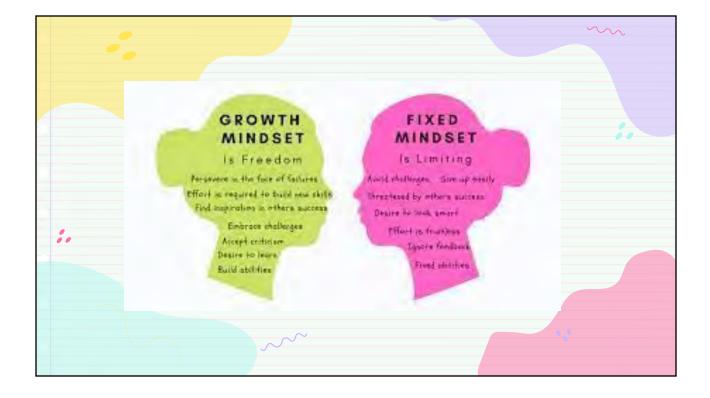


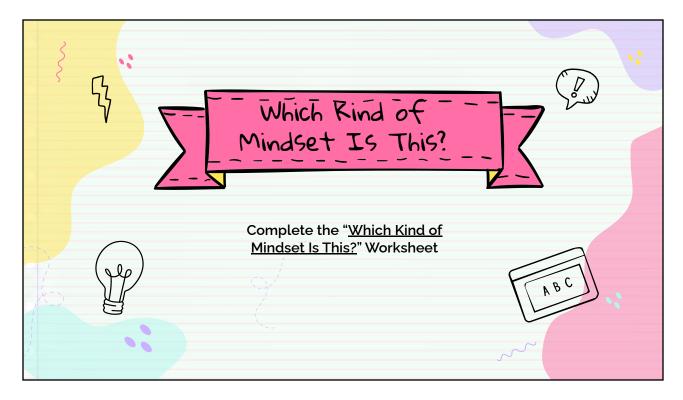






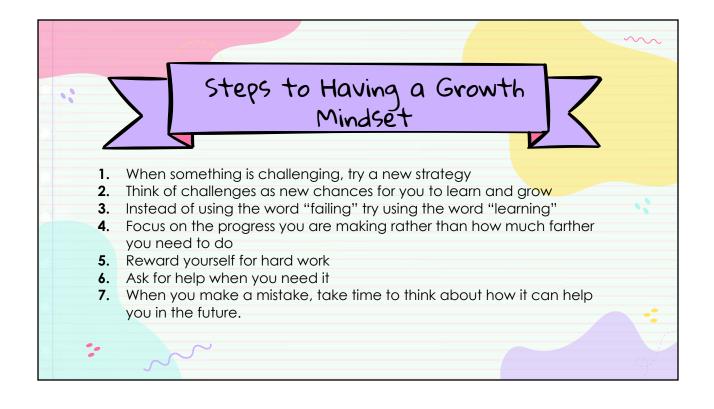


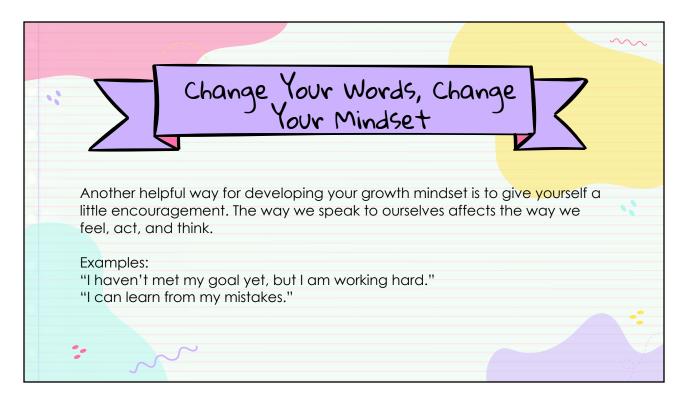


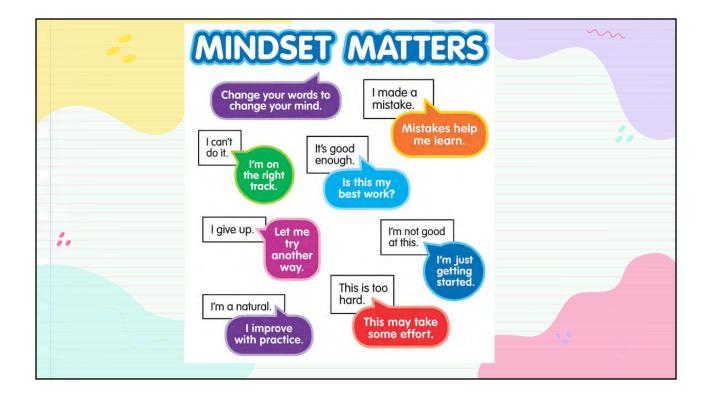








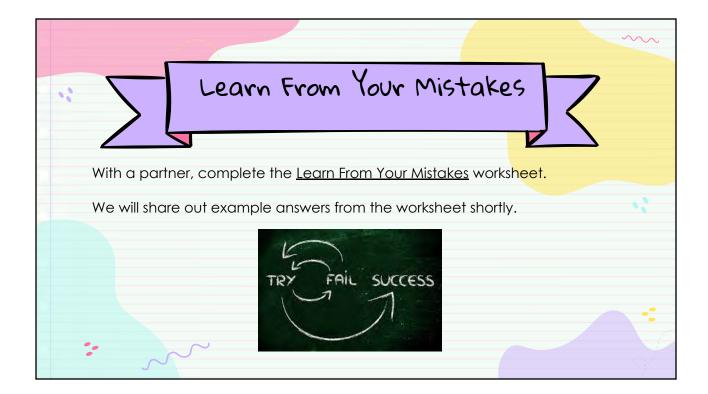








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Learn From Your Mistakes	ζ
Turn and talk: Why was the scientist happy that his experiment failed?	
Why is it important to learn from your mistakes?	



2022-2023
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Action Steps What activities need to happen?	<b>Timeline</b> Start dates	Measurement How is progress measured?	Lead Person	<b>Stakeholders</b> Who will be involved and/or impacted?	Complete?
Allocate time for teachers to review their student's data and review student's individual item analysis.	9/28 Faculty Meeting	On agenda, time for collaboration		All classroom teachers, special education team, and DESSA SEL leadership team	9/28
Identify competencies for whole class/school lesson.	Dd 11/01	2-3 competencies identified: <i>"goal directed behavior" and "optimistic</i> thinking"	DESSA Leadership Team	DESSA SEL leadership team	10/11/22
Develop lessons and examine provided resources to be implemented in every classroom regarding the competencies of <i>"goal</i> <i>directed behavior" and</i> <i>"optimistic thinking"</i>	November 2022 - March 2023	Lessons created, shared, and implemented by classroom teachers	DESSA Leadership Team	DESSA SEL leadership team All students	11/8/22 lessons created Share with grade levels by January 2023
For students with 504 or IEPs, review and revise counseling goals and service hours.	November 2021 - June 2022	Counseling goals and hours revised at 504 and PPT meetings		All students receiving counseling as part of their 504 or IEP	
Restructure Tier 3 counseling services to allow for Tier 1 Morning Meeting with the classroom teacher.	October 2022	Revised counseling schedules		All students receiving Tier 2 Morning Meeting	November 2022

#### **Artifact SSS**

Maximize the use of 8:10-8:30 arrival and 3:10-3:40 dismissal for strength based opportunities.				Kindness Squad: Greeter, Hallway Monitor at dismissal	November 2022
Pursue opportunities for enrichment and mentoring groups based on identified strengths for students .	October- June 2023	Individualized opportunities for students	DESSA leadership team	DESSA leadership team Chinese Mentoring Outing Club Ski Club Ski Club Ski Club Ski Club Sti Club Sti Club Steer/Dance Multisport STEM enrichment (60)	Ongoing
Administer DESSA Screener in May	May 24, 2023 Faculty Meeting	DESSA Screener 2, 3 administered	All teachers	All staff and students	10/11/22
Administer DESSA Screener in February	February 2023 Faculty Meeting	DESSA Screener 2, 3 administered	All teachers	All staff and students	10/11/22
Conduct Connections Activity to assess the students who have a strong connection with staff.	January 2023 Faculty Meeting	Review of Connections activity at Safe School		All staff and students	3/2/22
Design and implement rotations for Get Outside and Move for Children's Mental Health Day on May 26th. potential activities				GHR aerial picture 6 rotations for grade levels	

#### **Artifact SSS**

Vetted Resources: Compile here for now

Grade 5 Second Step Lessons that support Goal Directed Behavior: Lesson 18 Making a Plan Goal Directed Behavior Lessons: <u>Envisioning Our Dream Community</u> (Grade 3 already has The Big Orange Splot)

Personal Responsibility Lessons: <u>Playground Challenges</u> <u>Positive Leader</u> <u>When communities make mistakes</u>

#### **Artifact SSS**



# **C.A.R.E.S** Review Lesson

### What is C.A.R.E.S

What do you remember from last year about CARES?

If you are new to GHR, what would you like to know about CARES?

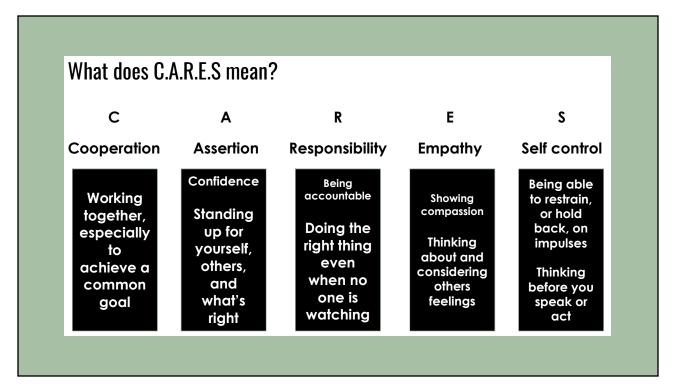


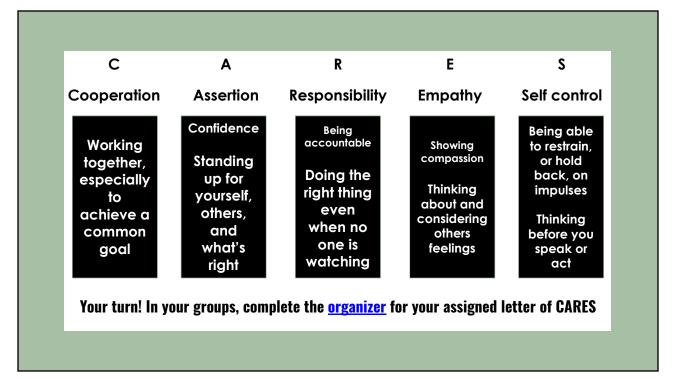
# What is C.A.R.E.S

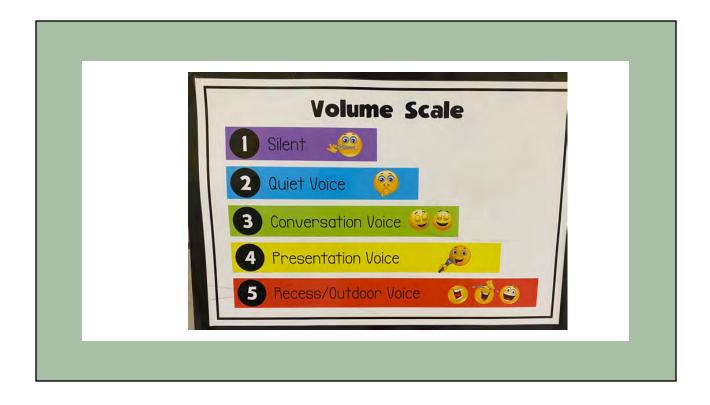
CARES are the qualities and traits we work hard to demonstrate here at GHR.

CARES is how we expect those in our community to act - students AND teachers!











# C.A.R.E.S. in other spaces Market Careford about the full way of the full way







When a teacher or staff member sees you demonstrating one of the CARES traits they may give you a kindness card!

Once a month the kindness cards are collected and each grade will have their own drawing. Two students will be chosen each month and get a trophy!

> Students can give kindness cards to other students too!! So be on the lookout for a friend who is demonstrating CARES!

-

was kind by demonstrating

(Student name)

when he/she \_\_\_\_

Cooperation Assertion Responsibility Empathy Self Control (circle one)

C.A.R.E.S

**Review Lesson** 



## What is C.A.R.E.S

What do you remember from last year about CARES?

If you are new to GHR, what would you like to know about CARES?

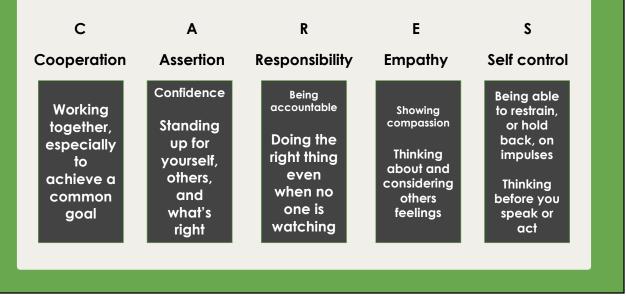
## What is C.A.R.E.S

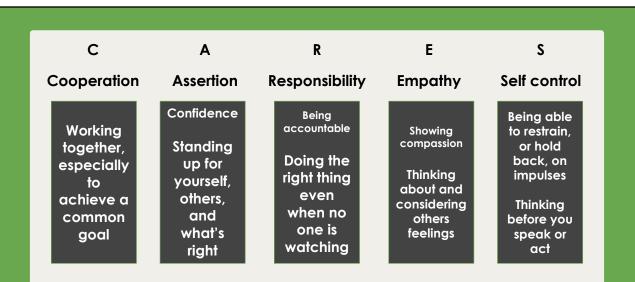
CARES are the qualities and traits we work hard to demonstrate here at GHR.

CARES is how we expect those in our community to act - students AND teachers!



#### What does C.A.R.E.S mean?





Your turn! In your groups, complete the <u>organizer</u> for your assigned letter of CARES



# <text>



# C.A.R.E.S. in other spaces Image: Other Space



#### Artifact UUU

#### **Purple Hands Pledge Assembly**

What is a pledge? Promise Agreement Contract Serious that you will do something

#### Purple Hands Pledge<sup>™</sup>

#### "I Will Not Use My Hands Or My Words For Hurting Myself Or Others"

from name-calling, belittling, put-downs, and negative self-talk (I'm stupid, ugly...), shoving, hitting... words and actions

your personal commitment to stop and think **before** you say or do anything hurtful.

Anger is a Feeling. Being Mean or Hurting another person is Always a Choice!

RESPECT: to value, appreciate, care for and protect EQUALITY: having the same value as another

Everyone is included and treated with dignity and respect.

I am Valuable! You are Valuable! We are ALL valuable, irreplaceable human beings. No one is better than another.

#### Artifact UUU

Our Purple Hands Pledges represent symbols of Unity as we reinforce and recognize the Power and Value of every individual's <u>choice</u> to use our words and actions to help <u>not</u> to hurt ourselves or others.

#### help everyone PAY ATTENTION to the things we say and do to ourselves and others that cause pain.

#### Our Logo:

**A Purple Hand** with a **Red Heart** Embedded in the Palm represents **all** people as one and is inclusive regardless of skin color, age, gender, sexual orientation, socioeconomic status, race, religion, or nationality.

**The Color Purple** is our national color used to honor and remember victims and survivors of abuse, violence & suicide. Those who are no longer with us, those who are suffering in silence... afraid to ask for help.

The Purple Heart<sup>1</sup>...our Nation's oldest medal of honor is awarded to men and women wounded or killed in combat. The Purple Heart has become one of the most highly respected decorations of the US Armed Forces. The PURPLE HEART MEDAL is awarded to members of the armed forces of the U.S. who are wounded by an instrument of war in the hands of the enemy and posthumously to the next of kin in the name of those who are killed in action or die of wounds received in action. It is specifically a combat decoration.

**The Red Heart** in the palm of the hand serves to represent when you hurt yourself or another person, or someone hurts you with words or by actions. It hurts deep inside, it hurts your heart, it hurts your spirit.

The open hand extended in front of you means <u>STOP</u> around the world. The Purple Hand/Red Heart means stop and think **before** you say or do anything hurtful to yourself or others.

Taking the Purple Hands Pledge™ is taking an oath which is done with an open raised hand, just as in a court of law. When you take the Purple Hands Pledge™, take it to heart; mean it with your heart.

#### Artifact UUU

The Purple Hands Pledge<sup>™</sup> sets the standard for Safety, Respect for Self & Others, and Equality in **ALL** Relationships! Emphasizing: Empathy Self Control Respect for Self and Others Accountability for our Words and Actions

### **Artifact VVV**













### Artifact WWW

### **Upstander Skit Script**

### Scene 1:

Narrator: Bullies are the worst. Bullying can be a problem, but you can be a leader in these situations...You can be an upstander!

Bully: Hey! What are you doing, nerd?

Victim: I'm doing my homework, why are you being mean?

Bully: Because you're a nerd!

Victim: Stop it! Stop being so mean!

Bully: Whatever, loser.

Bully walks out of scene

Scene 2: Narrator: You could Be a Buddy

Victim eating lunch alone

Bully: Hahahah you have no friends!

*Victim crying into hands, upstander enters* Upstander: Hey mate, what's up? I was thinking we should hang out after school. Can you come over to my house?

Victim looks up from hands happily

Victim: I'd have to ask my mom, but probably!

Bully feels uncomfortable and leaves

Scene 3: Narrator: You could Interrupt

Bully pointing at the victim and laughing

Upstander: Hey there! You want to come play on the blacktop?

Victim: Sure! That would be great!

Upstander: Let's go!

### **Artifact WWW**

Upstander and victim walk away and Bully feels lame and looks ashamed

### Scene 4:

Narrator: You could Speak Out

Bully enters scene where Victim is reading with upstander friend:

Bully: Hey! I can't make fun of your face when you have it buried in a book!

Upstander: Hey, cut that out! This is my friend.

Victim: Yeah, can you stop? Please?

*Bully takes a step backward, taken aback by the friend's statement.* Bully: What did you just say?

Upstander: You heard us! Stop being mean Bystander's attention grabbed and stands up too, Bully skulks away

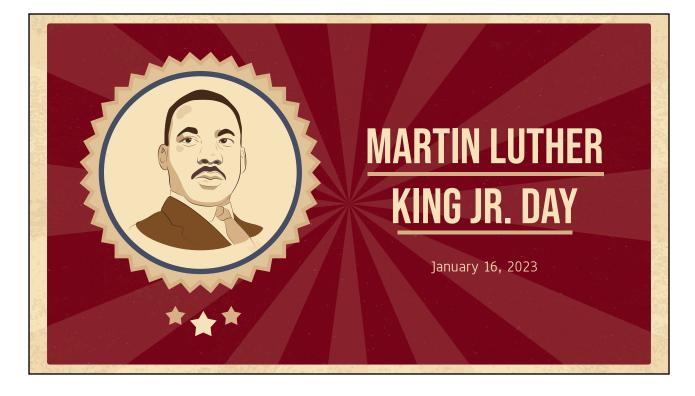
### Scene 5:

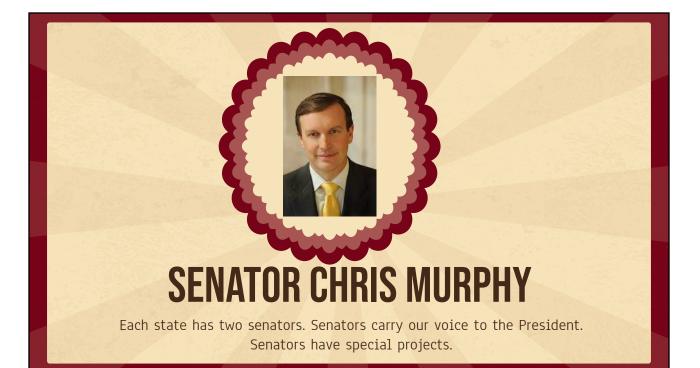
Narrator: You could Tell Someone

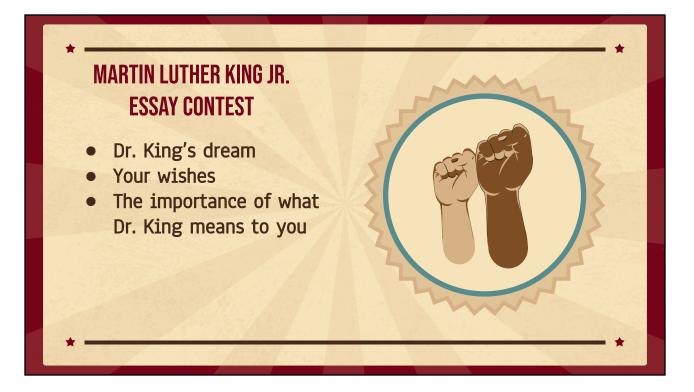
Upstander: Mr. Swanson, I need to tell you something important. I don't want to get anyone in trouble, but it's to keep my friend safe.

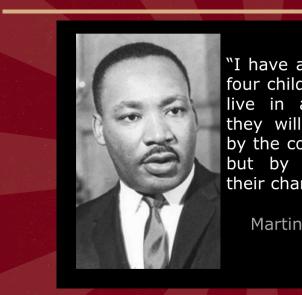
Teacher/Administrator nods and listens as Upstander pantomime tells about the bully

Narrator: And those are the four different ways you can help others by being an upstander! The End.



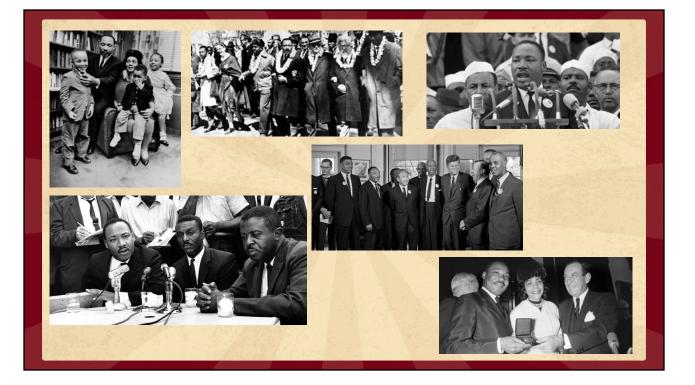


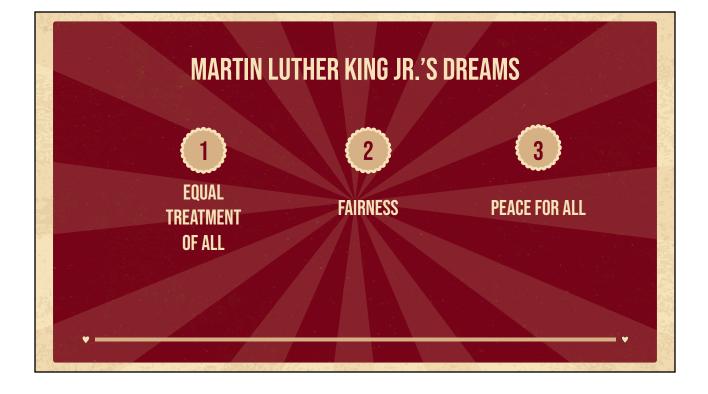




"I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

Martin Luther King, Jr.







06

### DIVERSITY

Diversity means that all of us, your friends, your family, your neighbors, and all the people around the world, are different.

We all look different, we all have varied abilities, likes and dislikes and some of us speak different languages.

### **MARTIN LUTHER KING JR**

Born 1929

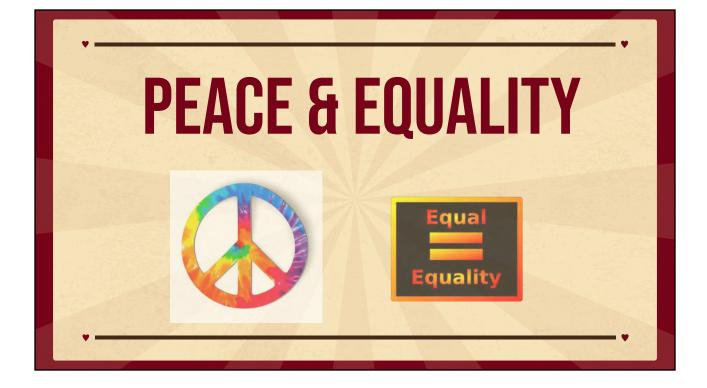
Graduated College 1949. He was 20 years old!

Married 1953.

I Have a Dream 1964. He was 35 years old.

Nobel Peace Prize 1964

Died 1968. 54 years ago!





### AGREEMENT

This document constitutes an Agreement (the "Agreement") between EDUCATIUS INTERNATIONAL ("EDUCATIUS") and the COVENTRY PUBLIC SCHOOLS (CT) (the "DISTRICT"), concerning the referral of international students for placement at COVENTRY HIGH SCHOOL (the "SCHOOL"). The intent of this Agreement is to document the representations, assurances and obligations of each Party during the time period that the DISTRICT is willing to accept international students provided by EDUCATIUS.

It is hereby agreed that EDUCATIUS, an educational organization specializing in connecting international students with schools and its programs shall deploy its global network of over 15 offices and 1500 recruitment partners throughout the world to promote international student application for enrollment in the DISTRICT/SCHOOL in accordance with the following terms and conditions:

- 1. The Parties agree that EDUCATIUS will:
  - 1.1. Promote and advertise the SCHOOL / DISTRICT, its courses, and programs thoroughly and honestly, with the understanding that students will only be considered for acceptance for grades 9-12 or for one year of Post Graduate education.
  - 1.2. Provide completed applications in accordance with the SCHOOL / DISTRICT deadlines. For each applicant, the following information shall be provided with the completed application:
    - a. Complete translated high school transcript;
    - b. Letter of recommendation from School Administrator;
    - c. Copy of the student's passport; and
    - d. Record that the applicant has received the immunizations required prior to starting school.
  - 1.3. Operate a Host Family Division that identifies, vets, and places students with appropriate host families. EDUCATIUS agrees that the selection of, placement of students with, and monitoring responsibilities related to host families is the responsibility of EDUCATIUS alone and that the SCHOOL / DISTRICT are not a party, nor shall ever become a party, to any such arrangement. EDUCATIUS shall be solely responsible for the selection of host families and for the provision of housing and related accommodations. The SCHOOL / DISTRICT have no contractual relationship with or obligation to host families or to students relative to housing/living arrangements, either express or implied. Notwithstanding any other provision of this Agreement, the SCHOOL / DISTRICT shall not incur any liability whatsoever arising from or related to the selection or placement of

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### 🖉 Educatius Group

### GET AHEAD - STUDY ABROAD!

any student with a host family or other living arrangement. EDUCATIUS will be solely responsible for ensuring that students are in a living arrangement that is appropriate and safe. EDUCATIUS shall comply with standards in the field related to the placement and monitoring of student living arrangements and be responsible for completing background checks and other safety checks on potential host families.

- 1.4. Employ a Local Coordinator ("LC"), based in the local community, and a Regional Manager ("RM"), both of whom are responsible for monitoring the progress, in and out of the classroom, of each student accepted by SCHOOL / DISTRICT. The Local Coordinator shall be required to submit a monthly report to the Regional Manager relative to the status, progress, and experience of each student accepted by SCHOOL / DISTRICT. This report shall be forwarded to the student's agent and then sent to the parent(s)/guardian(s) of the student.
- 1.5. Ensure the Host Family Division conducts an orientation for host families and students prior to the beginning of the school year.
- 1.6. Remit the required annual tuition of \$17,600.00 for each student scheduled to attend the SCHOOL / DISTRICT prior to the student receiving an I-20 from the school / district. EDUCATIUS shall direct/assist each such student through the process of paying the I-901 fee and applying for a visa.
- 1.7. Utilize the full resources of the EDUCATIUS organization when needed to assist the district with any concerns. The Educatius School Facilitator will work closely with the Primary Designated School Official (PDSO) or Designated School Official (DSO) to comply with the requirements of all SEVIS procedures.
- 1.8. Communicate, respond, and cooperate to resolve any issues brought to the attention of EDUCATIUS in a professional, courteous and timely manner, through the appropriate channels and by involving relevant and responsible parties.
- 1.9. Contact the DSO or other administrator (designated by the SCHOOL) at least three times a year to check the status of the program with the district to assist with improving the services offered by EDUCATIUS.
- 2. The Parties agree that the SCHOOL / DISTRICT will:
  - 2.1. Complete and submit the Educatius Public School Questionnaire and assist EDUCATIUS with creating and maintaining an accurate profile regarding the SCHOOL / DISTRICT, which information/profile shall be placed on the EDUCATIUS website and / or be used in EDUCATIUS' printed marketing material.

USA Headquarters	50 Congress Ste. 730 Boston, MA 02109, USA	G +1.617.292.0035 G +1.617.292.0047	🛛 info@edu 🕲 www.edu	
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### GET AHEAD - STUDY ABROAD!

- 2.2. Submit additional information as needed to update the information on the Educatius Public School Questionnaire in order for EDUCATIUS to accurately promote the SCHOOL / DISTRICT during each enrollment season.
- 2.3. Review each application received and schedule an interview within 5 (five) business days. Once the interview is complete, return a letter of acceptance or denial within 5 (five) business days of the application being submitted to the SCHOOL / DISTRICT.
- 2.4. Provide EDUCATIUS with the name and contact information of the PDSO / DSO and contact person for the district (if different from the PDSO or the DSO.) The PDSO / DSO shall be knowledgeable in the processing of I-20s (it is recommended they complete the SEVIS online DSO Training Course). It is also recommended that the PDSO appoint at least 2 additional DSOs in the event one DSO becomes unavailable or unable to complete required duties.
- 2.5. Follow SEVP Policy Guidance regarding Form I-20 issuance. The Parties agree that the following steps will be implemented:
  - a. SCHOOL emails draft of I-20 to EDUCATIUS for proofing.
  - b. EDUCATIUS notifies SCHOOL if any edits are required or if the draft is correct.
  - c. SCHOOL sends I-20 directly to student via email. If SEVIS requires a hard copy to be sent to the student, EDUCATIUS provides International mailing label to school with the student's home address. Otherwise the SCHOOL will email the I-20.
  - d. SCHOOL sends a copy of the I-20 to EDUCATIUS or notifies EDUCATIUS the I-20 has been sent.
- 2.6. Provide EDUCATIUS with the minimum and maximum number of students to be accepted for the upcoming school year with the understanding that applications are based upon family decisions and student preferences thus the number of students cannot be guaranteed by EDUCATIUS.
- 2.7. Review all applications submitted by EDUCATIUS (the SCHOOL / DISTRICT shall not exclude any application based solely upon the student's country of origin).
- 2.8. Refrain from entering any exclusive contracts with other International Student provider companies while working with EDUCATIUS (non-exclusive contracts/arrangements are expressly permitted).



### Educatius Group

- Provide and update the tuition rate for the upcoming school year. The tuition for the 2022-23 school year shall be \$17,600. The tuition for semester students will be \$8,800 per semester.
- 2.10. Reimburse Educatius (for return to the student) a prorated portion of the remaining tuition should a student withdraw from the SCHOOL / DISTRICT for a non-disciplinary reason prior to completing the program and should the SCHOOL / DISTRICT authorize reimbursement (such authorization shall not be unreasonably withheld). Proration shall be based upon the following formula: the established tuition rate will be divided by the number of school days per year established by the SCHOOL / DISTRICT. The result will be the SCHOOL / DISTRICT daily fee. The number of school days the student will be un-enrolled will be multiplied by the daily fee, thus establishing the amount to be reimbursed to EDUCATIUS. Reimbursement of the pro-rated tuition amount will not be provided by the SCHOOL / DISTRICT for disciplinary reasons. If the student is denied a Visa the SCHOOL / DISTRICT will refund the tuition and fees paid to the SCHOOL.
- 2.11. Provide the international students with reasonably similar opportunities and experiences that resident students are offered based upon the district and other governing agencies' rules, regulations, and policies. If there is an additional cost for any activity, the international student(s) will be charged the same fee as resident students are charged. The SCHOOL / DISTRICT shall be responsible only for providing accepted students an educational opportunity at Coventry High School for a period of one school year, in accordance with the policies and procedures of the SCHOOL / DISTRICT and/or the Coventry Board of Education and or laws or other legal authority, and reserves the right to terminate an accepted student's education at Coventry High School in accordance with such policies and procedures, laws, or other legal authority. EDUCATIUS and/or accepted students shall be responsible for all other aspects of the accepted student's participation in the program, including but not limited to obtaining appropriate visas and other travel documents; travel arrangements and expenses, both international and domestic; tuition at Coventry High School; securing and maintaining living accommodations; transportation, other than that provided to all students residing within the jurisdiction of the Coventry Public Schools, in accordance with the policies of the Coventry Board of Education; food; insurance; medical care; and spending money.
- 2.12. The SCHOOL / DISTRICT will not exclude students solely based on nationality or grade level (provided that only students in grades 9–12 and first-year Post Graduate students will be considered). If a student enters into the 12th grade and meets all requirements to earn a diploma the SCHOOL / DISTRICT will allow the student to receive a diploma.

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- 2.13. EDUCATIUS has contracted with a third party vendor, Convalidation Services, to handle students' transcript needs. The SCHOOL agrees to provide official transcripts upon reasonable request for same and the provision of any legally-required consent, so that Convalidation Services may facilitate the Apostille & Convalidation processes to ensure the student's re-integration into the education system of their home country. The Parties agree to work collaboratively to fulfill the documentation requirements of a student's home country.
- 2.14. In the event the SCHOOL / DISTRICT needs assistance of any kind the EDUCATIUS Local Coordinator (LC) will be notified.
- 2.15. Provide feedback at the conclusion of the school year outlining the positive aspects and experiences of the SCHOOL / DISTRICT as well as suggestions for improvement in the program. Feedback can be submitted to:

Melanie Smith Director of School Relations m.smith@educatius.org

- 3. General Provisions:
  - 3.1. This Agreement shall commence on the effective date of signing and continue until one of the organizations, EDUCATIUS or the SCHOOL / DISTRICT provides the other with a written statement of non-renewal for the following school year.
  - 3.2. This Agreement may only be amended by mutual consent of the Parties in writing.
  - 3.3. EDUCATIUS is providing its services hereunder as an independent contractor. Nothing in this Agreement shall be construed to establish an employment relationship or a joint venture between the Parties.
  - 3.4. No portion of the obligations set forth in this Agreement may be assigned to a non-Party, unless expressly authorized by this Agreement or otherwise authorized, in writing, by the affected Party.
  - 3.5. EDUCATIUS shall defend, indemnify and hold the SCHOOL / DISTRICT and the Coventry Board of Education, their members, officers, administrators, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of EDUCATIUS, its officers, employees, or agents. The

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provisions of this Section 3.5 shall survive termination of this Agreement for so long as is necessary to fulfill the intent hereof.

