

Coventry Public Schools

Capt. Nathan Hale Middle School Goals

2022-2023

End of Year Report

Ross Sward, Principal

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

Literacy SMART Goal

- *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 data.*

Teachers administered literary Brief Writes in September and Interim Assessment Blocks (IABs) in January in addition to Listening IAB Instruction in February with Post Informational IABs also in February. Post Research and Literary IABs were administered in March. Teachers completed a student work protocol for each assessment to determine next steps with their instruction and identify students in need of additional support or for reteaching concepts. Areas of focus, based on past student performance included, but were not limited to choosing best evidence to support the Central Ideas, improving skills relative to listening critically and identifying appropriate multiple option choices, evaluating evidence to determine its relevance to the central idea, and selecting best evidence to prove an idea. A significant amount of time was also dedicated to how we teach vocabulary with a focus on integrating a new approach to grammar standards while also refining a new Greek/Latin vocabulary strategy. Teachers spent time during coaching identifying effective strategies to differentiate instruction with a focus on the content, process and product which afforded students multiple pathways to demonstrate their understanding of concepts.

Data Table 1

CNH ELA/Literacy Interim Assessment Blocks (IAB) spring 2022 SBAC assessment to the spring 2023 IAB assessment data.

Grade Level	Percent of Students at or Above Goal 2022 SBAC	Percent of Students at or Above Goal 2023 Spring IAB	Growth Spring 2022 to Spring 2023 (Percentage Points)
6	67.2	68.8	+1.6
7	70.4	77.2	+ 6.8
8	73.2	89.6	+ 16.4

Table 1 shows a comparison of student performance from the spring 2022 SBAC to the spring 2023 IAB. Note the growth, over time, with students demonstrating a high level of proficiency as they move through the program and take their final IABs in the spring of the eighth grade year. The average percentage of students at or above goal for the 2022 SBAC was 70.3% with the average percent of students at or above goal for the 2023 spring IAB was 78.53%. This was a net positive difference of 8.23% of students at or above goal which is .93% above our target goal of a 10% improvement across assessments. The focus on improving instructional practices relative to vocabulary acquisition through learning suffixes and prefixes in place of traditional memorization of vocabulary word lists is a strategy that will continue to be refined. Additionally, work on “brief writes” where students write either an introduction, body or conclusion paragraph which allows frequent feedback cycles in this skill area will also continue.

We have refined our use of disaggregating data to inform our instruction. Through a process shift during coaching sessions, teachers evaluate data, identify discrete trends in student performance and collaborate with the K-12 ELA Coach to revise and improve instructional practices based on the most recent student performance results. The shift is that the teachers have taken a more active role in analyzing the data that the coach has curated which has resulted in exceptionally rich conversations focused on instructional practices.

Math SMART Goal

- *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.*

Teachers administered Performance Tasks and IABs in the areas of Number Systems and Ratios & Proportions in Grades 6 & 7. In Grade 8 teachers administered Performance Tasks and IABs in Functions and Algebra. Teachers completed a Looking at Student Work protocol for each assessment to determine next steps. Additionally, a Mathematics Improvement Plan (MIP) was put into place which included developing 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 the consistent support of the Director of Teaching and Learning, and the additional work done by the math team leader, in collaboration with the former K-12 Math specialist, the focus has been to keep on aligning pacing, learning activities, identifying opportunities for reteaching, and extension activities.

In Grade 6, areas of focus included a number of target areas, including, but not limited to: understand ratio concepts and use ratio reasoning to solve problems; apply and extend previous understanding of numbers to the system of rational numbers and summarize and describe distributions. In Grade 7, areas of focus included investigating chance processes and developing, using, and evaluating probability models; solving real-life and mathematical problems using numerical and algebraic expressions and equations; and drawing, constructing, and describing geometrical figures and describing the relationships between them. In Grade 8, areas of focus included work with radicals and integer exponents, analyzing and solving linear equations and pairs of simultaneous linear equations. Segments of the performance tasks were used for instruction and formative assessments for claims enumerated in the MIP.

