

**Coventry Public Schools  
Coventry Grammar School Goals  
for the 2022-2023 School Year  
By: Ronda Carrie, 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, Math SMART Goals**

- **Literacy**
  - 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 BAS Level	% At or Above Benchmark Goal	% End of Year Achievement
Kindergarten	D	80%	82%
Grade One	J	80%	79%
Grade Two	M	75%	92%

- Kindergarten and Grade One students will score 85% or higher by spring on the respective subtests of the Phonological Awareness Skills Test (PAST).

	Grade Level Average
Kindergarten	97%
Grade One	95%

- Grade One students will increase their Rausch Unit (RIT) score by 16 points on the Measures of Academic Progress assessment.
- Grade Two students will increase their Rausch Unit (RIT) score by 12 points on the Measures of Academic Progress assessment.

MAP	Fall	Spring	Growth
Grade 1	156.2	174.9	+18.7 National Norm: 15.5
Grade 2	176.9	190.3	+13.4 National Norm 13.2

We made several adjustments to our literacy instruction in all three tiers. A comparison of sight word data from spring of kindergarten to fall of grade one analyzed words gained, words maintained and words lost between May and November 2022. Thirty-eight percent of students lost automatic recall of ten or more words during that time. Professional texts, such as, *Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills (The Science of Reading in Practice)* by Julia Lindsay, contributed to revising our instructional practices. CGS reading consultants provided professional development on orthographic mapping to our kindergarten and grade one teachers. This expertise was gained through attending the Orton Gillingham Online Academy, in addition to various webinars. This work is also represented in David A. Kilpatrick's book *Equipped for Reading Success: A Comprehensive, Step-By-Step Program for Developing Phonemic Awareness and Fluent Word Recognition*, a training that nearly all kindergarten and grade one teachers have completed.

Coaching sessions led by the K-12 Literacy Specialist/ELAC, dedicated time to developing strong Tier II instruction. This included analyzing data, revealing the deficit areas to address, determining student grouping for targeted instruction and establishing the sequence of lessons and instructional materials. Progress monitoring for students in Tier II was recorded in the school-wide spreadsheets and reviewed at weekly reading meetings and Student Assistant Team Meetings. Tier II focus of instruction was also determined at intervention cycle transition meetings. As we learned more about the use of decodable texts within reading instruction, we systemized the use of resources such as, *Flyleaf Emergent Readers* and *Heggerty's* series.

We revised our process for transitioning from each cycle of intervention. All specialized instructors and interventionists, in both reading and math, met with each classroom teacher for thirty-minutes the week prior to one cycle ending and the next cycle beginning. Grade level cohort data was provided to assist with the context for each child's performance. This comprehensive and all inclusive review included not only the determination of exit and entrance to Tier III, but equally important, the focus of the classroom Tier II instruction.

Our Student Assistance Team process likewise underwent some refinements. There were two levels of membership. Core members attended every weekly meeting and included the social worker, one special education teacher, one reading consultant and the principal. The teacher who signed a student up for S.A.T., provided the names of all other service providers or experts who would be needed. A liaison was established. This was the other reading consultant and she met with the teacher prior to S.A.T. to provide support to the teacher. This came in the form of assisting with an S.A.T. checklist and honing in on the areas of concern and questions.

### **Mathematics**

- Fact Fluency
  - 75% of kindergarten students will show mastery of their subtraction fluency within 5 as demonstrated by their spring post subtraction fluency ESGI assessment.(7 out of 8 correct)
  - 75% of grade one students will show mastery of their subtraction facts within 10 as measured by the post CORE Fluency assessment. (18/20)

- 80% of grade two students will show mastery of their subtraction facts within 20 as measured by the post CORE Fluency assessment. (18/20)

Subtraction Fluency Mastery	Kindergarten	Grade 1	Grade 2
% Mastery Goal	75%	75%	80%
% End of Year Achievement	81%	78.4%	81.6%

- Percent of students who mastered current grade level fluency and accelerated to the next level.