- 3.6. The SCHOOL / DISTRICT shall defend, indemnify and hold EDUCATIUS, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the SCHOOL / DISTRICT and the Coventry Board of Education, their members, officers, administrators, employees, and agents. The provisions of this Section 3.6 shall survive termination of this Agreement for so long as is necessary to fulfill the intent hereof.
- 3.7. If any provision of this Agreement is subsequently found to be illegal or invalid, all unlawful provisions shall be deemed stricken from this Agreement and shall be of no effect and the remaining provisions shall not be affected thereby and shall remain in full force and effect.
- 3.8. Neither EDUCATIUS nor the SCHOOL / DISTRICT shall discriminate against any student or prospective student on the basis of race, color, national origin, religion or sex, or in any manner otherwise prohibited by Federal law or Connecticut law.
- 3.9. This Agreement constitutes the full and complete agreement of the Parties hereto and shall be binding upon their respective permitted successors and assigns.
- 3.10. This Agreement may be executed in counterparts, which together shall constitute one and the same document. Electronic copies of signatures shall be deemed original signatures.

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I am duly authorized and have had the opportunity to read the Agreement and understand, accept, and agree to the terms and conditions defined within the Agreement.

By EDUC	ATIUS INTERN	ATIONAL:
Signed (	A	n

Print Name: Melanie Smith

Title: Director of School Relations

By: COVENTRY PUBLIC SCHOOLS

Signed: Pol Kel

Print Name: David J. Petrone, Ed.D.

Title: Superintendent of Schools

Date: 12/27/22

Date: 12/9/22

**USA Headquarters** 

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AX Private School Contract

info@educatius.org
 www.educatius.org

E-SCH-007-12007



### SCHEDULE A

### STUDENT DATA PRIVACY RIDER

This Agreement ("Agreement") is entered into on the date of execution below between the Coventry Board of Education (the "Board"), acting through its Superintendent or the Superintendent's designee, and Educatius International ("Service Provider") (collectively, the "Parties") for the purpose of identifying the obligations of the Parties relative to the confidentiality of student data.

### **Article I. Definitions**

For purposes of this Agreement, "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising," shall be as defined by Conn. Gen. Stat. § 10-234aa. "Education records" and "personally-identifiable information," shall be defined by the Family Educational Rights and Privacy Act of 1974 ("FERPA"), codified at 20 U.S.C § 1232g (as amended); and its implementing regulations, 34 CFR 99.1 - 99.67 (as amended).

### Article II. Purpose of Agreement

The Parties agree that the purpose of this Agreement is to detail the obligations of both Parties relative to the safety and confidentiality of student information, student records and student-generated content (collectively, "student data"), which student data may be provided to the Service Provider in connection with Service Provider's provision of international student referral services to the Board.

### Article III. General Provisions

- A. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.
- B. The Service Provider shall not modify any separate Privacy Policy of the Service Provider or any other policy, procedure or practice of the Service Provider concerning student data that is applicable to the Board without the written agreement of the Board.
- C. All student data provided or accessed pursuant to this Agreement is and remains under the control of the Board. All student data are not the property of, or under the control of, the Service Provider.
- D. The Board may request that the Service Provider delete any student data in the Service Provider's possession that is not (1) otherwise prohibited from deletion or required to be retained under state or federal law, or (2) stored as a copy as part of a disaster recovery storage system and that is (a) inaccessible to the public, and (b) unable to be used in the normal course of business by the Service Provider, provided the Board may request the deletion of any such student data if such copy has been used by the Service Provider to repopulate accessible data following a disaster recovery. Such request by the Board shall be made by electronic mail to the Service Provider. The Service Provider will delete the requested student data within two (2) business days of receiving such a request.

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E-SCH-007-12007	AX Private S	School Contract	Rev. 4-30-1
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- E. The Service Provider shall not use student data for any purposes other than those authorized in this Agreement, and may not use student data for any targeted advertising.
- F. If the Service Provider receives a request to review student data in the Service Provider's possession directly from a student, parent, or guardian, the Service Provider agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Service Provider agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Service Provider, and correct any erroneous information therein, by following the amendment procedures outlined in the Board's Confidentiality and Access to Education Records Policy.

### Article IV. Security and Confidentiality of Student Data

- A. The Service Provider and the Board shall ensure that they each comply with the FERPA.
- B. Further, the Service Provider shall take actions designed to ensure the security and confidentiality of student data, that, based on the sensitivity of the data and the risk of unauthorized access, include but are not limited to:
  - 1. Using technologies and methodologies consistent with the guidance issued in the American Recovery and Reinvestment Act of 2009, Public Law 111-5, § 13402(h)(2), 42 U.S.C. § 17932;
  - 2. Maintaining technical safeguards relating to the possession of education records in a manner consistent with 45 C.F.R. 164.312;
  - Otherwise meeting or exceeding industry standards relating to the safeguarding of confidential information.

### Article V. Prohibited Uses of Student Data

- A. The Service Provider shall not use student data for any purposes other than those authorized pursuant to this Agreement.
- B. The Service Provider shall not retain, and the Board shall not otherwise make available, any student data upon completion of the contracted services, except a student, parent, or legal guardian of a student may choose to independently establish or maintain an electronic account with the Service Provider after the expiration of this Agreement for the purpose of storing student-generated content.

### Article VI. Data Breaches

A. Upon the discovery by the Service Provider of a breach of security that results in the unauthorized release, disclosure, or acquisition of student data, or the suspicion that such a breach may have occurred, the Service Provider shall provide initial notice to the Board as soon as possible, but not more than forty-eight (48) hours after such discovery ("Initial Notice"). The Initial Notice shall be



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### GET AHEAD - STUDY ABROAD!

delivered to the Board by electronic mail to the Board and shall include the following information, to the extent known at the time of notification:

Date and time of the breach; Names of student(s) whose student data was released, disclosed or acquired; The nature and extent of the breach; The Service Provider's proposed plan to investigate and remediate the breach.

- B. Upon discovery by the Service Provider of a breach, the Service Provider shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not later than thirty (30) days after discovery of the breach, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.
- C. The Service Provider agrees to cooperate with the Board with respect to investigation of the breach and to reimburse the Board for costs associated with responding to the breach, including but not limited to the costs relating to notifications as required by Conn. Gen. Stat. § 10-234dd.

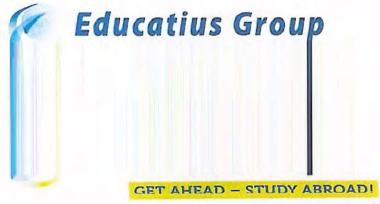
### Article VII. Choice of Law, Choice of Forum, Merger, Severability

- A. **Choice of Law.** The parties agree that this agreement and any disputes arising from or relating to this Agreement, including its formation and validity, shall be governed by the laws of the State of Connecticut.
- B. Choice of Forum. The parties agree that any and all disputes arising from or relating to this Agreement, including its formation and validity, shall be settled in the State of Connecticut.
- C. Amendment. This Agreement may be changed, amended, or superseded, only upon an agreement in writing executed by both parties hereto.
- D. Severability. A court finding of invalidity for any provision of this Agreement does not invalidate other provisions or applications that are not affected by the finding.

### Article VIII. Term

A. The term of this Agreement shall be effective upon execution by both parties and shall terminate when all of the student data collected, used, possessed or maintained by the Service Provider is properly and completely deleted or destroyed or returned to the Board, or, if it is infeasible to return or completely delete or destroy the student data, protections

	ce Provider is properly and comp it is infeasible to return or comp		
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are extended to such student data in accordance with the provisions of Section B within this Article.

In the event that the Service Provider determines that returning or completely deleting or Β. destroying the student data is infeasible, the Service Provider shall provide to the Board notification of the conditions that make return or complete deletion or destruction infeasible. The Service Provider shall extend the protections of this Agreement to such student data and limit further uses and disclosures of such student data to those purposes that make the return or complete deletion or destruction infeasible. The Service Provider shall not use or disclose such student data and shall maintain its security pursuant to this Agreement for so long as the Service Provider possesses or maintains such student data. In the event a disaster recovery system containing student data is used to repopulate the Service Provider's databases following the recovery from a disaster, the Service Provider shall delete all such student data immediately.

COVENTRY BOARD OF EDUCATION

By

Title: Dr. David J. Petrone, Superintendent of Schools

EDUCATIUS INTERNATIONAL By SF School Relations Title:

12/9/22 Date

**USA Headquarters** 

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Rev. 4-30-18

### Artifact ZZZ

### Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

Culturally Relevant	Domain	Indicator
Pedagogy Look-Fors		
1. Welcomes students by name as they enter the classroom Asks students for correct pronunciation of their names; correctly pronounces students' names	2A 4F	
2. Uses eye contact with all students Makes culturally appropriate eye contact with all students	2A,D 4F	
3. Uses proximity with all students equitably Circulates around student work areas to be close to all students	2A, E 3E 4F	
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i>	2A	
5. Arranges the classroom to accommodate discussion Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion	2E	
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background	2A 3A	
7. Uses a variety of visual aids and props to support student learning Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content	3C	
8. Learns, uses, and displays some words in students' heritage language Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom	3A	
9. Models use of graphic organizers Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling	3A	
10. Uses class building and teambuilding activities to promote peer support for academic achievement <i>Structures academic and social interactions between students</i>	2A 3C	
11. Uses random response strategies Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)	3B	
12. Uses cooperative learning structures Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)	3B, C	
13. Structures heterogeneous and cooperative groups for learning Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task	3C	

### Artifact ZZZ

14. Uses probing and clarifying techniques to assist students to answer	2A	
Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt	3A,B,C	

15. Acknowledges all students' comments, responses, questions, and contributions Uses affirming, correcting, or probing to acknowledge all students' responses	2A, B 3C,3D
16. Seeks multiple perspectives Validates all perspectives with responses such as: "That's one idea. Does anyone else have another?"; "That was one way to solve the problem. Who did it another way?"; "Who has an alternative view?"	1C, 2A, B 3A,B,C,D, E
17. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content Uses a variety of approaches to monitor students' understanding throughout instruction (Thumbs Up, Unison response, One Question Quiz, Envelope Please)	3D
18. Identifies students' current knowledge before instruction Uses a variety of methods to assess students' knowledge before instruction such as: Word Splash, K-W-L, Anticipation Guide, Brainstorming, Webbing	1B,F
19. Uses students' real life experiences to connect school learning to students' lives Asks students to reflect upon and discuss the following: "What events/situations occur in your family or neighborhood that require some knowledge of?" How does knowing aboutbenefit your interactions in your family, neighborhood, or school?";Uses examples that are reflective of students' lives to support learning	1B 3B
20. Uses Wait Time Pauses at least 3-5 seconds to consider the student's response before affirming, correcting, or probing; Pauses following a student's response to allow other students to consider their reactions, responses and extensions	3B
21. Asks students for feedback on the effectiveness of instruction Asks students to indicate the learning activities that are effective in helping them to learn; Uses interviews, surveys, and questionnaires to gather feedback from students; Uses exit cards to gather feedback about instruction	4A
22. Provides students with the criteria and standards for successful task completion Evaluates student work by providing performance criteria (i.e. rubrics, exemplars, anchor papers)	2B 3A,D
23. Gives students effective, specific oral and written feedback that prompts improved performance Confers with students to provide feedback to improve performance; Provides opportunities for students to use peer reviews; Provides written feedback that allows students to revise and improve their work	3A,D
24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard Allows students to revise work based on teacher feedback; Encourages and structures opportunities for students to provide feedback to peers based on an established standard	1F 3D
25. Explains and models positive self-talk Explains the importance of positive self-talk; Shares examples of how positive self-talk leads to positive outcomes	2A 3C,E
26. Asks higher-order questions equitably of all students Asks analysis questions; Asks synthesis questions; Asks evaluation questions; Poses higher order questions and uses a random method for calling on students; Provides think time for all students before asking for responses	3B,C
27. Provides individual help to all students Ensures all students receive individual help	1B 2B 3A,C 4C, F



### **Increasing Educator Diversity Plan**

### March 15, 2023

Resources: CSDE Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection

Theory of Action:

If Coventry Public Schools continues to refine its hiring and selection processes and for all staff including those responsible for the hiring and selection of new educators continues to provide professional development to increase racial and cultural awareness and enhance the implementation of culturally relevant pedagogy,

Then, we will increase the diversity of the candidate pool and the number of teachers of color hired, resulting in a more diverse educator workforce,

And, all students will benefit.

Statement of Need:

In the 2020-2021 school year, 2.6% of Coventry Public School educators were non-white for a total of 5 non-white educators and 185 white educators. In 2020-2021, the percentage of non-white students was 13.3 for a total of 214 non-white students and 1,392 white students. Increasing the number of non-white teachers will benefit all students.

Domain 1: Organizational Culture Strategy				
To Be Implemented	Currently Implemented			
<ul> <li>Continue to review and revise our vision and mission statements documenting them to foster racial equity and cultural responsiveness.</li> <li>Continue to adopt annual BOE goals related to recruiting a diverse candidate pool.</li> <li>Utilize the Edsight Secure Educator Diversity Dashboard resources and continue to analyze district data related to recruiting, applications, interviewing and hiring to inform our recruitment planning.</li> </ul>	<ul> <li>At each school and district wide, refine practices and plans to ensure they are conducive to furthering diversity, inclusion, and equity.</li> <li>BOE has adopted and CPS has prominently displayed an effective equity statement on our website and in outward facing documents.</li> <li>Include in the District Strategic Plan action steps related to diversifying the teacher applicant pool, increasing the hiring of candidates of color, and equitable practices for the entire process of recruitment, application, interviewing, and hiring.</li> </ul>			

Domain 2: Talen	it Needs Strategy
To Be Implemented	Currently Implemented
<ul> <li>Continue to create an education climate that is culturally and linguistically responsive.</li> <li>Establish a district Diversity, Equity, and Inclusion Committee and establish goals related to curriculum , instruction, professional development, climate, policies, and practices.</li> </ul>	<ul> <li>Continue to provide training for all certified staff through book groups and work with outside consultants related to implicit bias, culturally relevant pedagogy, and the need for a more diverse workforce.</li> <li>Continue to provide professional learning opportunities to develop dispositions that engender equity and support students in meeting their highest potential.</li> </ul>

Domain 3: Attracting a Di	iverse Workforce Strategy
To Be Implemented	Currently Implemented
<ul> <li>Form partnerships with historically Black colleges and universities and Hispanic-serving institutes to attract diverse candidates.</li> <li>Review the application for teaching to ensure it is structured to recognize applicants' leadership experiences with diverse groups.</li> <li>Include pre-service educators working or learning in district in professional development experiences related to diversity and equity.</li> </ul>	<ul> <li>Set annual district goals related to diversity and equity.</li> <li>Continue partnerships and ongoing collaborations with teacher preparation programs at higher education institutions to attract diverse candidates.</li> <li>Continue partnerships with higher education institutions which provide a variety of experiences including internships and 5<sup>th</sup> year placements at CPS to attract diverse candidates.</li> <li>Make potential candidates aware of opportunities for growth and leadership within CPS.</li> <li>Continue to establish an online presence on college and university job placement sites.</li> <li>Maintain a virtual and physical presence at a variety of career fairs.</li> <li>Continue to seek out opportunities to connect with future teachers through activities such as mock interviews for teaching.</li> </ul>

Domain 4: Selecting and Hiring Attr	acting a Diverse Workforce Strategy
To Be Implemented	Currently Implemented
<ul> <li>For candidates of color who we hope to interview, standardize across the district the practice of providing a personalized experience prior to the interview through activities such as school tours, pre-interview, welcoming phone calls from principals, etc.</li> <li>Incorporate questions related to diversity, inclusion, and culturally relevant pedagogy into the interview process.</li> <li>Identify "Listen Fors," possible answers to interview questions and develop a common understanding among members of interview committees of these "Listen Fors"</li> <li>Develop a scoring rubric for interviews.</li> <li>Review the teacher application to ensure questions provide prospective teachers the opportunity to showcase their talent and experience.</li> <li>Evaluate the language used in postings for certified staff to focus on priorities such a creating an inclusive school classroom, employing innovative practices, embracing collaboration.</li> <li>Identify if any aspects of our hiring process presents undo obstacles for prospective certified staff.</li> </ul>	<ul> <li>Partner with education preparation programs or higher education institutions to inform efforts to attract, recruit, select, and hire racially and ethnically diverse candidates.</li> <li>To the extent possible ensure that interview committees are diverse, have had anti-bias training, and have been coached not to employ "a good fit for us" strategy.</li> <li>Employ a collaborative hiring process.</li> <li>Prioritize interviewing candidates of color and ethnically diverse candidates.</li> <li>Continue to employ aggressive hiring timelines to avoid missing opportunities to capture educator talent.</li> </ul>

Domain 5: Supporting a	and Developing Strategy
To Be Implemented	Currently Implemented

•	Provide mentoring and induction
	opportunities that are culturally
	responsive.
•	Recognize educators for employing
	culturally responsive practices.

Domain 6: Retaining a	and Extending Strategy
To Be Implemented	Currently Implemented
<ul> <li>Examine organizational practices, policies, characteristics, and conditions to ensure that they support teacher retention and growth.</li> <li>Continue to monitor and address issues linked to educator satisfaction and retention.</li> <li>Explore opportunities to develop affinity groups for teachers of color.</li> </ul>	<ul> <li>Promote opportunities for teacher leadership.</li> </ul>

CONTRACTOR DUBLIC STATUS

Coventry Public Schools a to Increase Workforce Diversity: Self.Acces

# Recruitment, Hiring and Selection to Increase Workforce Diversity: Self-Assessment Tool

### (adapted version)

Recruitment, Hirin	, Hirin	ig and S	Selec elf-As	stion to	g and Selection to Increase Workforce Diversity: Self-Assessment Tool
This assessment was ad Culturall	apted fror y Respons	n the Cent ive Hiring	er on Grea Practices i	xt Teachers through a L	This assessment was adapted from the Center on Great Teachers & Leaders at American Institute for Research, Examining Culturally Responsive Hiring Practices through a Lens of Racial Equity: Self-Assessment Tool
Section 1: Organizational Culture Our district/school:	Not at all	Ver Y littl e	Some- what	To a great exten t	Evidence
	۲	2	3	4	
1a. Prioritizes a continuous improvement process that values and advances racial, ethnic, and inguistic diversity of educators.			7		Board of Education Goals Past Three Years; School and District Improvement Plans Last Three Years; Adoption of Coventry Public Schools Equity Statement; Establishment of District DEI Committee in 23-24
<ol> <li>Connects the value of racially, ethnically, and linguistically diverse educators for all students to the mission and vision.</li> </ol>			٦		Adoption of Coventry Public Schools Equity Statement; BOE Diverse Workforce Goals Last Three Years; Minority Recruitment Grants; Increasing Educator Diversity Grant
1c. Articulates talent-related priorities that reflect an urgency to diversify the educator workforce.			7		Interview Data; Training Interview Hiring Committees on the Importance of a Diverse Workforce and Avoiding Implicit Bias in Hiring; Purposeful Screening In of Diverse Candidates for Interviews; Website Changes; Updates to Marketing Materials for Hiring
1d. Incorporates evidence-based procedures into policies and procedures that guide the selection and hiring of a diverse educator workforce.			7		Voluntary District Book Group Ta-Nehisi Coates Between the World and Me; EAC Sponsored Book Study White Fragility; All Certified Staff District Wide Book Study Zaretta Hammond Culturally Relevant Pedagogy and the Brain; Administrative Team Training Classroom Observation Look Fors for Culturally Relevant Teaching Aligned to Danielson Framework; Implicit Bias Training All Certified Staff; Equity Frameworks Training and Cultural Responsiveness Training for Teams of Teachers from each School
1e. Promotes a culture and climate that welcomes and nurtures racial, ethnic, welcoustic diversity, including diverse perspectives, voices, ways of interacting, patterns of behavior, and norms.			7		Collaboration with Windham NAACP and Dream Big Project to bring several speakers to CHS in 21-22 and 22-23 to discuss their career paths; climate survey data; Faces of Culture participation over the past few years; curriculum revisions through the lens of equity past three years, GHR Heritage Month Learning; Family Outreach Saturdays 2021-2022; whole school visits with several authors of color GHR, CGS 20-21, 21-22, 22-23



## Recruitment, Hiring and Selection to Increase Workforce Diversity: Self-Assessment Tool **Coventry Public Schools**

### (adapted version)

1f. Solicits input to examine and ensure em- ployees' beliefs and assumptions align with the district mission and vision and reflect an equity mindset.	7	 Implicit Bias T Convocation S formed 22-23	Implicit Bias Training for all Certified Staff District Wide; Beruti Kafaele Convocation Speaker; Teacher participation on new DEI Committee formed 22-23
Total each section to determine a score.		 Section 1 score:	ore:

Color Internation

## Coventry Public Schools

# Recruitment, Hiring and Selection to Increase Workforce Diversity: Self-Assessment Tool

(adapted version)

Section 2: Talent Needs (Identifying Hiring Goals)	Not at all	Ver V littl e	Some- what	To a great exten t	Evidence
our usurcoscioor professional staff:	-	2	e	4	
2a. Reflects the racial, ethnic, and linguistic diversity of students served.		~			Edsight Secure Diversity Dashboard Data; EOC Applitrax Report; Internal District Data Tracking, Hiring 20-21 13.6 % students, 2.3% teachers of
2b. Collects and monitors the racial, ethnic, and linguistic diversity data of teachers and leaders by district and by school.				7	Edsight Secure Diversity Dashboard Data; EOC Applitrax Report; Internal District Data Tracking Hiring
2c. Compares the racial, ethnic, and linguis- tic diversity data of teachers and leaders with personnel holding other positions, e.g., custodial staff, support staff, para- professionals, etc.	7				Have not engaged in this comparison
Total each section to determine a score.					

Coventry Public Schools Recruitment, Hiring and Selection to Increase Workforce Diversity: Self-Assessment Tool

(adapted version)

a t Evidence		Board of Education Goals Past Three Years; School and District Improvement Plans Last Three Years; Internal District Data Tracking showing hiring funnel and percentage of diverse applicants who apply, interview, and are hired vs. non-white applicants	RESC Diversity Recruitment Fairs past several years	Have not offered incentives	Have not offered incentives	Have not offered incentives	TeachCt Professional Development for all paraeducators about how to become teachers in CT	Have not revised job descriptions
To a great exten t	4	7						
Some- what	ю						~	
Ver Y littl e	2		7					
Not at all	-			7	7	7		7
Section 3: Attracting and Recruiting a Diverse Workforce		3a. Has a visible profile that articulates goals for increasing the racial, ethnic, and linguistic diversity of the workforce.	3b. Partners with, and recruits from, educator preparation programs (EPPs) with a proven record of preparing and certifying racially diverse educators.	3c. Offers incentives (e.g., gift cards, one- time stipends) for referrals of racially, ethnically, and linguistically diverse candidates leading to a successful hire.	3d. Offers incentives (e.g., pay increases, stipends, housing assistance, affinity groups) likely to attract racially, ethnically, and linguistically diverse candidates to seek employment in the district.	3e. Implements initiatives aimed at attracting racially, ethnically, and linguistically diverse students to pursue careers in education.	3f. Implements programs aimed at attracting racially, ethnically, and linguistically diverse paraeducators to pursue careers in education.	3g. Develops job descriptions that attract racially, ethnically, and linguistically diverse candidates by incorporating the need to demonstrate understanding of culturally responsive pedagogy as a required qualification.



### Coventry Public Schools

# Recruitment, Hiring and Selection to Increase Workforce Diversity: Self-Assessment Tool

(adapted version)

re.
otal each section to determine a score.

Color Party Public State

## Coventry Public Schools

# Recruitment, Hiring and Selection to Increase Workforce Diversity: Self-Assessment Tool

(adapted version)

Section 4: Selecting and Hiring Our district/school:	Not at all	Ver Y littl e	Some- what	To a great exten t	Evidence
	-	8	e	4	
4a. Utilizes resume and interview procedures, checklists, and/or protocols that assess cultural responsiveness, and promote an equity mindset.			7		Resume review to screen in candidates of color, practice of interviewing all candidates of color of whom we are aware who possess appropriate certification for position; ongoing work on interview questions to be included in all interviews
4b. Has a human resource team that prepares staff to engage in culturally responsive recruitment, selection, and hiring practices for all hires.			7		Admin share a slides presentation on attracting a diverse workforce and minimizing implicit bias in interviews with all teachers participating on hiring committees
4c. Adopts policies and procedures that ensure hiring practices prioritize candidates who demonstrate high levels of cultural responsiveness.			7		Board of Education Goals Past Three Years; School and District Improvement Plans Last Three Years; School and District Improvement Plans; District Professional Development Plan Past Three Years
4d. Creates a racially, ethnically, and linguistically diverse hiring committee that oversees and monitors the recruitment, selection and hiring process.	~				No Admin of Color in district; only 2.3 % of teachers are teachers of color
Total each section to determine a score.					

This assessment was adapted from the Center on Great Teachers & Leaders at American Institute for Research, Examining Culturally Responsive Hiring Practices through a Lens of Racial Equity: Self-Assessment Tool



Performance Overview Students Educators Instruction

### Educator Diversity Dashboard

Additional Reports: Educator Race/Ethnicity

See related links.

Comparison of Educators and Students of Color by Year % Educators of Color by Year Trend



Charter School for Young Child...

Cheshire School District

Chester School District

Clinton School District

Colchester School District

Colebrook School District

Columbia School District

Common Ground High School ...
 Connecticut Technical Educati...
 Cooperative Educational Servi...

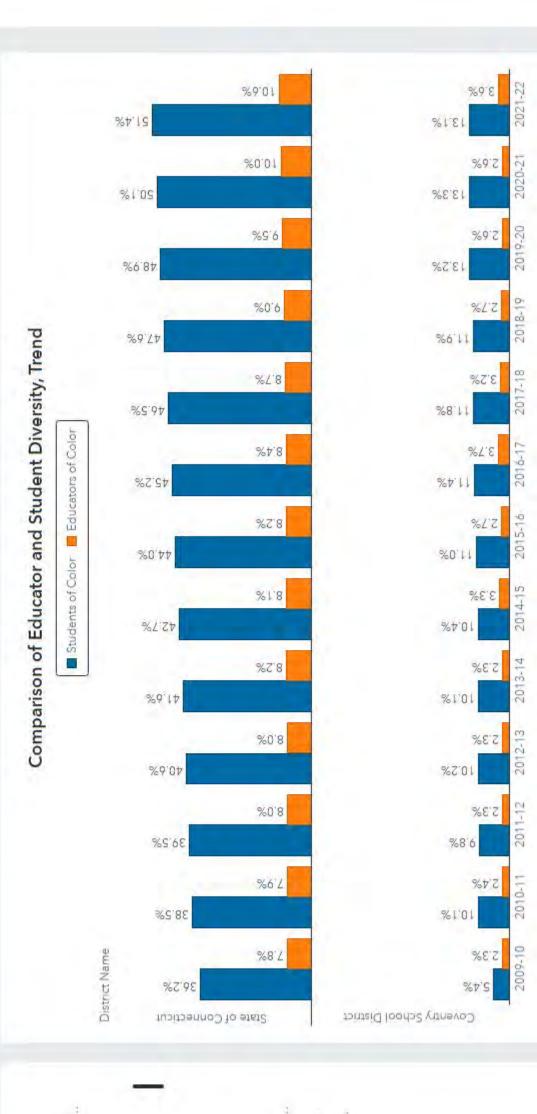
Cornwall School District

Coventry School District

Cromwell School District

Danbury School District

Deep River School District Darien School District



### **Artifact CCCC**

Q Danguage

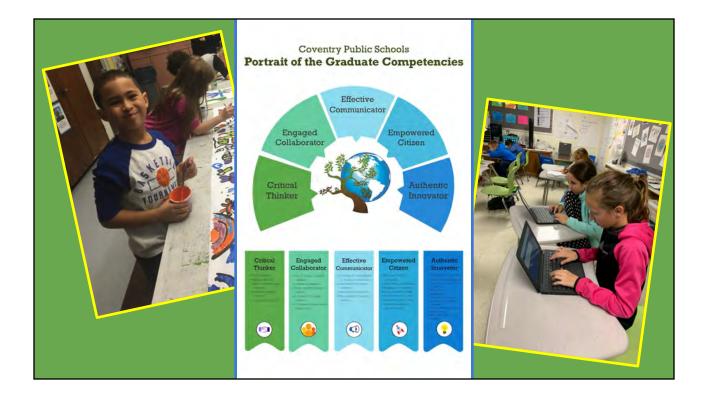
VIEW DATA

**Artifact DDDD** 

### **Coventry Public Schools**



### Join Us As We Inspire Success!



### Artifact DDDD

### About Our District

A high performing school district, Coventry Public Schools boasts a collaborative culture and best practices in teaching and learning that lead to outstanding student achievement. Our Portrait of the Graduate ensures that our students are empowered learners who have the knowledge, skills, and habits of mind to thrive as members of a complex society. Our rigorous academic program provides diverse and innovative learning opportunities for all students and experiences that extend learning beyond the walls of our schools focused on college and career readiness.

Our talented and dedicated teachers bring passion to education and embrace the academic, social and emotional development of students. Coventry Public Schools provides personalized professional development to meet the needs of teachers, provides in district programming to cultivate teacher leadership, and offers grant funding to support teacher innovation. Our culture fosters teacher collaboration and excellence in teaching. Coventry Public Schools has a goal to recruit and employ a diversified, qualified, and talented teaching staff.

### **Hale Early Education Center**

Pre-K

### Enrollment: 109 Students





#### **Potential Vacancies**

- Elementary Teachers
- Middle School Spanish Teacher
- High School Chemistry Teacher
- K-12 Special Educators
- K-12 Math Specialist

# **Coventry Grammar School**

**Grades K-2** 

Enrollment: 374 Students





#### **Student Achievement**

- Future Problem Solvers Program International Program Placing 1st, 2nd, 3rd
- CAS Outstanding Middle Scholar Leaders
- Best Buddies Unsung Hero Award
- Best Buddies Violet Richardson Award
- Recognized as Advanced Placement Scholars by the College Board
- Recipient of the 2017 Milton Fisher Scholarship for Innovation and Creativity
- Senator Chris Murphy's Martin Luther King Jr. Essay Contest Winners
- Capt. Nathan Hale Middle School student group and two Coventry High School student groups honored at the Challenge to Educational Citizenship Awards
- Numerous recognitions from the Connecticut Regional Scholastic Arts programs
- Multiple recipients of the Institute of Living's Brain Dance Awards
- Participants in the Eastern Regional Music Festival

# **George H. Robertson School**

Grades 3-5

Enrollment: 354 Students





**National Blue Ribbon School** 

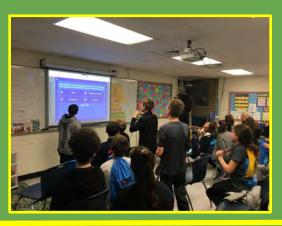
# **District and Staff Achievement**

- Jay Mathews Challenge Index Coventry Public Schools ranked 10th in CT; Coventry High School ranked in the top 6% of high schools in the nation
- Coventry High School Ranked 39 in Connecticut by US News and World Reports #1 in Our DRG
- Capt. Nathan Hale Middle School named a Spotlight School by the New England League of Middle Schools
- George H. Robertson Achieved "School of Distinction" (Next Generation Accountability System) Two Years in a Row
- Niche Coventry Public Schools 2023 ranked #1 Best School District in Tolland County and #31 out of 116 in the state
- G. H. Robertson Intermediate School was named a 2020 National Blue Ribbon School for Exemplary Achievement Gap Closing and Exemplary High Performing
- Coventry High School Teachers selected to participate in Advance Placement National Exam Readings
- Coventry Public School Teachers frequently presented at State, Regional, and National Conferences
- Coventry Public Schools maintains partnerships with higher education programs including the University of Connecticut, Eastern Connecticut State University, and Goodwin University

# Capt. Nathan Hale Middle School

Grade 6-8

#### Enrollment: 387 Students





**NELMS Spotlight School** 

# **Coventry High School**

Grades 9-12

**Enrollment:** 425 Students































# **Coventry Public Schools**

Preparing every student for life, learning and work in the 21st century

www.coventrypublicschools.org

# Artifact EEEE

CPS Staff Presenters 2022-23

School	Staff Name	Title of Conference	Description of Presentation
CGS	Matt Kyer	CEN	Engaging Families and the Community with Technology
CGS	Megan Babcock	ATMNE Conference New England	Fall in Love with Fluency
CGS	Jenn DuBois	ATMNE Conference New England	Fall in Love with Fluency
CHS	Joe Blake	CIAC Legislative Symposium	Interscholastic Sports and Activities
CNH	Amy Couch	NSTA National Conference	Creating Emotionally Safe Classrooms for Everyone
CNH	Liz Chatis	NELMS New England	Introduction to WeVideo for All Subjects; Google Classroom for the Administrator, Clean Up That Digital Clutter for You and Your Students
CNH	Kevin Mazzarella	CMEA Conference	Building Your Trumpet Toolkit - Strategies for Skill Development in Beginning to Intermediate Trumpet Students
GHR	Nick Tedeshci	CT Music Educators Association	Surviving Your First Three Years of Teaching
District	Kamil Sutkowski	UConn Conference - Teaching and Learning with iPads, Chromebooks, and Cloud-Based Computing	Developing Student IT-Chromebook Repair and Management
СИН	Laura Hipp	AMLE National Conference	Incorporating Future Problem Solvers in your Classroom; A Variety of Ways to Honor Your Veterans, De-clutter Your Life and Spend More Time on Things You Love;
		NELMS New England	Introduction to WeVideo for All Subjects; Google Classroom for the Administrator, Clean Up That Digital Clutter for You and Your Students
District	Cindy Wilbur	CT Science Teachers Association	Professional Learning Symposium; Collaborative Discourse Strategies
CGS	Erin Beason	ATMNE Conference New England	Fall in Love with Fluency
District	Cathie Drury	CEN	Maximizing 1:1-A Roundtable Discussion of Best Practices; Engaging Families and the Community with Technology
		CEN	Engaging Families and the Community with Technology
District	Jeff Spivey	CEN	Building a Student IT Support Department
		UConn Conference - Teaching and Learning with iPads, Chromebooks, and Cloud-Based Computing	Developing Student-IT Chromebook Repair and Management

# Artifact FFFF

Tuition/Reimbursement Secretaries - DRAFT

Tuition reimbursement is available to Coventry Public Schools Secretaries to support specialized secondary learning and/or new learning that support new skills that coincide with direct job responsibilities.

