

Coventry Public Schools
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Principal
George Hersey Robertson Intermediate School Goals
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.

SMART Goals

Reading

Increase the percentage of Grades 3-5 students who demonstrate at or above goal scores on the ELA/Literacy Smarter Balanced Interim Assessment (IAB) by 10 percentage points as measured by spring 2022 SBAC assessment data to the spring 2023 SBAC interim assessment data.

In ELA, the SBAC ELA score includes the claims of reading, listening comprehension and writing and research/inquiry. Across the three grades, the general trend from previous SBAC data was that the fewest number of students achieved a 3 or higher in reading, compared with listening and writing/research. As such, reading comprehension in the area of literary text was our area of emphasis. Our Spring SBAC data averaged 68% of students achieving at/above goal. The goal of 10% would yield 74% of students achieving at/above goal on our Spring 2023 interim assessment blocks- literary and informational text. The interim assessment block is a shorter version of the longer summative SBAC in May, but both address the same reading standards. Historically, our average achievement on Interim assessment blocks is 71%. With the Spring 2022 SBAC data, our analysis began in the summer with our nine member School Improvement team in August. We analyzed our literacy data, disaggregated by strand, cohort, and grade level, collaborated with our instructional coaches, and reviewed the achievement of individual students to plan for enrichment or intervention.

Over the course of the school year, our literacy approach was multifaceted to achieve the 74% goal. First, to improve Tier 1 literacy instruction, we held 6-7 designated coaching days for each grade level with our K-12 Literacy Specialist. At coaching, grade level teams of teachers analyzed IAB data and collaborated to embed tasks into their curricular scopes after completing a student work protocol for each assessment. All teachers new to Coventry had an additional layer of support and significant professional development on guided reading, the Benchmark Assessment System and differentiation in reading instruction. The progress 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 the 4th day of school. During the year, we had approximately 60 students receiving reading intervention, and the process for qualifying students for intervention and exiting students from intervention was fluid. New this year, we implemented Empower, a program for students identified with dyslexia to address their unique reading needs.

As a school, reading was also promoted in many ways. This includes the annual Nutmeg book celebration, as students' names were featured on the announcements once they completed the Nutmeg

reading challenge. We hosted non-fiction author Sarah Albee in the fall, which led to a non-fiction graphic novel book club that Mrs. Phillips conducted with Grade 4 students. Additionally, Grade 5 students led the Secret Society of Readers with the award winning book Front Desk by Kelly Yang. Other literacy enrichment opportunities included an after-school STEAM club, which paired non-fiction books with science and engineering tasks. To continue to build a community of readers, we hosted the Literacy O’lanterns in the fall and began the school year with a whole school mentor text of Not Quite Narwahl. Additionally, we continually updated our Little Free Library regularly for free and open access to books.

In spring of 2023, students were administered the literary and informational post IABs. Across the grade levels, an average of 75.4% of students scored in the at/above goal range. We surpassed our goal by one percentage point! It’s also reassuring to note that cohort data also improved. This year’s fourth graders improved from 63.6% when they were third graders to 75% as fourth graders. Similarly, this year’s fifth graders improved from 72.7% when they were fourth graders to 82.85% as fifth graders.

ELA Interim Assessment Block (IAB) Data

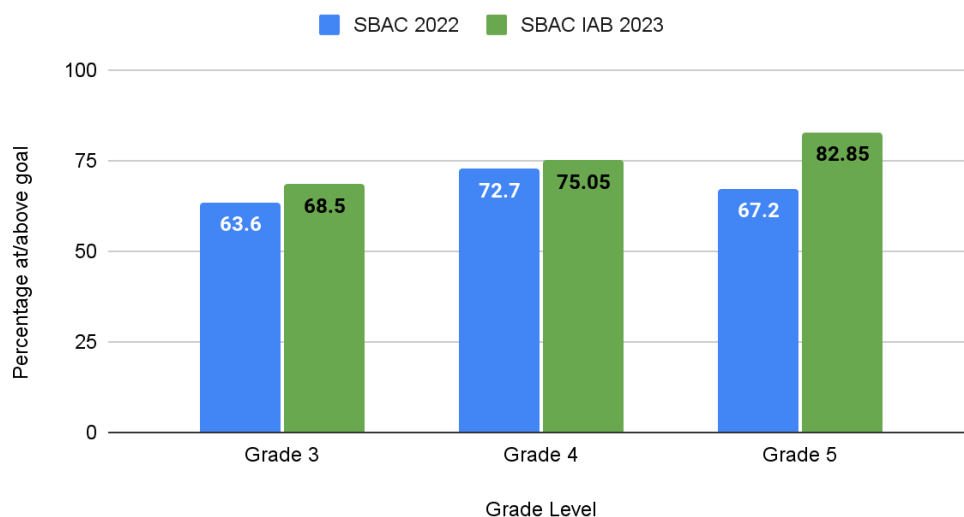


Figure 1: ELA Reading Comprehension growth (Literary and Informational)

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.

With the support of the K-12 Literacy Specialist during ELA coaching and long-team times, grade level teachers collaboratively scored and analyzed their on-demand writing. As part of the Teachers College Writer’s Workshop model, students write a pre and post prompt (beginning and end of unit assessment) in narrative, opinion, and informational writing. The pre-prompts help teachers ascertain background knowledge of the writing genre, which informs their instruction and conferencing with individual

students. Teachers also used the pre-prompt analysis to identify students who may need more support and instruction. This included the reteaching of concepts, modeling effective writing with think-alouds, and providing students with instructional tools such as graphic organizers, sentence starters, and word banks for vocabulary. The 1:1 integration of Chromebooks has been an instrumental support for our writers, as they use tools such as spell check and adaptive features such as speech-to-text so that students can get their ideas transcribed.

The post prompt serves more as a summative assessment to determine what students’ learned over the course of the unit. A writing rubric is used to score these writing prompts, with a raw score total of 44 being the mastery score and 33 being the grade level expectation. This analytic rubric helps teachers objectively assess the introduction, conclusion, transitions, organization, grammar and mechanics, and elaboration of each piece of writing. On average, students are expected to grow 8 points from their pre to their post prompt.

This was set as the school-wide writing goal, which was surpassed by an average writing growth of 13 points, which aligns with our 13 point growth from last year. Across the grades, Grade 3 students improved by an average of 12 points, Grade 4 students by 14 points, and Grade 5 by 13 points.

As in previous years, brief writes were also administered and used instructionally to support students with the writing demands on SBAC. Rather than composing an entire piece, SBAC requires students to write an introduction, conclusion, or add elaboration to a “mock student” given piece. Students must take on the role of that “mock student” and then employ the characteristics of good writing in a paragraph. It’s a unique task, and teachers instructed students on how to apply their writing skills to this task. By reviewing exemplars, writing brief writes together, modeling good writing, and using a 2 point rubric to evaluate writing, students practice the skills needed to be successful on SBAC brief writes. They use the rubric to self-report grades and set their writing goals on brief writes.