	Addition	Subtraction
Grade 1	67%	37%
Grade 2	72%	69%

- Grade One students will increase their Rausch Unit (RIT) score by 15 points on the Measures of Academic Progress assessment.
- Grade Two students will increase their Rausch Unit (RIT) score by 15 points on the Measures of Academic Progress assessment.

MAP	Fall	Spring	Growth
Grade 1	160.1	180.1	+20 National Norm: 16.4
Grade 2	179.5	197.6	+18.1 National Norm: 14.4

We continued a fierce commitment to students learning the strategies to solve subtraction facts. Sprints took a back seat as we increased the time students identified and explained the strategy used to solve a math fact. Math coaching, similar to literacy coaching, dedicated time to analyzing data to inform grouping of students for Tier II instruction by the classroom teacher. The groupings, coupled with developed lessons and materials, raised the bar for Tier II outcomes. Our What I Need (W.I.N.) blocks were protected for Tier II small group instruction. Students who were performing at and above grade level received more opportunities for enrichment classes during W.I.N., and this allowed teachers an increased opportunity to focus on small groups of students with clearly identified learning needs.

Research by the math interventionists elevated our most intense, Tier III instruction. Two new programs, Building Fact Fluency: A Toolkit for Addition & Subtraction, Grades K-2 and Kickstart: Number Sense, augmented the success of the Bridges Intervention targeted instruction.

### **Whole School Learning Indicator Goal**

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

Each grade level selected two performance areas to instruct, practice, perform and assess, each of the three trimesters. It is a tall order and requires explicit instruction of every component of the Portrait of the Graduate rubric in order for students in grades K-2 to meaningfully engage in each performance area. By making the scoring form, visuals and terms universal across all content and settings, we have begun to establish genuine understanding by our students. In addition to the classroom, the library, art, music, physical education and lunch room staff use this form to set academic, social and behavioral goals.



Classroom teachers utilize read-alouds, Second Step lessons, modeling, role playing and videos to instruct skills of respectful sharing of ideas, active listening, use of a loud and clear voice to present and reflect accurately on one's own skills.

<b>Trimester 3 Data</b>	Kindergarten	Grade 1	Grade 2
Communication			
Listening	2.53	3.19	2.95
Delivering Oral Presentations		3.14	3.0
Collaboration			
Cooperation	2.60	3.39	2.91
Self-regulation/reflection		3.26	2.85

### **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.

Every task on our Family Volunteer Program plan was fully completed, scoring 100%. We developed a Volunteer Handbook and a Parent Volunteer Sign-Up Form. Professional Development was provided to staff to assist with expanding the traditional volunteer roles,


manage confidentiality and extend appreciation to include real time expressions of thanks from students and staff. Parents served as Mystery Readers, field trip chaperones and in-classroom volunteers. Parent presence and support during the October Firehouse trip, Grade One Air Museum excursion and Nature Trail walks fostered the partnership between home and school. This year we pivoted from holiday themed events to seasonal events. Parents played a major role in this transition. The outdoor kindergarten Fall Festival consisted of parent-created and facilitated stations. Students experimented with sink and float concepts, watched an eruption out of a pumpkin, navigated a sight word obstacle course and enjoyed aerobic activity while reciting math facts. In grade one and two, students rotated within and between classrooms to engage in parent-led activities such as crafts, read-alouds and project-based learning.

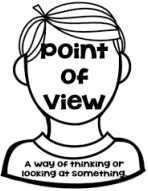




To honor parents as experts, they were invited to present skills, hobbies and passions to students. A parent shared his collection of remote control cars, demonstrated their features and discussed the care and maintenance of the cars. A business owner/parent taught first-graders to screen print, each student making their own tote bag. A professional yoga teacher conducted lessons with classes and a former physical education teacher coordinated fitness activity stations. These are just a few examples of the new ways we engaged parents.