The Board will create a fund equal to <u>\$XXX</u> per year for tuition/certification based reimbursement. Reimbursement will be offered on a first come, first serve basis.

The following requirements shall be met to be eligible for reimbursement:

- Employees shall have completed at least <u>XXX</u> consecutive full years of service in the Coventry school system.
- Application for reimbursement must be made to the Superintendent no later than two (2) weeks prior to the start of the course work/certification program. Such application shall include anticipated costs.

Credit Based Tuition Reimbursement

- Coursework must be offered by a regionally accredited college or university.
- Proof of a "B" grade or better must be submitted by the employee in order to be eligible for the tuition reimbursement, except in pass/fail courses (where a pass is acceptable).
- The employee shall submit evidence of such completion of the course with the final bill to substantiate the final cost.
- Maximum reimbursement that an employee can be reimbursed is \$XX per credit hour.

Certification Based Reimbursement

- Certificate must be directly related to the employee's job responsibilities.
- Providing vendor must be vetted and approved by the Superintendent.

Both programs: Textbook expenses reimbursement: up to \$XXX.

Reimbursement shall be paid to the staff member during the month of September immediately following the school year in which the course was taken.

# Artifact FFFF

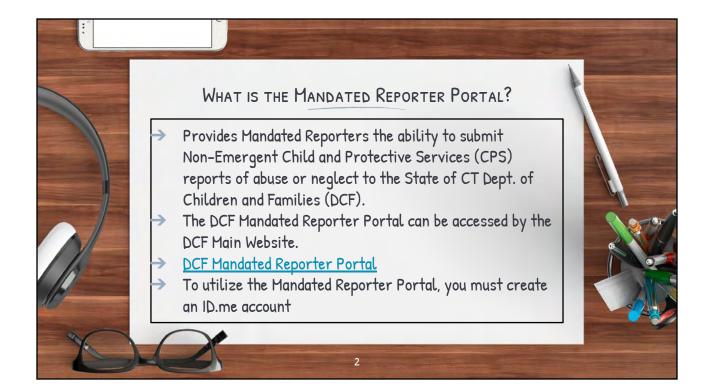
No courses may be taken at any time which interferes with the normal school duties of the secretary.

In the event the employee is reimbursed for tuition/certification program and/or textbooks, the employee hereby agrees to reimburse the Board for the last year of such monies in the event they leave Board employment within one (1) year of having received such reimbursement.

OR:

The employee shall enter into a contract with the Board to remain in active service in the Coventry school system for a period of at least 1 full year after having received such reimbursement/certification reimbursement.





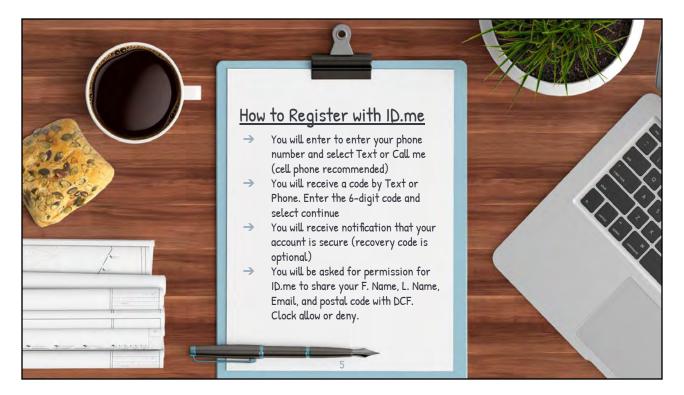
EMERGENT VS. NON-EMERGENT

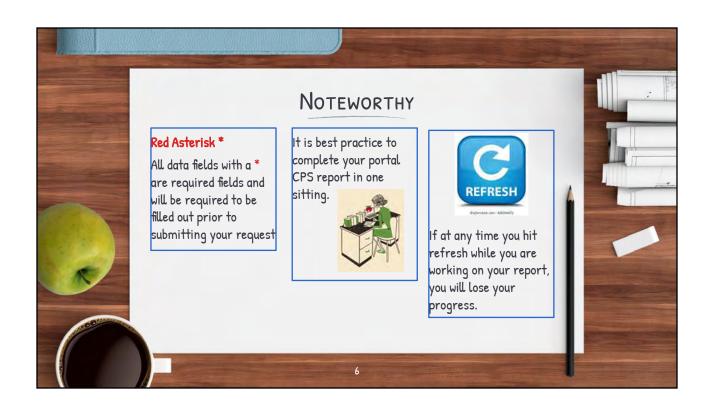


EMERGENT MEANS ANY SITUATION IN WHICH AN IMMEDIATE THREAT TO THE PHYSICAL OR EMOTIONAL HEALTH OR WELFARE OF A CHILD OR CHILDREN EXISTS OR IS SUSPECTED. NON-EMERGENT MEANS A SITUATION IN WHICH A CHILD IS

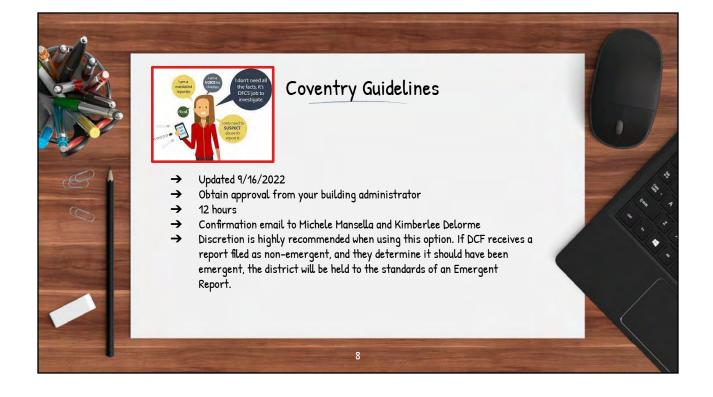
NOT IN IMMEDIATE THREAT OF PHYSICAL OR EMOTIONAL HEALTH.













Q: Do I have to submit a 136 if I made an online report? A: No, the online report satisfies this requirement.

- Q: How can I ensure my responsibilities are fulfilled as a Mandated Reporter? A: You have met your legal responsibilities by:
- $\bullet$  Making a report or ensuring that a report has been filed within 12 hours of becoming aware of a suspicion of abuse or neglect.
- BY PROVIDING AS MUCH INFORMATION AS REASONABLY POSSIBLE.
- ENSURING THAT ONLY NON-EMERGENT MATTERS ARE SUBMITTED ELECTRONICALLY.



Q: How do I determine if my suspicion is non-emergent?

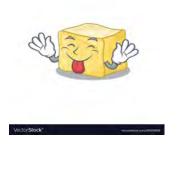
A: A NON-EMERGENT SUSPICION IS DEFINED AS A CIRCUMSTANCE WHEREIN THERE IS SUSPICION OF ABUSE OR NEGLECT AND THE ALLEGED VICTIM, OR SIMILARLY SITUATED MINOR, IS NOT PRESENTING:

- IN IMMEDIATE HARM
- $\cdot$  With need for urgent or emergent medical or mental health care
- WITH A REALISTIC FEAR OF FURTHER ABUSE OR NEGLECT WITHIN THE NEXT 24 HOURS
- As at risk of being inaccessible within the Next 24 hours



# Good morning!!!!

Did you hear the rumor about the butter?



# The Shift in ABA: Values over Procedures

#### Who's who?

Lisa Andosca, Special Education Teacher-CNH Jennifer Goodale, BCBA-District Rebecca Haynes, Special Education Teacher-GHR Ellen Tulman, Special Education Teacher-CGS Amber Walker, BCBA-District Shelly Zambrello, Special Education Teacher-CHS Zoe Zimber, Special Education Teacher-GHR

# Today's Schedule

8:30 - 11:30 Today's ABA & DTI Updates

- Universal Protocols, Assent, & Reinforcement
  - Program books/Session Types
  - Prompting/Data Collection

11:30-12:00 Lunch Break

12:00-12:30 Vector Training

12:30-1:30 Hands-on practice

1:30-1:45 Return to Your Buildings

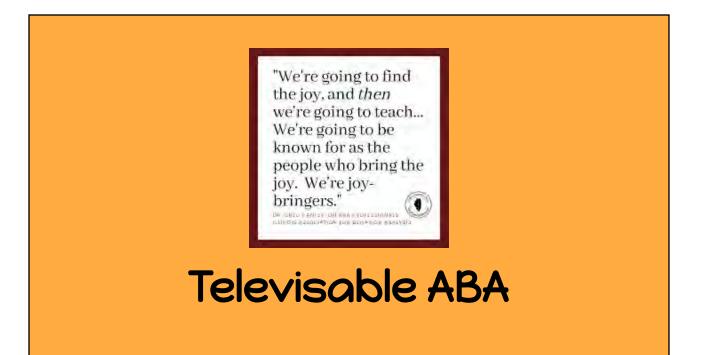
1:45-2:30 Building-Specific Activities

2:30-3:00 Vector training



# ABA & Trauma Informed Care

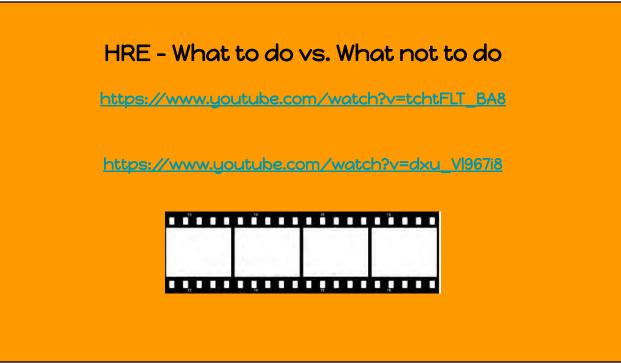
"It is to be assumed that any person in the care of a behavior analyst for problem behavior has experienced multiple adverse events, with many exceeding the criteria for acknowledging that trauma has been experienced. By learning through listening; by enriching therapeutic contexts; by building and maintaining trust; by following one's lead; by relying on personalized contexts in which people are happy, relaxed, and engaged; by listening to communication bids; by not working people through noncompliance or emotional duress; by allowing people to walk away; by making decisions based on performance; and by teaching from joy; today's ABA is trauma-informed." Dr. Greg Hanley





HRE			
<ul> <li>HORSE RED EYES</li> <li>HELP RESEARCHING EEYORE</li> <li>HURT REALLY EXCESSIVELY <ul> <li>HIPPIES ROCK EGGS</li> <li>HAIRY ROSE EXCALIBUR</li> <li>HIPPOS RIDE ESCALATORS</li> <li>HOW RIDICULOUS EVAN</li> </ul> </li> <li>HOLIDAY RAMEN ESPRESSO</li> </ul>			
	<ul> <li>HORSE RED EYES</li> <li>HELP RESEARCHING EEYORE</li> <li>HURT REALLY EXCESSIVELY <ul> <li>HIPPIES ROCK EGGS</li> <li>HAIRY ROSE EXCALIBUR</li> <li>HIPPOS RIDE ESCALATORS</li> <li>HOW RIDICULOUS EVAN</li> </ul> </li> </ul>		







# What is **REINFORCEMENT**?

Reinforcement involves **consequences that strengthen behavior**. To strengthen a behavior means to increase the likelihood that it will occur again in the future.

#### Examples:

- https://youtu.be/JA96Fba-WHk
- https://youtu.be/x8WWGwWwRlg
- -

# Universal Protocols

- Show continuous positive regard and empathy
- The goal is for the student to be HAPPY RELAXED and ENGAGED (HRE), not to be compliant
- Observe and seek to understand
- Enrich the environment
- Facilitate a shared experience versus a supervised experience
- Follow the student's lead
- Invite, encourage and model
- Honor all reasonable requests
- Limit non-essential demands and verbal load
- Provide as much support as needed for the student to be successful
- Acknowledge the communicative intent of behaviors empathetically
- Provide space but continue to be available

# Assent

#### What does that mean?

https://youtu.be/tqm94KLEFDk

https://www.youtube.com/watch?v=zE4mauSGeJI

#### Assent Withdrawal...

• Communication or behaviors that indicate that the student is not willing to participate in behavioral service

• Looks like escape or avoidance behaviors

# Assent (continued)

When do I honor the student's communication and when do I follow through with the demand?

ALWAYS honor the communication, validate EVERY time.

For example:

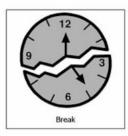
Adult: It's time for X

Student: out of seat/drops to floor

Adult: It looks like you're not ready, we can try it later (while gesturing to a "later" visual). Thanks for letting me know. Would you like to do (Y) or (Z) first?

\*\*Adult is trying to get the student back to HRE

# Let's take a break



# Yesterday's book vs Today's book

Yesterday	<u>Today</u>
Lesson plan – no change :)	Lesson plan – no change
Errorless learning – collect data on accuracy Complete 10 trials	Baseline – collect data on accuracy No prompting Discontinue after 2 errors
Errorless learning – collect data on accuracy Complete 10 trials	Teaching- collect data on prompting level 10 teaching trials/session
Error Correction – collect data on accuracy 10 trials/probe session 2 days at 80% for mastery	Probe – collect data on accuracy 10 trials/probe session 2 days at 80% for mastery

# Three Types of Sessions

#### 1. Baseline (B):

- 10 non-prompted, non-reinforced trials
- the first sitting for every new item introduced
- you may intersperse mastered items with baseline items and reinforce for mastered items
- if 9/10 or 10/10 correct, the item is mastered
- If two consecutive minuses during baseline, move directly to teaching



# Three Types of Sessions

#### 2. <u>Probe(P)</u>:

- These sessions determine mastery
- Mastery criteria listed on lesson plan: ex. 2-3 sessions in a row over 80% (4/4, 5/6, or 6/7 correct)
- Correct responses are scored as a +
- Prompted trials are scored as a -
- Incorrect/no responses are blocked/prompted
- If first 5 trials are correct, mastery criteria is met-end session
- Move to teaching if probe is below mastery



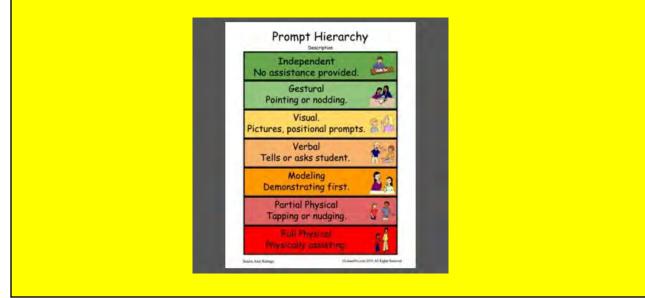
# **Three Types of Sessions**

#### 3. Teaching (T):

- Record the session (T), but not the +/-
- Describe levels of independence (prompting)
- Describe fading procedures
- Probe after 1-2 teaching sessions to determine level of independence



# **Prompting Hierarchy**



# **Prompt Hierarchy Video**

https://www.youtube.com/watch?v=BYBJQhMZWRs&ab\_channel=CornerstoneAu tismCenter

# Scoring the Prompting Levels

Level 1= Independent - student performs correct response without adult support

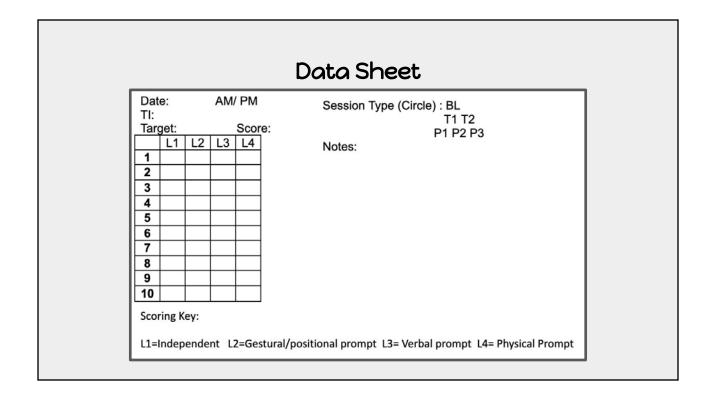
Level 2= Gestural/positional/visual

Level 3= Verbal

Level 4= Physical

*GOAL:* Given explicit instruction in skip counting as well as faded adult support \_\_\_ will be able to skip count by both 5's and 10's to 50 with 80% accuracy in 3 consecutive sessions.

Target: Skip count by 5 to 20.



# Another look: Baseline is Below Mastery

Move to a **teaching s**ession:

During T1: If prompts can be faded, next session is a probe

Probe to mastery

During T1: If prompts are not faded, next session is T2 (2nd teaching)

T2 is always followed by a probe

Move back to teaching if prompting is needed, and alert teacher/BCBA of the prompt level and concern

#### How Do I Know Which Session to Run?

\*\*Helpful Hint: Filling in the next session type (B, P, or T) after recording the data allows anyone to quickly determine where to begin the next session\*\*

Examples:

- If mastery criteria is met according to lesson plan, next session would be a
   (B) baseline of a new target
- If a teaching session ends with a faded prompt. The next session would be a (P) probe of the target
- If 2 teaching sessions have been completed, a (P) probe would be the next session
- If a (P) probe session is below mastery, the next session would move to (T) teaching

\*\*Always end all sessions on a + (even if prompted)

This has been great, but.... What to do if you still have questions or run in to a situation that was not covered today...



# Let us know!

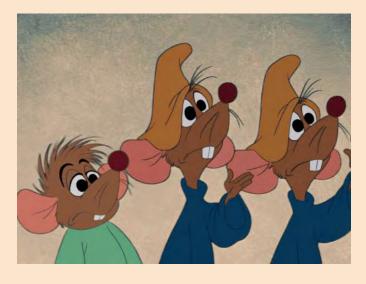
- Ask teacher or BCBA. Some ways to communicate with the team:
  - Talk during the school day
  - Use the question log
  - Schedule an additional 30 minute meeting
  - Talk with your colleagues
- We know that we ALL do our best when we are
  - Happy
  - Relaxed
  - Engaged

# Want to Learn More?

For references and more in-depth information please visit Dr. Hanley's website:

www.practicalfunctionalassessment.com

# Thank you for participating today!



Artifact IIII



# Core Competencies for Special Education Paraeducators

#### **Preamble**

The Core Competencies for Special Education Paraeducators represent the required knowledge and skills all paraeducators need to safely and effectively support students with disabilities in K-12 settings. Paraeducators work in general education and special education classrooms, nonclassroom school settings (e.g., cafeteria, playground), and community-based learning sites supporting an entire classroom of students or individual students with disabilities. Paraeducators provide individualized services to students with disabilities through a range of tasks directed by the instructional team consisting of licensed professionals responsible for planning and implementing specially designed services for students with disabilities. These core competencies address the corresponding role of paraeducators in the four aspects (collaboration, assessment, social/emotional/behavioral, and instruction) of the High Leverage Practices for special educators developed by CEC in collaboration with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center.

Acquisition of these Core Competencies by paraeducators requires support from licensed professionals including administrators, general and special education teachers, and related services personnel who are equipped with knowledge and skills to oversee and direct the work of paraeducators. Licensed professionals provide supervision and guidance to paraeducators, clearly define their roles, direct their work, and determine which practices they implement to support students with disabilities. Licensed professionals can utilize these core competencies to understand the essential knowledge and skills that paraeducators should possess and ensure that they are appropriately prepared for their assigned tasks. It is important to note that in the knowledge and skill statements listed under each competency area, skills supersede the knowledge; in other words, it is understood that paraeducators have acquired the knowledge that is necessary to demonstrate the skill.

#### **Core Competency Area 1: Professional Learning and Ethical Practice**

Paraeducators follow district policies, guidelines, and procedures. Paraeducators understand that their practice requires attention to the professional and ethical considerations such as confidentiality, scope and limits of their roles and skill level, and culturally responsive practices. Paraeducators understand that their role is to assist the instructional team and support students under the direction of licensed professionals. As lifelong learners, they participate in professional growth and development, reflect on their professional practices, and use feedback from licensed professionals to improve their skills. **Tasks performed by paraeducators are under the ongoing guidance and direction of the instructional team.** 

Knowledge		
K1.1	Principles, standards, and policies that guide ethical practice	
K1.2	Personal and cultural biases and differences and how they may influence one's practice	
K1.3	Professional growth opportunities for continued learning	
Skills		
S1.1	Conduct activities with integrity and in compliance with applicable local, state and federal standards, policies and guidelines	
S1.2	Maintain the dignity, privacy, and confidentiality of all students with disabilities, families, and school personnel	
S1.3	Follow the chain of command established by the district to address policy questions, system level issues, and personnel practices	
S1.4	Report suspected child abuse, suicidal ideation, and dangerous behaviors as required by law, policies, and local procedures	
S1.5	Recognize and respect role differences of teachers, paraeducators, and other licensed professionals	
S1.6	Recognize the role of the licensed professional as the leader of the instructional team	
S1.7	Practice within the limits of the defined paraprofessional role	
S1.8	Practice within one's skill limits and request direction, instruction, guidance or additional training for new or unfamiliar tasks	
S1.9	Maintain boundaries for relationships and communication with students and their families within the professional and ethical scope of responsibility	
S1.10	Refer questions about student progress to appropriate licensed professionals	
S1.11	Reflect on one's performance, seek guidance and use feedback from licensed professional to continually improve practice	
S1.12	Advocate for participation in ongoing professional growth and development opportunities	
S1.13	Demonstrate respect and appreciation for cultural differences in verbal and written interactions with students, families, and school personnel	

#### **Core Competency Area 2: Learner Development and Individual** Learning Differences

Paraeducators demonstrate understanding of the unique learning needs of individual students. Paraeducators understand the impact of disabilities on development for individual students and their families. They understand and value the diversity and individual differences including the culture, religion, gender, and sexual orientation of individual students, family members, and school personnel. Paraeducators promote the growth of students with disabilities and encourage their independence and self-advocacy skills to assist with transitioning to life after high school. **Tasks performed by paraeducators are under the ongoing guidance and direction of the instructional team.** 

Knowledge			
K2.1	Cognitive, physical, social, emotional, and language development which impact milestones of students with disabilities compared to typically developing peers		
K2.2	Educational challenges manifested as a result of varying disabilities		
K2.3	Effect of disabilities on students, families, and society through the lifespan		
K2.4	Family systems and their influence on the educational process		
K2.5	Common concerns of families of students with disabilities		
K2.6	Effects of cultural and linguistic diversity on the educational process and relationships between school, home, and community		
K2.7	Characteristics and implications of one's own culture and use of language, including verbal and nonverbal communication, and how this may differ across cultures		
K2.8	Effect of speech and language development on academic and nonacademic learning of students with disabilities		
K2.9	Non-verbal modes of communication used by students with disabilities including augmentative and alternative communication		
Skills	5		
S2.1	Support student's independence, self-advocacy, positive sense of identity, self-control, and self-reliance under the guidance of the instructional team		
S2.2	Support students with disabilities in their use of self-assessment, problem-solving, and other cognitive strategies under the guidance of the instructional team		
S2.3	Recognize and respect individual differences between culture, religion, gender, and sexual orientation of students with disabilities and their families		
S2.4	Align communication methods to individual's language proficiency under the guidance of the instructional team		

Skill	Skills (cont.)		
S2.5	Provide opportunities and support for children to understand, acquire, and use verbal and nonverbal means to communicate thoughts and feelings under the guidance of the instructional team		
S2.6	Reinforce the use of oral and written communication efforts of students with disabilities under the guidance of the instructional team		

### **Core Competency Area 3: Special Education Services and Supports in the Learning Environment**

Paraeducators understand services and supports for students with disabilities is based on the federal law for the inclusion of students with disabilities adhering to the guiding principles of free and appropriate public education (FAPE), least restrictive environment (LRE), and individualized education program (IEP). Paraeducators understand the purpose of special education services and support the instructional, behavioral, social, personal care, safety and medical needs, transitional life-skills and inclusion in school and society. They understand the importance of an organized and inclusive environment and facilitate accommodations, structure, and routines that maximize student's successful access to general educational programming. **Tasks performed by the paraeducators are under the ongoing guidance and direction of the instructional team.** 

Knowledge		
K3.1	Purposes of supports, services and specially designed instruction which provide access to general education curriculum	
K3.2	General knowledge of categories from federal law for students with disabilities	
K3.3	General knowledge of principles of inclusive practices for students with disabilities	
K3.4	Individual learner characteristics as the primary basis for instructional programming and decision making, rather than disability categories or educational placement	
K3.5	District/agency policies and procedures for protecting the safety, health, and well-being of learners and school personnel	
K3.6	Rights and responsibilities of students with disabilities and the personnel who serve them	
K3.7	Effects of paraeducator's proximity and fading of paraeducator support on student engagement, learning and independence	
Skills		
S3.1	Access credible and reliable websites and resources to expand understanding of special education services and students with disabilities under the guidance of the instructional team	
S3.2	Support a safe and equitable learning environment that honors diversity and inclusion under the guidance of the instructional team	
S3.3	Establish and maintain rapport with learners under the guidance of the instructional team	

Skills (cont.)		
S3.4	Use knowledge of student's strengths and interests to encourage engagement in varied school and community activities under the guidance of the instructional team	
S3.5	Prepare and organize materials to support teaching and learning as directed by the instructional team	
S3.6	Adapt the physical environment and modify learning materials and activities as directed by the instructional team	
S3.7	Support students with disabilities in following established school and classroom expectations and routines under the guidance of the instructional team	
S3.8	Use routines and procedures to support effective transitions as determined by the instructional team	
S3.9	Use and maintain adaptive equipment/materials and assistive technology for students with disabilities as determined by the instructional team	
S3.10	Support students with disabilities in their use of augmentative and alternative communication devices and other assistive technology under the guidance of the instructional team	
S3.11	Perform monitoring duties in learning environments as assigned by the instructional team	
S3.12	Use universal precautions to assist in maintaining a safe, healthy environment in all settings	
S3.13	Understand and articulate common educational and medical terminology used in the school setting	
S3.14	Use techniques to address personal care, medical care, and physical assistance to students with disabilities as directed or authorized by a licensed professional	

#### **Core Competency Area 4: Assessment**

Paraeducators understand the purposes and rationale of various types of assessments, data collection processes and the link between these assessments and individualized instructional planning. Paraeducators play a vital role in assessment practices by collecting multiple types of data during instruction while using tools and assessments designed/provided by the instructional team. Accurate data collection contributes to informed educational decisions that optimize individual plans resulting in enhanced student outcomes. **Tasks performed by paraeducators are under the ongoing guidance and direction of the instructional team**.

Knowledge			
K4.1	Rationale and methods for formative and summative assessment		
K4.2	Link between assessment and instruction		
K4.3	3 Accommodations on student IEP and procedures for proctoring accommodated tests		

Skill	Skills	
S4.1	Record objective and accurate data using collection procedures determined by the instructional team	
S4.2 Proctor routine classroom and standardized tests following student accommodations as directed by the instructional team		

#### **Core Competency Area 5: Instructional Supports and Strategies**

Paraeducators understand a range of instructional strategies to facilitate student learning and address IEPs. Under the direction of the instructional team, paraeducators support specially designed instruction for students with disabilities. Paraeducators follow written instructional plans, implement accommodation and modifications, reinforce concepts presented by the instructional team and use effective strategies to facilitate student learning, inclusion, and growth. **Tasks performed by paraeducators are under the ongoing guidance and direction of the instructional team**.

Knowledge		
K5.1	Concepts of differentiated instruction, accommodations, modifications, High Leverage Practices, specially designed instruction	
K5.2	Instructional strategies and instructional technology to support the individual student's learning	
Skills		
S5.1	Demonstrate proficiency in academics including oral and written communication, literacy, and mathematical skills appropriate to the job assignment	
S5.2	Follow written instructional plans provided by the instructional team, seeking clarification and training as needed	
S5.3	Communicate relevant information about the student with disabilities to the instructional team	
S5.4	Support the use of effective and culturally responsive instructional strategies in literacy and mathematics as directed by the instructional team	
S5.5	Review and reinforce learning activities, essential concepts, and modified content as directed by the instructional team	
S5.6	Use instructional time effectively	
S5.7	Modify pace of instruction and provide organizational cues under the guidance of the instructional team	
S5.8	Make responsive adjustments to instruction under the guidance of the instructional team	
S5.9	Provide least intrusive levels of support, fade support, and fade physical proximity from students with disabilities under the guidance of the instructional team	

#### Skills (cont.)

S5.10 Provide feedback to students with disabilities regarding their performance under the guidance of the instructional team

#### **Core Competency Area 6: Social, Emotional, and Behavioral Supports**

Paraeducators understand state and district policies and procedures as well as ethical and legal practices for the implementation of positive behavioral supports and interventions. Paraeducators facilitate positive social interactions and active engagement by students with disabilities in the learning process. **Tasks performed by paraeducators are under the ongoing guidance and direction of the instructional team.** 

Knowledge			
K6.1	Basic principles of positive behavior supports to promote social, emotional, and educational well-being of students with disabilities		
K6.2	Communicative purpose of behaviors		
K6.3	Legal and ethical practices for the use of behavioral interventions		
K6.4	4 State and district policies and procedural safeguards regarding appropriate use of behavioral supports with students with disabilities		
K6.5	5 Importance of the paraeducator serving as a positive model for students with disabilities		
Skills			
S6.1	Implement positive behavior supports outlined in a behavior support plan as determined by the instructional team		
S6.2	Implement individualized reinforcement systems as determined by the instructional team		
S6.3	Support the implementation of social-emotional and behavioral interventions as determined by the instructional teams		
S6.4	Assist in teaching specific behaviors and procedures to facilitate safety and learning in each school setting as determined by the instructional team		
S6.5	5.5 Respond to student actions using strategies under the guidance and direction of the instructional team		
S6.6	.6 Support development of social skills and facilitate proactive peer interactions for students with disabilities under the guidance of the instructional team		
S6.7	Support students with disabilities by modeling and facilitating the use of conflict resolution and collaborative problem solving under the guidance of the instructional team		

#### **Core Competency Area 7: Collaboration with Team Members**

Paraeducators support the instructional team and collaborate with multiple team members such as general education and special education teachers, related service providers, administrators, families, and community agencies. Paraeducators use effective communication, conflict resolution/management, and problem-solving strategies to function proactively with team members and the broader community. **Tasks performed by paraeducators are under the ongoing guidance and direction of the instructional team**.

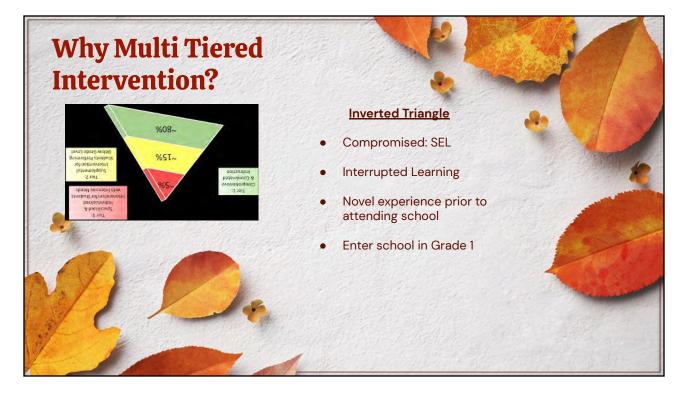
Knowledge			
K7.1	Purpose of effective teamwork to improve student outcomes		
K7.2	Communication styles and strategies for problem-solving and decision making		
Skills	ills		
S7.1	Establish and maintain professional, collegial, and appropriate relationships with school personnel, students, and their families		
S7.2	Communicate effectively with school personnel, students and their families as determined by the instructional team		
S7.3	Attend meetings and participate with other team members		



How do we meet the needs of ALL students ? Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Tier 2: Targeted Interventions, W.I.N.

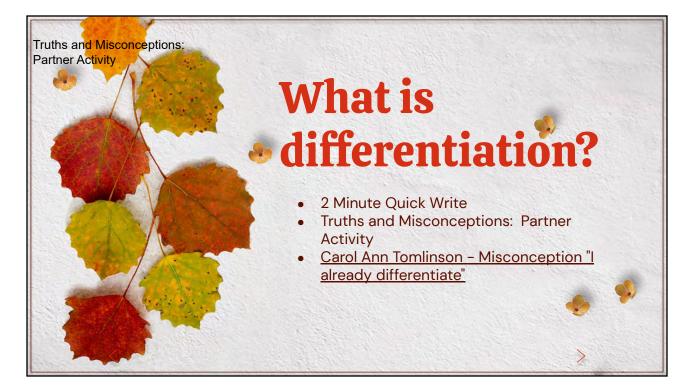
Tier 3: Intensive Interventions and Comprehensive Evaluation

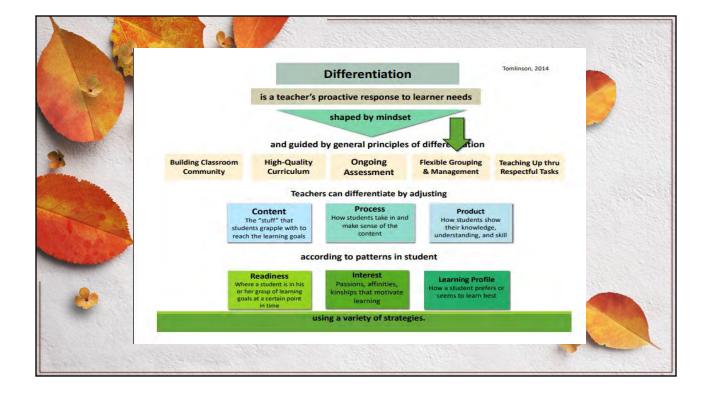


#### **Definition of Formative Assessment**

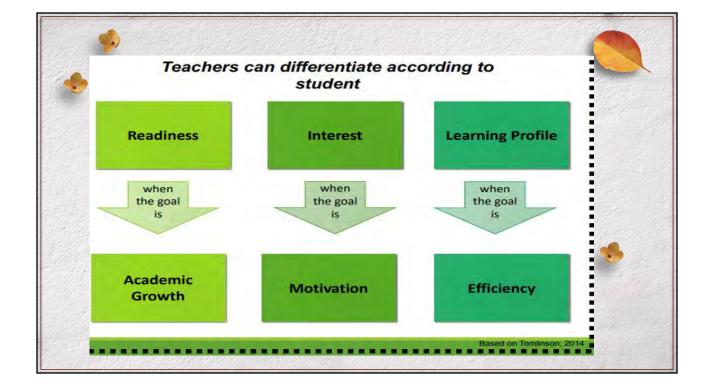
- Formative assessment is an assessment done during the instructional process for the purpose of improving teaching or learning (Black & William, 2003)
- What makes formative assessment formative is that it is immediately used to make adjustments to help students learn the lessons better.