It is important to note that to date, 154 Students have attended 543 after-school tutoring sessions where assistance with class work, opportunities for the retaking of assessments, test corrections and additional instruction of concepts took place.

CNH Math Interim Assessment Blocks (IAB) spring 2022 SBAC assessment to the spring 2023 IAB assessment data.

Data Table 2

Grade Level	Percent of Students at or Above Goal 2022 SBAC	Percent of Students at or Above Goal 2023 Spring IAB	Growth Spring 2022 to Spring 2023 (Percentage Points)
6	58.8	49.5	- 9.3
7	57.7	63.15	+ 5.45
8	53.8	80.0	+ 26.2

Table 2 shows student performance from the spring 2022 SBAC test to the spring 2023 IAB. While Grade 6 students did show a decline in their IAB performance, they showed growth between the Ratio & Proportion IAB and the Number Systems IAB. The more positive areas of growth occurred in Grade 7 with the most significant growth taking place in Grade 8. The average percentage of students at or above goal for the 2022 SBAC was 56.76% with the average percent of students at or above goal for the 2023 spring IAB was 64.2%. This was a net positive difference of 7.44% of students at or above goal which is 3.95% below our target goal of a 20% improvement across assessments. This does not negate the focus on improving instructional practices relative to ratios and proportions, number systems and solving and analyzing linear equations. Students frequently make corrections to their work, using a standardized format, which allows them to identify errors in computations, process, or conceptual understanding.

The work done in coaching and the fidelity of implementation of the Student Work Protocol allowed teachers to identify students who were in need of additional challenges while also informing opportunities for reteaching or revisiting topics that were areas of weakness.

NGSS SMART Goal

- *Increase the percentage of Grade 8 students who demonstrate at or above goal scores assessment by 8% percent as measured by the spring 2022 NGSS assessments data to the spring 2023 NGSS aligned performance tasks.*

All science teachers shared a common Student Learning Objective this school year with a focus on the science and engineering practice of Developing and Using Models. The focus during professional development sessions, coaching sessions, department meetings and common planning time included elements of modeling to ensure that we were meeting our goal for developing and using models. The performance on the Inner Orbit assessments and the performance tasks shows that the time invested in planning around modeling has translated to the classroom and student performance in a positive manner.

Data Table 3

Grade Level	Percent of Students at or Above Goal 2022 NGSS	Percent of Students at or Above Goal 2023 Spring NGSS Aligned Performance Task	Growth Spring 2022 to Spring 2023 (Percentage Points)
Grade 8	67.3	89.5	+ 22.2

Data Table 3 shows a comparison between students’ 2022 NGSS assessment scores and their 2022-23 NGSS aligned performance task which focused on the unit Space/Motions: Gravity and Motion and Solar System Scale. As a school we use the performance tasks to predict the performance of how students will perform on the NGSS assessment in the spring. When reviewing the values in the last column, it should be noted that the addition of performance tasks, adjustments of instructional approaches to include Science and Engineering Practices, Crosscutting Concepts and Disciplinary Core Ideas have resulted in significant improvements in student performance. Additionally, the integration and involvement of the K-12 Curriculum Specialist has allowed us to review our scope and sequence, adjust formative and summative assessments, incorporate place based phenomenon into multiple grade levels, and align classroom activities with a broader lens that has improved the student experience in the classroom.

Whole School Learning Indicator Goal

- *85% of students will score 3 or higher on the revised Portrait of a Graduate Communication, Collaboration, Critical Thinking, and Empowered Citizen 21st Century Skills Rubrics as measured by year-long performance in PowerSchool.*

We continue to integrate the Portrait of a Graduate into our classroom and instructional practices. This year teachers embedded the Communication, Collaboration, and Critical Thinking rubrics into their daily work and afforded students multiple opportunities to engage with and apply the rubrics when creating projects and presentations. Members of the CNH faculty and administration participated in the Curriculum Cabinet and collaborated with colleagues across the district to create the Empowered Citizen standards and rubric. In May, we will be reviewing and adapting this document for use at CNH in the 2023-24 school year. Each semester, a school-wide report is generated identifying the whole school and individual student performance. Our mid-year data report on two of our rubrics showed that 95.6 percent of students scored a 3 or higher on the Effective Communicator rubric, and 95.9 percent of students scored a 3 or higher on the Engaged Collaborator rubric. A number of teachers plan to use the Critical Thinking rubric during Semester 2. As noted above, at the mid-year point we exceeded our goal with having 95.75 percent of our students scoring a 3 or higher on our PoG rubrics. The final report will be available at the end of Semester 2 and will be shared with the Superintendent.