Our ongoing expressions of thanks took form as notes from students, See Saw postings and a big finale of a Volunteer Appreciation Breakfast with small gifts keeping with our year-long bee theme. Each volunteer received tea and honey with an attached note, "Thank you for "bee"ing an amazing volunteer!"

- Develop the Critical Thinker rubric that articulates the performance areas of solving problems, reasoning effectively, making evidenced based decisions, analyzing and evaluating outcomes and displaying characteristics of an inquisitive learner.

CGS representatives serve on the Literacy Council and Curriculum Cabinet, two venues involved in crafting the district level rubric for each Portrait of the Graduate competency. As was the case with the Effective Communicator and Empowered Citizen rubrics, we align with the district rubric, while adjusting to age-appropriate standards and language. Additionally, we select a visual for each performance area that aids students in their understanding of advanced skills such as constructing arguments and identifying points of view.

Performance Area	1 - Emerging	2 - Progressing	3 - Meets	4 - Exceeds
<b>Information and Discovery</b> 	<p>I am still working on describing a problem or investigation with my own words.</p> <p>I am still working on asking questions related to the topic.</p>	<p>Some of the time, I can describe a problem or investigation with my own words.</p> <p>Some of the time, I can ask questions related to the topic.</p>	<p>Most of the time, I can describe a problem or investigation with my own words.</p> <p>I can ask questions related to the topic.</p>	<p>I can describe a problem using my own words, with details and an explanation.</p> <p>I can ask questions related to the topic that lead to other questions.</p>

<p><b>Interpretation and Analysis</b></p> 	<p>I am still working on identifying points of view from more than one source with some accuracy.</p>	<p>Some of the time, I can identify points of view with some accuracy from two sources.</p>	<p>Most of the time, I can identify points of view accurately from multiple sources.</p>	<p>I can consistently describe and interpret points of view from sources and use the evidence to support the argument.</p>
<p><b>Reasoning</b></p> 	<p>I am still working on making conclusions or predictions with given information.</p>	<p>I make conclusions or predictions that are only partially correct.</p>	<p>I use information to make accurate conclusions or predictions.</p>	<p>I can support my reasoning for my conclusions or predictions.</p> <p>I can gather additional information to support my conclusions or predictions.</p>
<p><b>Problem Solving/ Solution Finding</b></p> 	<p>I am still working on creating ideas to solve a problem or answer a question.</p> <p>I am still working on making connections or finding relationships.</p>	<p>Some of the time I can explain how to solve the problem or answer a question.</p> <p>Sometimes I make connections and find relationships.</p>	<p>I can explain my ideas about how to solve a problem and/or answer a question.</p> <p>I make connections and find relationships to clearly describe my ideas.</p>	<p>I can clearly and persuasively describe how to best solve the problem or answer the question.</p>
<p><b>Constructing Arguments</b></p> 	<p>I am still working initiating an argument or my opinion with reasons, facts and details.</p>	<p>Some of the time, I am able to initiate an argument with limited reasons and details.</p>	<p>Most of the time, I can initiate an argument with appropriate proof, reasons and details to support my opinions.</p>	<p>I always initiate an argument using valid, logical and authentic reasons and opinions (Includes multiple reasons and details that enhance and extend opinions.).</p>
<p><b>Self-Regulation/ Reflection</b></p> 	<p>I am still working to reflect on my own critical thinking skills accurately.</p>	<p>Some of the time I can reflect on my own critical thinking skills accurately.</p>	<p>Most of the time I can reflect on my critical thinking skills accurately.</p>	<p>I always ask for feedback and consistently reflect on my critical thinking skills accurately.</p>

- Develop a Grade 2 Passage Presentation that is Portrait of the Graduate aligned, inclusive of several content areas, research-based and reflective of student interest.