#### FORMATIVE ASSESSMENT











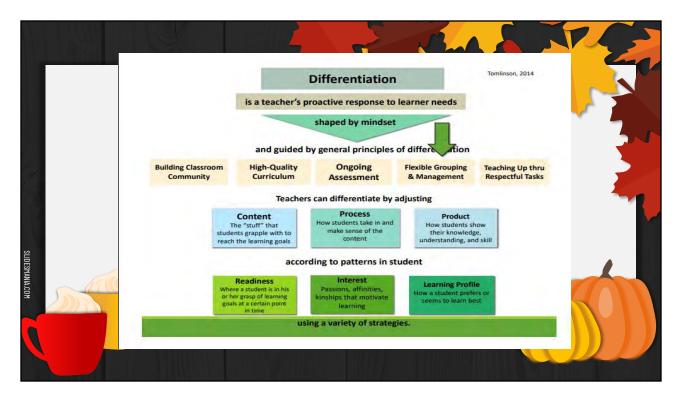




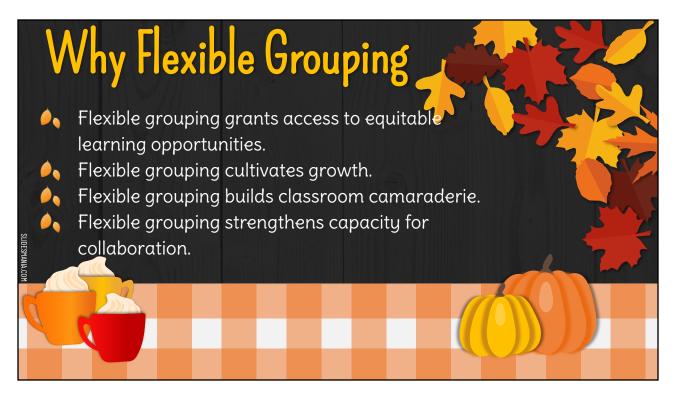


## What is differentiation?

- 2 MINUTE QUICKWRITE
  - Truths and Misconceptions
  - Example share out

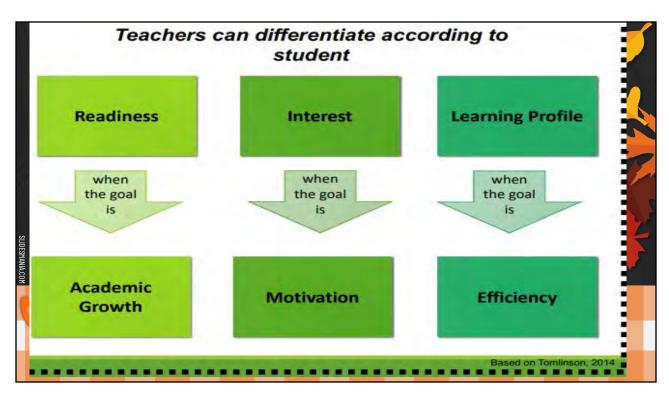


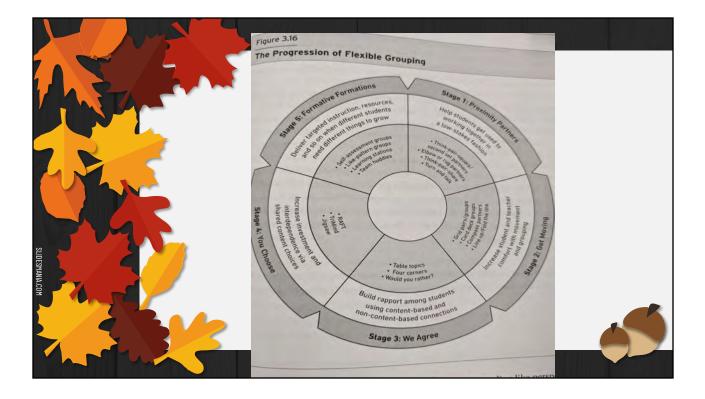




## Why Flexible Grouping

- Flexible grouping combats status differences.
- Flexible grouping exposes students to varied and divergent perspectives.
  - Flexible grouping fosters empathy.





## Special Education

What about students receiving special education services How do I respond to their IEP requirements and other learning needs in a flexibly grouped classroom?"



#### **Artifact LLLL**

Wednesday, December 7, 2022 CNHS Faculty Meeting LGI - 2:30 p.m.

➤ Celebrations, Good News, Awesome Moments!

≻CIRMA Update

≻Brief Veteran's Day Update

- ➤Differentiated Instruction
  - Small group activity based on work done on 11.8.22
    - Please bring an artifact to share

Next Meeting - Wed., January 11, 2023

#### **Artifact LLLL**

Wednesday, January 11, 2023 CNHS Faculty Meeting LGI - 2:30 p.m.

➤ Celebrations, Good News, Awesome Moments!

➤ NELMS Spotlight School Update

≻"First Five" - CM

Differentiated Instruction - Part 3

- Individual and small group activities
  - Please bring a device that will allow you to access the "web"
  - Online resources

**Upcoming Events:** 

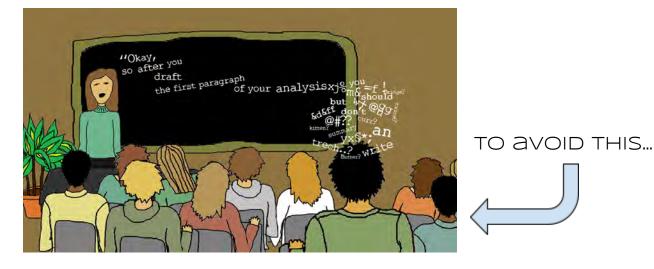
Jan. 12 - Game of the Week- Boys Basketball

- Jan. 20 Marking Period 2 Closes
- Jan. 24 Game of the Week -Girls Basketball
- Jan. 24 Grade 6 & 7 Choir Concert
- Jan. 25 Grades entered/verified

Next Meeting - Wed., January 25, 2023



#### A Guide for CHS teachers Compiled by Jessica Harris, Reading Consultant With assistance from Kara Hennessey, K-12 Literacy Coordinator



WE MUST ADOPT SCHOOL-WIDE, RESEARCH-BASED APPROACHES AND STRATEGIES TO SUPPORT OUR STRUGGLING STUDENTS IN THE MAINSTREAM CLASSROOM.

This packet will provide you with the resources needed to support our struggling students as well as detail district expectations in regards to providing struggling students with an equal educational opportunity.

#### MOST IMPORTANTLY!!!

- You **MUST differentiate your lessons**. It is the job of all classroom teachers (it's considered part of Tier 1 classroom instruction).
- While specialists can assist, differentiation is **NOT the same as individualized instruction or modifying/accommodating** for IEPs.
- Differentiated instruction is a matter of presenting the same lesson in different ways and at different levels so that **all students have equitable access** to the curriculum.
- Differentiated instruction is **best practice for all lessons as all students benefit**. This should be a normal classroom practice.

One or more of the following should be differentiated with every learning task:

- CONTENT the information and skills the students are learning
- **Process** how students make sense of the content being taught
- **Product** how students demonstrate what they have learned

#### **Effective Differentiation**

<b>Content</b> ( <i>What is to be learned</i> ) The texts, articles, videos, or other resources you use to teach new ideas.	<b>Process</b> (How students acquire info) The instructional methods and the learning activities in which you have the students participating.	<b>Product</b> (How students show learning) The end-product the student creates to showcase what they have learned.
<ul> <li>Vary the reading/lexile level</li> <li>Chunk longer texts</li> <li>Simplify complex ideas into "kid friendly" language</li> <li>Use visuals</li> <li>Provide vocabulary supports (preteaching, word banks, visuals, etc.)</li> <li>Use CommonLit which consists of lexile leveling &amp; Guided Reader that chunks text</li> <li>Allow for text-to-speech options for reading and writing</li> </ul>	<ul> <li>Provide sentence starters for discussions</li> <li>Allow for partner or small group work</li> <li>Using listening/note- taking guides</li> <li>Chunk assignments and directions</li> <li>Allow for multiple choice and/or matching in place of written responses</li> <li>Provide a visual dictionary for key unit terms</li> <li>Use scaffolds such as graphic organizers, concept maps, etc.</li> </ul>	<ul> <li>Allow for choice</li> <li>Provide exemplars and rubrics to aid in understanding expectations</li> <li>Provide step-by-step visual instructions in a checklist format</li> <li>Include assessment aids such as word banks, sentence starters, use of multiple choice, etc.</li> <li>Allow for redos/retakes as needed</li> <li>Provide detailed, visual study guides for traditional tests</li> </ul>

Differentiating instruction is good for all learners... Hr/www.hrecore/www.hrg.lmg/wewamforguase1.go

#### Key Takeaways for Content Teachers with Struggling Readers

Common Core State Standards as well as the Next Generation Science Standards require that all students meet rigorous, grade level academic standards. The takeaways below are meant to guide you as you work to develop CCSS and NGSS-aligned instruction for struggling learners who have tested below grade level and/or have 504s or IEPs.



- **Provide scaffolds** for more complex standards-aligned activities such as sharing explanations, providing reasoning, making conjectures, justifying conclusions, arguing from evidence, and negotiating meaning from texts. These scaffolds can include:
  - Guided notes to help determine most important information
  - Use of manipulatives and models
  - Use of visuals
  - **Explaining background knowledge** needed to access key ideas in a text, video, or lecture.
  - Sentence frames, a word bank, and/or sentence starters.
- **Pre-teach academic and content specific words** needed to complete assignments and engage in discussions. Give a list of vocabulary words pertinent to the unit (limit to a manageable amount). Allow them time to get to know the words via finding a picture of the word, finding a synonym of the word, relating the word to something they already know, etc.
- **Provided shortened assignments with concise bulleted instructions**, focused on key concepts with differentiated products/processes.

- Use pictures and videos to support content. Provide students with images that relate to the words or topic being studied. Allow students to watch a video before asking them to read, analyze, or listen to a text. Give students the opportunity to show what they know through pictures (hand drawn or Googled).
- Provide scaffolds for writing:
  - Allow students **extra time** to formulate their thoughts.
  - Provide them with **sentence starters and fill-in templates** when necessary.
  - **Limit written response** requirements. Longer pieces of writing should be broken down into sections.
  - Give clear expectations for written responses
- Provide scaffolds for reading:
  - Allow students **extra time** for reading.
  - Provide students with **shortened pieces of texts**, **alternate texts at a lower lexile**, **or texts in smaller chunks**.
  - Ensure the student understands the **vocabulary** of the text prior to reading.
  - **Provide audio for texts** if available (if not available, please provide the text to Ms. Harris beforehand and she will record an audio).

Domain 1: Classroom Environment, Student Engagement, & Commitment to Learning	Domain 2: Planning for Active Learning
<ul> <li>Determine if motivation/engagement issues are a response to a struggle to access curriculum.</li> <li>Invite discussions about interests and passions into the classroom.</li> <li>Acknowledge and incorporate students' cultural, ethnic, social, and developmental diversity to enrich learning opportunities.</li> <li>Hold appropriately high expectations while allowing for differentiated instruction to enable access the curriculum.</li> <li>Use leveled scaffolds that allow access to rich and complex content, including:         <ul> <li>Providing background knowledge</li> <li>Leveled texts</li> <li>Sentence starters</li> <li>Increased wait time</li> <li>Visual supports</li> </ul> </li> </ul>	<ul> <li>Design activities that build on prior knowledge.</li> <li>Incorporate opportunities for use of the 4 modalities of language – speaking, listening, reading, and writing – in each lesson.</li> <li>Pre-teach academic and content-specific vocabulary critical for understanding</li> <li>Plan for additional wait time.</li> <li>Provide opportunities for experiential, hands-on tasks with visual supports and discussions before engaging with text.</li> <li>Chunk or shorten tasks or provide alternative tasks that allow students to demonstrate the same key concepts and understandings.</li> <li>Plan sequenced questions that lead students to higher-order thinking.</li> <li>Deliberately and strategically group students appropriate to the demands of the task.</li> </ul>
Domain 3: Instruction for Active Learning	Domain 4: Professional Responsibilities & Leadership
<ul> <li>Put into action the bulleted items listed in Domain 2.</li> <li>Use leveled sentence frames, word or phrase banks, or model responses.</li> <li>Use culturally relevant instructional materials and resources to support diverse learners.</li> <li>Use modified texts (shortened, alternative, audio supported).</li> <li>Differentiate grade-appropriate criteria for success.</li> <li>Provide assessment opportunities that allow students to demonstrate thinking and understanding through multiple modalities (oral, written, project-based, etc.).</li> <li>Provide culturally responsive feedback that encourages growth by building on strengths.</li> <li>Allow for extended time as needed.</li> </ul>	<ul> <li>Become knowledgeable of reading, 504, and/or IEP goals.</li> <li>Reflect on the effectiveness of the supports and strategies in place and make changes as needed.</li> <li>Engage in collaborative planning and data analysis with student support team members (Reading Consultant, SPED teacher, etc.).</li> <li>Create an inclusive environment that highlights diverse learners.</li> <li>Advocate for the needs of struggling readers.</li> </ul>



# Differentiation Strategies and Examples: Grades K–2

A.C.C.E.S.S.: All Children Challenged and Equipped for Success in School

Created for the Tennessee Department of Education by Dr. Jessica A. Hockett| June 2018

1

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#### Portions derived from the following sources:

Tomlinson C.A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners*. (2<sup>nd</sup> ed). Alexandria, VA: ASCD.

Doubet, K.J., & Hockett, J.A. (2017). *Differentiation in Elementary Schools: Strategies to Engage and Equip All Learners*. Alexandria, VA: ASCD.

Tomlinson, C.A., & Sousa, D. (2011). *Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom*. Solution Tree.



## Differentiation Strategies and Examples: Grades 6–12

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Created for the Tennessee Department of Education by Dr. Jessica A. Hockett| June 2018

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Tomlinson, C.A., & Sousa, D. (2011). *Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom*. Solution Tree. 2022 Application Requesting a Waiver of Connecticut Approved K-3 Reading Curriculum

**Model or Program** 



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- II. Data Story
- III. Plan for Closing Achievement Gaps
  - IV. Current Reading Program

A. Fundations: Grades K,1,2

- B. Equipped for Reading Success-David Kilpatrick: Grades K, 1,2
- C. Heggerty Phonemic Awareness Program: Kindergarten

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- D. Words Their Way: Grade 3
- E. Fountas & Pinnell Classroom Guided Reading Collection: Grades K-3
- F. Fountas & Pinnell Interactive Read Aloud Collections: Grades K-1,3
- G. Fountas & Pinnell Reading Minilessons: Grades K-3
- H. Coventry Public Schools Sight Words List: Grades K-2
- I. Teachers College Reading and Writing Project Units of Study: Writing: Grades K-3
  - V. Literacy Intervention
- A. Leveled Literacy Intervention
- **B. Orton Gillingham Intervention**
- C. Empower Reading: Grades 2-5, Decoding & Spelling

			-		
2022 Application Requesting a Waiver of Connecticut Approved K-3 Reading Curriculum Model or Program	Coventry Public Schools Educational Plan for Reading in Kindergarten through Grade 3	Coventry is a rural community located in Northeastern Connecticut in Tolland County. Coventry Grammar School serves students in Kindergarten to Grade 2, and G. H. Robertson School serves students in Grades 3-5. Currently 489 students are enrolled in Grades K-3. 23.7% of students in Kindergarten-Grade 3 currently qualify for free and reduced lunch. 8.5 % of students in Grades K-3 are identified for special education services. 14% of students in K-3 are students of color.	Our comprehensive reading program K-3 is aligned to The Connecticut Core Standards K-5 Foundational Skills, Reading Standards for Literature, and the Reading Standards for Informational Text. Through a sequenced and articulated program and curriculum in Grades K-3, we provide direct and explicit instruction for students in the five components of the science of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Providing outstanding reading instruction for students and high student achievement has been a hallmark of student learning for many years in Coventry. We attribute our success in our reading program to our district goals and focus, our dedication of financial resources to reading instruction, the development of structures and processes to support ongoing professional development for and collaboration of our high quality teachers, our use of vetted and research based instructional materials which address all of the components of the science of reading, and our ongoing analysis of student formative and summative assessment data to guide instruction. A well-developed response to intervention program which includes research based materials and a data driven approach to instruction along with other supports including a Boost program and carefully designed What I Need Literacy Block (WIN) complement our Tier I reading instruction and contribute to student achievement in reading.	In Grades K-3 a 90 minute school day block is dedicated to Tier I classroom reading instruction. Instruction during this block includes whole group instruction, small group practice, and independent work. We employ several research based instructional products as part of our comprehensive program which addresses the components of the science of reading, and we have included in this document detailed descriptions of each of these instructional components. For two years in Grades K-2 we have employed the Fundations program to provide phonics instruction and to assist students in becoming fluent readers. For two years we have been using Words Their Way in Grade 3 to provide phonics instruction. In 2019, we added Fountas and Pinnell Reading Collection for K-3, Fountas and Pinnell Interactive Read Aloud Collections for Grades K-1, and 3, and the use of the Fountas and Pinnell Reading Mini Lessons. Fachers use these resources to provide instruction in reading comprehension, fluency, and words by the Fountas and Pinnell Reading Mini Lessons. Teachers use these resources to provide instruction in reading comprehension, fluency, and words by the Fountas and Pinnell Reading Mini Lessons. Teachers use these resources to provide instruction in reading comprehension, fluency, and words words the Fountas and Pinnel Reading Collection for K-3, Fountas and Pinnell Interactive Read Aloud Collections for Fardes K-1, and 3, and the use of the Fountas and Pinnell Reading Mini Lessons. Teachers use these resources to provide instruction in reading comprehension, fluency, and words words the Fountas and Pinnel Reading Pinnell reactive Read Aloud Collections for Fardes K-1, and 3, and the use of the Fountas and Pinnell Reading Mini Lessons. Teachers use these resources to provide instruction in phonemic awareness. While we have taught sight words at Coventry Grammar School for decades, during the 2019-2020 school year we began instruction and assessment of the new sight words. Mastery of sight words as sudents in developed a new sigh

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2022 Application Requesting a Waiver of Connecticut Approved K-3 Reading Curriculum	Model or Program	writing experiences, for over ten years we have used Lucy Calkins and Teachers College Reading and Writing Project Writing Units of Study Grades K-3 include units on Opinion Writing, Information Writing, and Narrative Writing to provide writing instruction. In addition to the 90 minute block for reading instruction, a 30 minute What I Need Literacy Block, is provided every day in Grades K-2, affording teachers with the opportunity to differentiate instruction for students, taking into account needs in reading of students performing above grade level and students who are performing below grade level, or still practicing at grade level skills. A 30 minute reading intervention block occurs simultaneously with the WIN Block to provide Scientific Research Based Interventions in reading function model.	The RTI model provides Tier III and Tier III supports to accompany Tier I instruction for students identified as eligible through our entrance criteria and performing below grade level. Reading intervention in Grades K-3 is provided by certified content interventionists including reading teachers and reading consultants as well as special educators. Best practices for response to intervention have guided our program development, processes, and practices. Carefully defined entrance and exit criteria using multiple data points guide our selection of students for intervention. General education and special education students identified for intervention between interventionists and classroom teachers to support and align Tier 1. Tier 2, and Tier 3 instruction. Teachers of our programmer, processes, and on processes allow for frequent collaboration between intervention students is used to track student progress. For the referitiveness of our programming. Three times a year, the district holds a districtwide K-5 Intervention Meeting to review student progress, infine processes, and inform our RTI model. Coventry Grammar School and G. H. Robertson Interwention Meeting to review student progress, infine processes, and inform our RTI model. Coventry Grammar School and G. H. Robertson Interwention Meeting to review student progress, infine processes, and inform our RTI model. Coventry Grammar School and G. H. Robertson Interwention Meeting to review student progress, instruction. Teachers of actes 1. Tier 2, and Tier 3 instruction. Teachers of students in Kindergarten-Grade 3. Incoming screening data for Kindergarten students as well as end of the year intervention." in September for students in Kindergarten-Grade 3. Incoming screening data for students as well as end of the year intervention." in September for students in Kindergarten-Grade 3. Incoming screening data for students as well as end of the year intervention. Teaching still gaps. Our Response to Intervention meeting struction as well as skill gaps. Our Respon	Highly qualified staff at each school oversee their intervention programs and provide support for professional development on topics related to literacy. Coventry Grammar School has two reading consultants and one reading teacher, and G. H. Robertson School has a reading consultant and a reading

teacher. A K-12 Literacy Specialist supports teachers in the classroom by modeling lessons, co-planning, and implementing new lessons. This Specialist Coventry Grammar School has two reading consultants and one reading teacher, and G. H. Robertson School has a reading consultant and a reading provides outstanding professional development for our teachers on all topics related to literacy.

district goals. District Strategic Plan, and school goals. Professional development is held on five full days and three early dismissal days throughout the Coventry Public Schools develops a yearly well defined plan for professional development, aligned to the Learning Forward standards as well as to our year. In addition to training on reading instruction on the Professional Development days, five to six half day release professional development days

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these sessions, teachers identify additional instructional materials to support learning needs, whether those needs relate to phonics, phonemic awareness, dyslexia for special education, and best practices in instruction for students with dyslexia. In anticipation of the purchase of decodable texts aligned with arrangements for guided reading and on using strategy groups for skill development have well supported differentiation in the Tier I classroom. Teachers focused on ELA and reading are held on school days throughout the school year at each grade level. Often with the assistance of reading consultants, our collaboration skills and capacity, and developed a culture which embraces shared responsibility for improving reading achievement for all students. Over the past eight years extensive professional development has been provided on instruction and assessment related to the science of reading. Professional collaborative learning time, teachers evaluate their use of conferring rubrics and conferencing techniques. Following our development of our new sight utilize professional development time to plan for centers and stations, aligning them with weekly learning targets and students' learning needs. During Teachers have received extensive training on the administration of assessments, such as BAS, PAST, running records, Fundations phonics assessments, collaborate on identifying aggregate as well as individual student strengths and needs in learning. Using this protocol, teachers identify next steps for instruction to meet student needs. Collaborative inquiry during professional development is a common practice, and collaborative inquiry focuses on instruction and for differentiation of instruction for groups of students with a focus on the selection of research based instructional strategies. During professional development. Recent staff training has also focused on the needs of students identified with dyslexia, identification of students who have and sight words with a focus on interrater reliability. As an extremely data driven district, accurate assessment data is essential to us in customizing learning has centered around best practices in guided reading, use of instructional materials in guided reading, and comprehension vocabulary and fluency, vocabulary, or reading comprehension. As a result, teachers revise pacing guides for instruction and link additional identified instructional our phonics instructions, teachers have received training in the purposes of using decodable texts along with instructional strategies for using them. looking at student work and student achievement data to identify the next steps for instruction. Using a Looking at Student work protocol, teachers fluency instruction in guided reading. Teachers have collaborated on identifying and employing minilessons in instruction. Training on grouping K-12 Literacy Specialist leads in-district ELA professional development which often involves prioritizing high quality curriculum and instructional materials for students, utilizing best assessment practices, and collaboratively analyzing student data to identify next steps in learning. Through professional development our Literacy Specialist has engaged teachers in continuous improvement related to reading instruction, built teachers' word lists, our reading consultants provided teachers training on best practices in instruction and have modeled lessons in the classroom and in materials into those guides.

extensive training in Orton Gillingham. When we adopted the Teachers College Reading and Writing Program Units of Study for Writing over ten years ago, Coventry Public Schools also utilizes professional learning provided by professional organizations outside of the district. Every K-2 grade level teacher for three years staff developers from TCRWP provided on site professional development for all teachers by grade level three times a year to support our and special educator has attended Fundations training to be skilled in the best practice of instruction and following the programmatic materials. All implementation of the program. Our reading consultants and reading teachers who are providing reading intervention instruction for students with Kindergarten and Grade 1 teachers have received a multiple day training in phonemic awareness instruction, a training supplemented by additional professional development in the district. Our reading consultants, teachers, and special educators who teach reading intervention have all received

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have mentors assigned from the program who conduct site visits and provide feedback to the teachers on program implementation. At G.H. Robertson, our significant reading disabilities including dyslexia have attended extensive professional development on the implementation of the Empower program and reading consultant, reading teachers and our K-12 Literacy Specialist have all attended professional development on morphology for the development of vocabulary lessons to supplement our use of Words Their Way in Grade 3.

Connecticut State Department of Education named G.H. Robertson Intermediate School a School of Distinction in 2016-2017, 2017-2018, and 2018-2019. In high reading and mathematics achievement in the Performance Matters: News from the CSDE Performance Office in June 2019. In 2020, G. H. Robertson community of students who are supported to see themselves as evolving, multi-dimensional writers, equipped with the skills to persuade their community Coventry district leaders, the G.H. Robertson Principal and G. H. Robertson teachers to hold a conversation to learn about what approaches and strategies Performance Officer of the Connecticut State Department of Education published an article about these instructional and assessment approaches and our recognition, G. H. Robertson Intermediate School was featured in an article with an accompanying video on the National Blue Ribbons Schools Program: prestigious national recognition included this summary statement about the school, "The overall performance for this school has climbed steadily to an Students' high reading achievement at G.H. Robertson Intermediate School no doubt has contributed to the recognitions the school has received. The Intermediate School was named a 2020 National Blue Ribbon School for Exemplary Achievement Gap Closing and Exemplary High Performing. This accountability index in 2018-19 of 87.0 meaning that the school earned 87 percent of all possible points in the accountability system." As part of this Learning from Great American Schools Since 1982 website. The article reported, "[G.H. Robertson Intermediate School's] efforts have resulted in a fact, in 2019, the Chief Performance Officer of the Connecticut State Department of Education brought a team from CSDE to Coventry to meet with we were employing to lead to such high reading and math achievement of all students at the G. H. Robertson School. Subsequently, the Chief to action, reflect their feelings in a poem, or thoughtfully provide feedback in peer conferences."

## Data Story

comprehension and vocabulary to meet with success. In addition to data templates submitted in the portal, linked in below is a chart indicating students at or above goal and students substantially below goal on our major reading assessments for the Spring of 2019 and the Spring of 2022: Fountas and Pinnell Overall reading achievement data for students in Kindergarten through Grade 3 in the Spring of 2019 and the Spring of 2022 provide evidence that our Benchmark Assessment System, the Phonological Awareness Screening Test, the Sight Words Assessment, Fundations Assessment, and the Smarter current reading program and curriculum is supporting students in developing the reading skills needed in phonemic awareness, phonics, fluency, Balanced Assessment.

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Schools shut down in March of 2020, and in August of 2020 Coventry Public Schools began the school year in a hybrid model. At the end of September 2020, many students returned to school in person while some students remained remote learners and had lessons streamed to them. In the 2020-2021 school year, those attending school in person received instruction in classrooms where they remained seated in rows facing forward, six feet apart. They were not able to share instructional materials, manipulatives, and other objects. Prior to COVID, most reading block instruction in Grades K-3 involved opportunities for students to learn in small groups. In 2020-2021, students were not able to sit in guided reading groups at the teacher table, they were not able to share materials as they learned sight words, and they were not able to share materials as they learned sight words, and they were not able to share materials as they learned sight words, and they were not able to share materials as they learned sight words, and they were not able to share materials as they learned sight words, and they were not able to share phonexics and phonemic awareness learning activities. Teachers remained six feet away from students when providing instruction. During the 2020-2021 school year, teachers were not able to employ many of the best practices in reading instruction because of safety constraints related to the pandemic. The 2021-2022 school year began with the same restriction on shared materials with social distancing restrictions still enforced. In addition, since March of 2020, excessive absences of students and staff have had a tenendous impact on student learning.
Nonetheless, student reading achievement data continues to indicate the efficacy of our reading program. The 2022 Fountas and Pinnell Benchmark Assessment System (BAS) results show strong student achievement in comprehension. The dip in percentage of students at goal in Grade 1 from Spring of Assessment System (BAS) results show strong student achievement in comprehension. The dip in percentage of students at goal in Grade 1 from Spring of 2019 to Spring of 2022 likely reflects the number of students who entered Grade 1 having never attended Kindergarten and the lack of preschool education that many students in first grade received. In Spring of 2022 the number of Kindergarten students who were substantially deficient increased to 19.51% from 9.7 % in the Spring of 2019, an increase which may also be attributed not only to lack of preschool education but also to the diminution of experiences students had in early childhood as a result of isolating and quarantining. Clearly the impact of safety constraints on early reading instruction are reflected in this score as well. By Grade 3 in the Spring of 2022, however, 88.12% of students were reading on Grade Level as measured by the BAS and the average of the performance of all Kindergarten to Grade 3 students on the BAS was 83% certainly outstanding reading achievement.
The Phonological Awareness Screening Test (PAST) is a valid and reliable assessment of phonological awareness. In the spring of 2022, 94.4% of all Kindergarten students achieved goal on the PAST, and 92.6% of Grade 1 students achieved goal. These strong results point to the impact of high quality instruction using our research based phonemic awareness program and point to the success of our overall programming.
Our Sight Word List which was redesigned in 2019-2020 was first assessed in 2022; the Spring 2019 sight word assessment assessed words from a previous list. 100% mastery of Sight Words is not expected until the end of Grade 2, and in the spring of 2022 91.3% of our Grade 2 students had mastered the list, a data point that predicts strong fluency achievement.
The NWEA Measure of Academic Progress MAP Growth K-2 Assessment has been used primarily as a screener to assist in identifying students in Grades 1 and 2 who qualify for intervention. The NWEA MAP Learning Continuum has assisted teachers in identifying student grouping for skill and strategy instruction. This screener has been eliminated from the CSDE Approved Menu of Research-based Universal Screening Reading Assessments for Grades K-3. In Spring of 2022, 64.4% of Grade 1 students and 51.3% of Grade 2 students achieved the grade level standard, with students achieving the lowest

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Plan for Closing Achievement Gaps	
Data related to achievement gaps, as defined as the existence of a significal racial groups, b) ethnic groups, c) socioeconomic groups, d) genders, and e indicates that in the very few cases where a gap exists the students who sco disabilities. We attribute the high reading achievement of all students and reading program which addresses all aspects of the science of reading, out use of data analysis to inform instruction, and to the strength of our responwe employ in intervention.	Data related to achievement gaps, as defined as the existence of a significant disparity in the academic performance of students among and between a) racial groups, b) ethnic groups, c) socioeconomic groups, d) genders, and e) English language learners and students whose primary language is English indicates that in the very few cases where a gap exists the students who score significantly deficient are non multi language learners and students without disabilities. We attribute the high reading achievement of all students and the absence of achievement gaps among various groups to our excellent reading program which addresses all aspects of the science of reading, outstanding instruction aligned across classrooms at grade levels, our consistent use of data analysis to inform instruction, and to the strength of our response to intervention programming and the research based instructional materials we employ in intervention.
We believe many approaches we have taken have contributed to the high achievement of all groups. Recently our district has focused on providing in-depth training on dyslexia, the identification of students who have dyslexia for special education services, and best practices in instruction for s who have dyslexia. This professional development has been provided for reading consultants and reading teachers, special educators, school psychologists, and district administrators and district literacy leaders. Next steps for professional development on dyslexia will be to provide trainin general educators K-12. We have also provided extensive training in Orton Gillingham which has been used in intervention for students with signi-	We believe many approaches we have taken have contributed to the high achievement of all groups. Recently our district has focused on providing in-depth training on dyslexia, the identification of students who have dyslexia for special education services, and best practices in instruction for students who have dyslexia. This professional development has been provided for reading consultants and reading teachers, special educators, school psychologists, and district administrators and district literacy leaders. Next steps for professional development on dyslexia will be to provide training for all general educators K-12. We have also provided extensive training in Orton Gillingham which has been used in intervention for students with significant
reading disabilities for the past four years. We are seeing measurable improvement in reading achievement in the Orton Gillingham approach. In the 2022-2023 school year we also adopted Empower as a Tier III interventi significant reading disabilities and/or have been identified as having dyslexia, and we have already documente receiving instruction through the Empower program. Recent district wide professional development has also f classroom, providing additional strategies and resources for teachers working with students above and below g the curriculum for all and targeted learning opportunities in the zone of proximal development for all students.	reading disabilities for the past four years. We are seeing measurable improvement in reading achievement in students who have been instructed using the Orton Gillingham approach. In the 2022-2023 school year we also adopted Empower as a Tier III intervention for students in Grades 2-5 who have significant reading disabilities and/or have been identified as having dyslexia, and we have already documented remarkable improvement in the students receiving instruction through the Empower program. Recent district wide professional development has also focused on differentiation in the Tier I classroom, providing additional strategies and resources for teachers working with students above and below grade level in classrooms to ensure access to the curriculum for all and targeted learning opportunities in the zone of proximal development for all students.
Data informed evaluation of programming is ongoing in Coventry Public Schools as is review of research based new programs. Three years ago we Story Friends for Kindergarten reading intervention. Story Friends is a literacy intervention program that focuses on early language skills that presuccess in reading, especially the introduction to challenging vocabulary. In addition, Visualizing and Verbalizing programming that teaches studues concept imagery to visualize and thus better understand what they are reading is used with individual students for some Tier III interventions.	Data informed evaluation of programming is ongoing in Coventry Public Schools as is review of research based new programs. Three years ago we added Story Friends for Kindergarten reading intervention. Story Friends is a literacy intervention program that focuses on early language skills that predict success in reading, especially the introduction to challenging vocabulary. In addition, Visualizing and Verbalizing programming that teaches students to use concept imagery to visualize and thus better understand what they are reading is used with individual students for some Tier III interventions.
ESSER and ARP ESSER funding has allowed us to provide additional programming and intervention for our students. We have been able to offer Kindergarten through Grade 3 students additional support in reading over the past two and a half years, including a week of summer programmi	ESSER and ARP ESSER funding has allowed us to provide additional programming and intervention for our students. We have been able to offer Kindergarten through Grade 3 students additional support in reading over the past two and a half years, including a week of summer programming and

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foundational decoding skills. The report emphasizes the importance of students reading decodable words in isolation as well as more than instruction that lacks PA." The "What Works Clearinghouse Report" emphasizes that teaching students to recognize (2010). Fundations instruction provides explicit instruction in a sequenced curriculum that enables students to develop these in connected texts. Even as students' knowledge of phonics develops, they are introduced to challenging new work--such as decoding multisyllabic words--by first being given opportunities for isolated practice before they are asked to integrate the words and to decode word parts is one of the most important instructional techniques for supporting foundational reading skills with others (Blevins 2017; Ehri, 2020).