Parent Goal

- *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.*

Home school communication is a critical component of fostering a successful and positive school environment. While parents/guardians are able to access grades and attendance, along with comments, via the PowerSchool Parent Portal, it is critical that we reach out proactively and when students begin to struggle. Teachers reviewed the parent communication goal during their Goal Setting, Mid-Year, Review of Practice, and End of Year meetings in an effort to support positive and timely communication between parents/guardians and their teachers. On average, teachers were initiating parent communication via email or phone two to three times per week. Regularly scheduled positive calls home were a focus for many teachers to reinforce students' persistence with challenging tasks, being actively engaged in lessons and being positive members of the classroom community. They noted that the time spent in this activity has proven fruitful as students appreciate the positive outreach while also fostering positive relationships between the teachers and the parents/guardians.

As a school we are in the second year of positive postcards that are handwritten by the classroom teachers, and then read out loud, in the cafeteria, to student recipients by the Assistant Principal. This year 524 positive postcards were mailed home to parents/guardians. Students can also receive ACT leaves for demonstrating positive behaviors that support our school ACT goals: Students Are safe. Students Cooperate. Students Take Responsibility. All ACT leaves are displayed on an ACT “tree” outside our cafeteria where everyone may share in the positive recognition for students meeting or exceeding school expectations.

- *Review Smarter Balanced Assessment (SBAC) data and Next Generation Science Standard (NGSS) data, which includes disaggregating subgroup performance to inform and address any necessary curriculum revisions, priority standard implementation, adjustments in assessments, and pacing that are needed to increase student achievement.*

Teachers in ELA, math and science spent time during coaching sessions reviewing student work using a long established protocol which identifies students who are performing at the developing, approaching, mastery and above goal level. Assessment results are disaggregated with a focus on questions analysis, strengths - aligned with instructional strategies that contributed to the success, and needs - where errors were reviewed with a focus at understanding the topic to reteach or to adjust instruction. Future instruction included identifying students to whom re-teaching would be appropriate, when skills needed to be retaught or when differentiated instruction was appropriate.

Most teachers also had content planning time during the week where they reviewed their pacing guides, made adjustments based on student performance, and adjusted instruction based formative and summative assessment results. The K-12 Science specialist, along with science teachers, identified Modeling practices as an area of focus based on the most recent NGSS assessment results. Teachers have been creating and implementing learning activities and assessments to integrate this area in a more comprehensive and systematic way. All grades continue to refine performance tasks and have consistently used “Inner Orbits,” an NGSS Formative Assessment platform for Science, to evaluate student learning to inform instruction.

Grades 6-8 science teachers created and implemented performance tasks for Engineering, Investigation and Modeling. (Table 4).

Table 4

Task Type	Grade 6	Grade 7	Grade 8
Investigation	Feel the Beat	Flameless Heaters	Wrecking Ball
Engineering	Penguin Shelter	Earthquake Proof Structures	Roller Coaster Design
Modeling	Weather Event	Brine Shrimp survival in Ecosphere	Birthday Sunlight Party Planning

- *Collaboratively analyze various formative assessments in math using Student Work Protocol, including Performance tasks, Interim Assessment Blocks, ALEKS, and intervention data in mathematics.*

During coaching sessions throughout the year, teachers worked with the K-12 Math specialist, the department leader and the Director of Teaching and Learning to review results of Performance tasks, IABs, progress on ALEKs and intervention data in math. Each grade level reviewed areas of strength, identified priority areas to focus on, and discussed unit coherence and pacing concerns. Adjustments in how unit concepts were introduced, the frequency of small group instruction, and the use of the ALEKs program to reinforce new concepts has proven to benefit students as evidenced by their progress on summative assessments.