The Historical Figures Unit will serve as a launch for the multi-disciplinary project. Grade two students will research the character traits and community contributions of adults representative of a variety of cultural and professional backgrounds. Following their research, students will develop a list of traits that helped the historical figures make a difference in their world/communities. This will be brought to the local level through an exploration of people in students' lives and communities whom they have seen working to improve conditions. A community member will be selected to research in greater depth. The research will include a personal interview, impact statement, biography and portrait. The items will be compiled into a bound book that will be housed in the school library. This gallery of heroes will also be

represented in video format for viewing by families and community members at large. The Portrait of the Graduate rubrics will be utilized to assess student performance. Specifically, the Critical Thinker, Engaged Collaborator and Effective Communicator competencies will be measured,

- Create a master schedule that maximizes the talents of the art, music, library media, physical education and challenge and enrichment teachers in alignment with the W.I.N. (What I Need) sessions. In doing so, we will increase the enrichment offerings and participants.

Our expansion of enrichment programs was calculated and coordinated, yielding tremendous results. Musical exploration at each grade level was shared with parents via See Saw including taped performances at the conclusion of each round of lessons. Art enrichment provided the means to explore artistry preceding the PTO sponsored Tanglewood Marionettes show, The Dragon King. Purchase of new equipment, such as stationary bikes and maker space materials, contributed to new adventures and learning in the library and gymnasium. Maximizing the grade one engineering sequence of lessons resulted in an entire third semester open for small group STEAM lessons by the Challenge teacher. As student achievement soared in mastery of math fact fluency, math interventionists created Math Club sessions designed to stretch students achieving at and above grade level. The addition of kindergarten students to the enrichment schedule reinforced the academic gains realized by nurturing the whole-child.

	<b>Event</b>	<b>Participants</b>
<b>Kindergarten</b>	Maker Space	21
	Fitness: Bikes	11
	Instrument Exploration	20
	Pop Art Sculptures	5
	Individual Sculptures	6
	Marionettes	5
	TOTAL	68
<b>Grade 1</b>	<b>Event</b>	<b>Participants</b>
	Makerspace	30
	Collaborative Artworks	25
	Marionettes	6
	Animal Prints	10
	Musical Keyboarding	19
	STEAM	24
	Hoops	3

	TOTAL	117
Grade 2	Event	Participants
	Book Club	36
	Pop Art Sculptures	6
	Printing Techniques	15
	Hoops	7
	Ukulele	5
	Musical Keyboarding	15
	Math Club	20
	Girls Who Code	36
	STEAM	12
	TOTAL	152

- Gain proficiency in the statewide Special Education Data System designed to improve the special education process and the quality of Individual Education Plans. Monitor progress by degree of alignment to CT IEP Quality Training standards. Include CT-SEDs as a topic on meetings agendas and during professional development days.

Proficiency by special education staff was the priority this year. Special education teachers, the speech and language pathologist, social worker and school psychologist devoted nearly all professional development days, many Faculty Meetings, four extended program level meetings and release time to attend state webinars and conferences. The incorporation of the new processes was evident at Planning and Placement Team meetings and 504 meetings. Weekly CGS SPED Meetings included CT SEDs as a standing agenda item, allowing for problem-solving across team members. Monthly department meetings at the district level were also devoted to the implementation of CT-SEDs. When the enormity of the task was realized, the district created the means for staff to work beyond the school day for pay. The district-level support, direction and guidance by the Director of Pupil and Staff Support Services never wavered.

- Coordinate training and implement Empower™ Reading with students in second grade who struggle with reading. Analyze data during weekly, content specific intervention meetings to inform Tier III and specialized instruction.

Empower™ Reading is being used in several schools in Connecticut, including Coventry Grammar School, as part of two research studies, one conducted by Yale University and the other jointly between Haskins Laboratories and the University of Connecticut. The **Empower Reading: Grades 2-5, Decoding & Spelling** module 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 year five CGS students were selected to participate in Empower. The students learned metacognitive decoding and spelling strategies, including **Sounding Out Strategy, Rhyming Strategy and Vowel Alert Strategy**. The same students will continue the program in third grade, where they will learn two additional strategies: Peeling off Strategy and Spy Strategy. Empower provides students the organizational framework to orchestrate successful selection, application, monitoring, and evaluation of the Empower™ strategies. These strategies then support development of reading fluency at the text level.