Fundations® has a clear and thoroughly documented research base and evidence of effectiveness. Independent review by the Florida Center for Reading Research identified the following program strengths:

- Fundations® is derived from research that has been proven to be successful with a wide variety of learners.
  - Fundations® is highly systematic, both within lessons and across lessons.
- Multisensory methods are employed in teaching children sounds, their representative letters, and their combination into words, phrases, and sentences.
- Students learn a variety of techniques to analyze multisyllabic and unknown words, and words with spelling options.
  - Frequent practice and review builds students' mastery.
- Fundations® can be used in a 1:1, small group, or whole-class setting, and can be used for prevention, intervention, or immediate, intensive intervention purposes.
- Many lesson activities and games for whole class or group participation are included.

this is supported through the extensive phonics curriculum. The Fundations units provide teachers with the support they need The Fundations program, focused on phonics instruction, supports automaticity in naming letters and objects. First, of course, Through Fundations phonics instruction students gain automaticity with rapid naming of objects and letters related to the frequency words, and especially foundational phonics skills, including solidifying their command of letters and sounds. to begin every school day with research-based, warm-up activities that will help support students' knowledge of high all-important work of developing a bank of high-frequency words.

Encoding (spelling) skills are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing then be recognized during a reading task with more fluency. Spelling skills are taught with decoding skills through: Introduce and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012). Mastering the spelling of words provides an orthographic mapping of the word so it can New Concepts, Echo/Find Words, Dictation Words and Sentences.

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Ш Reading System on spelling ability. Spelling performance in K-3 students who had been engaged in the Wilson Reading System performance was the Woodcock Reading Mastery Test-Revised (1998) (word attack, passage comprehension, and total reading). cluster, and total reading cluster; (2) students with low IQ benefited from remediation as well as did higher IQ children; (3) the conducted by the Lynn Public Schools in Massachusetts during the 2000-2001 school year focused on the effects of the Wilson Reading System, which is comparable in its scope and approach to Fundations include the following studies. Data collected by was used to collect data on student performance. Data were gathered across two years, 1999-2000 and 2000-2001, from a total emerging from formal scientific research in reading instruction. Some research studies that support the efficacy of the Wilson classes for the entire day; 8% were in regular classrooms all day. The assessment measure used to measure children's reading most severe group saw greater improvement in their Total Reading Cluster than did the least severe group; and (4) students at of 374 students. The mean age was approximately 10-11 years, with all participants having IQs in the normal range. Data were significant on the following subtests and cluster scores: word identification, word attack, passage comprehension, basic skills indicated significant gains for all the word attack (average gain = 4.6 grade levels) and passage comprehension (average gain 1.9 grade levels) comparisons made. There were also significant gains for the Total Reading comparisons (average gain = 1.9 had a history of difficulty learning to read and had not shown progress in other reading programs using a small group or 1:1. programs: 48% were in pull-out programs for up to 1/3 of the day; 26% for up to <sup>3/4</sup> of the day; 18% were in special education post-tests collected by Wilson tutors in training at multiple sites across the U.S. The Woodcock Reading Mastery Test (1998) grades 3-12. The study used a pre-/post-test design, and did not include a control group. The students selected for the study all grade levels from grade 3 through grade 7/8 benefited from remediation (i.e., older as well as younger students). A study In addition, the Wilson Reading System Test was used to measure spelling growth. Participating teachers in the study were Wilson Reading System, which first appeared in 1988. Its instructional content and design are supported by the principles Research Support for Fundations was first published in 2002, although it is built upon many of the same principles as the was above grade level for the majority of students in grades 1-3. Specifically, at the grade 1 level, 96% of the students were above grade level, with an average grade level of 2.8. In grade 2, 92% were above grade level, with the average grade level Thirty-five percent had been retained at least one grade. Most received direct special education services in daily pull-out Wilson (1995) examined the effectiveness of the Wilson Reading System with 220 language learning disabled students in being 3.9, and 88% of the third grade students tested above grade level, with an average grade level of 4.9. O'Connor and analyzed with several questions in mind, and the findings were as follows: (1) pre-/post-test differences were statistically trained at a two-day workshop at the beginning of the school year, and then worked with each student in 1:1 lessons 2-3 Wilson Language Training were analyzed by Dr. Frank Wood at Wake Forest University in 2002. The data were pre- and times/week. The teachers were observed a minimum of 5 times per year to ensure instructional fidelity. Posttest results grade levels), which is noteworthy when considering that these students were previously relatively unresponsive to

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	intervention programs. These results are similar to those reported by Wilson Reading System data collected by Wilson in the 1997-98 school year. Data from 55 locations across the country were gathered, using the Woodcock Reading Mastery Test as a pre- and posttest. The students chosen to participate in the study had poor word attack and spelling skills, and total reading scores at least one level below grade level. There were 168 participants from grades 2-5. The post-test results on the word attack subtest, after 64 sessions of Wilson training, reflected an average grade level gain of 3.8, and on the total reading scores, an average grade level gain of 1.6 was seen (Education Commission of the States, 1999). It is noteworthy that all of the studies to date have shown that instruction using the Wilson Reading System can accelerate reading growth in children who have struggled in learning to read at rates greater than one year's growth for one year of instruction. This type of acceleration is essential if children who have struggled in learning to read are to "close the gap" in reading ability with their peers.
How does the curriculum model or program support direct, explicit instruction in all areas of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name, or letter name fluency and reading comprehension)?	<ul> <li>Fundations® is a 30-minute daily supplemental program for all students in grades K-3 that provides a comprehensive foundational skills program for word study, spelling, and handwriting that aligns with the science of reading. Although it also includes instruction in vocabulary, fluency, and comprehension strategies, it is designed to be combined with a literature-based program to comprehensively address English Language Arts (comprehension and writing). Students receive thorough instruction and practice in foundational skills to help them become completely proficient, rather than simply over a standards-based curriculum. There is a clear and research-based prograssion of skills and content than simply towar a standards-based curriculum. There is a clear and research-based progression of skills and content than any year to year.</li> <li>The power of Fundations® is not just the what but the how. Principles and methods of structured literacy include the following: explicit, systematic, cumulative, hands-on, engaging and multimodal, diagnostic, and responsive instruction (International Dyslexia Association, 2017). In Fundations®, skills overlap and are tanghit in an integrated fashion, not in isolation. Within each lesson, there are several learning activities in which all students participate, ainning to both build on previously learned skills materials. Manipulatives help students process information, understand it, and thus succeed in their learning and application of skills. Principles of instruction include:</li> <li>Integrates skill instruction include:</li> <li>Integrates skill instruction include:</li> <li>Actively engages students process information, understand it, and thus succeed in their learning and application of skills. Principles of instruction include:</li> <li>Redent sections of the use of multisensory techniques, such as when teaching thue the section solutions.</li> <li>Provides multiple opportunities for skills practice and application to build mastery.</li> </ul>

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	<ul> <li>Monitors student learning through formative assessment tools built into the program.</li> <li>Includes comprehensive and teacher-friendly materials to facilitate teachers' use of the program and promote student motivation.</li> <li>Provides daily opportunities for students to practice decoding skills with controlled text to develop accuracy and automaticity.</li> <li>Guides teachers on how to meet individual student needs by differentiating instruction.</li> <li>Supports teachers through the online Wilson Learning Community, offering clear demonstrations of each teaching activity type used in the program.</li> <li>Helps teachers achieve many of the requirements of state, local, and professional standards.</li> </ul>
How does the curriculum model or program support frequent opportunities for students to practice and gain literacy skills?	Fundations <sup>®</sup> ' phonological awareness instruction focuses most extensively on the key components related to the acquisition of reading and writing (i.e., phonemic awareness skills of blending, segmenting, and manipulation). Research strongly identifies that phonemic awareness instruction is most effective when also linked with letters. In addition, Fundations provides students with frequent opportunities to develop fluency skills. By design, Fundations <sup>®</sup> Level K sets the goal to efficiently focus on the most complex phonemic awareness skill of phoneme blending and segmentation which research identifies as the key skill and the functional value in decoding/reading. Phonemic awareness instruction begins in Level K by tuning students into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness).
	Although Fundations <sup>®</sup> doesn't name an activity "Phonemic Awareness." the oral language exercises of isolating phonemes in a spoken word are ample. The skill of isolating phonemes orally first (without letters) in a spoken word is emphasized in the procedure of Echo/Find Words and Dictation Activities. During these activities students first hear the word and must segment the sounds The Wilson <sup>®</sup> finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles (manipulatives) or write the word applying the alphabetic principle. Although letters are used to first demonstrate segmentation and manipulation students do phonemic skills without letters and confirm the accuracy of the segmentation by then attaching letters.

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procedure for Echo/Find Words (multisyllabic words) and Dictation/Words (multisyllabic words) teaches students to first hear

the word orally, then break the words into syllables.

<ul> <li>Phonemic awareness is not just something performed at the beginning of the program and in isolation, but rather it is conducted (daily) throughout the year as it is directly integrated into the study of word structure as follows:</li> <li>Kindergarten students will orally segment three sound words including words with digraphs because the CVC pattern is the syllable pattern taught in Level K.</li> </ul>
• In Level 1, students will progress to orally segmenting and identifying up to 5 sounds in a single syllable including digraph-blends as well as isolating and segmenting phonemes in words with the long vowel sound in the v-c-e syllable type as they learn this word structure.
• When students progress to learning multisyllable word structure at the end of Level 1 and in Levels 2 and 3, they are required to tune into (phonologically) the number of syllables in the word. When provided a word orally, students must break the words into syllables then further identify the phonemes in each syllable.
Thus, phonemic awareness is not just something that is done in isolation at the beginning of K through grade 1, but rather it is a skill that is integrated into the process of acquiring reading skills throughout the K-3 Fundations <sup>®</sup> curricula. Fundations <sup>®</sup> also spends some (but not extensive) time dedicated to lower-level PA (phonological sensitivity skills) continuum (i.e., word awareness, rhyming, alliteration, syllable awareness, onset-rime).
Fundations <sup>®</sup> is a comprehensive word study program which teaches the alphabetic, syllabic, and orthographic structure of words. It presents all skills in a systematic and sequential manner in four levels: Level K, Level 1, Level 2, and Level 3. All previous taught skills are brought forward in a cumulative way. Students have ample opportunity to apply these skills for reinforcement. Instruction continually spirals back to relate the new concepts with previously mastered ones. In this way, students are able to develop a deeper understanding of the structure of English words. While a synthetic, systematic phonics program is essential, it is not sufficient. Fundations <sup>®</sup> goes beyond phonics to thoroughly

investigate words and use a variety of techniques to analyze single-syllable and multisyllabic words, unknown words, and words words primarily via alphabetic decoding to more automatically recognizing written words (see Nation & Castle, 2017). Students recognition of single-syllable words and master multisyllabic word decoding. It is also essential to move students from reading with spelling options, including their knowledge around vowel sounds in syllables. This is important for students to efficiently integrate the instruction of total word structure, including syllable patterns, affixes, and orthography (rules of English written language) so that students fully internalize the "system" of the English language. This is key for students to go beyond the read longer, unfamiliar words as their reading skills progress and the complexity of grade-level text increases.

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Encoding (spelling) skills are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing then be recognized during a reading task with more fluency. Spelling skills are taught with decoding skills through: Introduce New Concepts, Echo/Find Words, Dictation Words and Sentences. Additionally, students learn punctuation, capitalization, and and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012). Mastering the spelling of words provides an orthographic mapping of the word so it can proofreading skills.

while also engaging students in metacognitive thinking as it is essential that students understand the underpinnings of word Fundations<sup>®</sup> and its materials and activities provide abundant practice with learned concepts of word structure and analysis, structure and can apply and generalize these concepts.

Sounds Cards and Syllable Cards are used to teach concepts of syllable types in a multisensory way. Students investigate words principle and allows students an opportunity to "warm up" for each lesson by practicing the letters, keywords, and sounds they nave already learned. This 2-3 minute sound drill is designed to create fast and efficient neurotransmission pathways to access sounds (sound mastery and automaticity). Sound master is reinforced in the following activities: Letter-Keyword-Sound, Drill used keyword to help them remember a letter's sound. Research has shown that the use of keyword works as a memory device that target accuracy such as tapping out sounds and marking word elements. The Wilson® tapping technique adds a powerful multisyllabic words. Lessons progress to a focus on quick automatic word recognition. For each Fundations<sup>®</sup> level, every unit In Fundations<sup>®</sup>, sound mastery is a critical component of phonics. In Fundations<sup>®</sup>, students are directly taught a consistently Fundations® students develop deep word-level knowledge and automatic word identification skills beginning with strategies includes a comprehensive list of controlled text for only the word structure taught in that unit or previously taught concepts. to help students associate the sound relationship to the letter. The Drill Sounds/Warm Up activity reinforces the alphabetic and use a variety of techniques, including their knowledge around vowel sounds in syllables, to analyze single-syllable and actile component to clarifying phonemes before blending to decode. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, and Make it Fun.

independent reading of connected text, with ease and expression for meaning. With Fundations, automatic word recognition of Level K, 1 and 2 Trick Words, combined with students' emerging phonetic knowledge, will provide mastery instruction for the most common sight words on the Fry high frequency lists. Phonetically irregular high frequency words and high frequency Fundations also includes fluency instruction with the goal of developing students' word automaticity and rate-appropriate

## **Model or Program**

Trick words are introduced within the context of a sentence to promote automatic and fluent reading to aid in defining the word letter, then to copy it, and finally to write the letter from memory. Letters are grouped into "like patterns" and grid lines (Wilson Formation, Student Notebook, Alphabetical Order, Make it Fun In Level K, students master the letter formations of all 26 letters, taught in isolation. Kinesthetic-tactile memory techniques are used to help students create visual pictures of irregular parts of grid) for writing are given specific names and used as reference points. Students are guided through a letter's formation using Cursive letter formation is explicitly taught in Level 3 or can also be taught in grade 2. Throughout the curriculum, legibility is practice and demonstration as a skill is mastered. The sequence of Learning Activities also progresses on a given day or within when necessary. Although students are taught to recognize these high frequency words by sight, Trick Word instruction is not need and mastery of previously taught material. Teachers assess student mastery by analyzing student outcomes on formative words to store them in memory. Trick Words are practiced in decoding and spelling activities that include sentences, phrases, materials. Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter many ways to understand the content and assure that all students are able to participate. Fundations<sup>®</sup> lessons are designed to students' strengths and challenges. Teachers write their own lesson plans to diagnostically differentiate instruction based on consistent initial reading and spelling instruction. Multiple Learning Activities in each daily 30-minute lesson give students formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of consistent verbalization. The following daily activities offer practice in a multi-modal/multisensory manner using engaging gradual release approach to support student's incremental skill mastery. Students first use gross motor memory to trace the Whole group instruction is delivered to the entire class during the Fundations<sup>®</sup> Standard Lesson to provide high quality and incorporate scaffolded steps to new learning: modeling and explanation, guided practice and explanation, and independent words with regular sound-spelling patterns not yet introduced in the curriculum are taught as Trick Words in Fundations<sup>®</sup>. formation is initially introduced using gross motor memory during the Sky Write/Letter Formation activity. Teachers use a The diagnostic nature of Fundations<sup>®</sup> combines assessment and instruction, allowing teachers to determine and address the letter. Students master letter formation with verbal cues, repetition, sky writing, tracing, and writing practice. Letter upper- and lowercase. Grades 1 and 2 teachers have all materials and instruction to reteach and review these as needed. Letter formation is tightly integrated with learning the letter name and letter sound. Students simultaneously learn its and summative assessments and daily observations. a week to move students toward independence. and story reading. highly valued. foundational skills so curriculum model or all students achieve foundational skills? differentiation of high-quality, daily program allow for How does the mastery of

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	Fundations <sup>®</sup> Teacher's Manuals provide guidelines for differentiation to help teachers challenge more advanced students during group lessons while systematically and thoroughly building their foundations knowledge of word structure. Guidelines are also provided for diagnostic planning of lessons with all students in mind so that teachers can use questioning to target student difficulties and challenge more advanced students. The companion website called the Learning Community for Fundations <sup>®</sup> , provides many center-based activities or independent activities including phonemic awareness activities, phonics activities with manipulatives, and practice with decodable text. Students who are significantly below benchmark or who consistently score 80% on Unit Tests are considered for additional support, such as small group Intervention lessons with targeted instruction. For students who need targeted support, small group instruction is provided in small-groups up to 5 students for 30 minutes 3-5 times per week.
How does the curriculum model or program provide for structured discussions that address grade level speaking and listening standards?	<ul> <li>Instruction of phonics through Fundations does not directly involve students in discussions or presentation of ideas.</li> <li>Nonetheless, the following standards may be addressed in the use of the Fundations program.</li> <li>SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> <li>SL.1.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.</li> <li>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> <li>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> </ul>
How does the curriculum model or program comprehensively address Connecticut Core Standards for English Language Arts through both explicit instruction and authentic application?	Linked in is the <u>Fundations-Common Core Alignment Chart</u> The Fundations grade level curriculum is aligned to standards by grade level as described in the linked in chart.
How does the curriculum model or	Fundations involves Kindergarten students in letter formation and includes a handwriting component. Students at all grade levels practice conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

## **Model or Program**

program include a wide range of authentic writing and explicit instruction in writing skills and strategies?	Students produce complete sentences when appropriate to task and situation in order to provide requested detail. Students use correct writing and pencil grip and as grade level appropriate write clear, legible manuscript at an appropriate rate. Students practice applying correct punctuation and apply capitalization rules.
How does the curriculum model or program provide for varied means of accessing content and demonstrating learning to meet the diverse needs of all students working above or below grade level?	Fundations <sup>®</sup> Teacher's Manuals provide guidelines for differentiation to help teachers challenge more advanced students during group lessons while systematically and thoroughly building their foundations knowledge of word structure. Guidelines are also provided for diagnostic planning of lessons with all students in mind so that teachers can use questioning to target student difficulties and challenge more advanced students. The companion website called the Learning Community for Fundations <sup>®</sup> provides many center-based activities or independent activities including phonemic awareness activities, phonics activities with manipulatives, and practice with decodable text which can be used for students with diverse learning needs. Students who are significantly below benchmark are considered for additional support, such as small group Intervention lessons with targeted instruction. For students who need targeted is support, small group instruction is provided in small -groups of up to 5 students for 30 minutes 3 - 5 times per week.
How does the curriculum model or program <b>represent</b> <b>various cultures and</b> <b>perspectives,</b> <b>promote cultural</b> <b>affirmation, and</b> <b>value diverse</b> <b>identities,</b> <b>backgrounds, and</b> <b>perspectives</b> ?	This question is not applicable to the phonics component of Fundations which Coventry Public Schools employs.

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Equipped for Reading Success-David Kilpatrick: Grades K, 1

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	Equipped For Reading Success is a comprehensive step-by-step program that bolsters phonemic awareness and fluent word recognition in order to promote orthographic mapping. The academically sourced program created by Dr. David A. Kilpatrick presents more than 20 strategies to improve memory and effortless word retrieval skills in order to overcome reading difficulties for early level readers. The program's step-by-step nature makes it difficult for students to get stuck at any single point, and four forms of the Phonological Awareness Screening Test (PAST) can be used to track readers progress throughout the duration of the program. Once teachers get acquainted with the included teaching resources, including countless examples, exercises, and activities, as well as field studies and research, the program is easy to implement in a classroom setting and students find the programming to be engaging, palatable, and accessible.	<ul> <li>Many research studies support the importance of phonemic awareness skills which are taught in the Equipped for Reading Success program. Most importantly the National Reading Panel convened in 1997, after a comprehensive review of the research, concluded that for children to become good readers they must be taught:</li> <li>Phonemic awareness skills-the ability to manipulate the sounds that make up the spoken language.</li> <li>Phonics skills-the understanding that there are relationships between letters and sounds.</li> <li>Fluency skills-reading with accuracy, speed, and expression</li> </ul>	. Regarding phonemic awareness instruction, the National Reading Panel stated, "Overall, the findings showed that teaching children to manipulate phonemes in words was highly effective under a variety of teaching conditions with a variety of learners across a range of grade and age levels and that teaching phonemic awareness to children significantly improves their reading more than instruction that lacks PA."	"The Efficacy of a Supplementary Multisensory Reading Program for First-Grade Students" study by Debora L. Scheffel Colorado Department of Education, Jack C. Shaw University of Northern Colorado, and Rose Shaw Metrica provides strong evidence to support the conclusion that the Institute of Multi-Sensory Education's supplemental reading program led to accelerated acquisition of, and increased student proficiency in, phonemic awareness and alphabetic principle skills for first-grade students when compared with students who did not receive the program. These results are similar to those first-grade students when compared with students who did not receive the program.
Guiding Questions:	How is the curriculum model or program evidenced-based and scientifically-based?			

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	identified by Joshi et al. (2002) who determined that children who received systematic IMSE-based phonics instruction performed better on tests of phonological awareness and decoding than students who did not receive the additional instruction. Previous research indicates that the better a young child is at segmenting words into their individual sounds, the more likely they are to read and the faster the reading process develops (Blachman, 1991; Catts, 1991; Fox & Routh, 1983; Griffith & Olson, 1992; Juel, 1988; Perfetti, Beck, Bell, & Hughes, 1987). Several studies have also shown that children having difficulty developing good decoding skills during early grade levels will likely develop reading problems during later grades (Stanovich, 1986; Walberg & Tsai, 1983).
How does the curriculum model or program support <b>direct, explicit</b> <b>instruction in all</b> <b>areas of reading</b> (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name, or letter name fluency and reading comprehension)?	<ul> <li>The Equipped for Reading Success program includes the following sequence of topic:</li> <li>General Education:</li> <li>General Education:</li> <li>General Education:</li> <li>Developmental Reading Lessons: Kindergarten and Grade 1</li> <li>Word-Study Technique Lessons: Kindergarten through Grade 2</li> <li>Word-Study Technique Lessons: Kindergarten through Grade 2</li> <li>Assessment: Kindergarten through Grade 3</li> <li>Letter-Sound Skills Lessons: Kindergarten through Grade 2</li> <li>Assessment: Kindergarten through Grade 3</li> <li>Equipped for Reading involves the following sequenced instruction:</li> <li>Training the prerequisite skills for orthographic mapping: letter-sound skills, phoneme awareness to level of phonemic proficiency, and word study.</li> <li>Teaching reading in a development sequence that 1) is consistent with the sequence of phonological awareness development, and 2) is consistent with what we know about the development of how children efficiently build a sight word vocabulary.</li> <li>Avoiding or postponing teaching word-reading strategies that do not promote orthographic mapping.</li> <li>Teaching and using specific word-study strategies that directly promote or reinforce orthographic mapping.</li> </ul>
	Included below is a description of skills by program levels. DESCRIPTION OF PROGRAM LEVELS

### (im)provement to provement or (vol)cano to cano (won)derful to derful; (ar)chitect to chitect; basket(ball) to basket; (pine)apple to apple (tel)escope to escope; (an)imal to imal clari(net) to clari; daffo(dil) to daffo sail(boat) to sail; (toy)box to box sil(ver) to sil; (ham)per to per Examples (wil)derness to derness **Model or Program Advanced Syllable Levels** I. SYLLABLE LEVEL **Basic Syllable Levels** Delete a stressed first syllable; second syllable Delete a stressed first syllable; second syllable THREE SYLLABLE WORDS 2) consonant-vowel, or 3) vowel-consonant Delete the last syllable; second syllable is TWO SYLLABLE WORDS D1 Delete a syllable from a compound word Delete a syllable from a compound word is either 1) consonant-vowel-consonant, is comprised of only a vowel Delete an unstressed syllable comprised of only a vowel D2 Delete a syllable LEVEL E LEVEL D El E2 E E5 Ε4

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LEVELJ MIDDLE VOWEL SOUND         J       Substitute a medial vowel       h(a)t to h(o)t: s(a)ck to s(f)ck         LEVELK SECOND SOUND IN AN INITIAL BLEND       K1       Delete the second sound in an initial blend $(r/r)y$ to tiz: $(r/r)ail to tail         K1       Delete the second sound in an initial blend       (r/r)y to tiz: (r/r)ail to tail         K2       Substitute the second sound in an initial blend       (r/r)y to tiz: (r/r)ail to tail         K2       Substitute the final sound       ca(r) to ca(r); grea(t) to gradpe)         LEVELL FINAL SOUND SUBSTITUTION       L1       Substitute the final sound         Lave the final sound       ca(r) to ca(r); be(rn) to gradpe)         L2       Substitute the final sound in a final blend       ca(r) to ca(r); for(m) to gradpe)         LEVEL M SECOND TO LAST SOUND IN A FINAL BLEND       M1       Delete the second to last sound in a final blend       ca(r) to ca(r); be(rn); to be(r);         M1       Delete the second to last sound in final blend       ca(r) to i(r); to i(r); to be(r);       be(r);         M2       Substitute the second to last sound in final blend       i(r) to i(r); to i(r); to be(r);       be(r);         M2       Substitute the second to last sound in final blend       i(r) to i(r); to i(r);       be(r);         M2       Substitute the second to $	Advanced Phoneme Levels	Levels
N INITIAL BLEN initial blend an initial blend final blend final blend UND IN A FINAI dund in final blend und in final blend wund in for blend syllable word syllable word	<b>LEVEL J</b> MIDDLE VOWEL SOUND J Substitute a medial vowel	h(a)t to $h(o)t$ ; $s(a)ck$ to $s(i)ck$
TTUTION final blend DUND IN A FINAI JUND IN A FINAI and in final blend und in final blend syllable word syllable word	LEVEL K SECOND SOUND IN AN INITIAL BLEN K1 Delete the second sound in an initial blend K2 Substitute the second sound in an initial blend	D t(r)y to tie; $t(r)ail$ to tail f(r)ee to $f(l)ee$ ; $s(k)y$ to $s(p)y$
DUND IN A FINAI I in a final blend und in final blend Advanced Phone syllable word lable word	 <b>LEVEL L</b> FINAL SOUND SUBSTITUTION L1 Substitute the final sound L2 Substitute the final sound in a final blend	ca(t) to ca(p); grea(t) to gra(pe) war(n) to war(m); for(m) to for(k)
Advanced Phon. syllable word lable word	 <b>LEVEL M</b> SECOND TO LAST SOUND IN A FINAl M1 Delete the second to last sound in a final blend M2 Substitute the second to last sound in final blend	cat; $le(n)d$ to li(s)t; $be(n)t$ to
syllable word lable word	 <b>Optional Advanced Phon</b>	eme Level
	 <b>LEVEL N</b> PHONEME REVERSAL N1 Reverse the sounds in a single syllable word N2 Reverse the sounds in a two syllable word	make to came; back to cab midnight to tine dim; oat pit to tiptoe

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How does the curriculum model or program support <b>frequent</b>	Equipped for Reading Success is based on manipulation tasks. The program makes heavy use of One Minute Activities. These activities involved 10 rapid-fire manipulation items at a given level. This typically takes less than a minute. Equipped for Reading Success advises that students should engage in about 4 to 8 One Minute Activities spread throughout their school day a practice Coventry Public Schools has adopted.	l on manipulation tasks. The program makes heavy use of One Minute Activities. These llation items at a given level. This typically takes less than a minute. Equipped for should engage in about 4 to 8 One Minute Activities spread throughout their school day, adopted.
opportunities for students to practice and gain literacy	Equipped for Reading Success provides three approaches for training phonological awareness. Doing all three guarantees that students have sufficient opportunities for skill development.	g phonological awareness. Doing all three guarantees that
	Type of Learning OpportunityAmount of Time Per Activity1. Direct Teaching2 to 10 minutes2. One Minute Activities45 seconds to 1 minute3. Incidental Teaching3 to 10 seconds	Number of Times Per Day 0, 1, or 2 4 to 8 Many "teachable" moments
How does the curriculum model or program allow for high-quality, daily differentiation of foundational skills so all students achieve mastery of foundational skills?	The National Reading Panel found that phonemic awareness instruction helped children of all levels improve their reading, including normally developing readers, children at risk for future reading problems, disabled readers, kindergartners and 1st graders, 2nd through 6th grades (most of whom were disabled readers), children across various SES levels, children learning read English as well as other languages. Studies have shown that phonemic awareness is a foundational skill, a component of the science of reading, and essential for learning to read. As students learn to identify sounds through oral and auditory activities, they become phonemically aware. Engaging in phonemic awareness instruction develops all students' understanding of sounds, and that knowledge directly impacts their spelling and writing. The material in the Equipped for Reading Success program is very well suited for addressing all tiers of RTI and MTSS approaches. Below is a listing of some of the ways the Equipped for Reading Success program can support RTI and MTSS.	phonemic awareness instruction helped children of all levels improve their reading, t, children at risk for future reading problems, disabled readers, kindergartners and 1st of whom were disabled readers), children across various SES levels, children learning to s. Studies have shown that phonemic awareness is a foundational skill, a component of or learning to read. As students learn to identify sounds through oral and auditory ware. Engaging in phonemic awareness instruction develops all students' wledge directly impacts their spelling and writing. ng Success program is very well suited for addressing all tiers of RTI and MTSS of the ways the Equipped for Reading Success program can support RTI and MTSS.
	<ul> <li>Ther 1: High quality, research-based instruction for all students in general education clas</li> <li>Train phonological awareness from kindergarten to early third grade.</li> <li>Train letter-sound skills from kindergarten to late second grade.</li> <li>Use the developmental reading approach, which starts reading instruction using a ling moves to a phonics approach.</li> <li>Use various teaching techniques that promote mapping.</li> <li>Ther 2: Research-based intervention in a small group, general education remedial setting</li> </ul>	instruction for all students in general education classrooms from kindergarten to early third grade. indergarten to late second grade. approach, which starts reading instruction using a linguistic reading approach then es that promote mapping. in a small group, general education remedial setting

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	<ul> <li>Train phonological awareness from kindergarten unit mastered.</li> <li>Train letter-sound skill from kindergarten until mastered.</li> </ul>
	• Continue with the developmental reading approach, making sure a student's reading materials match hir or her level of
	<ul> <li>phonological awareness, letter-sound skills, and sight word development.</li> <li>Use various teaching techniques that promote mapping, which may include some of the more "extreme" techniques</li> </ul>
	designed for remediation.
	• The biggest difference between Tier 2 and Tier 1 is not the content of instruction, but the intensity (more instructional
	time, multisensory approaches, pacing, etc.).
	Tier 3: Research-based instruction for students with reading disabilities
	• Train phonological awareness from kindergarten unit mastered.
	Train letter-sound skill from kindergarten until mastered.
	• Continue with the developmental reading approach, making sure a student's reading materials match hir or her level of
	phonological awareness, letter-sound skills, and sight word development.
	• Use various teaching techniques that promote mapping, which may include some of the more "extreme" techniques
	designed for remediation.
	• The biggest difference between Tier 2 and Tier 1 is not the content of instruction, but the intensity (more instructional
	time, multisensory approaches, pacing, etc.).
	• Note that Tier 3 does not necessarily differ from Tier 2 in content; however, Tier 3 students represent the most severe
	reading difficulties and may involve smaller group size and more instructional time per week.
	Equipped for Success provides a variety of teaching strategies for teachers to employ with students in the Tier I classroom who
	are not making adequate progress. Many strategies focus on students who are "compensators," who may have strong language abilities but have a weakness in one of the key skills needed for reading, usually phonemic proficiency.
How does the curriculum model or	
program provide for structured discussions	<ul> <li>SL.2.1C Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> <li>SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>
that address grade	• SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify

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level sneaking and	
listening standards?	<ul> <li>something that is not understood.</li> <li>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> </ul>
How does the curriculum model or H	<b>Grade K</b> Phonological Awareness
program	• RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
address <b>Connecticut</b>	• RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
Core Standards for	• RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
English Language	• RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme
Arts througn both explicit instruction	<ul> <li>(consonant-vowel-consonant, or CVC) words. (1his does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>
and authentic I	PHONICS
application?	• RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or
	many of the most frequent sounds for each consonant.
	• RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
	• RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	Grade 1
I	PHONOLOGICAL AWARENESS
	• RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	<ul> <li>RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>BF.1.2h Onally modules single-syllable words by blanding counds (above mes) including concourant blands</li> </ul>
	• RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes), including consoliant pleades.
	RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
	PHONICS
	<ul> <li>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>RF 1.3a Know the snelling-sound correspondences for common consonant digraphs</li> </ul>
	RF.1.3b Decode regularly spelled one-syllable words.
	• RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.

