Capt. Nathan Hale School

2022-2023 Goals

May 25, 2023

Ross Sward

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

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.

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
	70.3	**78.53**	**+1.2 above target**

November 8th AM Professional Development Schedule- ELA

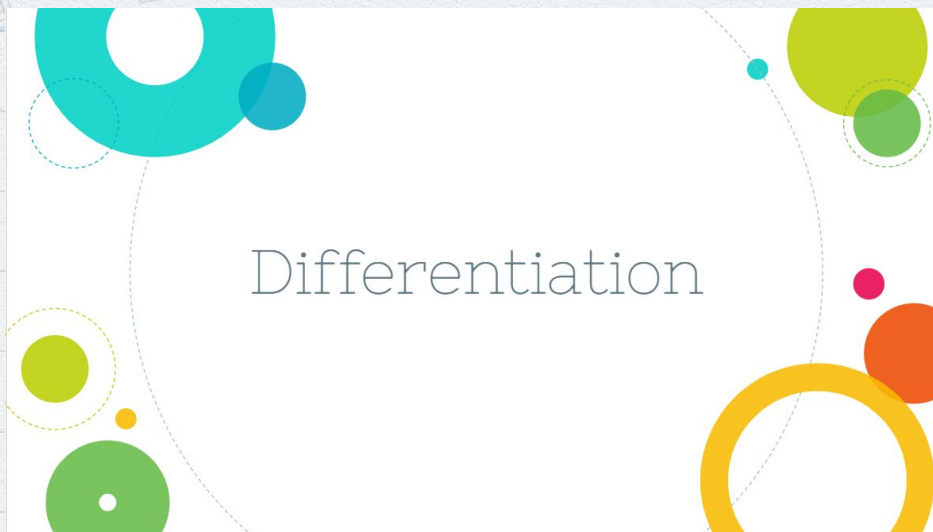|	6th Grade	7th Grade	8th Grade
8:30-9:30	Review Listening Practice #1 w/ Kara H. - Data - Question analysis - Simplified student work protocol & plan for next steps	Vocabulary Planning w/ Christina Z. - Create "word sums" practice for upcoming prefixes and suffixes - Review google form vocabulary assessments and incorporate different question stem styles (see example) - Revise slides - Create modified slides	Nutmeg Unit - Implement Catlin Tucker Strategies - Create lesson for writing that incorporates SBAC target 13 (text structures and features) question stems - Think about plan for differentiation (PM session)
9:30-10:30	Vocabulary Planning w/ Christina Z. - Introduction of new model - Mini lesson slides - Universal tasks-word sums and Frayer models - Choice activities - Assessment (Google form)	Review Listening Practice #1 w/ Kara H. - Data - Question analysis - Simplified student work protocol & plan for next steps	Vocabulary Planning - Create second bundle of activities after first assessment - Planning Doc - Do you want to mix up options? - Change Frayer Model or Word Sums? - Change Choice activities?
10:30-11:30		Develop Language Standards Lessons?? Jen share what she has tried with new resource- *Patterns of Power* OR Embed Catlin Tucker Model- *station rotation, choice board, playlist*	Review Listening Practice #1 w/ Kara H. - Data - Question analysis - Simplified student work protocol & plan for next steps

Spring CNH IAB Post Data 2023

Grade:	Information:	Literary:	Research:
6	Student Work Protocol Gr. 6 informational PORTAL DATA Gr. 6 informational question analysis Constructed response student samples	Gr. 6 Student Work Protocol-Literary Gr .6 literary PORTAL DATA Gr. 6 literary question analysis Sample constructed responses	Gr. 6 research PORTAL DATA Gr. 6 research question analysis Gr. 6 student work protocol
7	Student Work Protocol Gr. 7 informational PORTAL DATA Gr. 7 informational question analysis Constructed response student samples	Gr. 7 Student Work Protocol-Literary Gr. 7 literary PORTAL DATA Gr. 7 literary question analysis	Gr. 7 research PORTAL DATA Gr. 7 research question analysis Gr. 7 student work protocol
8	Student Work Protocol Gr. 8 Informational PORTAL DATA Gr. 8 Informational question analysis Constructed response samples	Gr. 8 Student Work Protocol-Literary Gr. 8 literary PORTAL DATA Gr. 8 literary question analysis Sample constructed responses	Gr. 8 research PORTAL DATA Gr. 8 research question analysis Gr. 8 student work protocol