### Grade 2 Reading Growth (BAS, Sight Words , Measure of Academic Progress)

Students	BAS Baseline Goal: J	SW Baseline	MAP Fall Goal 172	BAS May Goal: M	SW May Goal: 169	MAP Spring Goal: 185 +12
Student A	F	78	167	M (+1 yr. 5 mo.)	165 (+87 words)	190 (+23 )
Student B	H	44	167	L (+1 year)	166 (+122 words)	196 (+29)
Student C	E	34	142	K (+1 year)	135 (+101 words)	173 (+31)
Student D	F	68	160	K (+1 year)	164 (+96 words)	167 (+7)
Student E	G	120	155	K (+.9 years)	168 (+48 words)	160 (+5)

- Provide additional learning time by means of Summer Academy, Summer Enrichment, Incoming Kindergarten Transition Academy, After School Academy and Tutoring in response to two years of interrupted education.

Defined Learning served as the primary program during the 2022 one-week Summer Enrichment. Three sections for outgoing grade one and two students were held, 8:30-11:30am. Thirty students selected from standards-aligned interdisciplinary projects. Examples included designing a food truck, establishing a candy store, becoming a cupcake baker and creating a toy.

The 2022 Summer Academy also ran three sections, but was for two weeks, again enrolling outgoing grade one and two students. A combination of small group instruction in math and/or reading, utilization of online platforms such as Lexia, Zearn and Moby Max with minimum minute requirements, Eureka Application Problems and Foundation lessons served as the curriculum.

A week-long Kindergarten Transition Academy was held in August with an enrollment of fifteen incoming kindergarten students. A kindergarten teacher and a paraeducator instructed students in whole-group, small-group and one-to-one. The schedule included Morning Meeting, literacy activities, snack, math lessons and play time during which turn taking, sharing and following

routines were practiced. Each student received a home kit with a book, math manipulatives and bubbles.

Two sessions of After School Academy were held, fall and winter. Extra practice and instruction with curricular aligned topics were provided for second and first grade students from 3:45-4:45 pm, Tuesdays and Thursdays, 10 days. Driven by student data, some academies were content specific, reading or math, while others included both reading and math. Grade one and two students were mixed in some cases, grouped by academic need, not grade.

Alongside the academy, enrichment and tutoring, two after school programs that contributed to student learning was the Lutz Program, provided on three early release dates, and Coding with Legos. The Lutz Programs were 45-60 minutes in length and were titled, Fur, Feather or Scales and Wildlife Illustration Part 1 and Part 2. Live animals accompanied each presentation. Coding with Legos was instructed by the Library Media Specialist on Thursdays, thus allowing for access to the Academy transportation, and allowed students to create and explore scientific discoveries as they build, program, and modify projects.

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

- Utilize universal screener resources to provide whole class, small group and individual explicit instruction of eight social emotional competencies; self-awareness, self-management, social awareness, relationship skills, goal-directed behavior, personal responsibility, decision making and optimistic thinking.

DESSA	Fall 2022	Spring 2023
Need for Instruction	7%, 27	4%, 14
Typical	78%, 288	72%, 260
Strength	14%, 52	24%, 85

DESSA	Pre		Post		Pre		Post	
Kindergarten	4%, 5	4%, 5	87%, 103	86%, 103	8%, 10	10%, 12		
Grade 1	11%, 14	4%, 5	71%, 90	68%, 78	17%, 22	28%, 32		
Grade 2	7%, 8	3%, 4	77%, 95	64%, 79	16%, 20	33%, 41		

This year we transitioned assessing student progress on social skills aligned with Collaborative for Academic, Social, and Emotional Learning (CASEL) on the K-2 report card. In addition to continued use of Second Step as our primary Tier I social and emotional learning program, we augment instruction with lessons from the Aperture Education platform. These lessons are designed to meet the needs of the whole group, small group and individual students. Parallel to our academic four-week boost, we initiated a SEL Boost led by pupil services staff with student selection informed by the DESSA data. As the year progressed, we monitored student growth

and established small group instruction by area of need. We purchased read-alouds aligned with the pressing topics, such as, managing one's emotions and resolving conflicts constructively.