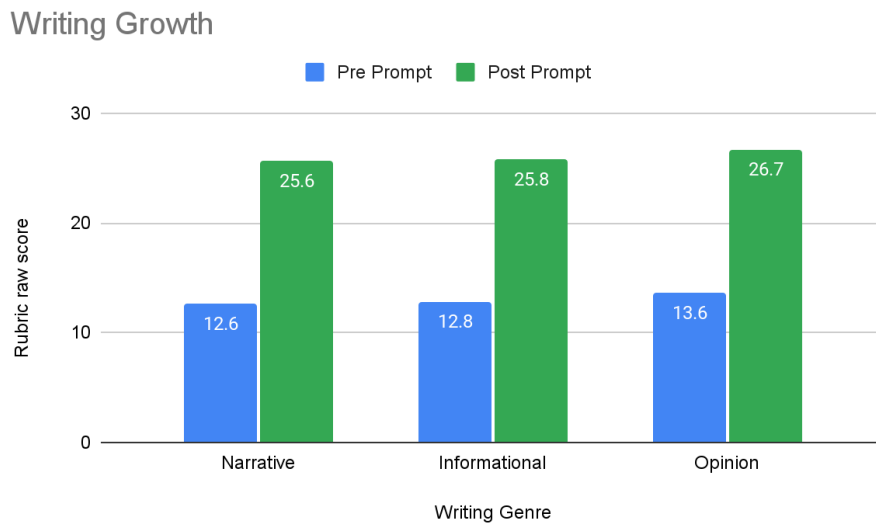


Figure 2: Writing growth from pre to post prompt for each genre

Math

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.

On Spring 2022 Math SBAC, students scored an average of 62.1% at/above goal, which is nearly identical to the 2021 data of 62.6%. Certainly, it was evident that we needed significant math growth. The goal of 10% improvement will yield 68% as measured by our spring IABs. This was a lofty goal, as a review of IAB results from previous years has resulted in an average of 65% of students achieving at/above goal. However, there was a real sense of urgency around raising student's math achievement this year. We are proud to say that we achieved an average of 71.6% at/above goal on a math IAB (Numbers Base Ten). While both grade 4 and 5 showed solid growth, and Grade 3 stayed relatively flat. This may be attributed to the fact that Grade 3 administered this IAB in early March, with many weeks remaining of instruction prior to the May 2023 SBAC.

Part of this success can be attributed to the restructuring of our 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 of students. We also identified students who needed a math fluency boost to support their automaticity of basic facts. These groups are using the Graham Fletcher fluency program, a hands-on math fluency program that teaches students about relationships between numbers rather than rote memorization.

A careful analysis with our K-12 math specialist using the Student Work Protocol allowed all teachers to identify which kids need support with which skills, and what types of questions were challenging for the majority of students. Additionally, each grade level administered a second math Interim Assessment Blocks and several SBAC-aligned performance tasks as formative assessments throughout the year. They utilized the Student Work Protocol to analyze individual student performance, grade level trends, and a question analysis. This helped us closely monitor growth and make adjustments in a timely manner.

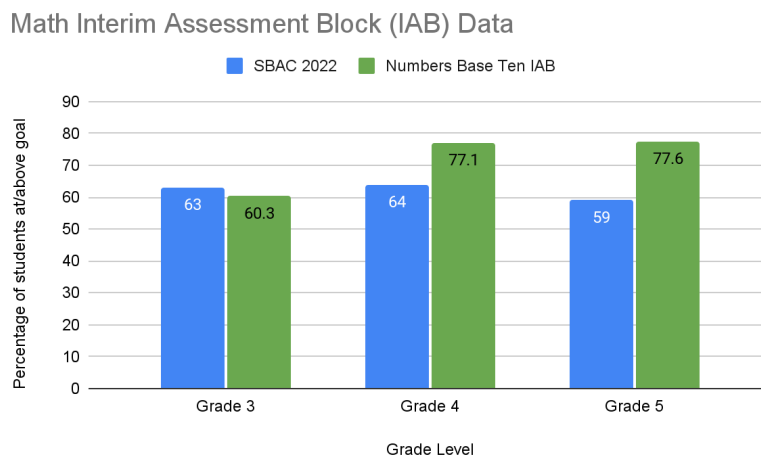


Figure 3: Math IAB achievement

Science

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.

Our science goal was to achieve 74% of Grade 5 students on a science formative assessment, which is a 5% increase from their spring 2022 NGSS assessment. This goal was exceeded with 84.6% of students achieving at/above goal on the Golden Jellyfish Inner Orbit formative assessment in spring 2023. Notably, 54% of those students were in the Level 4 (Advanced) range and 30.6% in the Level 3 (At) range. A question analysis identified that students excelled with questions such as: “Which of the diagrams correctly models how energy from the sun moves between living things?” and “Which statement best describes the role of sea otters in the kelp forest?”

While the goal was specific to Grade 5, it should be noted that the average score in Grade 4 on an NGSS aligned assessment was 75% and Grade 3 was 55%. It is clear that students are making great progress as they move up the grade levels and a significant emphasis is placed on science in Grade 5 to ensure students are well prepared for the NGSS assessment each spring.

Whole School Indicator

All teachers will integrate components of the critical thinking, collaboration, and communication rubrics across disciplines.

For the past few years, teachers have begun implementing portions of the district-wide Portrait of the Graduate rubrics throughout the year. This year, our goal was to make this work more intentional and ensure that all teachers are using these rubrics across all subject areas. By doing this, we also wanted to make sure that students were being taught these skills and assessed with these rubrics numerous times over the course of the year. To hold ourselves accountable, we developed a spreadsheet in which each classroom teacher, related arts teacher, and library media specialist identified in which unit they teach the skills in all rubrics. This ensured that each skill on the rubric is taught at least once. For example, the collaboration rubric is used in grade 5 with the social studies colony brochure, specifically the skills of cooperation and leadership/initiative because it is a group project. The skill of interpretation and analysis on the critical thinking rubric in Grade 3 is utilized during their math “Read Draw Write” activity. During instructional coaching in ELA, Math, and Science, teachers began to integrate the skills in their curriculum, sometimes using one whole rubric for a project, for example, while other times using a portion of the critical thinking, collaboration or communication rubric. Additionally, grade level teams continued developing their interdisciplinary projects, in which portions of all of the rubrics will be used.

Parent Feedback Goal

80% of the parent engagement implementation plan will be marked completed.

With the majority of COVID restrictions lifted, a major focus this year was to welcome parents back into the school building .Throughout the pandemic, we built partnership with our parents as students were remote learning, quarantining, and parents were supporting our work in educating their child. With all students back in person, we wanted to continue to foster strong parent involvement, and get them back into our building. This was a shared K-5 collaborative initiative, as Ms. Carrie and I developed a parent engagement plan in August of 2022.

The parent engagement plan included such action steps as: create a volunteer opportunity form, coordinate volunteers, develop a volunteer handbook, conduct professional development with staff regarding parent engagement and partnering with parents, and holding an end-of-year parent volunteer appreciation event. In the office, we utilized parent volunteers to make copies for teachers, create hallway bulletin boards, and other clerical work. In the library, parent volunteers help shelve books and check in returned books for circulation. In PE, parent volunteers attended Parent’s Day in PE in January, supported mileage club at Grade 3-4 recess, attended field day, and cheered on (or participated with!) our young athletes at the October Fun Run and 5K. The majority of classrooms invited in parents to be Mystery Readers, or to support seasonal events like the Grade 4 Fall Festival, Grade 5 Sock Snowmen, and Grade 3 Thanksgiving Feast. To support literacy, the reading room hosted a “Play on Words” event that we held right before the start of Open House to boost attendance, which included family word games and literacy stations; these games were then raffled to attendees. To continue our work on inclusive classroom environments, we also had parent experts come into classrooms to read a book and teach their child’s class about disabilities such as Down Syndrome, Trisomy 9, and Autism.