Teachers met in the fall to review the model used in the Math Investigations class with an aim at elevating student voice and engagement. Adjustments were made to the progress monitoring sheet that required students to take a more active role in setting, reviewing and adjusting goals based on their work in their math classes. The focus of the ALEKs program was adjusted to align with the content and topics being taught in the math class. This realignment has resulted in a higher level of engagement in the Investigations class as well as improved performance on formative and summative assessments in the math class.

- *Continue to integrate the Portrait of the Graduate (PoG) Collaboration, Communication, and Critical Thinking rubrics; Revise and Introduce the Empowered Citizen rubric and corresponding indicators that are aligned with our Coventry PoG competencies.*

Students frequently work with our PoG Collaboration, Communication, and Critical Thinking rubrics in all of their courses. They are provided with multiple opportunities to demonstrate their knowledge and skills in units identified by teachers. Work on revising and introducing the Empowered Citizen rubric will begin at CNH now that the Curriculum Cabinet has created and refined a model for the district to use. This work will begin in May of 2023 and will continue in the fall of 2023. Departments will also revisit their PoG rubric selection, lesson(s)/Unit(s) and Performance Indicators in light of having a fourth option to consider. Adjustments to department responsibilities will be made with an eye toward also incorporating the Authentic Innovator rubric which will be introduced during the 2023-2024 school year.

- *Strengthen student goal setting in literacy and mathematics, and continue to expand the use of digital portfolios in all grade levels to support our work connected to Student Led Conferences.*

All students in ELA classes, reading support classes, and math classes set goals tailored to their needs. In ELA students set goals related to brief writes (short focused written response). Goals were revisited throughout the year. Students in reading support classes set goals after the administration of the fall reading assessment with the assistance of the Reading Specialist. Students revisited their goals after the January reading assessment. All students set their math goals either in math class or advisory class. A small committee of teachers created and shared a slideshow presentation during a faculty meeting (October) with a focus on recalibrating our approach to Student Led Conferences (SLCs). A timeline and Digital Portfolio Checklist was provided which allowed students to have a similar experience despite being in different advisory groups. Student Led Conferences were held on March 16, 2023. Students were excited to share their work and progress with their parents/guardians and family members. There were 175 SLCs held across grade levels with the highest attendance being in Grades 6 and 7. A committee of teachers is reviewing our current processes and will recommend adjustments to the Leadership Team for the 2023-2024 school year. Possible adjustments to be discussed include the focus of the Grade 7 conferences to possibly include the Interdisciplinary Passage Presentation Project. The emphasis for Grade 8 students will also be reviewed with an aim of adjusting the process to better engage students in a future-focused presentation that will result in a higher rate of family engagement.

- *For implementation in the 2023-2024 school year, finalize the multi-disciplinary projects in Grade 8 that integrate the Coventry Portrait of the Graduate competencies.*

After discussions with the Social Studies Department, it was agreed that the multi-disciplinary projects were a better fit for the Grade 7 students. This is the second year that students in Grade 7 engaged in a multi-disciplinary project that was aligned with the PoG standards as well as the Grade 10 project at Coventry High School. Time was dedicated to vertical discussions with social studies teachers in grades 6-12 that resulted in a more streamlined and process focused approach to the lesson.

Grade 7 students spent three weeks researching, creating and finally presenting a project based on a current issue that is affecting the Amazon Rainforest in South America. They worked in small groups, conducted individual research, selected a presentation media (e.g., Padlet, Podcast, Storybook, or Screencast Video), gave a presentation and completed a self-reflection journal. Student work was assessed using a Project and Presentation Rubric aligned with our PoG standards. Our plan for the 2023-2024 school year is to incorporate this initiative into our Student Led Conferences evening where our Grade 7 students will be able to present their work to an audience of their family members and a teacher.

- *Continue to offer opportunities for high performing students, which includes our current Future Problem Solvers (FPS) curriculum as well as other instructional models.*

We have continued to offer modified opportunities through our Challenge and Enrichment Program (CEP). The CNH Morning Show has been recording their shows to showcase school specific video messages that teachers share, once a week, in their classrooms. The directors also meet to make a daily morning announcement on the days there is no video recording.