- Provide second grade students with a live performance of Be an Upstander, a program that offers ways to be an upstander (vs a bystander) when they see mean behavior. Institute the Purple Hands Pledge and accompanying experiences to promote kind, tolerant and supportive behavior.

Kindness is a key and constant theme at CGS. Grade 1 students create kindness rocks that line the entrance of our main office. Students earned Kindness Coins at the completion of this year's first annual Get Outside and Play Children's Mental Health Day. This was an extension of April Autism Awareness Month. An activity to promote understanding is to walk 1.44 miles in support of the 1 in 44 children who are diagnosed with Autism. Each class walked around the building four times. We published an Autism Awareness Calendar in April that reflected events for home and school. On March 21, students and staff donned colorful, mismatched socks to celebrate World Down Syndrome Day. Socks were chosen because the karyotype of Ds chromosomes actually look like mismatched socks! Second Step lessons include a unit on empathy and emotion management. We were thrilled to re-engage with the middle school students who contribute to our Be an Upstander assembly for grade two students. Their scenarios and skits, in combination with the Be An Upstander-Prevent Bullying, A NED Short, provide a powerful message and concrete steps students can take when they see mean behavior.

This was our first year embracing the National Purple Hands Pledge™. "I will not use my hand or my words for hurting myself or others"® The principal conducted grade-level assemblies using known experiences such as the Girl Scout Promise, Boy Scout Oath and CGS Agreements to kick off the Purple Hands Pledge. Students at each grade engaged in a unique project. Kindergarten students used white crayon to trace their hand on purple paper. A quilt of adjoining hands was displayed in the kindergarten wing. Grade one and two students traced their hand and wrote a phrase, grade one, or sentences, grade two, conveying their commitment to the pledge. These were displayed in the school lobby. Each assembly day students were encouraged to wear purple as an expression of their commitment to the pledge.

- Enroll students who reside in Hartford as Coventry Public School students through the Open Choice program. Revise current curriculum and craft new lessons aligned with culturally relevant pedagogy.

This marked our second year enrolling students at CGS through the Open Choice Program. We continue to increase our library and classroom library collection of books that reflect diversity and equity. We use the Welcoming Schools Tool, established by The Connecticut Welcoming Schools Initiative, to measure our performance in four components: Physical Environment, School-Wide Practices and Policies, Welcoming School Staff and Written Materials. Three CGS staff members serve on the newly established District Equality and Diversity Committee.

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

- Provide orientation to hiring committee members on best practices for increasing the diversity of our educators while maintaining a welcoming, inclusive and culturally competent school environment.

We have been busy hiring at CGS and the district resources are beneficial in running a process that is respectful and confidential with a shared understanding of qualities of an excellent teacher. All committee members receive a copy of the Hiring Committee Pointers (CPS 2021). This document includes examples and non-examples of what we are looking for in a prospective teacher, among other points. In addition to signing the Confidentiality Agreement, each committee member is given their own copy to maintain receipt of the responsibility not to discuss or disclose any information related to the process. The CGS interview process includes an interview, writing prompt and demonstration lesson followed by a debrief. All content is revised each year to be in alignment with and reflective of district and school goals. We now utilize a "Look For" form developed by the K-12 Literacy Specialist to provide structure for the demonstration lesson. Research of post conference questions was conducted to develop the debrief questions which are asked of each candidate. As interview questions are added, deleted and revised, the response rubric is adjusted accordingly to include expected components of a high quality answer. We understand that as we interview a candidate the candidate is interviewing us. It is imperative that we present a professional, welcoming, knowledgeable, child-centered and caring community for which any candidate would desire to join.