At GHR, we surpassed our goal, with 90% of the parent engagement implementation plan completed. The one action step that we did not accomplish was to provide training or orientation for parent volunteers. Logistically it was challenging to find a common time to hold a training, or to determine who would conduct numerous training sessions as we gathered more parent volunteers as the year progressed. Additionally, parent volunteers offered to work at different tasks, so 1 common training would most likely not be applicable to all of their work.

- Continue to analyze and disaggregate Smarter Balanced Summative Assessment data; plan for instructional focus and assessment revisions based on data and student work analysis.

Over the summer of 2022, Smarter Balanced Assessment results were released. With the support of our K-12 Specialists and under the leadership of the Director of Teaching and Learning, we carefully analyzed this SBAC data for its implications related to curriculum, instruction, assessment, and individual academic programming. This analysis helped inform our curricular alignment, instructional areas of focus, and other assessment needs. Teachers looked at cohort data, individual student achievement, and grade level performance to determine areas of focus for the 2022-2023 school year.

In August of 2022, our school improvement team reviewed the data and completed a thoughtful analysis which they shared with staff during our first faculty meeting. Teacher leaders developed a presentation to share the data as well as provide guiding questions for collaborative analysis. On the SBAC in ELA, an average of 68% of students scored in the at/above range. In math, an average of 62% of students were scored in the at/above range. During this faculty meeting in August, grade level teams reviewed patterns and trends, as well as individual student data.

Through this analysis, we determined which Interim Assessment Blocks would be most critical to serve as formative assessments to measure student's progress during the year. An assessment calendar and pacing guide was developed for ELA and math with frequent formative checkpoints during the year. The Literary, Informational, and Research Interim Assessment Blocks (IAB) would be administered following specific units of study in the ELA curriculum, to monitor if students were acquiring the necessary understanding of grade level standards. The Listening, Vocabulary, and Editing/Revising IABs would be used instructionally, with teachers embedding these questions throughout their units of study. In math, each grade level determined two IABs that would address their areas of need, such as the Operations and Algebraic Thinking and the Numbers Base Ten. Grade 5 also administered the Fractions IAB. In addition to each grade level administering two IABs in math, they also each conducted practice with Performance Tasks, which are complex, multi-step math problems. During designated coaching days with our K-12 ELA and Math Specialists, grade level teams used the Student Work Protocol to analyze IAB scores and adjust instruction moving forward.

The ELA score includes the claims of reading, listening comprehension and writing and research/inquiry. Across the three grades, the general trend was that the fewest number of students achieved a 3 or higher in reading, compared with listening and writing/research. As such, reading comprehension was our area of emphasis. More detailed information can be found in the SMART goals section related to reading achievement. Through early spring, the informational and literary text IABs were administered. An average of those two assessments across all three grade levels was 75.4%, thus exceeding our goal of 74 percent.

In math, students were administered two IABs and Performance Tasks. Rather than administering pre-assessments in math, we jumped immediately into the math curriculum. Historically, students have performed around 5-7% on math pre-assessments, since the math concepts have not yet been taught. The Numbers Base 10 IAB is a relatively strong indicator of SBAC achievement, as it focuses on number sense and operations. On this, an average of 71.% of students across three grade levels scored in the at/above range. In comparison, last year 66% of students achieved in the at/above range, and in the 2020-2021 school year, an average of 60% of students scored at/above proficiency on their Numbers Base 10 IAB.

- Collaboratively analyze various formative assessments in ELA using the Student Work Protocol, including: BAS, informational and literary interim assessment blocks, Research and Listening interim assessment block, and writing prompts to inform instructional needs and student support areas.

In collaboration with the Reading Consultant and Reading Teacher, teachers reviewed how to administer BAS assessment for our formative assessment which is administered in the beginning and end of each school year. The BAS is administered 1:1 as the teacher hears the student read aloud and assess their comprehension, reading rate, fluency, and accuracy. Teachers used the Fountas and Pinnell Continuum of Learning to determine the reading level of their students, compared it to grade level expectations, and then identified what skills they needed to learn in order to improve their reading. We developed a 2 week “boost” instructional unit for all teachers to implement in their classrooms, refreshing students on reading skills such as summarizing and explaining theme. While the BAS was underway, the reading room began a 6 week reading cycle with students who were already in intervention in Spring of 2022 to provide continuity of instruction.

With updated BAS reading levels, in conjunction with SBAC as a data point, teachers collaborated with the reading consultant to identify which students may need reading intervention. Teachers utilized our system of Intervention Referral Team (IRT) meetings to discuss student’s needs; IRT convened bi-weekly to allow for on-going discussion of individual students and adjust programming accordingly and in a timely manner. The BAS assessments also helped teachers determine small groups for Tier 2 classroom reading support, such as guided reading groups or pulling groups to work on specific skills, such as inferring theme or character traits. Teachers used the Literacy Continuum of Learning by Fountas and Pinnell, to determine what skills students need and what the characteristics of text are at each level. All grade 3 classrooms implemented guided reading groups, and grades 4-5 began book clubs as the year progressed. Lastly, classroom teachers used the BAS leveling system to help students find appropriate independent reading books that provided the right challenge. For students receiving intervention, the BAS assessment was conducted again in January 2023 as another method of progress monitoring. In May, all students were administered the BAS to demonstrate the growth they had accomplished throughout the year.

To help us monitor reading comprehension as identified from the Smarter Balanced Assessment as an area of need throughout the school year, we also administered IABs. In reading comprehension, students were administered a test to assess their comprehension of informational text in February 2023. Based on this assessment, an average of 82.1% of students scored at/above goal. For comparison purposes, last year 73% of students scored at/above goal. With literary text in March, 69% of students scored at/above goal across three grade levels. Again, in comparison, last year an average of 70% of students scored at/above goal.

To support the acquisition of listening comprehension skills, classroom teachers and the Library Media Specialist collaborated to design and implement lessons that addressed active listening. Monthly, students practiced listening comprehension using released items, and used programs such as Epic and Scholastic to listen to reading and demonstrate understanding. Throughout the year, teachers embedded listening comprehension practice in authentic ways, such as during a center or using audio clips aligned with science or social studies instruction. Specifically, audio clips from Epic and Brainpop were integrated to ensure on-going practice of listening and note-taking skills. The Library Media Specialist explicitly taught the strategy of visual note-taking, called sketchnotes, to support student’s listening comprehension, and

also provided practice using SBAC question stems.

To support students with the Research skills addressed on the SBAC, the Library Media specialist created several lessons using language and vocabulary used on the Research IAB, such as “credible sources”. The Research IAB was administered in January 2023. The average percentage of students achieving at/above proficiency on the IAB was 69%, a strong increase from last year’s average of 61%. During coaching, grade level teachers reviewed the questions that students struggled with and embedded these in warm ups to review the skills of finding credible sources and synthesizing information from numerous resources.

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

Collaborative data analysis and inquiry was also conducted throughout the year in math, under the leadership of the K-12 math specialist and the Director of Teaching and Learning. The student work protocol was used to analyze data from two interim assessment blocks per grade level and three performance tasks per grade level.

Performance Tasks are multi-step problems that integrate numerous math skills into a real-world scenario. For example, students may be tasked with finding the cost of items at a skate park rental given certain parameters, and then expand that to the cost for a whole class. They must use information from a table of prices and a diagram of dimensions of the skate park to answer questions. There are numerous questions that students must answer, and explain their reasoning for each response, communicating with math vocabulary. The performance task also integrates numerous math skills, rather than skills in isolation. This gives us a comprehensive understanding of a student’s problem solving and reasoning skills.