	Model or Program
	<ul> <li>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>RF.1.3 Ebecode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>RF.1.3 Read words with inflectional endings.</li> <li>RF.1.3 Recognize and read grade-appropriate irregularly spelled words.</li> <li>RF.1.3 Recognize and read grade-appropriate irregularly spelled words.</li> <li>Grade 2</li> <li>PHONICS</li> <li>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>RF.2.3 b Know spelling-sound correspondences for additional common vowel teams.</li> <li>RF.2.3 Decode regularly spelled two-syllable words with long vowels.</li> <li>RF.2.3 b Know spelling-sound correspondences for additional common vowel teams.</li> <li>RF.2.3 Decode words with incomsistent but common spelling-sound correspondences.</li> <li>RF.2.3 Identify words with inconsistent but common spelling-sound correspondences.</li> <li>RF.2.3 Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
How does the curriculum model or program include a wide range of authentic writing and explicit instruction in writing skills and strategies?	This question is not applicable to the phonological and phonemic awareness instruction provided through the Equipped for Reading Success program.
How does the curriculum model or program provide for varied means of accessing content and demonstrating learning to meet the diverse needs of all	See the description under the question that references differentiation of foundational skills.

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	Model or Program
<b>students</b> working above or below grade level?	
How does the curriculum model or program represent various cultures and perspectives, promote cultural affirmation, and value diverse identities, backgrounds, and perspectives? Heggerty Phonemi	How does the curriculum model or program represent various cultures and promote cultures affirmation, and value diverses identifies, bespectives?This question is not applicable to Equipped for Reading Success instruction related to phonological and phonemic awareness.This question is not applicable to Equipped for Reading Success instruction related to phonological and phonemic awareness.Initial construction related to phonological and phonemic awareness.This questions and affirmation, and value diverse perspectives?Initial construction related to phonological and phonemic awarenes.Heggerty Phonemic Awareness Program: KindergartenInitial construction related to phonological and phonemic awarenes.
Guiding Questions:	
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### Heggerty Phonemic Awareness curriculum, published by Literacy Resources, LLC provides explicit and systematic instruction Within the Heggerty Phonemic Awareness Curriculum, students work with five to eight phonological or phonemic awareness duration of lessons are dependent on the specific curriculum's scope and sequence. Students participate in 10-12 minutes of Literacy Resources, LLC has provided phonemic awareness instructional tools and professional development since 2003. The tasks each day over the course of twenty-four to thirty-five weeks of a school year. The number of daily skills included and the daily practice that is recommended to be placed immediately before phonics instruction. According to the National Reading in phonological and phonemic awareness skills. How is the curriculum evidenced-based and scientifically-based? model or program

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writing. In support of this, the Heggerty curriculum also brings in a phoneme-grapheme mapping component to offer students Panel Report (2000), PA instruction is more effective when it makes explicit how children are to apply PA skills in reading and an opportunity to see the oral work transfer to working with print. This serves as a bridge to phonics lessons where students opportunity to engage with print through time spent building alphabet knowledge and language awareness. According to will be able to apply this work to independent reading and writing. In the Kindergarten curriculum, students have the Marilyn Adams 1990, et al., "the two best predictors of early reading success are alphabet knowledge and phonemic awareness.

teachers to offer daily direct, explicit, and systematic instruction in phonological and phonemic awareness skills to support a For decades, the broad consensus is that a child's phonological awareness plays a critical role in learning to read and make sense of an alphabetic writing system (NELP 2008, NICHD 2000). The Heggerty Phonemic Awareness Curriculum allows solid foundation supporting literacy.

The National Reading Panel found more than 50 studies verifying that explicitly teaching phonemes was one critical component of effective reading and spelling instruction. (Moats, 2012). The lessons in the Heggerty curricula are aligned to evidence and research-based practices. When considering Scarborough's Reading Rope. teaching phonemic awareness explicitly and systematically is an essential and critical component of literacy instruction. If this piece of the "rope" is missing, many students will struggle with reading.

daily progression of working through easier to more complex tasks and each skill scaffolds instruction by building in difficulty. learning to read. Heggerty is based in the science of reading in both the content and delivery of instruction. Lessons follow a To further support the acquisition of these skills, many of the tasks students participate in will include use of a hand motion. The lessons are designed and aligned to the large quantities of research noting the critical role of phonemic awareness in

Scaffolds such as utilizing Elkonin boxes, magnetic tiles, and felt pieces are brought in as optional ways to further that support Heggerty has also been collecting case studies about curriculum implementation from <u>Mid-Ohio Educational Service Center</u> Additionally, the Mebane Foundation recently shared their success with the Heggerty curricula, which you can read about here. By clicking the links below, you will see an alignment guide to the Connecticut Early Learning Guidelines and the and <u>Pentucket Regional School District</u> as well as this <u>data-packed article</u> from the perspective of a literacy specialist.

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Heggerty P	Heggerty PA Curriculum for Pre-Kindergarten, Kindergarten, and Primary (1st/2nd).
How does the For decade curriculum model or program support direct, explicit instruction in all areas of reading (i.e., oral language, phonemic awareness, phonemic awarenes, phonemic awar	For decades, the broad consensus is that a child's phonological awareness plays a critical role in learning to read and make sense of an alphabetic writing system (NELP 2008, NICHD 2000). The Heggerty Phonemic Awareness Skills to support a teachers to offer daily direct, explicit, and systematic instruction in phonological and phonemic awareness skills to support a solid foundation supporting literacy. Through an activity called Alphabet Knowledge, students work on <b>building automaticity</b> with letter-sound correspondences through an activity called Alphabet Knowledge, students work on <b>building automaticity</b> with letter-sound correspondences through a activity called Alphabet Knowledge, students work on <b>building automaticity</b> with letter-sound correspondences through a daily flasheard drill. Additionally, they will work with language awareness by hearing and recting nursery rhymes. Teachers are encouraged to display the rhymes for children to follow along and engage in early print concepts. like tracking print and identifying patterns in words. Students will have the opportunity to also build oral word awareness by repeating sentences and counting the number of words. Each daily PA lesson follows a progression from easier to more complex skills. The curriculum also follows a systematic progression that begins work with larger phonological units like compound words, syllables, onset-rime and finally progression that begins work with larger phonological units like compound words. syllables, onset-rime and finally progression that begins work with isolating. J. 3, 4 or 5 phonemes a and area of a traction progression progression that begins work with isolating and mainout on support to offer a "before the relating and progression that begins to working with science-based patterns are introduced. Each lesson includes work with isolating, blending, segmenting, and manipulating words, syllables, and phonemes. Instruction follows a systematic progression that begins to work with isolating, blending an

## **Model or Program**

How does the curriculum model or program support <b>frequent</b>	Within this curriculum, teachers teach 6-8 phonological and/or phonemic awareness skills daily including Rhyme, Phoneme Isolation, Blending, Segmenting, and Manipulation. Students will also practice 2-3 early literacy skills, including building alphabet knowledge, language awareness, and phoneme-grapheme connections.
opportunities for students to practice and gain literacy	Sample Content from Week 1 instruction in Kindergarten: Rhyme Repetition: Rhyming words have the same middle and final sounds. I will say two rhyming words; say the words back to me.
SKIIIS	Initial Phoneme Isolation: We will listen for the first sound we hear in words. The first sound comes at the beginning of a word. I will say a word; say the word back to me and tell me the first sound you hear.
	Blending Words: When we blend, we put two small words together to make one big word. I will say two small words and blend them together to make one big word. Then, it is your turn.I will say two small words. You will say the words back to me and blend them together to make one big word.
	Phoneme Isolation: Final Sounds: We will listen for the last sound we hear in words. The last sound comes at the end of a word. I will say a word; say the word back to me and punch up the last sound you hear.
	Segmenting Into Words: We will segment the big words we blended into two smaller words. I will say one big word; say the word back to me and take it apart into two smaller words.
	Adding Words: We will add to the end of a word to make a compound word. I will say a word and add another word to the end. Then, I will blend the parts together and say the new compound word. I will say a word, and you will say it back to me. We will add a word to the end and you will say the new compound word.
	Deleting Words: We will delete or take away from the words we just heard. I will say a compound word and take away a word from the end. Then, I will tell you what is left. I will say a word and you will say it back to me. We will delete or take away a word from the end, and say what is left.
	Substituting Words: We can change part of a word to make a new word. I will say a word, and you will say it back to me. We will change the last part, and then blend the two parts together to make a new word. I will say a word, and you will say it back to me. I will change the last part, and you will tell me the new word.

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	Alphabet Knowledge: I will show you a card for each letter, and we will say, "Letter is; Sound is"We will practice saying just the name of each letter, and then we will say just the sound each letter makes.
	Language Awareness: I will say a sentence and you will say the sentence back to me. Then, we will repeat the sentence and use our fingers to count the words we hear.
How does the curriculum model or program allow for high-quality, daily differentiation of	Literacy Resources, LLC has extensive experience assisting schools and school districts serving a variety of socio-economic and cultural backgrounds, including districts and schools with high poverty, linguistic minorities, and special education populations. Heggerty's curricula provide teachers with a scope and sequence and daily lessons that explicitly teach phonemic awareness.
foundational skills so all students achieve mastery of foundational skills?	Research shows that the lack of phonemic awareness is the most common source of word-level reading difficulties for struggling readers and writers. Heggerty's curricula prevent these foundational skill gaps from forming in K-2 students who receive Heggerty's Tier 1 English curricula. English learners are provided with daily lessons designed to improve their phonological sensitivity to English generally and their phonemic awareness specifically, both of which are essential to ensuring their English language and literacy development. Spanish speaking students can receive systematic and explicit instruction in English, and in their native language. Literacy Resources LLC has Spanish phonological awareness curricula designed for Pre-Kindergarten, Kindergarten, and Primary level students. As of the 2021-2022 school year nearly 60% of the student population of Connecticut was Hispanic/Latino. Research has clearly demonstrated that literacy development in one's native language is beneficial to students for many reasons including their social-emotional development, and their English language and literacy development. The combination of Heggerty's English and Spanish curricula supports students striving towards biliteracy.
	The lessons are designed and aligned to the large quantities of research noting the critical role of phonemic awareness in learning to read. Heggerty is based in the science of reading in both the content and delivery of instruction. Lessons follow a daily progression of working through easier to more complex tasks and each skill scaffolds instruction by building in difficulty. To further support the acquisition of these skills, many of the tasks students participate in will include use of a hand motion. Scaffolds such as utilizing Elkonin boxes, magnetic tiles, and felt pieces are brought in as optional ways to further that support.

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How does the curriculum model or program provide for structured discussions that address grade level speaking and listening standards?	This question is not applicable to the instruction provided through the Heggerty Phonemic Awareness Program.
How does the curriculum model or program comprehensively address <b>Connecticut</b> <b>Core Standards for</b> <b>English Language</b> <b>Arts</b> through both explicit instruction and authentic application? How does the curriculum model or program include a wide range of authentic writing and explicit instruction in writing skills and strategies?	<ul> <li>Heggerty Phonemic Awareness for Phonemic Awareness aligns to the following Connecticut Core Standards:</li> <li>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> <li>RF.K.2a Recognize and produce rhyming words.</li> <li>RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.</li> <li>RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with <i>NI</i>, <i>IT</i>, <i>or /XL</i>)</li> <li>RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> This question is not applicable to the instruction provided through the Heggerty Phonemic Awareness Program.
How does the curriculum model or program provide for <b>varied means of</b> accessing content and	Research shows that the lack of phonemic awareness is the most common source of word-level reading difficulties for struggling readers and writers. Heggerty's curricula prevent these foundational skill gaps from forming in K-2 students who receive Tier 1 instruction with our resources. Heggerty's Tier 1 English curricula provides English learners with daily lessons designed to improve their phonological sensitivity to English generally and their phonemic awareness specifically, both of which are essential to ensuring their English language and literacy development. Spanish speaking students can receive

## **Model or Program**

demonstrating learning to meet the diverse needs of all students working above or below grade level?	systematic and explicit instruction in English, and in their native language. Literacy Resources LLC has Spanish phonological awareness curricula designed for Pre-Kindergarten, Kindergarten, and Primary level students. As of the 2021-2022 school year nearly 60% of the student population of Connecticut was Hispanic/Latino. Research has clearly demonstrated that literacy development in one's native language is beneficial to students for many reasons including their social-emotional development, and their English language and literacy development. The combination of Heggerty's English and Spanish curricula supports students striving towards biliteracy.
How does the curriculum model or program represent various cultures and perspectives, promote cultural affirmation, and value diverse identities, backgrounds, and perspectives?	This question is not applicable to the instruction provided through the Heggerty Phonemic Awareness Program.

# Words Their Way: Grade 3

Guiding Questions:	
How is the curriculum model or program evidenced-based and scientifically-based?	<ul> <li>Words Their Way is an approach to phonics, vocabulary, and spelling instruction implemented in Grade 3 for word study. Many research studies support the importance of phonics instruction which is a focus of Words Their Way. Most importantly, the National Reading Panel convened in 1997, after a comprehensive review of the research, concluded that for children to become good readers they must be taught: <ul> <li>Phonemic awareness skills-the ability to manipulate the sounds that make up the spoken language.</li> <li>Fluency skills-reading with accuracy, speed, and expression.</li> </ul> </li> </ul>

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	ovement of Early Reading Achievement (CIERA) funded by the National Institute for Literacy (NIFL)
or	through the Educational Research and Development Centers Program, Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten Through Grade 3 concludes as a result of research, "Systematic phonics instruction results in better growth in children's ability to comprehend what they read than non-systematic or no phonics instruction. This is not surprising because the ability to read the words in a text accurately and quickly is highly related to successful reading comprehension. Systematic phonics instruction is beneficial to children regardless of their socioeconomic status. It helps children from various backgrounds make greater gains in reading than non-systematic instruction or no phonics instruction."
lor	The Words Their Way Word Study In Action Developmental Model uses the research-based developmental approach to word study that is student-centered and assessment driven. This approach fosters the progression of word knowledge, including the development of phonics, spelling, word recognition, and vocabulary.
areas of reading (i.e., oral language,Ineir way program is the sort, or th oral language,oral language, phonemic awareness, phonics, fluency, vocabulary, rapidClosely at words to discover letters, closely at words to discover letters, orthography, and as they look close This multicomponent curriculum h specific words and to generalize thi teacher-directed instruction as well letter name fluency and reading	Words Their Way uses the research-based developmental approach to word study that is student-centered and assessment driven. This approach fosters the progression of word knowledge, including the development of phonics, spelling, word recognition, and vocabulary. The Word Study in Action ready made materials make word study easy to implement and use in the classroom. This engaging, hands-on program ensures students develop the essential elements of reading including phonological awareness, phonics and word recognition, and vocabulary in 15 minutes per day. The focus of the Words Their Way program is the sort, or the process of grouping sounds and words into specific categories. Students learn to look closely at words to discover letters, vowel patterns, syllable structures and spelling-meaning connections in English Orthography, and as they look closely at words, students identify and mark patterns of the letters, vowels, and syllables. This multicomponent curriculum helps students increase their knowledge of the spelling patterns and the meanings of specific words and to generalize this knowledge to the English system. The sorting activities include teacher-directed instruction as well as paired and independent learning.
How does the curriculum model or program supportWords Their Way aligns instruction Within Word Pattern, Syllables and involving students in sorting and c word sorts. Word sorting helps chil	Words Their Way aligns instruction with the five development spelling stages: Emergent-Early Letter Name, Letter Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations. Teaching objectives include direct instruction in involving students in sorting and categorizing letters by sound, pattern, and meaning using hands-on and interactive online word sorts. Word sorting helps children see similarities and differences between various word features and patterns.

## **Model or Program**

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opportunities for students to practice and gain literacy skills?	Lessons consist of three components. During the first component, Introduce, Model, and Reflect, students are introduced to new words and their meaning and engage in word sorting to interact with new content and reflect on their learning. The second component of the lesson, Practice and Extend, involves additional practice and extension activities. The third component of the lesson, Apply and Assess, provides additional words that follow the same patterns of the words of the lessons, and a short formative assessment activity to inform next steps for instruction.
How does the curriculum model or program allow for high-quality, daily differentiation of foundational skills so all students achieve mastery of foundational skills?	Teacher guides provide suggestions for differentiation activities to ensure all learners can access the content and practice and master skills. Extra support as well as challenge activities are included in teacher differentiation resources. Differentiation resources include modifications for learners as well as strategies and activities for working with multi-lingual learners. Words Their Way enables teachers to assess, clearly identify and document each student's spelling stage, group students with common needs, and tailor activities to improve students' spelling knowledge.
How does the curriculum model or program provide for structured discussions that address grade level speaking and listening standards?	Instruction of phonics does not directly involve students in discussions or presentation of ideas. Nonetheless, the following standards may be addressed in the use of Words Their Way.
How does the curriculum model or program comprehensively address <b>Connecticut</b>	<ul> <li>Words Their Way addresses the following Grade 3 standards.</li> <li>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>RF.3.3b Decode words with common Latin suffixes.</li> <li>RF.3.3c Decode multi-syllable words.</li> </ul>

### Artifact 0000

RF.3.3d Read grade-appropriate irregularly spelled words.

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**Core Standards for** 

	Model or Program
<b>English Language</b> Arts through both explicit instruction and authentic application?	• RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
How does the curriculum model or program include a wide range of authentic writing and explicit instruction in writing skills and strategies?	This question is not applicable for the phonics programming in Words Their Way.
How does the curriculum model or program provide for varied means of accessing content and demonstrating learning to meet the diverse needs of all students working above or below grade level?	Teacher guides provide suggestions for differentiation activities to ensure all learners can access the content and practice and master skills. Extra support as well as challenge activities are included in teacher differentiation resources. Differentiation resources include modifications for learners as well as strategies and activities for working with EL learners.
How does the curriculum model or program represent v <b>arious cultures and</b> perspectives, promote cultural	This question is not applicable for phonics programming in Words Their Way.

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Fountas & Pinnell Classroom Guided Reading Collection: Grades K-3

Fountas & Pinnell Interactive Read Aloud Collections: Grades K-1,3

Fountas & Pinnell Reading Minilessons: Grades K-3

<b>Guiding Questions:</b>	
How is the curriculum model or program evidenced-based and scientifically-based?	The Fountas & Pinnell Classroom Guided Reading Collection, used in Grades K-3, is a small-group instructional context in which teachers support each reader's processing of new challenging texts with hundreds of original titles that span text levels A through Z, with an accompanying lesson folder for each title. By bringing together a small group of children who are at a similar point in their reading development and guiding them to process a text that is leveled on a gradient of difficulty, teachers are able to provide an incremental amount of challenge at each reader's edge of ability to process text. The Fountas & Pinnell Classroom Interactive Read-Aloud Collection, used in Grades K-1 and 3 is the foundation for literacy instruction, and is organized into text sets that reflect a global perspective with a diversity of characters, settings, and topics. Each text set contains high-quality picture books with engaging illustrations that represent a variety of authors and illustrators, topics, genres, themes, and text structures. Each set of texts has been carefully curated around a connecting idea, central theme, or study of a particular author, illustrator, or genre.
	Linked in is a summary which includes links to actual research documents with research references beginning on page 22. Fountas & Pinnell Classroom Research Base
	Research shows that systems that support effective teaching provide teachers with coherent structures, resources, and

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professional learning for carefully monitoring literacy and sustaining each student's unique progress toward this goal as the evidence is understood in concert with practice-based evidence and close attention to what an individual child can and Guided Reading Collection and Interactive Read Alouds do. Effective literacy instruction demands that research-based cannot yet do. It also arises within the context of a careful examination of values and beliefs about literacy and what it takes to prepare children to be literate citizens of the world.

implemented in school districts for several years, beginning in 2017. The system includes five contexts for teaching writing – Like all comprehensive systems, Fountas & Pinnell Classroom PreK-6 was constructed over many years and has been all different in implementation and purpose but designed with coherence.

OH and Midway, TX. What follows is an extensive review of the foundational research underpinning the development of FPC, Like other effective comprehensive systems, FPC rests on a thorough and thoughtful examination of existing research. Data gathered from implementation of FPC demonstrates positive evidence of gains. Two examples can be seen from Hillsboro, along with recent research that supports and aligns with a comprehensive literacy system.

Summary of the twelve essential principles drawn from an examination of the research:

- & Scanlon, 2021, Price-Mohr & Price, 2021, Duke & Pearson, 2002, Barber & Klauda, 2020, Wyse & Bradbury, 2021, from the start. 2 Cervetti et al, 2020, Frankel et al, 2016, Au & Raphael, 2021, Auckerman & Schuldt, 2021, Johnston It is critical for the process of becoming literate to stay connected to relevant, meaningful, and authentic outcomes Clay, 2014, Duke & Cartwright, 2021, Scarborough, 2001, Afflerbach et al, 2008, Kaye, 2006. ÷
  - Variation among readers, writers and speakers requires responsive teaching Clay, 2014. <u>vi</u> w
- Responsive teaching depends upon ongoing systematic observation, assessment and analysis. Bell & Dolainski, 2012, Black & William, 1998, Johnston, 2005, Christenson et al, 2012, Johnston, 2005, Sullivan & Brown, 2013, Clay, 2016.
- Battistich et al, 2004, Birch & Ladd, 1997, Curby et al, 2009, Ewing & Taylor, 2009, Hamre & Pianta, 2003, Rudasill et al, 2006, Baker, 2006, Lee, 2012, Muller, 2001, 21 Aukerman & Schuldt, 2021, NCEL, 2022, Auckerman & Schuldt, Equitable classrooms are places where teachers know the uniqueness of each individual child. Saphier, 2017, 2021, Slavin & Cheung, 2005, Cheung & Slavin, 2005. 4
  - reading, writing, listening, and speaking contexts. Newmann et al, 2001, Fullan & Quinn, 2016, Langer, 2002, Knapp An intentional and comprehensive design for literacy teaching and learning includes a wide range of meaningful & Turnbull, 1990, Duke & Block, 2012, Biancarossa et al, 2010. ы. С
    - Oral language and vocabulary contribute to and benefit from rich, daily, authentic language-based literacy .

## Model or Program

	<ol> <li>opportunities to apply those skills in reading and writing. Adams, 1990. Chall. 1967, NICHD, 2000, Tummer &amp; Nesdale. 1985. Goswami &amp; Bryant, 1986. Bradley &amp; Bryant, 1983.</li> <li>An effective literacy design includes a coherent set of evidence-based instructional practices for whole-group, small-group, and individual instruction. Duke et al. 2011. Allington &amp; Gabriel, 2012. Foorman &amp; Torgesen. 2001. Slavin, 1990. Glass. 2002, Reutzel, 2007, Kaiz &amp; Chard, 2000, Aukerman &amp; Schuldt. 2021, Murphy et al. 2017. Slavin, 1990. Glass. 2002, Reutzel, 2007, Kaiz &amp; Chard, 2000, Aukerman &amp; Schuldt. 2021, Murphy et al. 2017. Slavin, 1990. Glass. 2002, Reutzel, 2007, Kaiz &amp; Chard, 2000, Aukerman &amp; Schuldt. 2021, Murphy et al. 2017. Oc. Children need access to a range of high-quality texts and tasks that promote the joy of fiteracy learning, expand voceabulary, build content knowledge, and nurture the ability to think, talk and write about them. Kalb &amp; van Ours, 2014, Bus et al. 1995, Anderson et al. 2011. Drehrer. 2003, Hatcher et al. 2006, Foorman &amp; Torgeson, 2001, Bonfiglio et al. 2006, Soter et al. 2008, Daniels, 2002. Topping &amp; Samuels, 2007, Marvey &amp; Ward. 2017. Hiebert &amp; Reutzel, 2010, Seravallo &amp; Goldberg, 2007. Taylor et al. 1990, Miller &amp; Moss. 2013, Anderson et al. 2006.</li> <li>Reading and writing are reciprocal processes.so while &amp; Moss. 2013, Anderson et al. 2006.</li> <li>Reading and writing are reciprocal processes.so whiles &amp; Moss. 2013. Anderson et al. 2016.</li> <li>Reading and writing are reciprocal processes.so this learned in one area strengthens and expands understanding in the other. Witteng &amp; 2008, Moss. 2013. Anderson et al. 2008.</li> <li>Reading and writing are reciprocal processes.so whiles &amp; 2003. Bonoho et al. 2018. Rogers. 2002. Donohoo et al. 2016.</li> <li>Coherent systems for literacy teaching and learning benefit all stakeholders. Fullan &amp; Quinn. 2015. Newmann et al. 2001, Darling-Hammond et al. 2008, Donohoo et al. 2016. Slavin et al. 2008, NCTE 2012.</li></ol>
How does the curriculum model or program support direct, explicit instruction in all areas of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name,	Fountas & Pinnell Classroom is a cohesive, multi-text approach to literacy instruction for all students in grades PreK-6. The System is designed to support whole-group, small-group and independent learning opportunities including: interactive read-aloud; reading mini lessons; writing mini lessons; shared reading; phonics, spelling, and word study; guided reading; book clubs; and independent reading collections. Fountas & Pinnell Classroom is rich with authentic texts, lessons or conferring cards, minilessons and professional learning tools for a system. The grounding source of coherence in Fountas & Pinnell Classroom is The Fountas & Pinnell Classroom is rich with authentic texts, lessons or conferring cards, minilessons and professional learning tools for a system. The grounding source of coherence in Fountas & Pinnell Classroom is The Fountas & Pinnell Literacy Continuum, which serves as the instructional anchor for every lesson, goal, and book in the program. The Literacy Continuum describes progress in multiple areas of literacy and is aligned to The Common Core State Standards. The goals of The Literacy Continuum have informed and been infused into every single lesson in FPC along with language for effective and efficient teaching.

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or letter name fluency       Fountas & Pinnell Classroom was designed to lift the expertise of teachers in becoming more:         and reading       • skillful observers of literacy behaviors.         comprehension)?       • skillful observers of literacy behaviors.         comprehension)?       • skillful observers of literacy behaviors.         responsive to the students in their classrooms.       • skillful observers of literacy behaviors.         responsive to the students in their classrooms.       • responsive to the students in their classrooms.         responsive to the students in their classrooms.       • responsive to the students in their classrooms.         responsive to rely on this sequence as they get acquainted with the content of the lessons and with the text collections across instructional contexts. As teachers engage with the professional learning support embedded in each lesson, they will expand their ability to observe and respond to students so that they can sequence lessons and make moment-to-moment teaching decisions based on the strengths and needs of their students. While a rigid scope and sequence. Teachers and respond to students so that they can sequence lessons and make moment-to-moment teaching to does not teacting to observe and efficient pathway to success that teachers can specifically and etaching actual and actual teaching cope and sequence.         Reachers to create an efficient pathway to success that teachers are suggestions for teaching in FPC allow teachers to areaute that all students. While a rigid scope and sequence might "cover the standards" attudents that they serve. Moreover, teachers learn about teachers are sponsively so that they meet and extend to students attid	How does theThe 90 minute reading block provides daily opportunities for students to engage in a reading mini lesson, participate in curriculum model or program supportThe 90 minute reading, apply daily learning targets and teaching points from minilessons to independent practice, and to engage in program supportprogram supportThe 90 minute reading, apply daily learning targets and teaching points from minilessons to independent practice, and to engage in independent reading. Reading Minilessons are short, concise, explicit, inquiry-based lessons about a principle that students frequentprogram supportThe point independent reading. Reading Minilessons are short, concise, explicit, inquiry-based lessons about a principle that students frequentprogram supportThe point of the interactive read-aloud experience and linked to independent opportunities for reading, teachers use many of these texts as examples from which they generalize the understanding. Many mini lessons atudents to practiceopportunities for reading, teachers use many of these texts as examples from which they generalize the understanding. Many mini lessons atudents to practice of the interactive read-aloud experience and linked to independent reading, teachers use many of these texts as examples from which they generalize the understanding. Many mini lessons and gain literary analysis, building students' awareness of the characteristics of various genres and of the elements of fiction and gain literary and intentions, character traits, and develop skills in inferencing, for example, identifying the theme of a text or the author's purpose in using language, literary devices, punctuation, etc. The books read during interactive read-aloud and shared reading serve as mentor texts when applying the principles of literary analysis. Minilessons also are o
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### **Model or Program**

related to processing texts takes place in guided reading. Minilessons also involve students in writing about reading. They introduce and help students use the Reader's Notebook to respond to what they read and promote independent literacy learning. Assessment resources that seamlessly and systematically connect analysis to instruction are embedded in every instructional context of FPC, providing a continuous flow of reliable information about students' literacy progress to inform instructional decision-making. The instructional contexts in FPC work together to foster independence through a gradual release of responsibility. Teachers each child as they build an efficient, effective literacy processing system. The various contexts provide responsive structures application of learning with varying levels of support across contexts. The different contexts serve as a scaffold to support for teaching that make the most of individual student strengths and lead them forward in their learning.forward in their demonstrate, prompt, and reinforce effective literacy behaviors and provide students with opportunities for authentic learning.

assessment, planning, and teaching used in Grades K-3. It provides specific behaviors and understandings that are required The Literacy Continuum Is a foundation for setting clear learning goals and planning specific lessons for students based on learners and students who find literacy learning difficult. Although students increase their array of competencies over time, strengths, needs, and interests of each student. Our expert teachers are equipped to teach responsively, including English they take different paths to common outcomes. A core document, The Fountas & Pinnell Literacy Continuum Is a tool for at each grade and text level for students to demonstrate thinking within, beyond, and about the text. These behaviors and understandings describe what students will be expected to do in order to effectively read, write and understand the text. Responsive teaching is characterized by intentional, data-informed, decision making that considers the ever-changing those goals.

breaks down and the child does not develop inner control of effective actions for processing texts. Fountas and Pinnell's goal With daily teaching, the teacher helps the child climb the ladder of text difficulty with success. When the text poses enough is to support the child's development of self-initiating actions he will be able to apply to a range of texts of similar difficulty. process, through detailed coding of thousands of readings, showed that when a text is too difficult for the child the process challenge, but not too much, the child has opportunities with effective, explicit teaching to build his network of effective Fountas and Pinnell's work is rooted in the work of Marie Clay whose meticulous study of the complexity of the reading

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	problem solving actions.
How does the curriculum model or program allow for high-quality, daily differentiation of foundational skills so all students achieve mastery of foundational skills?	The Fountas & Pinnell Classroom <sup>TM</sup> (FPC) Guided Reading Collection is a small-group instructional context in which teachers support each reader's processing of new challenging texts with hundreds of original titles that span text levels A through Z, with an accompanying lesson folder for each title. By bringing together a small group of children who are at a similar point in their reading development and guiding them to process a text that is leveled on a gradient of difficulty, teachers are able to provide an incremental amount of challenge at each reader's edge of ability to process text. Running records and teachers conferring with students about their reading along with other formative assessments, allow teachers to identify homogeneous groups of students for small group instruction target to their specific zone of proximal development.
How does the curriculum model or program provide for structured discussions that address grade level speaking and listening standards?	Fourtas & Pinnell Classroom is rich with robust opportunities for varied talk structures within each instructional context. When children talk, they communicate and refine their ideas, reveal their understandings and perspectives, and make meaning from texts. Reading is thinking grounded in text. Students' talk reflects their thinking. Each lesson provides teachers' with suggestions for using talk as behavioral evidence of effective literacy processing. This guidance strengthens teachers' understandings of what to listen for as students engage in conversations with each other about books so they can facilitate the expansion of students' thinking within, beyond and about texts. The Learning Continuum provides suggestions for teachers about promoting student discussions related to their reading of texts. During Interactive Read Alouds, students are engaged in reading and listening practice. Question prompts help students refine their thinking and extend their own understanding of themes and ideas as they discuss them with others. Literature discussions can expand students' ability to process literary language including dialogue and figurative language. Discussing with others helps students unpack complex sentences and understand them better. Through interactive read-alouds and discussions students begin to use new vocabulary in their talk and can greatly expand their listening and speaking vocabulary. Students can acquire a great deal of content knowledge from hearing written language read aloud. At learning centers during the literacy block, students may use audio recording of texts that they are not yet ready to read independently.