The Future Problem Solvers Program (FPS) continues to be a class in which students participate in critical thinking and looking at real world problems through a variety of lenses. We continue to find success in providing the rigor as the writing portion of the students' ELA curriculum. Students worked diligently throughout the year to not only understand the nuances of the FPS process, but also navigated the dynamics of working in a small group and refining their communication and problem solving skills. Students qualified for the state competition as they became more familiar with the topic of a "Throw Away Society." FPS offers four competitive components that students can participate in: Global Issues Problem Solving, Community Problem Solving, Scenario Writing, and Scenario Performance. Future Problem Solvers Program of Connecticut (FPSP of CT) hosted their State Competition Award Ceremony on March 21 and April 1, 2023. FPSP of CT teaches students how to think, not what to think. A number of CNH students earned recognition in the forms of medallions and for their work in the

area of Global Issues Problem Solving. Six students (across grades 6-12) are preparing for the international competition that will take place at UMASS, Amherst from June 7-11.

CEP and additional offerings include:

- Yearbook (pictures, file management, book layout)
- Newspaper (managed by M. Murdoch)
- Publicity (display case by Main Office)
- Challenge of the Week (manage a logic problem classroom with prizes)
- Math Acceleration
- Multiply Your Opportunities STEM workshop offered by UConn for females
- Science Olympiad Team (managed by C. Wilbur)
- Podcasting
- Connecticut State Science Olympiad
- Connecticut Music Educators Associations - Eastern Region Instrumental and Choral Festival
- UConn Jazz Festival performance and clinic
- Patriot's Pen youth essay contest
- CNH Blood Drive (Grade 6 student volunteers)

Twenty eight (28) students attended an in-person workshop in the fall which took place on the UConn campus at Storrs: "Females in STEM - Multiply Your Opportunities." The entire day was focused on providing students with a variety of learning opportunities, facilitated by women in STEM, that expanded their understanding of opportunities in these fields. The students reported being inspired by the speakers, workshops, and activities that allowed them to engage with adults and students from across the state.

Additionally, eleven Grade 6 students were offered the opportunity to independently complete the Grade 7 math curriculum through the ALEKs program thus allowing them to move ahead in their math course for the 2023-2024 school year.

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

Students currently enrolled in reading intervention are receiving instruction through the use of Leveled Literacy Intervention (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 BAS assessment to track their

progress and further determine needs. In the interim students will be regularly receiving warm Benchmark Assessment System (BAS) assessments in order to discover areas of weakness so that they are addressed regularly. SBAC questions stems have been incorporated into unit planning, warm-ups, and formative assessments to inform instruction. The ALEKs program progress data in Math Intervention-aligned with the math class instruction, allows students to have real time support with concepts and skills. Interim Assessment Blocks (IAB) and Performance Task data is disaggregated for targeted support and extension for students. Quarterly reviews are conducted for all students enrolled in the Math Investigation classes with areas of focus including personal progress on the number of topics mastered, with a discreet breakdown of topics by student for Initial Knowledge Checks and Topics Mastered by the end of each quarter. Individual goals are refined based on this information with “Ways to help at home” included that are linked to the topics the student is currently working on in the class.

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

Multiple training opportunities were provided for teacher training on aspects of differentiated instruction through Professional Development Days and Faculty meetings. Teacher leaders at CNH and CHS collaborated to create a half-day workshop where teachers were provided opportunities to engage in new learning and modify past practices (pre-covid). Teachers rotated between stations and reviewed, evaluated, and discussed classroom strategies to differentiate content, process, product and environment with a lens at providing support, and challenges, for students at their readiness level for a given unit or topic. These resources have also been utilized at subsequent faculty meetings where additional information and time for in-depth discussions was provided. Teachers shared artifacts, engaged colleagues in focused discussions, and worked to identify new approaches to increase the differentiation strategies they use in their classes. This will continue to be an area of focus for the 2023-24 school year as we will work to refine how intentional opportunities for differentiation are planned and implemented.