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

Differentiation

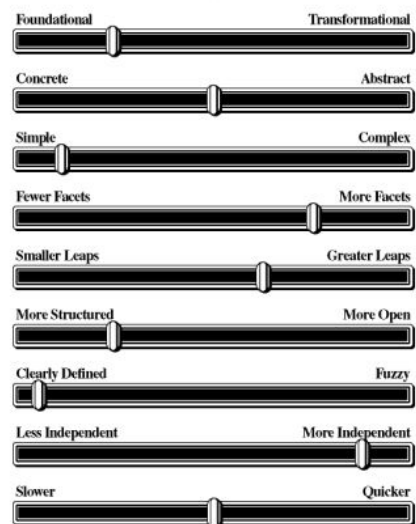| How can we use differentiation in our classrooms?		
Content (What's being taught)	**Process** (How it's being taught)	**Product** (How students demonstrate their learning
• Chunked texts • Varied topics for research based on interest • Independent study options • Interest centers • **Optional mini-lessons on a specific topic or skill** • Readings at varied levels of difficulty • **Hands on demonstrations** • Choice of how reading is delivered (online, printed, etc.) • Pre-teaching of concepts/vocabulary • Incorporation of visuals • **Text to speech options**	• **Opportunity to work alone, in pairs, or in small groups** • Group roles when in small groups • Choice of review activities • Supportive technology • **Amount or kind of teacher help available** • Various types of graphic organizers • Sentence/Discussion starters • Partial/full notes • **Word walls, visual dictionaries, videos**	• Product options that respond to varied interests or learning profiles (**CHOICE**) • Varied timelines or check-in points • Varied criteria for success (student friendly rubrics, **checklists, samples**) • Varied Audiences (in age, background knowledge, size, etc.) • All for some choice of questions on tests and quizzes • **Allow for redos/corrections**

8th Grade

Nutmeg Unit
- Implement Catlin Tucker Strategies
- Create lesson for writing that incorporates SBAC target 13 (text structures and features) question stems
- Think about plan for differentiation (PM session)

The Equalizer

Foundational ———————— Transformational

Concrete ———————— Abstract

Simple ———————— Complex

Fewer Facets ———————— More Facets

Smaller Leaps ———————— Greater Leaps

More Structured ———————— More Open

Clearly Defined ———————— Fuzzy

Less Independent ———————— More Independent

Slower ———————— Quicker

Wormelli:"Differentiation: From Planning to Practice, Grades 6-12"

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

7th Grade Project

This year, you will participate in an **interdisciplinary** project that will challenge you and your partner to become problem solvers in the 21st century! You will engage in the **LAUNCH** cycle of the project design process. The LAUNCH cycle works in stages:
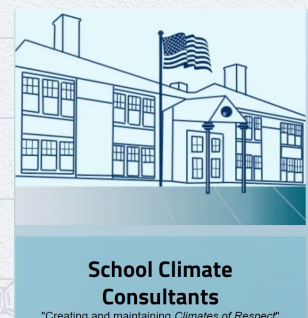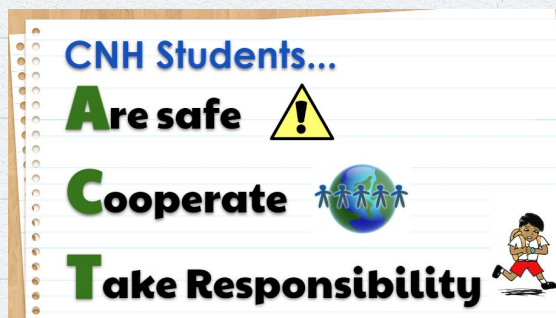
1. **L**ook/listen/and learn (Discuss with your partner)
2. **A**sk lots of questions (What will you research?)
3. **U**nderstand the problem or process (Research and learn!)
4. **N**avigate ideas (Make a plan)
5. **C**reate (Make your project)
6. **H**ighlight what's working and failing (Reflect)

LAUNCH to an AUDIENCE (Presentation to the class!)

Foster a Welcoming School Climate and Culture

- 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.

CNH Students...

Are safe

Cooperate

Take Responsibility

School Climate Consultants
"Creating and maintaining *Climates of Respect*"

Questions?