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	<ul> <li>Keeps in mind the systems of strategic actions that readers must use.</li> <li>Provides conversational leads to focus students' attention.</li> <li>Models and demonstrates behaviors that helin students achieve better understanding through sneaking and listening.</li> </ul>
	<ul> <li>Models and demonstrates behaviors that help students achieve better understanding through speaking and itstening</li> <li>Asks students to share their thinking in a focused way.</li> <li>Prompts students to listen to and respond to one another rather than always being the center of the conversation</li> <li>Keeps the conversation grounded in the text.</li> </ul>
	<ul> <li>Turns the conversation back to students, asking for deeper thinking.</li> <li>Requires students to be accountable for their comments, asking for more than opinion and asking for evidence from the text or personal experience.</li> <li>Asks students to self-evaluate their conversation about the text.</li> </ul>
How does the curriculum model or program comprehensively address Connecticut Core Standards for English Language Arts through both explicit instruction and authentic application?	Fountas & Pinnell Classroom is a cohesive, multi-text approach to literacy instruction for all students in grades PreK- 6. FPC is designed to support whole-group, small-group and independent tearning opportunities including: interactive read-aloud; reading mini lessons; shared reading; phonics, spelling, and word study; guided reading; book clubs; and independent reading collections. The FPC system is rich with authentic texts, lessons, conferring cards, minilessons and professional learning tool some systematic and comprehensive approach to literacy instruction. Linked in standards documents primarily focus on examples where the standards are addressed during whole-group instruction with all students, which include the following FPC instructional contexts: • Interactive Read-Aloud (TRA) • Shared Reading (SR) • Reading Mini Lessons (RML) • Phonics. Spelling, and Word Study (PWS) A few examples are provided from the small-group instructional contexts where standards can be reinforced or targeted in a small-group setting. In these contexts, texts are either chosen by students based on interest (Book Clubs) or by teachers based on the instructional level of the group (Guided Reading). Alignment of Common Core Standards for English Language Arts and Fountas and Pinnell Classroom. Grade 2 Alignment of Common Core Standards for English Language Arts and Fountas and Pinnell Classroom. Grade 2 Alignment of Common Core Standards for English Language Arts and Fountas and Pinnell Classroom. Grade 2 Alignment of Common Core Standards for English Language Arts and Fountas and Pinnell Classroom. Grade 2 Alignment of Common Core Standards for English Language Arts and Fountas and Pinnell Classroom. Grade 2 Alignment of Common Core Standards for English Language Arts and Fountas and Pinnell Classroom. Grade 2 Alignment of Common Core Standards for English Language Arts and Fountas and Pinnell Classroom. Grade 2 Alignment of Common Core Standards for English Language Arts and Fountas and Pinnell Classroom. Grade 2 Alignment of
	<ol> <li>Complex, high level reading comprehension is the goal of guided reading instruction.</li> <li>Guided reading centers on a sequence of high quality texts that support individual progress on a scale of spiraling text difficulty.</li> </ol>

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	<ol> <li>Guided reading lessons increase the volume of independent reading that students do; the goal always is confident, capable independent readers.</li> <li>Guided reading provides explicit instruction in accurate, fluent reading.</li> <li>Guiding reading lessons provide daily opportunities to expand academic vocabulary through reading, writing, conversation, and explicit instruction.</li> <li>Guided reading lessons include teaching that expands students' ability to apply the concepts of print, phonological</li> </ol>
	<ul><li>awareness, access to rich vocabulary, and accurate, fluent reading to the processing of print.</li><li>7. Guided reading lessons invite students to write about reading.</li><li>8. Guided reading lessons create engagement in and motivation for reading.</li><li>In addition, an important key feature of the Common Core State Standards is to provide students with a grade-by-grade staircase of increasing text complexity and steady growth of comprehension.</li></ul>
	There are several approaches to determining the level of complexity of a text. Lexile takes one approach by measuring text complexity with a computer algorithm that measures sentence length, syllables, and word frequency. Fountas and Pinnell take a different approach to determining text difficulty, which includes the length of sentences, length of words, and complexity of letter-sound patterns, and many other characteristics. The levels in the F&P Text Level Gradient <sup>TM</sup> are based on ten text factors named in several of the Fountas & Pinnell books. The F&P Text Level Gradient <sup>TM</sup> evaluates: Genre/Form, Text Structure, Content, Themes and Ideas, Language and Literary, Features, Sentence Complexity, Vocabulary, Words, Illustrations, and Book and Print Features. A student might very well be able to decode texts at several levels higher and so, measured without comprehension assessment, it may look like he is meeting a standard.
How does the curriculum model or program include a wide range of authentic writing and explicit instruction in writing skills and strategies?	Throughout the program, children have opportunities to write about what they read every day in a Reader's Notebook. The goals of writing about reading range from writing to demonstrate understanding, to clarifying and composing thinking, to exploring new ideas, to making connections. Through writing readers can express and expand their thinking and improve their ability to reflect on and think analytically about texts. They can also communicate their thinking about texts to a variety of audiences for a variety of purposes. Examining students' writing is another way to observe progress and to document students' thinking about texts over time as well as their control of letter-sound relationships, word structure and spelling patterns. They also provide insight about children's interests and preferences.
	Genres and forms for writing about reading are demonstrated through interactive, shared, or modeled writing, often

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observational anchor for every lesson, text, and assessment in FPC. Audio books provide additional support for some students reading level for students and work with them in groups to provide instruction in their zone of proximal development. Within Provide evidence from the text to support written statements about the text. Write predictions based on evidence any Grades K-3 classroom, teachers will be provided guided reading instruction for some students reading below grade level with close attention to mentor texts. After they learn about the genres and forms for writing in a supported experience, learners and students who find literacy learning difficult. Although students increase their array of competencies over time, Outline the text by providing summaries of information learned using headings and subheadings that reflect a and some students reading above grade level. Intervention support classes and enrichment opportunities also address the how to articles, and persuasive pieces such as book recommendations. The Literacy Continuum provides a myriad of Infer and describe a character's intentions, feelings, and motivations by drawing or writing, Write the lesson to access content. Using the BAS assessment, running records, and conferring protocols, teachers are able to identify the sketches, graphic organizers, letters about reading, short writes, summaries, cartoons/storyboards, reports, outline, students use them independently as they respond to books they read. Students are provided with direct instruction including modeling and then engage in writing in a variety of ways including by creating the following: notes and Responsive teaching is characterized by intentional, data-informed, decision making that considers the ever-changing writing goals, almost 100 per grade level, to develop student behaviors and understandings to notice, teach, and strengths, needs, and interests of each student. Expert teachers are equipped to teach responsively, including English support both in the reading and writing about fiction and nonfiction texts. For example, in Grade 1, some of the they take different paths to common outcomes. The Fountas & Pinnell Literacy Continuum is the instructional and Borrow the style or some words or expressions from a writer in writing about a text. Use new vocabulary from texts when writing to appropriately reflect meaning. Tell important information about a text through interactive or shared writing. Discuss a problem in a story and express opinions on how characters act. Outline the main topic of a book and its subtopics. text's overall structure and simple categories. inferred from traditional literature. suggested goals include the following: from the text. accessing content and curriculum model or program provide for learning to meet the diverse needs of all students working varied means of demonstrating How does the

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above or below gradediverse needs of all students working a level?level?The Fountas & Pinnell Classroom TM In The Fountas & Pinnell Classroom TM In organized into text sets that reflect a g program representHow does the curriculum model or program representThe Fountas & Pinnell Classroom TM In organized into text sets that reflect a g to reating four to six high-quality pictur topics, genres, themes, and text struct topics, genres, themes, and text struct author,	l students working above or below grade level.
e	
e	The Fountas & Pinnell Classroom <sup>TM</sup> Interactive Read-Aloud Collection is the foundation for literacy instruction, and is
e	organized into text sets that reflect a global perspective with a diversity of characters, settings, and topics. Each text set
fe	contains four to six high-quality picture books with engaging illustrations that represent a variety of authors and illustrators,
fe	topics, genres, themes, and text structures. Each set of texts has been carefully curated around a connecting idea, central
	theme, or study of a particular author, illustrator, or genre.
	FPC provides teachers with resources for creating a community of learners that ground conversations in authentic, rich,
identities, diverse books. Students and teachers	dents and teachers become known to each other and develop empathy through meaningful reading,
backgrounds, and writing, and speaking experiences.	ing experiences.
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# Coventry Public Schools Sight Words List: Grades K-2

<b>Guiding Questions:</b>	
How is the curriculum model or program evidenced-based and scientifically-based?	Sight word reading is the most efficient way to read words. Decoding (sounding out letter by letter), analogizing (if you can read table, you can read gable), and predicting (relying on context clues) are slower methods, generally used only when encountering unfamiliar words or while learning to read. Pace Miles, Rubin, Gonzalez-Frey 2017 Sight word reading refers to the instructional practice in which students are given word lists to repeatedly read. Beginning readers spend time practicing the words on these lists to <b>read them automatically</b> , or by sight. The other definition of sight words refers to a process by which the brain acquires information about a word's identity to securely store it in memory so that it may be accessed quickly when the reader is presented with the print version of the word. This process of storing the spelling, pronunciation, and meaning of a word is referred to as sight word learning. (Ehri 1998) "Automatic word reading, or sight word reading, gives students the gas in the tank to propel the reading machine forward" -Rawlins & Invernizzi 2018.

2022 Application Requesting a Waiver of Connecticut Approved K-3 Reading Curriculum Model or Program	Department of Education The Colorado College by Laura Berg July 2017 reviews recent gains research has made in understanding how the brain learns to read and process words- including studies by Dehaene (2011); Ehri (2003); Farrell, Osenga, and Hunter (2013b) It states that the majority of sight words adhere to phonetic rules. Based on this knowledge, reading experts recommend teaching students to read sight words through letter-sound relationships using phonics-based instruction (Ehri,1998; Farrell, Osenga, & Hunter, 2013b; Dehaene, 2011; Laurita, 1966; Moats, 1999; Shaywitz, 2003).	Mastery of sight words assists students in developing fluency in reading. Words become sight words after repeated opportunities to engage in the process of re-coding letters into sounds and attaching a meaning to the combined sounds. (Metsala & Ehri, 2008). Once a word is in memory and stabilized through repeated exposure, the mere sight of the word's spelling immediately activates its pronunciation and meaning. Teachers use a number of instructional approaches when teaching sight words. Students utilize the SnapWords and strategies associated with them for practice and mastery of sight words. SnapWords and their images are captured instantly in visual memory by right-brained learners who think in pictures and learn easily via images and other visual elements. (maps, charts, graphs, etc.) (Silverman. 2005) Once the word and its image is in their visual memory (which happens in seconds), right-brained learners, including visual and kinesthetic learners, retrieve the word easily when reading plain text. The image provides and strategies mental facility of rote memorization, much of the potency of the child's intelligence remains unused." ( <u>Upside-Down Brilliance,</u> Silverman. 2005) Students also identify and practice with inregularly spelled words known as "Heart Words" because some part of the word will have to be "learned by heart." Heart Words are also used so frequently that they need to be read and spelled automatically. Other instructional approaches include the following: writing the word for everyone to see; pronouncing the word automatically. Other instructional approaches include the following: writing the word together and solued while using the students to pronounce the word, orally segmenting the word orgether and saying each phoneme individually while using the Fundations strategy of tapping the word, using word mapping, sorting by sounds, incorporating multisensory learning, color coding the words, teaching sight words based on the letters.	<ul> <li>Daily instruction involves students in acquiring sight words in a variety of ways and through a variety of activities.</li> <li>Words stick when their meanings, pronunciations (sounds), and spellings are wedded. This process is called graphophonemic analysis, where the letters and sounds bind to the word meanings and pronunciations after repeated practice in and out of context (Metsala &amp; Ehri, 2008). Practice in isolation is necessary but not sufficient for graphophonemic analysis. The benefits of practice in context and out of context have different benefits. Only when readers wed the letter-sound matches with a familiar meaning are</li> </ul>
2022 Appl		How does the curriculum model or program support direct, explicit instruction in all areas of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name, or letter name fluency and reading comprehension)?	How does the curriculum model or program support frequent opportunities for students to practice

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they able to build an early reading vocabulary.	At Coventry Grammar School instructional time for sight words is provided during the 90 minute reading block as well as throughout the day in a variety of ways. Sight word learning requires a range of instructional activities depending on the student's level of word knowledge. Whole class instruction is provided when words are introduced and practiced, using whole class routines involving visual support, context, and word analysis. Students engage in frequent independent practice with sight words using practice books, game based learning, constructing sentences using the sight words, finding the sight words in independent reading, and partner work related to sight words. Students practice with sight words during word work center activities, writing center activities and in guided reading groups. A variety of learning tasks support students in the acquisition of sight words: crossword puzzles to connect sight words to meaning, rainbow writing with phonetically irregular words, personal word walls for students with individualized spelling practice, word sorts based on word patterns with explicit direct instruction on the spelling rule, multisensory whole word tracing for phonetically irregular words, personal word walls for students whole word tracing for phonetically irregular words, personal word walls for students whole word tracing for phonetically irregular words, and kinesthetic activities such as sidewalk chalk spelling hop. Other instructional activities for learning irregularly spelled words include the following:	<ul> <li>Red Word Routine (Orton Gillingham)</li> <li>Visualization Routine (40 Reading Intervention Strategies for K-6 Students)</li> <li>Sound-Out Strategy</li> <li>Spell-Out Strategy</li> <li>Fluency charts</li> <li>Word Banks</li> </ul>	The Coventry Grammar School model for instruction of sight words incorporates a variety of strategies for differentiation. Teachers provide whole group instruction for sight words all students haven't been exposed to or don't yet know. They employ strategy groups for small group instruction in stations and centers for groups of words that some students don't know. Personalized word lists are developed for each student to include words all students are focused on as well as sight words the individual student has not mastered.	Guided reading groups or small strategy groups of students with similar challenges in acquiring sight words focusing on one or two words a week which do appear in the guided reading texts. For students performing at or above grade level, teachers monitor progress every four to six weeks. For students who are slightly below grade level, teachers monitor progress every two weeks.
and gain literacy skills?			How does the curriculum model or program allow for high-quality, daily differentiation of foundational skills so	all students achieve mastery of foundational skills?

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	<ul> <li>Teachers monitor student progress weekly for those who are significantly below grade level (Carnine et al. 2006).</li> <li>For students who need work with phoneme/grapheme correspondences: phoneme/graphing mapping, word building with letter tiles, using graph paper to change single phonemes to make new words (whole group). Random phoneme changes.</li> <li>For students who need work with orthographic pattern knowledge/spelling rules: word sorts (find the contrasting pattern and sort into two groups - what do you notice? (inquiry) ch, tch make generalizations or teach generalization), for phonetically irregular words- multisensory whole word tracing techniques (red word routine) - teach these words at the beginning of a child's spelling learning. Teach these in tandem with regular spelled words.</li> <li>For older children who need work with morphological knowledge- word relatives (colonist- related to colony -retain spelling across different words).</li> <li>For children who need work with semantic knowledge- work with vocabulary and homony.</li> </ul>
	In addition to differentiation within the Tier I classroom, sight words are differentiated and reinforced during reading intervention for students who receive reading intervention.
How does the curriculum model or program provide for structured discussions that address grade level speaking and listening standards?	This question is not applicable for sight words acquisition.
How does the curriculum model or program comprehensively address Connecticut Core Standards for English Language Arts through both explicit	<ul> <li>Sight word instruction is aligned with the following Connecticut Core Standards for English Language arts:</li> <li>RF.K.3.C</li> <li>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>RF.1.3.G</li> <li>RF 2.3.F</li> <li>RF 2.3.F</li> <li>RF 2.3.D</li> <li>RF. 3.3.D</li> </ul>

odel or Program	e irregularly spelled words.	words acquisition.	Students who master the grade level sight word list begin practice and move on to mastery of the next grade level list at their own learning pace until sight words are mastered. Strategy groups for differentiation of instruction provide practice for small groups of students who are not acquiring sight words as at the pace of many students in a class or grade level. Students working significantly below grade level have the opportunity for additional instruction and practice of sight words during reading intervention.	words acquisition.
Model o	Recognize and read grade appropriate irregularly spelled words.	This question is not applicable for sight words acqu	Students who master the grade level sight word list learning pace until sight words are mastered. Strat of students who are not acquiring sight words as at significantly below grade level have the opportunity intervention.	This question is not applicable for sight words acqu
4	instruction and authentic application?	How does the curriculum model or program include a wide range of authentic writing and explicit instruction in writing skills and strategies?	How does the curriculum model or program provide for varied means of accessing content and demonstrating learning to meet the diverse needs of all students working above or below grade level?	How does the curriculum model or program represent various cultures and perspectives, promote cultural affirmation, and value diverse identities, backgrounds, and

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perspectives?

# Teachers College Reading and Writing Project Units of Study: Writing: Grades K-3

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The linked in documents provide additional research based evidence of the efficacy of the program. <u>Research Study</u> <u>Foundations in Research</u> <u>Data reports</u>	<ul> <li>Built on best practices and a proven framework developed over decades of work, the Units of Study in Opinion/Argument, Information, and Narrative Writing: <ul> <li>Support explicit instruction in opinion/argument, information, and narrative writing with rich opportunities for practice</li> <li>Help teachers use learning progressions to observe and assess students' writing, to develop students' use of self-monitoring strategies, and set them on trajectories of growth.</li> <li>Give teachers advice for implementing the sequence of lessons in writing workshop.</li> </ul> </li> </ul>	The framework for the TCRWP approach is the workshop, a series of interactions between teachers and students and among students. The workshop framework provides the structure for teaching the Units of Study in reading and writing. Each session in each unit is intended for 1 day, and each day's workshop is Scheduled for 50 to 60 minutes. The workshop begins with a teacher-led mini lesson that provides explicit instruction to the whole class. Although the content of minilessons changes from day the structure remains the same. In the 10 minute or less mini lesson, the teacher gathers students in the meeting area next to partners. The teacher provides whole-group instruction, names the teaching point, provides instruction on the teaching point, involves students in guided practices and links to the work the students will do. The students listen and then actively engage in applying new learning.
	How does the curriculum model or program support direct, explicit instruction in all areas of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name, or letter name fluency and reading comprehension)?	How does the curriculum model or program support frequent opportunities for students to practice and gain literacy skills?

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attention while they remain at their writing spots. The teacher sets the students up to share and celebrates the work editing, and publishing their writing. Learners set clear goals and receive frequent feedback tailored specifically to exactly where they are and respond accordingly. As the teacher moves among students, the teacher gives feedback, The lesson ends with 3-5 minutes of sharing. The teacher gatherers students in the meeting area or calls for their comprehensive, yearlong curriculum guides. Coventry Public Schools contracted with TCRWP for staff developers UNIT 1 Launching the Writing Workshop: This unit acknowledges that most children will approximate writing by throughout the unit, working independently or with partners. Students who need the same teaching may work in touch base with and respond to as many students as possible. This is the teacher's opportunity to meet students who worked with grade level teachers during site visits for a two year period when we implemented the Units of Students' eyes are on the teacher as the teacher extends the mini lesson or reminds students of ongoing habits. observes, questions, listens, coaches, demonstrates, reinforces the mini lesson, encourages students, trying to Through the Units of Study curriculum, writers learn to use the writing process: rehearsing, drafting, revising, Independent Writing/Conferring and Small-Group Work ensues for 35-45 Minutes. Students find comfortable During the Independent Writing and Conferring, the teacher offers Mid-Workshop Teaching for 3-5 minutes. drawing and labeling—first in all-about books and then in stories—and the letters in those labels will include spots to read or write. The teacher engages in one-on-one and small-group teaching. The teacher circulates, names next steps, and helps students maintain energy and momentum. Students practice strategies learned When schools adopt TCRWP, participating teachers receive grade-specific Units of Study in writing as them. They receive feedback on how their writing is getting better and what their next steps might be small groups with the teacher who models something or give students a few minutes of instruction. The teacher asks students to pursue, to reflect, then helps them refocus to resume writing. they did that day. Students share their learning with partners or the whole group. A summary of the topics of units at each grade level, K-3 is included below. squiggles and diamonds. Study in writing. Kindergarten

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UNIT 2 Writing for Readers: This unit helps children write true stories—but does so fully aware that the hard part will be writing readable words. UNIT 3 How-To Books: Writing to Teach Others: In this unit, students begin to demonstrate spectacular growth as they write informational how-to texts on a procedure familiar to them. UNIT 4 Persuasive Writing of All Kinds: Using Words to Make a Change: In this unit, students craft petitions, persuasive letters, and signs that rally people to address problems in the classroom, the school, and the world.
<b>Grade 1</b> UNIT 1 Small Moments: Writing with Focus, Detail, and Dialogue: In this unit, students take the everyday events of their young lives and make them into focused, well-structured stories, then they learn to breathe life into the characters by making them talk, think, and interact. UNIT 2 Nonfiction Chapter Books: In this unit, students enter the world of informational writing as they combine pictures and charts with domain-specific vocabulary and craft moves to create engaging teaching texts. UNIT 3 Writing Reviews: In this unit, students create persuasive reviews of all sorts—TV show reviews, ice cream flavor reviews, and finally book reviews that hook the reader, clearly express the writer's opinion, and bolster their
argument in convincing ways. UNIT 4 From Scenes to Series: Writing Fiction: In the final unit of the Grade 1 series, students learn to "show, not tell" and use action, dialogue, and feelings to create a whole series of fiction books modeled after Henry and Mudge.
<b>Grade 2</b> UNIT 1 Lessons from the Masters: Improving Narrative Writing: In this unit, students learn how to create engaging narratives by stretching out small moments and writing in detail. UNIT 2 Lab Reports and Science Books: This unit uses inspirational nonfiction texts to help students design and write about experiments and other scientific information.
UNIT 3 Writing About Reading: This unit has students read closely and gather evidence from texts to craft persuasive arguments. UNIT 4 Poetry: Big Thoughts in Small Packages: This unit helps children explore and savor language. Students learn to use line breaks to express the meaning and rhythm they intend, and use visualization and figures of speech to make their writing more clear and powerful.
Grade 3

### Model or Program

<ul> <li>UNIT 1 Crafting True Stories: This unit extends students' work with personal narrative while engaging them more fully in the complete writing process, with increasing emphasis on drafting and revising their work.</li> <li>UNIT 2 The Art of Information Writing: In this unit, youngsters write chapter books that synthesize a wide variety of information and learn to section their topics—such as dogs, soccer, gymmastics—into subtopics. UNIT 3 Changing the World: Persuasive Speeches, Petitions, and Editorials: This unit ralles third graders to use their newfound abilities to gather and organize information to persuade people about causes the children believe metre. Stopping bullying, recycling, saving dogs at the SPCA.</li> <li>UNIT 4 Once Upon a Time: Adapting and Writing Fairy Tales: This unit uses familiar fairy tales to explore techniques of fiction writing such as writing in scenes, employing an omniscient narrator to orient readers, using story structure to create tension, and crafting fairy tales: This unit uses familiar fairy tales to explore techniques of fiction writing such as writing figurative language to convey mood.</li> <li>Professional development and teacher materials</li> <li>Help teachers address each child's individual learning.</li> <li>Explicitly teach strategies students will use not only the day they are taught, but whenever they need them.</li> <li>Build choice and assessment-based learning into the very design of the curriculum.</li> </ul>	<ul> <li>The Reading and Writing Project's approach to instruction recognizes the need for differentiation. In the writing workshop classroom instruction is designed to: <ul> <li>help teachers address each child's individual learning;</li> <li>explicitly teach strategies students will use not only the day they are taught, but whenever they need them;</li> <li>help students work with engagement so that teachers are able to coach individuals and lead small groups;</li> <li>upport small-group work and conferring, with multiple opportunities for personalizing instruction;</li> <li>tap into the power of a learning community as a way to bring all learners along;</li> <li>build choice and assessment-based learning into the very design of the curriculum.</li> </ul> </li> </ul>
	How does the T curriculum model or w program allow for high-quality, daily differentiation of foundational skills so all students achieve mastery of

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The routines and structures of the reading and writing workshop are kept simple and predictable so that the teacher can focus on the complex work of teaching in a responsive manner to accelerate achievement for all learners. Professional development and teacher resource materials help teachers use learning progressions to observe and assess students' writing, to develop students' use of self-monitoring strategies, and set them on trajectories of growth.	rencing, and participation in small groups or strategy groups as they work on riting process allows students to engage in structured discussions that enables speaking and listening standards. It conversations with diverse partners about kindergarten topics and texts with peers and ter groups. It conversations with diverse partners about grade 1 topics and texts with peers and any confusion about the topics and texts under discussion. It conversations with diverse partners about grade 2 topics and texts with peers ups. It conversations with diverse partners about grade 2 topics and texts with peers ups. It conversations is needed about the topics and texts under discussion. It conversation as needed about the topics and texts under discussion. It conversation as needed about the topics and texts under discussion. It conversation as needed about the topics and texts under discussion. It conversation as needed about the topics and texts under discussion. It conversation as needed about the topics and texts under discussion. It converts a text and texts under discussion about the topics and texts under discussion. It conversation as needed about the topics and texts under discussion. It converts the topics and texts under discussion about the topics and texts under discussion. It derstanding of information presented, stay on topic, and link their comments to a destressing their own clearly.	Linked in is a document that demonstrates the K-5 correlation of each writing unit K-5 in the UNITS OF STUDY in Opinion, Information, and Narrative Writing to the Common Core standards for writing, listening and speaking, reading, and language. CCSS Alignment Document
The routines and str can focus on the co Professional develo assess students' wri growth.	Peer conferencing, teacher confe their writing and engage in the w students to address the following SL.K.1 Participate in collaborative peers and adults in small and larg SL.1.1 Participate in collaborative adults in small and larger groups. SL.1.1c Ask questions to clear up SL.2.1 Participate in collaborative and adults in small and larger gro SL.2.1 Participate in collaborative SL.2.1 CAsk for clarification and fi SL.2.1 Engage effectively in a ran SL.3.1 Engage effectively in a ran SL.3.1 CAsk questions to check ur the remarks of others. SL.3.1d Explain their own ideas a texts, building on others' ideas ar	Linked in is a document tha in Opinion, Information, an reading, and language. CCSS Alignment Document
foundational skills?	How does the curriculum model or program provide for structured discussions that address grade level speaking and listening standards?	How does thecurriculum model orprogramprogramcomprehensivelyaddress ConnecticutCore Standards forEnglish Language Arts

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through both explicit instruction and authentic application?		
How does the curriculum model or program include a wide range of authentic writing and explicit instruction in writing skills and strategies?	The framework for the TCRWP approach is the workshop, a series of interactions between teachers and students and among students. The workshop framework provides the structure for teaching the Units of Study in reading and writing. Each session in each unit is intended for 1 day, and each day's workshop is Scheduled for 50 to 60 minutes. The workshop begins with a teacher-led mini lesson that provides explicit instruction to the whole class. Although the content of minilessons changes from day to day, the structure remains the same. In the 10 minute or less mini lesson, the teacher gathers students in the meeting area next to partners. The teacher provides whole-group instruction, names the teaching point, provides instruction on the teaching point, involves students in guided practices and links to the work the students will do. The students listen and then actively engage in applying new learning.	
	Independent Writing/Conferring and Small-Group Work ensues for 35-45 Minutes. Students find comfortable spots to read or write. The teacher engages in one-on-one and small-group teaching. The teacher circulates, observes, questions, listens, coaches, demonstrates, reinforces the mini lesson, encourages students, trying to touch base with and respond to as many students as possible. This is the teacher's opportunity to meet students exactly where they are and respond accordingly. As the teacher moves among students, the teacher gives feedback, names next steps, and helps students maintain energy and momentum. Students practice strategies learned throughout the unit, working independently or with partners. Students who need the same teaching may work in small groups with the teacher who models something or give students a few minutes of instruction.	
	During the Independent Writing and Conferring, the teacher offers Mid-Workshop Teaching for 3-5 minutes. Students' eyes are on the teacher as the teacher extends the mini lesson or reminds students of ongoing habits. The teacher asks students to pursue, to reflect, then helps them refocus to resume writing. The lesson ends with 3-5 minutes of sharing. The teacher gatherers students in the meeting area or calls for their attention while they remain at their writing spots. The teacher sets the students up to share and celebrates the work they did that day. Students share their learning with partners or the whole group.	

### **Model or Program**

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Through the Units of Study curriculum, writers learn to use the writing process: rehearsing, drafting, revising, editing, and publishing their writing. Learners set clear goals and receive frequent feedback tailored specifically to them. They receive feedback on how their writing is getting better and what their next steps might be.	When schools adopt TCRWP, participating teachers receive grade-specific Units of Study in writing as comprehensive, yearlong curriculum guides. Coventry Public Schools contracted with TCRWP for staff developers who worked with grade level teachers during site visits for a two year period when we implemented the Units of Study in writing.	A summary of the topics of units at each grade level, K-3 is included below.	<b>Kindergarten</b> UNIT 1 Launching the Writing Workshop: This unit acknowledges that most children will approximate writing by drawing and labeling—first in all-about books and then in stories—and the letters in those labels will include squiggles and diamonds.	UNIT 2 Writing for Readers: This unit helps children write true stories—but does so fully aware that the hard part will be writing readable words. UNIT 3 How-To Books: Writing to Teach Others: In this unit, students begin to demonstrate spectacular growth as	urey write informational now-to texts on a procedure familiar to ment. UNIT 4 Persuasive Writing of All Kinds: Using Words to Make a Change: In this unit, students craft petitions, persuasive letters, and signs that rally people to address problems in the classroom, the school, and the world.	<b>Grade 1</b> UNIT 1 Small Moments: Writing with Focus, Detail, and Dialogue: In this unit, students take the everyday events of their young lives and make them into focused, well-structured stories, then they learn to breathe life into the characters by making them talk, think, and interact.	UNIT 2 Nonfiction Chapter Books: In this unit, students enter the world of informational writing as they combine pictures and charts with domain-specific vocabulary and craft moves to create engaging teaching texts. UNIT 3 Writing Reviews: In this unit, students create persuasive reviews of all sorts—TV show reviews, ice cream flavor reviews, and finally book reviews that hook the reader, clearly express the writer's opinion, and bolster their argument in convincing ways.	

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	UNIT 4 From Scenes to Series: Writing Fiction: In the final unit of the Grade 1 series, students learn to "show, not tell" and use action, dialogue, and feelings to create a whole series of fiction books modeled after Henry and Mudge.
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How does the curriculum model or program provide for varied means of accessing content and	Learning progressions are provided for opinion/argument, information, and narrative writing, which map the specific benchmarks students will master for every grade level. In addition, rubrics support individual teachers and professional learning communities as they evaluate mastery and plan instruction within and across grade levels. Students performing above or below grade level can be instructed in their zones of proximal development as teachers use short assessments and annotated exemplar pieces of writing to identify the skills on the progressions

### **Model or Program**

demonstrating learning to meet the diverse needs of all students working above or below grade level?	at which students are performing. Students can be instructed above and below grade level, and teachers can use small groups and flexible strategy groups to individualize instruction. To identify their own individual learning needs, students use checklists to self-evaluate their work, and then work together with their teachers on next step's for improvement of their own writing skills and written pieces.
How does the curriculum model or program represent various cultures and perspectives, promote cultural affirmation, and value diverse identities, backgrounds, and perspectives?	Students invest themselves in their writing when they are writing about subjects that are important to them. Units of Study incorporates choice so that most of the time students choose their own topics about which to write. These topics may relate to a variety of cultures, perspectives, identities and backgrounds.