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

- *Explore the possibility of resuming educational visits to support partnerships with schools in China.*

CNH students have met virtually with our sister school in China (Qing Do No. 57 Middle School) during this school year. They have had weekly virtual meetings to communicate on topics such as hobbies, food, holidays, and school life. Students have also created and shared video postcards on Flipgrid to send greetings to each other when they were unable to meet due to the time change. Students have created and mailed holiday cards, with small presents, to each other during holiday seasons such as Christmas, New Year, and Chinese New Year.

- *Continue with year two of providing diversity and equity opportunities for students through small group activities focused on honoring and recognizing the importance of individual strengths as learners.*

Students in Grade 6 participated in three diversity and equity discussions with Paul Vivian and Audley Donaldson. The first and third sessions were in person with the second session being a virtual workshop. This was the third year these discussions took place for Grade 6 students. Mr. Vivian and Rev. Dr. Donaldson are respected local diversity training consultants who have been offering workshops on diversity to school districts in Connecticut for over 25 years. Mr. Vivian was the director of Meriden Children First. Rev. Dr. Donaldson is an Episcopal priest at St. Stephen & St. Martin's Episcopal Church in Brooklyn where he lives. He migrated to the United States from Jamaica in 1984 after accepting a scholarship from Yale School of Medicine and Yale Divinity School. Their presentations address differences with race, stereotypes, family composition, bullying, bystanders, and actively listening. They engaged students by asking open-ended questions and using humor and real world examples from their many years of friendship to foster a positive environment for discourse.

All Capt. Nathan Hale students attended an assembly facilitated by a trained presenter from Rachel's Challenge, a well regarded anti-bullying and anti violence education program developed following the Columbine tragedy that has trained thousands of students and teachers in developing positive and welcoming school cultures for their schools. All students took part in schoolwide presentations and 90 students and 10 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 the school-wide assembly in November. They also asked all students to start a "Chain Reaction" by completing, during every Advisory session, one or more links to be a part of a "Chain of Kindness" where they recognize a peer for being kind. The goal is to create as long a chain as possible which will be displayed in the school before the end of the year.

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

Social and emotional learning (SEL) practices and Adverse Childhood Experiences (ACEs)/Toxic Stress/Trauma were the focus of half-day professional development sessions and faculty meetings throughout the school year. Consultants Jo Ann Freiberg and Patricia Ciccone presented a workshop on "Bullying, Cyberbullying & Bullimania: Problems and Solutions" at our August Professional Development Day where they engaged faculty and staff in discussing, exploring and unpacking the complexities of this topic in a school setting. They shared updates on Connecticut Bullying Statues, National School Climate Standards, Case Studies from CT over the past seven years, the importance of creating a positive school climate, and school connectedness.

Jo Ann Freiberg and Patricia Ciccone returned to Capt. Nathan Hale in February to present a half-day workshop on "Adverse Childhood Experiences (ACEs)/Toxic Stress/Trauma." Adverse Childhood Experiences (ACEs)/Toxic Stress/Trauma Adverse Childhood Experiences (ACEs) are the largest public health crisis to be identified in the past thirty years. Traumatic childhood experiences (toxic stress/trauma) impact a child's daily life in the home, in school and the community as they grow. Faculty members engaged in thoughtful and student-centered work with an aim at expanding their knowledge base on the critical factors that may impact a student's ability to be ready to learn, coupled with strategies to incorporate in order to foster positive and welcoming learning environments for all students.

Faculty and staff participated in a half-day workshop presented by Moncia Genta, author of "Rooted Classroom" where staff were challenged to rethink how they interpret challenging student behaviors and also to create authentic and "awesome" moments in their day. Monica engaged staff members in discussions based on her experience in the classroom, shared unique and engaging strategies to foster a positive learning environment and asked participants to give examples of how they could incorporate new approaches in their classrooms.