Last year, the post-performance task was administered in April 2023. On this, an average of 63% of students achieved at/above goal, which is commensurate with our performance task achievement in 2021-2022. By grade level, 66% of Grade 3, 69% of Grade 4 and 54% of Grade 5 students achieved this target.

Each grade level administered two Interim Assessment Blocks that best align with their grade level curriculum. In grades 3-4, students took the Operations and Algebraic Thinking IAB. On that IAB, students scored an average of 69%. For comparison, in previous years the average was around 62%. Teachers looked at cohort data, individual student achievement, and grade level performance. Using our district-wide “Looking at Student Work Protocol”, teachers identified general trends, specified individual student needs, reviewed all of the question stems and question types, and determined areas for curricular refinement. For example, Grade 3 identified that students struggled with the distributive property, especially with parenthetical expressions such as: “Decide if each Equal to $6x(8+10)$ ” and then 4 choices are provided. Students needed to answer each of the 4 options correct with Yes/No to earn credit for that question. Teachers created several examples modeled after this challenging problem to re-teach prior to SBAC administration in May. Another IAB administered by all grades is the Numbers Base 10. As shared

above, an average of 71.% of students across three grade levels scored in the at/above range. In comparison, last year 66% of students achieved in the at/above range, and in the 2020-2021 school year, an average of 60% of students scored at/above proficiency on their Numbers Base 10 IAB. Based on a thorough analysis of student performance on each question, Grade 4 for example, identified the need to revisit place value statements. Similar to the Grade 3 need, this question required students to identify if each of 4 statements was true. Here is an example:

These numbers are used in the statements.

8361 8126 8347 8175

Select **all** the statements that are true about the relationship between the numbers.

- 8361 > 8347 because the digit in the **tens** place is larger in 8361.
- 8126 < 8175 because the digit in the **tens** place is smaller in 8126.
- 8175 > 8347 because the digit in the **tens** place is larger in 8175.
- 8361 < 8175 because the digit in the **hundreds** place is smaller in 8361.
- 8126 < 8361 because the digit in the **hundreds** place is smaller in 8126.

At Intervention Referral Team, we reviewed Eureka math data and intervention data for students who were experiencing challenges in math. On each Eureka math assessment, we could conduct an error analysis to determine why a student got a certain question wrong-- was it computation or a misunderstanding of the concept, for example. Data from math intervention was also examined to determine percent of focus, skills mastered, and grade level equivalence. This data helped us ascertain whether or not students were making expected progress, which skills they mastered, and if any changes to their program were warranted. For example, one student's Eureka assessments revealed they had simple calculation errors. Combined with Reflex data, the student joined a fact fluency group.

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

In early winter, we began our work on the Portrait of the Graduate multi-disciplinary projects. Over the course of several professional development sessions, grade level teams developed their projects, keeping in mind the essential attributes of involving community, allowing for student agency, incorporating research, having an authentic audience, integrating technology, and ensuring interdisciplinary concepts. We reviewed exemplar projects from other schools and then began developing our own projects based on our curriculum and standards.

In Grade 3, the project is framed around the essential question: How can we make a difference in our community? Integrated in their unit on opinion writing, students are tasked to research more about Tara Farms, a local non-profit animal shelter. Based on what they learn from internet research and interviewing or meeting with a Tara Farms representative, they will be writing opinion letters to me about hosting a fundraiser to support Tara Farms. If I agree, Grade 3 students will promote a stuffed animal day in which students can donate \$1 to go to Tara Farms. They will design informational posters to hang around the

school and then collect the money with the guidance of their teacher. The team is hopeful that Tara Farms could then visit the school, or vice versa, to help see the impact of students' donations. Reading, writing, and social studies standards are integrated throughout this project, with even a little bit of math as well. They must communicate in a variety of formats and have choice with some aspects, including whether or not they write an opinion letter, type it, or create a slides presentation using multimedia tools.

In Grade 4, the interdisciplinary project has the essential question: Why should people move to CT? Largely based around social studies and writing standards, this project involves students in researching the history, geography, and economy of our state. Based on research from books, articles, and websites, students will have choice in how they demonstrate their understanding of the essential question. They can create a FlipGrid video with a written script, design a brochure, or write a letter integrating what they've learned from research to persuade someone to live in CT. They will be sharing this with another 4th grade class from a different state or sharing their products with the CT department of tourism to encourage an authentic audience.

In Grade 5, students will be exploring the essential questions of: What does an animal need to thrive and survive in an ecosystem? How do humans affect Connecticut wildlife? Integrated science, writing and reading, students will be conducting research on an endangered CT animal of their choosing and developing a field guide to demonstrate their understanding of the animal and how humans have impacted its life in CT. All field guides will be compiled into one Grade 5 CT Field Guide, which may be adapted into a Google Site. For an authentic audience, this may be shared with a younger grade level or Booth and Dimock library. Additionally, conservation efforts in CT will be compared with those of Palau, which is a major science unit for Grade 5 students, to further explore the impact of humans on their local environment.

- Integrate the collaboration, communication, and critical thinking rubrics across all disciplines.

Throughout this year, we engaged in numerous sessions regarding our Portrait of the Graduate initiative. It began in the fall with a review of the critical thinking, collaboration and communication rubrics that we adopted in the past few years. Then, we explored the places across the curriculum that we teach each of these skills embedded within each of the three rubrics, noting any gaps. We also wanted to ensure that the rubrics were being used across all content areas, including music, art, library media, and physical education. The implementation of these rubrics is a shared responsibility for all teachers at GHR, and so we created a spreadsheet that details the lessons and units in which each skill is taught and assessed. This was our whole school goal, and further explained above in the SMART goals section.

- Develop the empowered citizen rubric as part of the Coventry Portrait of the Graduate competencies.

A major area of focus for our District Curriculum Cabinet this year was the development of the empowered citizen rubric. For previous rubrics, there was an exemplar from EL, formerly Expeditionary Learning. However, there was not a previously existing rubric for citizenship. The Director of Teaching and Learning conducted significant research to identify citizenship rubrics from other school districts and

leading educational organizations to help us develop our empowered citizen rubric. Representatives from all Coventry schools serve on the District Curriculum Cabinet to support the creation of this PreK-12 rubric. After reviewing the curated sample rubrics, we explored the attributes of this competency which would form the rows of the rubric. These included: Embraces diversity and individuality; Seeks cultural understanding; Is civic minded and informed; Shows empathy for others; Advocates for self and others; Demonstrates integrity and ethical behavior. Over the course of several sessions, Curriculum Cabinet wrote and revised the descriptors of 4, 3, 2, 1 for each of those attributes. In April, the rubric was finalized and shared with staff. As an example, the attribute of “Seeks Cultural Understanding” defines a “3” (Meets standard) as: “Successfully seeks new information about differences in cultures, races, traditions and beliefs.”

In June, the GHR School Improvement Team plans to review the rubric and revise it for developmental appropriateness, since students will be using the rubric themselves and we want to ensure it uses “kid-friendly” language. Our work next year will include using this rubric in various projects throughout the year and integrating the skills into our Portrait of the Graduate interdisciplinary projects. Since this rubric focuses on citizenship, it is anticipated to align well with the authentic audience and real-world purposes behind each of the grade level projects.

- Disaggregate NGSS 2022 assessment data in Grade 5 to identify instructional and curricular needs in science, including the development of lessons to address disciplinary core ideas in earth and life sciences.