### Leveled Literacy Intervention

<b>Guiding Questions:</b>	
How is the curriculum model or program	The development of <i>LLI</i> was driven by what prior research has established about how children learn to read, and what works best with struggling readers. Linked in below are two separate research bases regarding the background research that provided the foundation for the development of this intervention system.
evidenced-based and scientifically-based?	research base research base. The What Works Clearinghouse and the National Center for Education Evaluation and Regional Assistance (NCEE) found <i>Fountas</i> & <i>Pinnell Leveled Literacy Intervention</i> to have a positive effect on general reading achievement and reading fluency based on a

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2022 Application Requesting a Waiver of Connecticut Approved K-3 Reading Curriculum Model or Program	comprehensive review of available evidence.	In the General Reading Achievement domain, the research indicated strong evidence of a positive effect with no overriding contrary evidence. In the two studies that reported findings, the estimated impact of <i>LLI</i> on outcomes in the general reading achievement domain was positive and statistically significant for two studies, both of which meet WWC group design standards without reservations. The extent of the available evidence is medium to large and included 747 students in 22 schools.	In the Reading Fluency domain, the research indicated evidence of a positive effect with no overriding contrary evidence. In the one study that reported findings, the estimated impact of <i>LLI</i> on outcomes in the reading fluency domain was statistically significant and substantively important. This study included 281 students in nine schools.	Read the Report »	ESSA has reviewed the research on <i>LLI</i> , finding strong evidence of effectiveness for students in grades K-2. These findings are based on two independent, empirical studies conducted by The University of Memphis's Center for Research in Educational Policy (CREP).	Read the Report »	During the development of <i>LLI</i> , a field study was conducted at sites around the United States to assess the <i>LLI</i> framework. Please refer to the field study for more information about the field study and the research connected with the development of <i>LLI</i> . Additionally, the student data from three of the sites that participated in the field study (Newark OH, Boston MA and Manchester NH) was analyzed for a pilot research project that examined student progress. Please refer to the pilot study, for the results from this study.	Two efficacy studies of the Primary LLI systems were conducted by an independent research group, the Center for Research in Education Policy (CREP) at the University of Memphis (Ransford-Kaldon, Flynt, Ross, Franceschini, Zoblotsky, & Huang, Y. 2011). These scientific studies looked at the impact of LLI instruction on struggling readers in three locations: the Tifton County Schools in GA, Enlarged School District of Middletown, NY, and Denver Public Schools in CO. The efficacy study employed a randomized controlled trial, mixed-methods design and included both quantitative and qualitative data. Students were randomly selected for the treatment or control groups. A matched-pair design was used to ensure equivalency between treatment and control groups.

	tion, the studies looked at the fidelity of LLI y achievement. Effects were particularly ial education services, and those who are enrolled in LLI across 34 districts in the U.S. made 8.0 months worth of reading progress students showed an average of 8.1 months of rades K to 5) made 7.5 months of reading rades K to 5) made 7.5 months of reading of rades K to 5) made 7.5 months of reading rades K to 5) made 7.5 months of reading the reading of longer works of students learn the skills needed to use their teaching with classroom instruction.	
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<ul> <li>and pre-pos comparators or student achievement in interacy were conducted. In acturol. The researches found that LLI positively impacts K-2 student literacy achievement. Effects were particularly strong for students who are English language learners, those who are eligible for special education services, and those who are economically disadvantaged.</li> <li>Evaluation data was collected by another researcher on 4.881 K-5 students who were enrolled in LLI across 34 districts in the U.S. Evaluation data was collected by another researcher on 4.881 K-5 students who were enrolled in LLI across 34 districts in the U.S. Farluation data was collected by another researcher on 4.881 K-5 students in grades K to 50 months workh of reading progress in a average of 4.2 months (Ward, 2011). Within this larger sample, data on 821 ELL students showed an average of 8.1 months of progress in 4.5 months or 18.5 weeks.</li> <li>LLI supports direct, explicit instruction in reading comprehension, fluency, and vocabulary.</li> <li>See further details under the question. "How does the curriculum model or program support frequent opportunities for students to practice and gain literacy skills.</li> <li>ILI supports direct, explicit instruction in reading comprehension, fluency, and vocabulary.</li> <li>Systematic components of LLI include the following:</li> <li>Systematic stage systematic stages smonthoring progress.</li> <li>Systematic regulary upport to students who are eligible for the intervention.</li> <li>Systematic regulary upport to students who are eligible for the intervention.</li> <li>Systematic regulary and the election of students who are eligible for the intervention.</li> <li>Systematic regulary upport to students who are eligible for the intervention.</li> <li>Systematic regulary upport to students who are eligible for the intervention.</li> <li>Systematic regulary upport to students who are eligible for the intervention.</li> <li>Systematic regulary upport to students who are eligible for the intervention.&lt;</li></ul>		
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	<ul> <li>home.</li> <li>Technology support for assessment, record keeping, lesson instruction, and home and classroom connections.</li> <li>Optional technology tools for the teacher and students to use in lessons.</li> <li>Built-in professional development for the use of individuals or groups of teachers, including demonstration lessons on DVD, a professional book focusing on older struggling readers, the lesson guides, and a variety of web-based resources.</li> </ul>
How does the curriculum model or program support frequent opportunities for	<ul> <li>The LLI program engages students with high interest, well-written texts in a variety of genres.</li> <li>All the original books for LLI lessons have been carefully designed to engage students' interest. Topics of nonfiction texts and story lines for fiction are unique and were selected for appeal to preadolescents and adolescents. Illustrations show students who are preadolescents, adolescents, or adults; so texts look age-appropriate. Series books and graphic novels are also included. Within every system of LLI, students will encounter and process a variety of fiction and nonfiction genres.</li> </ul>
suuents to practice and gain literacy skills?	<ul> <li>The LLI program increases reading volume by engaging students in a large amount of successful reading daily.</li> <li>Students read a new fiction or nonfiction book in each lesson and also have home reading. For each level, there is the option of a "choice library" that students will be able to read independently. At the end of each series of lessons, students read a novel at a level of independence.</li> </ul>
	<ul> <li>The LLI program provides students with choice in reading material to increase motivation and engagement.</li> <li>An optional choice library of engaging fiction and nonfiction books is provided for students' successful independent reading.</li> </ul>
	<ul> <li>The LLI program matches the text to the reader's instructional level to enable new learning</li> <li>Texts are carefully constructed to provide a "ladder of progress" for students. Instruction begins at a level that is more difficult than students can read independently but at which, with strong teaching, students can read successfully, using effective reading strategies for word solving and comprehension. Teacher support enables students to learn from each reading so that abilities are increased. Teachers' guides and tools enable them to help students develop strategies that they can use to read new, unseen texts.</li> </ul>
	<ul> <li>The LLI program supports the development of independent, self initiating, self-regulatory behaviors and transfer to performance in multiple contexts.</li> <li>Each lesson guide suggests teacher language and actions that support student independence by asking them to monitor their reading and writing, check on themselves, and initiate problem solving action in decoding words or articulating the</li> </ul>

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2022 Application Requesting a Waiver of Connecticut Approved K-3 Reading Curriculum Model or Program	related words for generative learning. Word study is manipulative and active (with technology as an option); students learn to take words apart by syllables and to recognize meaning elements and word parts. They apply their knowledge to reading and writing continuous print.	<ul> <li>The LLI program focuses on systematic, intentional vocabulary development.</li> <li>In each lesson, students read texts that have been carefully structured to present vocabulary words that students need to know in order to deal with literate language (academic vocabulary). Through direct vocabulary instruction after reading, their knowledge of words is deepened. Students also study the morphology, or meaning units of words through direct instruction. They become aware of their own word learning and the strategies they need to learn new words. Also, intentional conversation helps students use the new words orally. The original LLI texts have been structured to include vocabulary words that will be useful for students to know because they will encounter them in other reading (tier 2 words). In lessons, attention is given to words that have multiple meanings or connotations in different contexts.</li> </ul>	<ul> <li>The LLI program promotes smooth, phrased reading that moves along at a good pace.</li> <li>The lesson structure provides for explicit teaching of fluency in six dimensions: pausing, phrasing, word stress, intonation, rate, and integration. Students revisit texts to practice fluent reading; teachers use a range of routines to support fluency. Since the texts provided to students are within their control (with teacher support or at an easy level), it is possible to read them with fluency on first readings and during rereading. Fluency instruction does not simply focus on reading words faster; the goal is to make the voice reflect the meaning of the text.</li> </ul>	<ul> <li>The LLI program focuses the intervention on oral language development by providing structures to promote meaningful student talk.</li> <li>Across the LLI lesson, teachers engage students in meaningful talk about the text they read. Close reading for a targeted purpose makes their conversation more focused; they elaborate their thinking. Also, specific word study and vocabulary instruction helps students talk about words—their meaning and how they "work" (are constructed with base words and affixes, for example). Talk supports writing about reading and expands students' oral vocabularies. Students know that they are expected to talk about texts after reading. The small group becomes a collaborative learning team.</li> </ul>	<ul> <li>The LLI program uses writing to support and extend comprehension</li> <li>Every other day in each level sequence, students write about the texts they have been reading. Writing is pre planned to coordinate with the instructional level text the students read the day before. Writing helps students express and extend the meaning they have taken from the text. It also provides the opportunity to use some new vocabulary words in writing and</li> </ul>

2022 Application Requesting a Waiver of Connecticut Approved K-3 Reading Curriculum Model on Descram	MOUEL OF FTOBEALL	to notice the structure of words (e.g., word affixes and bases). Teachers have a range of routines for writing, including short writes (open-ended and to a prompt), summaries, and graphic organizers that show relationships of ideas within a text. Writing is particularly used to extend students' understanding of text structure and genre.	specific needs of English language learners.	Each lesson provides the teacher with specific suggestions for helping English language learners. These suggestions are specific to the texts they read in the particular lesson (e.g., more intensive teaching of syntax and vocabulary), as well as to the word study instruction they receive. Teachers have lesson guides and support to enable them to teach the academic language that many English language learners find difficult. The size of the group allows learners to be active talkers so that they extend language by using it	The LLI program provides explicit, direct instruction by an expert teacher, with a recommended teacher-student ratio of 1:4	ols provide a great deal of support for teachers. The LLI teacher is a fully qualified teacher with ith struggling readers. The recommended group size for the grades 3–5+ LLI systems is four to may vary slightly according to school policy. The size of the group allows for close monitoring of ttention to individual learners, and for active participation and engagement of every group member.	The LLI guides and tools provide a great deal of support for teachers. The LLI teacher is a fully qualified teacher with expertise in working with struggling readers. The recommended group size for the grades 3–5+ LLI systems is four students, although size may vary slightly according to school policy. The size of the group allows for close monitoring of student progress, for attention to individual learners, and for active participation and engagement of every group member.	Heinemann's <i>LLI</i> Data Collection Project (2009-2010) included 824 kindergarten through fifth-grade students with an IEP for Reading or other categories (SPED). With <i>Leveled Literacy Intervention</i> these students made an average of seven and a half months of progress in a little more than four and a half months.	ts here »
2022 Application Requesting a Waiver of Mode		to notice the structure of words (e.g., v writes (open-ended and to a prompt), s Writing is particularly used to extend s	The LLI program supports the specific needs of English language learners.	<ul> <li>Each lesson provides the teacher with specific to the texts they read in the pa the word study instruction they receive language that many English language that they extend language by using it</li> </ul>	The LLI program provides explicit, direct inst	<ul> <li>The LLI guides and tools provide a gre expertise in working with struggling r students, although size may vary sligh student progress, for attention to indiv</li> </ul>	How does theThe LLI guides and tools provide a great deal curriculum model or program allow for high-quality, dailyThe LLI guides and tools provide a great deal working with struggling readers. The recomm vary slightly according to school policy. The si hidh-quality, dailyHow does the program allow for high-quality, dailyThe LLI guides and tools provide a great deal working with struggling readers. The recomm vary slightly according to school policy. The si high-quality daily	foundational skills soall students achievemastery offoundational skills?foundational skills?	Read a summary of these results here »

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Across the LLI lesson, teachers engage students in meaningful talk about the text they read. Close reading for a targeted purpose ordel or makes their conversation more focused, they elaborate their thinking. Aslo, specific words and affixes, for example). Talk supports withing about vends: –fheir meaning and how they "vork" care constructed with base words and affixes. for example). Talk supports withing about reading and transformed their thinking. Aslo, specific words and affixes, for example). Talk supports withing about reading and strandards for Literature, the K-3 Reading Standards for Informational Text, tevel dards? Leveled Literacy Intervention is aligned to the Reading Standards for Literature, the K-3 Reading Standards for Informational Text, the Reading Standards Foundational Skills, and the Language Standards for Literature, the K-3 Reading Standards for Informational Text, the Reading Standards Foundational Skills, and the Language Standards for Literature, the K-3 Reading Standards for Informational Text, the Reading Standard for Reading 1 Read Closely to determine what the text says explicitly and to make logical inferences from it; cite specific extual evidence when within growing to support conclusions drawn from the text. CR Anchor Standard for Reading 2 Determine extra and analyze their text, porting determining a benefician. CR Anchor Standard for Reading 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. CR Anchor Standard for Reading 4 Interpret words and phrases as they are used in a text, including determining termican connotative, and figurative meaning; and analyze how or purpose shape meaning or tone. CR Anchor Standard for Reading 5 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. CR Anchor Standard for Reading 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning; and analyze how or purpose shape meaning or ton		Model or Program
Leveled Literacy Intervention is aligned to the Reading Standards for Literature, the K-3 Reading Standards Foundational Skills, and the Language Standards for grades K-3 as listed below. <b>Strand: K-5 Reading Standards for Literature (RL)</b> <b>Cursent : Key Ideas and Details</b> CR Anchor Standard for Reading 1 Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CR Anchor Standard for Reading 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CR Anchor Standard for Reading 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <b>CR Anchor Standard for Reading 4 Interpret words and phrases as they are used in a text, including determining technical, comotative, and figurative meanings and analyze how specific word choices shape meaning or toone. <b>CR Anchor Standard for Reading 4 Interpret words and phrases shapes the content and style of a text.</b> <b>CR Anchor Standard for Reading 6 Assess how point of view or purpose shapes the content and style of a text. <b>CR Anchor Standard for Reading 6 Assess how point of view or purpose shapes the content and style of a text.</b> <b>CR Anchor Standard for Reading 10 Read and comprehend complex literary and informational texts independently and portion of the text (eg., a section, chapter, scene, or stanza) relate to each other and the wole. <b>CR Anchor Standard for Reading 10 Read and comprehend complex literary and informational texts independently and <b>CR Anchor Standard for Reading and Level of Text Complexit</b> <b>CR Anchor Standard for Reading 10 Read and comprehend complex literary and informational texts independently and <b>CR Anchor Standard for </b></b></b></b></b></b>	How does the curriculum model or program provide for structured discussions that address grade level speaking and listening standards?	Across the LLI lesson, teachers engage students in meaningful talk about the text they read. Close reading for a targeted purpose makes their conversation more focused; they elaborate their thinking. Also, specific word study and vocabulary instruction helps students talk about words—their meaning and how they "work" (are constructed with base words and affixes, for example). Talk supports writing about reading and expands students' oral vocabularies. Students know that they are expected to talk about texts after reading. The small group becomes a collaborative learning team.
	How does the curriculum model or program comprehensively address Connecticut Core Standards for English Language Arts through both explicit instruction and authentic application?	eled Literacy Intervention is aligned Reading Standards Foundational Skil and: K-5 Reading Standards for Lite ster 1: Key Ideas and Details Anchor Standard for Reading 1 Reac specific textual evidence when writi Anchor Standard for Reading 2 Dete porting details and ideas. Anchor Standard for Reading 3 Anal Anchor Standard for Reading 4 Inte- porting details and for Reading 5 Anal ter 2: Craft and Structure Anchor Standard for Reading 4 Inte- notative, and figurative meanings, an Anchor Standard for Reading 5 Anal ions of the text (e.g., a section, chapt ions of t

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	Model or Program	1
cite sp CCR Ar	cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCR Anchor Standard for Reading 2 Determine central ideas or themes of a text and analyze their development; summarize the key	
suppor CCR AI	supporting details and ideas. CCR Anchor Standard for Reading 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a	
text. Cluste	text. Cluster 2: Craft and Structure	
CCR AI	CCR Anchor Standard for Reading 4 Interpret words and phrases as they are used in a text, including determining technical,	
connot CCR Aı	connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone CCR Anchor Standard for Reading 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger	
portion	portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Cluster	UCK Anchor Standard for Reading 6 Assess now point of view or purpose snapes the content and style of a text. Cluster 3: Integration of Knowledge and Ideas	~
CCR AI	CCR Anchor Standard for Reading 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the	rti
reason	reasoning as well as the relevance and sufficiency of the evidence.	
Cluste	Cluster 4: Range of Reading and Level of Text Complexity	
CCR AI	CCR Anchor Standard for Reading 10 Read and comprehend complex literary and informational texts independently and	<u> </u>
proficiently.	proficiently. Strand: Roading Standards: Foundational Skills (RF) Cluster 4: Fluency	
Readw	Bead with sufficient accuracy and fluency to support comprehension	
Read	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	, 
Strand	Strand: Language Standards (L)	
Cluste	Cluster 2: Knowledge of Language	
CCR AI	CCR Anchor Standard for Language 3 Apply knowledge of language to understand how language functions in different contexts, to	
make e	make effective choices for meaning or style, and to comprehend more fully when reading or listening. Cluster 3. Vocebulary Acquisition and Itse	
CCR AI	CCR Anchor Standard for Language 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by	
using c	using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate	
	CCR Alichof Standard for Language 3 Demonstrate understanding of ingurative language, word relationships, and mances in word meaning.	
CCR AI	CCR Anchor Standard for Language 6 Acquire and use accurately a range of general academic and domain-specific words and	
phrase indepe	phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or	
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	Model or Program
	expression.
How does the curriculum model or program include a wide range of authentic writing and explicit instruction in writing skills and strategies?	Every other day in each level sequence, students write about the texts they have been reading. Writing is preplanned to coordinate with the instructional level text the students read the day before. Writing helps students express and extend the meaning they have taken from the text. It also provides the opportunity to use some new vocabulary words in writing and to notice the structure of words (e.g., word affixes and bases). Teachers have a range of routines for writing, including short writes (open-ended and to a prompt), summaries, and graphic organizers that show relationships of ideas within a text. Writing is particularly used to extend to extend students' understanding of text structure and genre.
How does the curriculum model or program provide for varied means of accessing content and demonstrating learning to meet the diverse needs of all students working above or below grade level?	Each lesson provides the teacher with specific suggestions for helping English language learners. These suggestions are specific to the texts they read in the particular lesson (e.g., more intensive teaching of syntax and vocabulary), as well as to the word study instruction they receive. Teachers have lesson guides and supports to enable them to teach the academic language that many English language learners find difficult. The size of the group allows learners to be active talkers so that they extend language by using it. Out of the total <i>LLI</i> student sample from Heinemann's <i>LLI</i> Data Collection Project (2009-2010), 925 of the kindergarten through fifth-grade students were reported to be English language learners (ELL). Learn how the reading progress of these English language learners accelerated in <i>LLI</i> in the summary report.
How does the curriculum model or program represent various cultures and perspectives, promote cultural affirmation, and value diverse identities, backgrounds, and	Tier I classroom instruction provides students with instruction from a broader range of texts than are provided through the Leveled Literacy Intervention program. In the LLI program 25% of characters are characters of color 25% characters of color. The majority of LLI texts were classified as socially conscious, meaning that people of color were represented in the texts, but other than illustrations, there were generally no indicators of racial identity.

Orton Gillingham Intervention	Intervention
Guiding Questions:	
How is the curriculum model or program evidenced-based and scientifically-based?	The following is excerpted form "Teaching reading in an Inner City School Through a Multisensory Teaching Approach" (Joshi, R. M., Dahlgren, M., & Bouleware-Gooden, r., Annals of Dyslexia, Vol. 52, 2002). M., Dahlgren, M., & Bouleware-Gooden, r., Annals of Dyslexia, Vol. 52, 2002). Regarding the Use of Orton Gillingham Based Methods: "A number of studies have demonstrated that systematic, explicit, decoding instruction that emphasized synthetic phonics yielded better results than other instructional methods. A remedial instruction that has deep historical roots and is being widely used is the Orton Gillingham approach. In clinical studies, this approach has proven to be very effective improving reading and spelling among children with literacy problemsThe results of this study showed that first-grade children taught with the multisensory teaching approach based on OG principles performed better on tests of phonological awareness, decoding, and reading comprehension than the control groups."
How does the curriculum model or program support direct, explicit instruction in all areas of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name, or letter name fluency	<ul> <li>The IMSE Impact Structured Literacy Program's Content Guide for Comprehensive Orton-Gillingham Plus provides guidelines for 30 minute lesson implementation. Suggested lesson components to be repeated throughout the week include direct instruction and practice with the following: <ul> <li>Three-Part Drill related to orthographic mapping for review purposes;</li> <li>Phonemic Awareness Instruction including a one-minute Kilpatrick Equipped for Reading success activity;</li> <li>Multi-sensory experiences and centers for teaching new concepts to include phonics and spelling rules; word and sentence dictation:</li> <li>Use of decodable readers; fluency practice using decodable readers and rapid word charts; language comprehension including development of background knowledge, language structures, verbal reasoning and vocabulary; and written expression.</li> </ul> </li> <li>Model lesson plans are included with teacher materials and include sample scripts, suggested learning activities, and literature</li> </ul>

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and reading comprehension)?	ideas. There are 12 principles for OG 1. It is direct and explicit. 2. It is diagnostic and prescriptive. 3. It is multi-sensory. 4. It is sequential and incremental. 5. It is sequential and incremental. 6. It is cumulative. 7. It is individualized. 8. It is cognitive. 9. It teaches to automaticity. 10. It focuses on systematic phonics and linguistic competence. 11. It allows for continuous feedback and positive reinforcement. 12. It is emotionally sound.
How does the curriculum model or program support frequent opportunities for students to practice and gain literacy skills?	<ul> <li>Students meet with certified teachers for reading intervention 30 minutes a day three to five days a week. The IMSE Impact Structured Literacy Program's Content Guide for Comprehensive Orton-Gillingham Plus provides guidelines for 30 minute lesson implementation. Suggested lesson components to be repeated throughout the week include direct instruction and practice with the following: <ul> <li>Three-Part Drill related to orthographic mapping for review purposes;</li> <li>Phonemic Awareness Instruction including a one-minute Kilpatrick Equipped for Reading success activity;</li> <li>Multi-sensory experiences and centers for teaching new concepts to include phonics and spelling rules; word and sentence dictation;</li> <li>Use of decodable readers; fluency practice using decodable readers and rapid word charts; language comprehension including development of background knowledge, language structures, verbal reasoning and vocabulary; and written expression.</li> </ul> </li> </ul>
How does the curriculum model or program allow for high-quality, daily	Grade level skills are approximated and vary based on student achievement. Teachers use the IMSE's Level 1 Initial Assessment to determine where to begin instruction with each student. OG is taught in intervention in groups of no more than four students at a time, enabling teachers to easily differentiate for each student's needs.

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differentiation of foundational skills so all students achieve mastery of foundational skills?	
How does the curriculum model or program provide for structured discussions that address grade level speaking and listening standards?	The purpose of Orton Gillingham is to provide a teaching approach to help struggling readers by explicitly teaching the connection between letters and sounds. It does not address the speaking and listening standards.
How does the curriculum model or program comprehensively address Connecticut Core Standards for English Language Arts through both explicit instruction and authentic application?	<ul> <li>The Orton Gillingham approach to instruction aligns with the Connecticut Core Standards listed below.</li> <li>RF. K1 Demonstrate understanding of the organization and basic features of print.</li> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> <li>F K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> <li>e. RF K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> <li>e. RF K.2. Demonstrate understanding of spoken words. Syllables, and sounds (phonemes).</li> <li>e. RF K.2. Demonstrate understanding of spoken words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with ///, //, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new word</li> <li>e. RF K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> </ul>

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	<ul> <li>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> <li>RF K.4. Read emergent-reader texts with purpose and understanding.</li> </ul>	
-	a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words.	
	<ul><li>c. Know final -e and common vowel team conventions for representing long vowel sounds.</li><li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li><li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li><li>f. Read words with inflectional endings.</li></ul>	
	<ul> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> <li>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> </ul>	
	<ul> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</li> </ul>	
_	<ul> <li>RF 1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>a. Know the spelling-sound correspondences for common consonant digraphs.</li> </ul>	
	b. Decode regularly spelled one-synable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables.	
-	<ul> <li>RF 1.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul>	
	<ul> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>RF 2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> </ul>	
	b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels.	

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	<ul> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words.</li> <li>e. RF 2.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF 3.4. Read with sufficient accuracy and fluency to support comprehension.</li> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read with sufficient accuracy and fluency to support comprehension.</li> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read with sufficient accuracy and fluency to support comprehension.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>b. Read grade-level text with purpose and understanding.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>b. Read grade-level prose and understanding.</li> </ul>
How does the curriculum model or program include a wide range of authentic writing and explicit instruction in writing skills and strategies?	Orton Gillingham programming is not aligned to the CCSS Writing Standards.
How does the curriculum model or program provide for varied means of accessing content and demonstrating learning to meet the diverse needs of all students working above or below grade level?	Professional development and teacher materials provide suggestions for teaching new concepts to EL learners and considerations and instructional approaches that take into account features related to students' native languages.

### **Model or Program**

How does the	Literary texts used along with the Orton Gillingham instructional approach are used to represent various cultures and
curriculum model or	perspectives.
program represent	
various cultures and	
perspectives, promote	
cultural affirmation,	
and value diverse	
identities,	
backgrounds, and	
perspectives?	

## Empower<sup>TM</sup> Reading: Grades 2-5, Decoding & Spelling

<b>Guiding Questions:</b>	
How is the curriculum model or program evidenced-based and scientifically-based?	<ul> <li>The Empower<sup>TM</sup> Reading and Learning Group, formerly the Learning Disabilities Research Program (established in 1979), is a clinical and educational unit at SickKids founded by Dr. Maureen Lovett, Senior Scientist Emeritus. More than 3500 school teachers in Ontario, British Columbia, Alberta, Quebec and Manitoba have been trained to teach Empower<sup>TM</sup> Reading and more than 55,000 students have received the program. In addition to growth throughout Canada, Empower<sup>TM</sup> Reading is being used in several schools in Connecticut, as part of two research studies, one conducted by Yale University and the other jointly between Haskins Laboratories and the University of Connecticut. C.A.R.I.N.G Project: Improving instruction for struggling readers is a joint research study involving the University of Connecticut and Haskins Laboratory. This project involves both successful and struggling readers will provide critical insights into factors associated with response to instruction. Some of the struggling readers have been be invited to participate in: <ul> <li>Small-group reading support with a research based reading program, Empower, led by an experienced tutor for approximately 80 hours at students schools.</li> <li>Children participate in neuroimaging at the Brain Imaging Resource Center at UConn and Haskins Laboratory, an affiliate of Yale University and University of Connecticut, to see how their brains change after intervention with the Empower program.</li> </ul> </li> </ul>
	Here is an explanation of how and why Empower was developed. For three decades, a team of psychologists and special

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	education teachers worked together to better understand the core learning problems of children with severe reading disabilities. The Empower Program is based on the experience of teaching and evaluating the progress of more than 4,000 struggling readers who have received focused remediation in small groups in the Empower research classrooms.
	All of the work of the Empower team has been conducted according to rigorous scientific guidelines. Because they wanted to contribute to the knowledge about what works to remediate reading disabilities, they have evaluated their remedial program within controlled research designs. Only when participants are randomly assigned to different remedial approaches, and their progress compared to that of participants in control and comparison programs, did they have the confidence in their findings and measured the effectiveness of their programming. Empower Reading is constructed based on everything they have learned from a series of remediation studies initiated in 1980. The conceptual and procedural design of the current program is dictated by what has worked best and what yields the best long-term outcomes for their struggling readers in previous studies. The research version of Empower Reading has been known as the PHAST Reading Program.
	Two decades of research point to a small set of core deficits in speech and language development and in more global processing abilities that characterize most children with reading disabilities-particularly the more severe cases. An understanding of the core deficits characteristics of reading disorders has provided the scientific foundation for the development of effective interventions like Empower Reading. The first core deficit involves difficulty working with the individual sounds (phonemes) that make up spoken words (Vellution, Fletcher, Smowling, & Scanlon, 2004). A majority of children with RD exhibit a set of specific deficits in their awareness of hand ability to work with the sound structures of spoken words (Snowling & Hulme, 1993; 2005); this problem is referred to as a deficit in phonological awareness and phonological processing. These difficulties may reflect a more basic problem in the ability to make phonological representations in memory (Brady, 1997). This deficit also underlies most failures to acquire alphabetic and phonological representations in memory (Brady, 1997). These difficulties may reflect a more basic problem in the ability to make phonological representations in memory (Brady, 1997). This deficit also underlies most failures to acquire alphabetic and phonological representations in memory (Brady, 1997). This deficit also underlies most failures to acquire alphabetic and phonological representations in memory (Brady, 1997). This deficit also underlies most failures to acquire alphabetic and phonological representations in memory working to increase children's awareness and ability to work with individual sounds at the level of speech and letter-sound mappings.
	A related deficit involves a failure to acquire rapid accurate word identification skills, a highly reliable indicator of most cases of server RD. Because these children do not spontaneously segment spoken syllables and words into smaller units, they have no basis for learning and remembering letter-and letter-cluster sound mappings or for decoding a new word by analogy to a known word (Lovett et al., 1994). This bottleneck in learning to read words accurately contributes to many forms of poor comprehension (Perfetti, 1992). Because accurate, efficient decoding and word reading is the foundation upon which reading comprehension is built. Empower Reading: Decoding and Spelling instruction begins with a focus on helping struggling readers by remediating their problems directly and teaching them a set of strategies that will allow them to become successful readers.

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	Children with learning disabilities have been shown to move closer in performance to their non-disabled peers when intervention programs include strategy instruction (Swanson et al., 1999). An extensive educational literature on metacognition and specific strategy instruction indicates that students who are explicitly instructed in strategies to facilitate learning, thinking, and problem-solving tend to perform better than students without such training (Duffy & Roehler, 1986; Paris & Oka., 1989). It is reasonable to hypothesize that explicit strategy training and metacognitive instruction could be used to address and prevent generalization failures during remediation, and provide an important component of effective remediation for RD in the acquisition of both decoding accuracy and reading comprehension skills.
	phonological or strategy training separately. The combined intervention conditions were associated with the greatest generalization of remedial gains for these children with severe RD. These results provide strong evidence of the importance of strategy instruction to effective remediation.
How does the curriculum model or program support direct, explicit instruction in all areas of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name, or letter name fluency and reading comprehension)?	Empower Reading: Grades 2-5, Decoding & Spelling is intended for students who are in grades 2 to 5 and struggling with acquiring age-appropriate word identification, decoding and spelling skills. The goal of this module is to enable students to become independent and flexible multi-strategic decoders and spellers, develop the skills needed for academic success, and to read independently for meaning, information, or pleasure. This module teaches five metacognitive decoding and spelling strategies and how to apply them to words they cannot read or spell. Over the course of 110 lessons the strategies are taught in sequence and are practiced cumulatively on words presented individually and in connected text to ensure mastery. Accuracy and fluency are both emphasized. The rapid recognition of letter-sound patterns, affixes, and individual words are incorporated into the lessons because of their importance in facilitating the development of reading fluency at the text level. Once students learn the first three strategies of the program, they learn a metacognitive organizational structure that helps them to orchestrate successful selection, application, monitoring, and evaluation of the Empower <sup>IM</sup> strategies. Embedded in the dialogue that is used to teach and practice the strategies are statements that retrain students' attributions about success and failure. As students learn the five strategies, they also acquire a new approach to tackling unfamiliar material and more positive beliefs in their own abilities. Retraining maladaptive attributions and beliefs about learning and building constructive motivational profiles is

Model or Program	inherent to every lesson as is the specific instructional content. The Empower <sup>TM</sup> Reading and Learning Group is dedicated to bringing evidence-based literacy instruction to students with reading difficulties. The program includes instructional features shown to address reading disabilities, including:	<ul> <li>Balanced and flexible teaching approaches and methodologies.</li> <li>Explicit teaching of skills and knowledge needed for decoding and comprehension of different types of text.</li> <li>Delivery of instruction at different paces to meet individual student and group needs.</li> <li>A 'self-talk' dialogue and an organizational structure that supports students to become independent readers.</li> <li>Modeling by the teacher of how students can become an expert reader.</li> <li>Many activities to practice and solidify the skills and strategies being taught.</li> <li>Retraining of unproductive attitudes and beliefs about success and failure.</li> </ul>	45 minute lessons four times a week include the following skills and topics by lesson. del or Program Overview Chart Lessons 1-110 ort	SOUNDING OUT     RHYMING, PEELING OFF, VOWEL     METACOGNITION       Or     ALERT, SPY     ALERT, SPY	cyL1-15Rhyming PreskillsGoals/Purpose (Weeks I & 2)•Introduction to Sounding Out•Listening to rhymeEstablishing purposeStrategy (Know the Sounds, Blend the Strategy (Know the Sounds, Blend the Sounds, Read the Word)•Listening to rhyme•Introduction to Sounds, Blend the Strategy (Know the Sounds, Blend the sounds, Read the Word)•What are we learning?•Introduction to continuous and stop sounds, sound dictation, and beginning, middle, and end sounds•Rhyming rules•Introduction of irregular words and Ouicks•Why we need multiple strategiesI.16-30•Introduction of irregular words and Ouicks•Iteretifying spelling patterns Strategy Skill Review #1•Sounding Out Strategy, Know the•Look for spelling patternsStrategy Skill Review #2 (Lesson 21)
:	inhe The read		How does the 45 r curriculum model or Prog program support	frequent opportunities for students to practice	

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L51-75 Sounding Out Strategy, Know the	(66 Tesson 56) Vowel Alert (Lesson 56) Single Vowels	Strategy Skill Review #4 (Lesson 61) • Review Sounding Out, Rhyming
L41-50 • Sounding Out Strategy, Know the Sounds, Blend the Sounds, Read the Word • Sound, word, and sentence dictation • Word, sentence, and story reading • Introduction to blends	Peeling Off • Recognizing and pronouncing affixes • Look for affixes in words • 'Peel Off affixes in words • Decode root part of word • Blend (assemble) whole word •	(كەت 46) كەنال ھەرنوس #3 (لى ھەم 46) ھەرنوس Sounding Out, ھابyming, and Peeling Off
L31-40 • Sounding Out Strategy, Know the Sounds, Blend the Sounds, Read the Word • Sound and word dictation • Word sentence and story reading	trəlA IəwoV IəboM yino sbnuos Iəwov əlşni2	Strategy Skill Review #2 Continue to review Sounding Out and Rhyming
Sounds, Blend the Sounds, Read the Word Beginning, middle, and end sounds Word reading Sound dictation Introduction to word dictation, sentence reading and story reading	<ul> <li>Match the spelling pattern with</li> <li>the keyword</li> <li>"If I know, then</li> <li>I know</li> </ul>	

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	Sounds, Blend the Sounds, Read the Word • Sound, word, and sentence dictation • Word, sentence, and story reading		<ul> <li>Peeling Off, and Vowel Alert</li> <li>Introduction to Game Plan (Lesson 51)</li> <li>Sports Analogies</li> <li>Flexibility</li> <li>Game Plan</li> </ul>
	<ul> <li>L 76-110</li> <li>Sounding Out Strategy, Know the Sounds, Blend the Sounds, Read the Word</li> <li>Sound, word, and sentence dictation</li> <li>Word, sentence, and story reading</li> </ul>	<ul> <li>Vowel Alert (Lesson 77 onwards)</li> <li>Introduce C- and G-Alert</li> <li>Introduce Double Trouble Twins</li> <li>Introduce other combinations;</li> <li>I and r-controlled consonant</li> <li>clusters, etc.</li> <li>SPY</li> <li>Compound words</li> <li>Find small words in larger words;</li> <li>put words together</li> </ul>	Strategy Skill Review #5 (Lesson 81) Review Sounding Out, Rhyming, Peeling Off, Vowel Alert, and SPY Game Plan Review Choose Select Use Apply Check Monitor Score or Rechoose Evaluate Application of all strategies to single words and text reading.
How does the curriculum model or program allow for high-quality, daily differentiation of foundational skills so all students achieve mastery of foundational skills?	The Empower program focuses on foundati 2 and 3, Empower programming is provide sequenced and articulated program of 110 of our students who have the most severe r	The Empower program focuses on foundational skills with a metacognitive approach. Offered as a Tier III intervention in Grades 2 and 3. Empower programming is provided in small groups of two or three students. The scripted program provides a highly sequenced and articulated program of 110 lessons. In this our first year of implementation only half way through the year, some of our students who have the most severe reading disabilities have already made over a year's worth of progress.	Offered as a Tier III intervention in Grades The scripted program provides a highly ation only half way through the year, some a year's worth of progress.
How does the	Focused on word identification, decoding a	ig and spelling skills, the Empower program does not address the speaking and listening	es not address the speaking and listening

### **Model or Program**

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	Model or Program
curriculum model or program provide for structured discussions that address grade level speaking and listening standards?	standards.
How does the curriculum model or program comprehensively address Connecticut Core Standards for English Language Arts through both explicit instruction and authentic application?	The Empower Reading: Decoding and Spelling Skills is aligned to the Connecticut Core Standards for English Language Arts for Grades 2 and 3 listed below. Grades 2 and 3 listed below. RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3 Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3 Decode multi-syllable words. RF.3.3 Decode multi-syllable words. RF.3.3 Decode multi-syllable words. RF.3.3 Decode multi-syllable words. RF.2.3 Extonw and apply grade-level phonics and word analysis skills in decoding words. RF.2.3 Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3 Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3 Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3 Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3 Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3 Decode regularly spelled two-syllable words with long vowels. RF.2.3 Decode words with common prefixes and suffixes. RF.2.3 Decode words with inconsistent but common spelling-sound correspondences. RF.2.3 RF.2.3 Recognize and read grade-appropriate irregularly spelled words
How does the curriculum model or program include a wide range of authentic writing and explicit instruction in writing skills and strategies?	Focused on word identification, decoding and spelling skills, the Empower program does not address writing standards, skills, and strategies.
How does the	The Empower program is designed to meet the needs of students who have significant reading disabilities and are performing

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	Model or Program
curriculum model or	below grade level.
program provide for	
varied means of	
accessing content	
and demonstrating	
learning to meet the	
diverse needs of all	
students working	
above or below grade	
level?	
How does the	Focused on word identification, decoding and spelling skills, the Empower program does not address cultures, perspectives, and
curriculum model or	diverse identities and backgrounds.
program represent	
various cultures and	
perspectives,	
promote cultural	
affirmation, and	
value diverse	
identities,	
backgrounds, and	
perspectives?	

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