- *Utilize the Devereux Student Strengths Assessment (DESSA) universal screener to develop and implement additional tiered interventions to address students' social and emotional competencies (SEC) and learning needs.*

ELA teachers completed a screener for all students in their classes with the help of special education teachers. If a student was flagged as “at-risk,” the teacher then completed the full DESSA questionnaire. Members of the Capt. Nathan Hale Clinical Team (school social worker, school psychologist, school counselors) reviewed and analyzed the data generated from the DESSA screener. The data was utilized to develop tiered strategies to assist with our multi-tiered system of support for the varying needs of our students.

Twenty students were identified as “at-risk” (5 percent of the school population) on the full DESSA questionnaire. Twelve of the 20 were paired with volunteer teacher and administrator mentors who met with their mentees once a week for at least 20 minutes. Two students were paired with a member of the Information Technology Department (IT) and have been enrolled in our student tech apprentice program. They have worked with members of our IT department to repair Chromebooks and, over the course of the year, have increased their knowledge to the point of becoming essential members of the department. All parents were contacted and all but two parents gave permission for their child to participate.

A follow-up administration of the DESSA screener/questionnaire will be administered in May. Results will be used to inform support that may be put in place for the end of the school year, over the summer or at the start of the 2023-2024 school year. Members of the CNH Clinical Team work closely with their counterparts at CHS and any student who is flagged as “at-risk” will be supported as they transition to ninth grade.

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

The Library staff began the year with a library orientation for all grade levels that reviewed the numerous resources available to students from the library. After that, students came to the library before school, between classes and during classroom visits. We also hosted a Scholastic Book Fair (after 2 years) that took place during the week of Open House. The book fair gets students excited about reading through trailers provided to ELA teachers and the shopping that occurs at school! All ELA teachers gave students the opportunity to browse for books.

During Enrichment blocks throughout the year, over 60 students participated in reading to preschoolers at the Hale Early Education Center (HEEC). This was a great opportunity for CNH students to engage with our younger students at HEEC and share their joy of reading with everyone in attendance.

Every month student written book reviews are included in the school newspaper which is emailed to students and posted on a website linked to the library media center website: Nathan Hale News. Throughout the year, the library collaborates with many teachers to co-teach lessons related to research and SBAC preparation. Most lessons are shared on the CNH Library Google Classroom. Additionally, each quarter the library recognizes the Top 10 Library Patrons. The student names are posted in the library, and the games begin! Each quarter the names and rankings change, but in every case the top ten library patrons check out between six and 61 books!

In March CNH students and staff celebrated Read Across America with a bulletin board of teachers reading. Sixteen (16) staff were involved, and 55 students participated in the contest, and they know their teachers as seen by the top students!

Capt. Nathan Hale Middle School welcomed middle grade author Lisa McMann to visit students and participate in activities for Literacy Night Before Dark on Tuesday, March 28, 2023. After school, 28 students signed up to listen to the author share ideas about character development and answer questions about books. In addition, students participated in fun literacy based activities. Students explored the library in a scavenger hunt, raced library carts around the cafeteria, and played trivia games. Snacks, raffle prizes, and camaraderie were the final touches on this fun, engaging afternoon of literacy! Throughout the year the library and ELA teachers promote the state chosen Nutmeg nominees by reading and creating projects based on each student's choice. In April, the entire school was invited to vote. The top Nutmeg readers for each grade will be invited to a pizza party in June - Nutmeg Voting & Celebration.

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

- *Provide 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.*

Activities that promoted a welcoming and accepting school climate included, but were not limited to:

- Monthly whole-school rewards including going outside, by grade level, for lunch or offering a movie during lunch
- Two school wide pep rallies where a wide range of students participated - Students cheered for, not against, their classmates:
 - Team building activities where students competed for the best time in a variety of student created games.
 - Faculty vs. Students Basketball game with CHS students acting as coaches and referees. Members of all three grades also participated in a game of basketball “knockout” where they raced against each other to complete two basketball scores in a fun-filled and frenetic event.
- Student of the Month recognition
 - Quarter 1 - Citizenship
 - Quarter 2 - Leadership
 - Quarter 3 - Most Improved
 - Quarter 4 - Overall Academic Performance

Fifteen students are recognized each quarter representing five students from each grade level. ELA, math, related arts, science and social studies teachers identify students who have met the criteria for each quarter and students are treated to a special luncheon with building administrators, receive a certificate, and a letter of recognition is sent home to memorialize the day. This translates into 60 different students being recognized for positive choices, growth, work ethic, integrity, and sustained excellence.