In August and September, our K-12 Science Specialist conducted a thorough analysis of Grade 5 NGSS data from May 2022. This analysis detailed that 74% of Grade 5 students were at/above goal, which is a significant increase from 65% the year prior. Digging further into the data, she collaborated with the Grade 5 science team to identify that a strength was “Practices and Concepts in Physical Sciences “, and the area of earth/space sciences was an area of need. Specifically, the 2 standards of “Earth’s Place in the Universe “ and “From Molecules to Organisms: Structures and Processes” were relative weaknesses. Through instructional coaching in science the Grade 5 science team determined that students need further instruction with modeling and mathematical thinking, such as measuring and graphing.

Throughout the course of the year, our science specialist met with each grade level six times to review and revise curriculum based on the trends noticed on NGSS. She provided our teachers with professional development on student’s mathematical sense-making and grade levels revised performance tasks with an increased focus on modeling. They developed lessons on earth sciences and created a comprehensive review of concepts for the weeks leading up to NGSS. These review lessons included concepts related to color and light, constellations, electricity and circuits, and erosion. Our K-12 Science Specialist also worked to determine formative assessments, aligned with NGSS. Just as SBAC has Interim Assessment Blocks to serve as data points throughout the year, we began to implement science formative assessment using Inner Orbit as a supplementary assessment. Information gathered from these assessments were used to adjust lessons and instruction moving forward.

- Implement at least three NGSS aligned formative assessments and engineering and design performance tasks in each grade level.

While the NGSS only occurs in Grade 5 at GHR, it is critical to build the concepts and skills necessary along the vertical continuum 3-5. Students need exposure to the demands of the NGSS in all grade levels to become familiar with the question types and variety of concepts. Part of our work this year was to develop a more comprehensive suite of formative assessments in science that align with NGSS and focus on the science and engineering practices that are ingrained throughout science units.

As such, each grade level conducted three formative assessments from Inner Orbit or IABs that aligned with the units of instruction. For example, in grade 3, students demonstrated their knowledge of forces and motion on a “playground engineers” Inner Orbit. In their earth science unit on fossils, they explored a task called “Clues from the Past”. In Grade 4, students engaged in a project called “Bear Sense” during a unit on energy transfer, as well as exploring speed, energy changes and collisions in their unit on “Energy and Landforms”. In Grade 5, students demonstrated their knowledge of energy and matter in their “Golden Jellyfish” Inner Orbit and engaged in “Star Brightness and Distance” in their Spectacular Skies Unit. Our science goal was to achieve 74% of Grade 5 students on a science formative assessment. This was incredibly surpassed with 84.6% of students achieving at/above goal on the Golden Jellyfish Inner Orbit formative assessment.

In addition to the Inner Orbit or IAB formative assessments, each grade level also developed or revised their embedded performance tasks. These performance tasks each have a scientific practices focus: engineering, investigation, or modeling. Our last year’s NGSS data revealed that Modeling was a practice of need, and so the most revision occurred to our modeling performance task in each grade, using the NGSS aligned rubric. For example, in Grade 5, students design an explanatory model of the Jellyfish Migration in Palau. Using labels, text features, and descriptors, their visual model must convey the factors that impact the jellyfish migration. This work is expected to continue next year as we revise our engineering and investigation performance tasks in each grade level to better align with the expectations on the rubrics.

- Provide additional opportunities to grow achievement in high performing students through enrichment and programming.

GHR prides itself on addressing the needs of our highly achieving learners. The teacher of our Challenge and Enrichment Program (CEP) provides instruction to develop the potential of students identified as gifted and/or talented and other students performing above grade level. In Grade 3 we begin the screening process for identifying gifted and/or talented students. In October, we begin with an initial screener: the Otis-Lennon School Ability Test (OLSAT). Based on testing information and teacher recommendation, selected students meet weekly in small groups to work on independent self-selected research projects. Additional components of the 3rd grade screening process include collecting data from classroom teachers, parents/guardians and the challenge and enrichment teacher including the Scales for Identifying Gifted Students (SIGS) Home Rating Scale and a Mid-Screening Reflection sheet focused on

creativity, task commitment, and academic achievement. Classroom observations, and test scores were also used to determine a child's eligibility for identification, conducted in January.

In Grades 4 and 5, students identified as gifted and/or talented participate weekly in the Challenge and Enrichment Program, learning problem solving skills and strategies using components of the Future Problem Solvers Programs. They engage in personalized projects as well as many projects which include the engineering and design process and incorporate 3D printing. For Grade 5, our Challenge and Enrichment teacher collaborated with the Future Problem Solvers (FPS) coordinator at Captain Nathan Hale (CNH) Middle School to begin preparing students for the demands of FPS. Starting in late winter, the two teachers met with Grade 5 CEP students weekly on FPS lessons, which they have the option of continuing at CNH in Grade 6.

The Challenge and Enrichment teacher also networks with several local experts. In April, students took a field trip to Hebron to release Salmon Eggs at a river site. Over the course of the year, Grade 5 CEP students researched and created a group project on the Atlantic Salmon. They raised salmon eggs in the classroom and then transported the hatched eggs (fry) to the Salmon River in East Hampton, CT, in collaboration with students and teachers at Hebron Elementary School. Additionally, the Challenge and Enrichment teacher created a new Chinese Exchange Program. 10 interested Grade 5 students met weekly to learn some of the language, and created FlipGrid videos to communicate with our partner school in China. Students created welcome greetings and a video about our school that compared our schooling with that of students in China. They also researched Lunar New Year and made cards which were internationally mailed!

Specifically in math, the adaptive enrichment program: **Assessment and LEarning in Knowledge Spaces (ALEKS)**, supports Grade 5 students with advanced math. This program covers the Grade 6 math topics of: Operations with Decimals, Order of Operations, Representing and Plotting Integers and Rational Numbers, Operations with Fractions, Ratios and Rates, Percent, Algebraic Expressions and Equations, Inequalities, Geometry and Statistics. This year, 22 students were identified to begin the ALEKS program due to their mastery of Grade 5 skills. These students use ALEKS math daily to begin instruction on Grade 6 math content and pre-algebra, with the potential of moving ahead to Grade 7 math in Grade 6. Monthly updates are sent to parents to keep them apprised of their students progress, and students can work on this program at home as well as during Math Intervention time at school.

To encourage females on the STEM track, our Library Media Specialist and Challenge and Enrichment teacher implemented Girls Who Code and a spring session of Girls Who Code 2. This was a weekly experience in the fall which incorporated a book and coding lessons and applications. Students met weekly to discuss each chapter and learn the basics of computer coding using Scratch. Students were inspired by a Scratch website dedicated to projects from around the world, which students used as exemplars. As an example, for one challenge, students used an algorithm to create a simple picture, and uploaded their work in a Jamboard. They also learned the binary alphabet and designed binary code bracelets! In the Spring, Mrs. Fortin ran a second session for students who had already participated in the initial Girls Who Code to provide extension, including their development of computer science concepts.

- Analyze data and monitor student progress to refine programming in math and reading intervention to improve student achievement.

To support the continuous cycle focused on individual student achievement, the Superintendent and Director of Teaching and Learning met with K-5 teams for math and reading intervention. These district-wide K-5 Intervention meetings focused on a comprehensive data review of student progress, examining both individual students and also the efficacy of intervention programming as a whole. These meetings helped us evaluate program needs and plan for refinements.