- Reserve facilitation roles for Coventry Leadership Academy (CLA) graduates during full-day, early release and faculty meeting professional development. Promote the management of special projects and events by CLA graduates.

CGS currently has eleven staff members who have graduated from the Coventry Leadership Academy. This year some have formal leadership roles including Grade Level Leader and CGS District Committee Representatives (PDEC, Literacy Council, Curriculum Cabinet and Equity and Diversity). Others have served on district interview committees (K-12 math specialist), committee to review Innovative Grant proposals, CGS interview committees (Grade K, 1 and 2) or Teacher of the Year Committee. Several CLA graduates have developed and provided professional development within the district and at regional conferences to include the topics of dyslexia and math fluency. Several CLA graduates dedicate August dates to participation in the School Improvement Planning Team. There they serve a critical role in establishing goals, determining action steps and developing the schedules and systems that support the success of the work. Beyond these specific assignments, these staff gain skills, knowledge and experience that improves the overall school community and culture.

- Provide professional development to certified staff on the four elements of differentiated instruction; content, process, product and affect/learning environment. This includes expanding the teacher's understanding of student readiness, interest and learning profile.

This work had its beginnings at CGS fall of 2019 when we worked with an EASTCONN Educational and Behavioral Consultant. Our charge was to develop a multi-tiered support system, with emphasis on establishing Tier I practices that provide meaningful instruction for all students addressing academic, behavioral and social needs. We were well on our journey in March when we shifted to remote learning in response to the pandemic. Fall of 2020 we increased use of informal assessments, exit tickets and anecdotal narratives to inform our small group instruction and differentiate our lessons. To some degree, the pandemic forced differentiated instruction to the forefront because the varied student engagement the remaining three months of the prior school year resulted in a more diverse classroom. Consistent use of pre-assessment to replace instruction of known material with novel material, grouping students across classrooms to intensify reading instruction and establishing What I Need blocks to address students interests and talents were all key components to meeting the needs of all students. Carol Ann Tomlinson's model of differentiation served as the foundation to revisit and regain momentum differentiating by readiness, interest and learning profile. Truths and misconceptions about differentiation were studied and video selections of Carol Ann Tomlinson discussing a primary misconception, that we/I already differentiate, provided needed traction. Grade level meetings, professional development days, faculty meetings and coaching sessions embedded time for staff to establish flexible groups, create instructional materials and progress monitor.

- Principal will participate in the Academic Return on Investment (A-ROI) Institute to receive in-depth training on how to analyze and assess programs and initiatives to determine what works best for students. This includes knowledge of achieving intended outcomes, identifying students who will most benefit and quantifying cost efficiency.

The Fall 2022 Academic Return on Investment (A-ROI) Institute paired whole-group professional development with individual coaching for the Coventry Public School's team. The four-month training gave us access to webinars, remote meetings and a rich peer network. The key outline is; 1. What works? 2. For which students and 3. At what cost?

The timing of this institute coincided with submitting the 2022 Application Requesting a Waiver of Connecticut Approved K-3 Reading Curriculum Model or Program. As such, this had a relevant and immediate impact at CGS. The district walkthroughs that are typically conducted in literacy, mathematics and science, were shifted to be literacy only. As the work progressed, we revised the CGA Walkthrough ELA 2022-2023 form to include the following:

- Station work reinforcing skills from mini-lesson or guided reading
- Use of F and P Level Texts
- Use of F and P Continuum or Other Teacher Materials
- Whole class reading mini-lesson

The revised form was designed to inform the level of fidelity with which the Fountas and Pinnell materials were being used. As we discussed how to measure implementation, we resolved that we needed to provide specific guidelines and support for staff.