- Game of the Week
 - A teacher organized four different “Games of the Week” where students stayed after school (2:20 - 3:34) and engaged in a variety of activities including traditional yard games (but in the cafeteria), popcorn and a movie, arts and crafts before watching a middle school compete against a visiting school.

Student athletes appreciated having more of their peers at the games and students who stayed after school had the opportunity to build relationships with peers and teachers in a relaxed and positive environment. This activity will continue in the 2023-24 school year with the possible inclusion of students from each grade level assisting with the planning for each event.

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

Dr. Linda Darcy, the Director of Teaching and Learning at LEARN was the facilitator for a workshop on Diversity, Equity and Inclusion with the impetus for the workshop originating from the district wide DEI committee. Teachers engaged in lively discussions centered on topics such as Interrupting Bias, Ally-ship, and Classroom Discussion Strategies. One of the most impactful segments of the workshop was focused on strategies to engage students by taking four different approaches when presented with challenging situations - Interrupt, Question, Educate and Echo. Teachers also discussed approaches to take when they encounter novel situations that might require them to gather more information or research an area they are unfamiliar with. A key aspect of this discussion was the difference between "Intent versus Impact." Teachers were also presented with strategies they could use in the classroom to foster an environment where solution driven conversations could take place when students had authentic questions about learning activities and how they connect to their lives. Fostering opportunities for student voice, being comfortable with silence and recognizing when a topic needs to be sunsetted or redirected were key components of this segment of the workshop.

- *Utilize the leadership talent of teachers to lead professional development, serve as mentors, develop curriculum, and engage on various school-wide and district-wide committees.*

CNH teachers are actively encouraged to lead professional development, serve as mentors, develop curriculum, and engage in a variety of school-wide and district-wide committees. They also have taken advantage of opportunities to present at regional, state and national conferences:

- 14 teachers are TEAM trained
- 7 teachers hosted college student interns and/or student teachers
- 2 teachers are members of the district wide Diversity, Equity, and Inclusion committee
- 3 teachers are members of the Curriculum Cabinet
- 5 teachers presented at faculty meetings this school year
- 4 teachers presented at regional, state and national conferences
- 7 staff members served on the school climate committee
- 17 teachers wrote curriculum last summer
- 17 teachers are scheduled to review, revise or write curriculum this summer

- *Maintain partnerships with ECSU, UCONN, and other local universities and colleges through supporting student teacher assignments, practicums, and internships.*

This year CNH supported 14 interns/student teachers from UConn and ECSU. Intern assignments were in the following departments: Learning Everyday Alternatives for Success and Achievement - LEASA Program, ELA, Math, Social Studies, School Counseling and World Language. We already have six UConn placements for the 2023-24 school year in the ELA, LEASA Program, Math, Music and World Language departments.

CNH also continued our relationship with the UConn Community Outreach program where university students mentored CNH students after school, beginning in October and ending in May. They worked in the ELA and Math tutoring programs as well as in the Library Media Center, under the supervision of CNH faculty and staff, building positive relationships with students while supporting them in the acquisition of academic and social skills. UConn students are planning to return to CNH in the fall of 2023 to continue this partnership.

- *Continue to recognize and honor staff who have demonstrated excellence in teaching and learning in multiple ways, including at faculty meetings, leading professional development, Positive Postcards, and the Teacher of the Year program.*

Each faculty meeting begins with "Good News, Announcements and Awesome Moments!" where colleagues are encouraged to share recent PD opportunities in addition to highlighting work done in the building, district and in the state. (i.e. Laura Hipp NELMS, Amy Couch as a presenter and Liz Chatis and Laura Hipp presenting at March NELMS Conference). CNH also participates in the district-wide Teacher of the Year (ToY) program and had eight different teachers, across six different content areas, recommended for consideration to represent the school. One teacher was identified as being a model representative and participated in the ToY process.