In fall of 2022, we identified 16% of Grade 3 students, 22% of Grade 4 students, and 21% of Grade 5 students who qualify for reading intervention services. Based on need, we utilize the following research based programs for reading intervention: Leveled Literacy Intervention (LLI), Orton-Gillingham, Visualizing and Verbalizing, Just Words, and Foundations. To ensure consistency, communication and collaboration, a weekly time is built into the duty schedule for certified and non-certified interventionists to discuss each student's individual progress and review lessons. Interventionists track students' accuracy, fluency, and comprehension on a biweekly basis to ensure students are developing reading skills. Students also track their own progress. For example, in LLI, students track their accuracy, rate, fluency and comprehension. In Empower, students set goals with decodable running records to track accuracy and rate.

Empower is a new program implemented at GHR for the first time this year, tailored to meet the needs of students who need further instruction with phonological awareness and phonics; often, these students are identified as having dyslexia. This has been a priority for CT as scientific research has proven the need for multi-sensory phonics instruction to help build new neural connections to help students learn to read. Empower is designed to teach the child word identification skills and decoding strategies and to promote their effective use of these strategies. Empower starts with the teaching of five decoding strategies: Sounding Out, Rhyming, Peeling Off, Vowel Alert, and SPY. Struggling readers apply these strategies whenever they confront unknown words when reading.

In January, the data for all students receiving intervention was reviewed again. Adjustments were made to programming. For example, Most students in Grade 4 LLI have either exited, changed program, or were reduced to informal intervention that only meets twice weekly. It was encouraging to see that many students with comprehension needs reached grade level after receiving boost and cycle one intervention. Through IRT, students were fluidly added, removed, or reduced from reading intervention services. By the end of winter, reading intervention involved 15% of Grade 3, 17% of Grade 4 students, and 14% of Grade 5 students.

A same process and structure was implemented for math intervention. In the Fall of 2022, 11% of Grade 3 students, 16% of Grade 4 students, and 12% of Grade 5 students were receiving math intervention. Math intervention programs were also enhanced this year. In addition to MobyMax Intervention, and Bridges Intervention, a new Graham Fletcher Fluency Intervention, ALEKS for Intervention, Fact 'Boost,' and an SBAC Problem Solving group was created. The Graham Fletcher Fluency Program helps students build a

conceptual understanding of facts. The outcomes are expected to help students explore number facts, connect to a wide variety of mathematical situations, demonstrate an understanding of the properties of the operations and build a foundation of strategies they can draw from efficiently and with confidence. Students need this number sense in order to engage in higher level math concepts and skills. In September 2022, 66 students participated in the fact fluency program. By December, 34 students had exited; 15 students remained in the fact fluency program by Spring 2023.

Over the course of the year, our two math interventionists were able to provide 193 modules of instruction in the Bridges program for 27 students, support over 70 students using MobyMax, ALEKS, Bridges, and Fletcher Fluency, and 100% of students in math intervention worked with a certified teacher rather than a paraprofessional. This is a significant increase from two years ago, in which 73% worked with a certified teacher and 27% worked with a paraprofessional. As we know, our most expert teachers should be working with students who need the most support.

- Implement enrichment, tutoring, and academic support programs after school to accelerate student achievement.

As we continued to accelerate student achievement as a result of the pandemic, we offered several opportunities for students after school, including After School Academy which ran two sessions in the Fall and Spring, as well as more personalized tutoring. In September, we used data points from SBAC, intervention data, and classroom performance to identify students who may need further acceleration. After School Academy hosted one classroom per grade level, with 10-15 students each to provide academic support in reading, writing and math. Students rotated through stations for the hour long program, which operated on Tuesday and Thursday. In the Fall session, 31 students participated; in the spring session, 33 students. Over the course of the year, four students participated in weekly individualized tutoring, 1:1 student-teacher ratio with instruction focused on foundational skill gaps. Both tutoring and After School Academy were differentiated so that students were working independently on the skills they needed to attain for success at their grade level. That included practice with basic math facts, guided reading at their level, crafting open-ended written responses to reading, and math problem solving with multi-step word problems.

While the data from the Spring session is still finishing up, the data of student achievement from the Fall session demonstrates student's academic acceleration. In math, for example, we used MobyMax Grade level equivalent data. On average, the majority of students using the MobyMax program as part of their After School Academy reached grade level expectations. For reading, we measured growth using the BAS; at Grades 3-5, the expected level of growth is approximately 3 levels per year. In the fall semester, students in the after school program already exceeded the expectation for one trimester of growth, which would be 1 level with an average of 1.14 BAS levels of growth. To put it another way, students in the after school program have nearly demonstrated half a year's growth in only one third of the year, demonstrating acceleration. Students using the Lexia program for reading during After School Academy each completed an average of 81 Lexia Units. Lexia states that students should increase 4 units for every

40 minutes spent on Lexia. Students used Lexia during After School Academy but also have continued to use it in school and at home.

Other opportunities for after-school enrichment included a STEAM club which met for 4 weeks; interest was so high that we ran three separate sessions. Also based on interest, we formed a Cheerleading Team which consisted of over 20 students who performed at the March Talent Show! We held our popular Outing Club for Grade 5 students in the fall, in which they hiked on the Nature Trail, walked to Patriot's Park, and visited a local farm. Other students participated in Girls on the Run, which operated for the first time since 2019; the girls are currently gearing up for a 5K! Other students joined the Yearbook Club. This was the first time that our Yearbook Coordinator collaborated with students and taught them how to design the Yearbook pages. All of these enrichment opportunities help students explore their interest and support the social development of kids.

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

- Continue to provide professional development on culturally responsive education, trauma invested practices and restorative justice.

To provide leadership, four GHR staff members serve on the District Equity Committee, which enhances our work on ensuring GHR is a welcoming, inclusive, and affirming community. Over the past two years, the committee expanded a Google Drive folder for each month of school with a Google Slides presentation for daily Morning Meeting. The slides presentation includes Morning Messages, historical facts of the day, and curated lessons, resources, and read alouds that aligned with the focus for the month. For example, classrooms recognized Hispanic Heritage Month in September, Disability Awareness Month in October, Native American Heritage Month in November, the Declaration of Universal Human Rights in December, Leaders of the Civil Rights Movement in January, Black History Month in February, Environmental Awareness in April, and Asian and Pacific Islander Heritage Month in May. Teachers used recommended picture books as read alouds and shared pertinent information during daily morning meetings. The committee continues to meet regularly to revise their work and update resources. We also finished our staff book study on Culturally Responsive Teaching and the Brain by Zaretta Hammond.

Student Council members were inspired by October Disability Awareness month and small groups created presentations on a disability of their choice. Throughout the next few months, they presented these projects to Grade 3 and 4 students on topics such as autism, auditory impairments, and Down Syndrome, to name a few. Additionally, all Grade 5 students engaged in virtual workshops with consultants Audley Donaldson and Paul Vivian. We also recognized the following as a school: CCMC PJ Day, Rock your Socks for Down Syndrome, Wear Blue for Autism Awareness, and Wear Purple to support Military Families. For the second consecutive year, we held a virtual assembly for Veterans Day, featuring 15 members of the CT Air National Guard Flying Yankees under the leadership of Sgt. Sneaha.

Additionally, two Grade 5 classrooms participated in EASTCONN's faces of culture grant, in which they were partnered with the Odyssey School in Manchester to promote engagement and interactions between

communities. The 2 goals of this program are to reduce racial, ethnic and economic isolation and to improve student's academic performance and personal growth through an SEL and arts-focused approach. This program promotes positive relationships and improves students' cultural competence. Partner classrooms become pen pals, spending 40 hours working together through two in person visits at EASTCONN, letters, and workshops. Activities and workshops focus on acceptance, communication, goal setting, and self-understanding. To address the second goal, students are engaged in studying the Indigenous American Peoples through art. With their partners, they recreate early artwork, research their own personal histories, and create an artistic representation of themselves.

Our work on trauma invested practices and restorative practices help support a supportive school environment. Students are taught GHR C.A.R.E.S. and utilize Think Sheets to help them reflect on any unexpected behaviors. Students are encouraged to repair any relationships that they may have affected as a result of their behavior. Through Safe School committee and IRT, our staff reviews student discipline and attendance, brainstorming what other supports or instruction may be needed for the student to be successful. In consultation with the BCBA and school psychologist, we develop and revise behavior charts, Functional Behavior Assessments and Behavior Intervention Plans, and hold biweekly team meetings to consistently review the progress of students. Our school psychologist and social worker attend weekly department meetings for collaboration and professional development on restorative practices to inform our work at the school level.

- Utilize the DESSA Assessment to develop and implement tiered interventions to address individual students' social and emotional learning needs.

For the second year, we administered the Aperture DESSA assessment to all students in the fall and spring. Based on the data from October, our DESSA leadership team identified the competencies that were weakest overall as a school. This year, those competencies were goal directed behavior, personal responsibility and optimistic thinking. As a result, each grade level created 3-6 lessons focused on those competencies, which are implemented over the course of the year during Morning Meeting. These lessons serve as supplements to the Second Step lessons.

Our DESSA Leadership team grade level representatives met with their grade level teams to review ways in which we can support the development of goal directed behavior, such as including providing opportunities for children to set meaningful, personally relevant short and long-term goals, provide formative feedback and reinforcement, engaging them in their learning by encouraging the use of reflection and self-monitoring of goal progress, and by reinforcing students for their effort, persistence, and hard work. These skills are integrated throughout the year and are truly embodied in our March Student Led Conferences. Then, new for us this year, an increased focus on Optimistic Thinking. Teachers worked to support the development of Optimistic Thinking by helping children become aware of their positive attributes and strengths, providing opportunities for children to notice and appreciate the strengths of others and the positive events in their lives, cultivating a sense of gratitude, fostering a growth mindset, and providing specific praise related to effort and the learning process. Sample lessons included sharing positive things about classmates and yourself, and growth mindset, strategies for when you make a mistake, and ways you can reframe your mindset with positive thoughts.

Our DESSA Leadership Team developed an action plan that also included the following action steps: Restructure Tier 3 counseling services to allow for Tier 1 Morning Meeting with the classroom teacher; Maximize the use of 8:10-8:30 arrival and 3:10-3:40 dismissal for strength based opportunities; Pursue opportunities for enrichment and mentoring groups based on identified strengths for students . These reflect the need to utilize student’s leadership and strengths. As a result, we began Office Volunteers. Over 50 students applied to be Office Volunteers, so we ended up including everyone who was interested and dividing them up into months in which they would volunteer. We had three students greeting students in the morning, three students supporting hallway dismissal, and two students doing the afternoon announcements and calling busses. These students loved the new responsibility and it helped them build new relationships with our staff.

We were also thoughtful in our approach to offer enrichment opportunities. While many occurred after school, such as Ski Club, Mentoring and Yearbook club, transportation can be a barrier for student participation and so we also included enrichment during the school day. These included Chinese Exchange, Kindness Squad, the Secret Society of Readers, Invention Convention, and the non-fiction graphic novel group. Again, all of these opportunities foster connections between students, staff, and the school. Ultimately this supports the social and emotional learning of kids by helping them build relationships and develop interpersonal skills while pursuing areas of interest.

Based on DESSA data, individual students were identified as needing more support. For Tier II and III programming, we use the Social Thinking Curriculum with the “size of the problem” strategy, provide both formal and informal counseling, and model SEL lessons. Our social worker and school psychologist conduct a therapeutic morning meeting for students who need an added layer of support with skills targeted to address their needs as specified by their Individualized Education Plan (IEP). This also gives students an opportunity to foster a relationship with another trusted adult in the building to support their success. This restorative approach is built upon relationships in the building. Some students also have morning and afternoon check-ins with a support staff member to review their goals and self-reflect on their day, specifically addressing their social and emotional needs.

In terms of school-wide structures that support social and emotional learning, our Safe School committee, composed of the principal, nurse, school social worker, board certified behavior analyst (BCBA) and psychologist meet every other week to discuss the needs of individual students. Our School Climate committee meets several times a year and also includes a parent volunteer for feedback and input related to school culture. Intricately linked to these teams is the Intervention Referral Team (IRT), which also includes classroom teachers and consultation by reading or math specialists, speech and language, BCBA or occupational therapy. Our Intervention Referral Team (IRT), provides a biweekly platform for teachers to share academic or social/behavioral concerns about students with a committee of internal experts, including the principal, psychologist, social worker, reading specialist, math interventionist, and special education staff. IRTs helps us monitor student growth and progress, and brainstorm strategies along the tiered continuum of supports. These regularly scheduled meetings are structures that allow us to take a holistic and timely approach to student needs, addressing the whole child.

- Develop instruction and utilize strategies based upon the 5 CASEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

The CASEL competencies integrate directly into the Aperture DESSA, which was used as our social-emotional screening tool. Over the summer, the DESSA leadership team and School Improvement team curated resources on the 5 CASEL competencies and provided a workshop to staff showing the alignment between CASEL and DESSA. Staff were also provided with a one page handout that identifies the skills under each of the competencies. For example, self-management is defined as “the abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes: Managing one’s emotions; Identifying and using stress-management strategies; Exhibiting self-discipline and self-motivation; Setting personal and collective goals; Using planning and organizational skills; Showing the courage to take initiative; Demonstrating personal and collective agency. Teachers identified which of these are already part of the Second Step curriculum, which we fully implemented for the fourth consecutive year. Teachers and students also engaged in a CASEL self-assessment to identify their personal strengths and needs.

Based on our work with CASEL, we realized the need to revise the social and behavioral standards measured for our K-5 report card. We needed to align the report card with what we are teaching during Morning Meeting and Second Step with the CASEL competencies. To accomplish this work, teams of teachers reviewed the CASEL 5 and the skills embedded under each. Then, they prioritized those skills, ultimately identifying 1-3 skills for each competency that they valued, taught, and could be assessed in the classroom. Based on this thorough revision, the report card standards are now: I can identify my emotions; I can have a growth mindset; I can manage my emotions; I can exhibit self-discipline and motivation; I can use planning and organizational skills; I can identify solutions for personal and social problems; I can anticipate and evaluate the consequences of my actions; I can demonstrate empathy; I can develop positive relationships; I can practice teamwork and cooperation.

- Implement student leadership groups such as Student Council and the Kindness Squad to promote a respectful school community.

At GHR, we also strive to develop student leaders. Our Grade 5 Student Council is well established, now in its fourth year. These students met every 2-3 weeks to discuss concerns from their classrooms, and brainstorm and implement ideas to improve our school. During the year, Student Council members promoted the May 26th “Get Outside and Play for Children’s Mental Health Day”. They implemented lessons on various disabilities to Grades 3-4 classes, wrote and delivered Morning Announcements, created a newsletter, and served as a panel of judges for our t-shirt design contest. They also volunteered to come early on Fridays to operate the school store in conjunction with the PTO. These are young leaders who continue to have a positive impact on their school.

For other leadership opportunities this year, we began our second year of the Kindness Squad, featuring 9 students who brainstormed ways to improve our school climate. These students had been selected due to

some social and emotional challenges they were facing, and/or disengagement from school. As part of our trauma informed approach to supporting all students, this Kindness Squad formed as a way to build community and partnership-- an opportunity to make real changes in their school to feel that sense of ownership and pride. For example, they distributed Kindness cards to peers weekly, created bus driver appreciation cards, participated in a gratitude card-making workshop, and now also serve as Hallway Monitors at dismissal.

We also showcased and celebrated students in numerous ways. In March, 2 selected Grade 5 students were celebrated at the Connecticut Association of Schools Elementary Celebration of the Arts. In April, 3 students were selected to participate in the CMEA Honors Choir at the CT Convention Center and performed a concert with talented young vocalists from around the state. 15 students were selected for Honors Choir as part of our music program. In science, we participated in the Invention Convention for the first time, and two GHR students were finalists. All GHR students submitted one piece of artwork for our district-wide Art Show in May, and the Grade 5 Chorus and Band hosted an Informance and spring concert. Monthly, two students in each grade level are selected to Principal's Forum based on their Kindness Cards, and nine other students were identified to be members of the Kindness Squad.

- Use observations and walkthroughs to evaluate implementation of curriculum and use of best instructional practices.

For the first time since before the pandemic, we visited classrooms often for walkthroughs. These brief observations were conducted by the Director of Teaching and Learning and myself, visiting each classroom for each subject (ELA, Math, and Science) three times per year. Using a Google Form to collect observation data, trends in the implementation of curriculum and effective pedagogical practices could be analyzed. These walkthroughs are an informal way to evaluate what and how content and skills are being taught across classrooms. For example, it's affirming to see all six classrooms in a grade level teaching roughly the same lesson or in about the same place in their instructional scope. Walkthrough data also helps us measure the engagement of students-- are they actively engaged or was it more passive? What is the teacher doing, and what are students doing? Other data collected as part of the walkthroughs is the effective teaching strategies as identified by Marzano, Hattie, and Reeves. These include strategies such as providing effective feedback, asking high-level questions, using self-assessment and goal-setting, and cooperative learning, to name a few.

Each content area also has specific "look fors" based on the expectations for effective teaching and work conducted during professional development and instructional coaching. In ELA, we are looking to see the implementation of strategies and structures such as guided reading, independent reading, writing about reading, conferencing, reading/writing stamina building, K-3 phonics or word work, and engaging in text based discussion. In math, we are looking for such instructional strategies as using manipulatives and visuals, integrating math vocabulary and explaining mathematical reasoning, fact fluency practice, skill development, math in problem solving situations, and math centers. In science, we are looking for the 5 E instructional approaches (exploration, engagement, explanation, elaboration, evaluation), as well as

asking questions, using models, carrying out investigations, collecting and analyzing data, and constructing explanations, as examples.

Over the course of the year, walkthrough data is collected for a careful analysis. This helps us identify trends, patterns, areas of strength, and areas that need more investigation. Because walkthroughs are conducted throughout the year during different units, different times of the day, and across all content areas, the data collected provides a valid, representative snapshot of what instruction looks like at GHR. Walkthrough data is also useful to identify potential next steps for teacher professional development and instructional coaching.

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

- Continue to provide ongoing and personalized professional learning and leadership opportunities for all staff with a focus on effective pedagogical practices, differentiated instruction, Portrait of the Graduate competencies, and social and emotional skills.

Our professional development plan was developed in collaboration with all district administrators and instructional coaches. We prioritized instructional coaching in ELA, Math and Science based on the SBAC results from Spring 2022. We scheduled five to six instructional coaching days per content area over the course of the year, aligning with our instruction and assessment pacing. Grade level teams met with instructional coaches to review recent data, plan future instruction accordingly, adjust pacing calendars, and revise curriculum if necessary. This was imperative as we continued to accelerate learning and implement grade level coursework. The K-12 Literacy, Science and Math coaches, as well as the Educational Technology coach, met with teachers on PD days, coaching days, long team time meetings, and supported numerous teachers by modeling lessons and co-teaching students. Our professional development on the topic of differentiated instruction focused on excerpts from the text The Flexibly Grouped Classroom by Kristina Doubet; we explored flexible grouping strategies and ways to support students with IEPs.

During our Faculty Meetings or Professional Development time, we spent time on social and emotional learning (SEL), cultivating a safe school environment, and the Portrait of the Graduate. In the fall, we completed our book club on Culturally Responsive Teaching and the Brain by Zaretta-Hammond. We also received training from our District Security Specialist on school safety topics, such as the CIRMA audit findings, visitor procedures, and outside emergencies. We also spend significant time during professional development on the Portrait of the Graduate projects. Grade level teams worked together to create interdisciplinary projects that address real world problems in the community and advocate for solutions. During this work, we expanded our knowledge of differentiated instruction to provide voice and choice for students in these projects based on strengths.

We also ensure differentiation with staff for professional development, as teachers have different needs. To support meaningful learning, select staff attended conferences as part of the CT Physical Education

Association, CT Music Educators Association, CT Association of School Librarians, and the Computer Educators Network, to name a few. Related arts teachers attended content related PD during the year with colleagues throughout the district, and networked with other districts. Our gifted and talented teacher collaborated closely with her counterpart at the middle school to integrate the Future Problem Solvers programming into Grade 5 Challenge and Enrichment. Our social worker and psychologist attended several sessions with David Howe related to the efficacy of home visits to build a strong home-school partnership. Our ABA team met K-12 during professional development days to refine programming and vertically align outcomes and expectations for students. Following each professional development day or half day, staff took a reflective survey that provided feedback to the administrative team in terms of what went well and what staff found valuable to their practice, or areas/topics in which they want more support and training. This continued to help personalize the professional development experience.

To support and retain new teachers, I scheduled new teacher meetings every five weeks to discuss topics of relevance such as expectations for parent-teacher conferences, Teacher Evaluations, and parent communication strategies. This provided an added layer of support and provided a small forum where they felt comfortable asking questions. As a result, several teachers identified that they wanted to observe veteran teachers in areas they expressed as a need, such as participation strategies or minimizing transition time. By providing coverage, new teachers were able to watch other teachers and then implement their new learning back in their own classroom.

For continuous collaboration, grade level team meetings continued to meet weekly during dismissal. Each grade level meets once per week to share lesson ideas, plan the next week, address any concerns, and support one another. These meeting agendas may also include consultation with BCBA, reading room, or instructional coaches on a regular basis. For interventionists, bimonthly meetings focused on math and reading intervention are conducted in conjunction with the K-12 Specialist and the Director of Teaching and Learning. These sessions focus on programming for students in intervention to ensure that we are providing the most supportive intervention for them.

- 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.

In order to promote a positive school culture built on shared leadership, it's important to recognize staff who are demonstrating this leadership. One way in which teachers were validated was through our "Share Out, Shout Out" which was conducted at each faculty meeting. Each meeting, a teacher shared something they were doing with students that is innovative or promotes a positive class culture. One teacher shared her virtual weekly newsletter with an easy-to-implement template, and another shared her integration of emotion recognition into the visual arts.

To encourage teachers to maintain a focus on instruction during our 30 minute dismissal process, we started a new initiative called "WIN: What I Need". Teachers identified what students can work on during the 20-30 minutes in which they are waiting for the second round of buses to be called. Rather than free time, we are promoting "WINning" for classes who continue; this may look like independent reading,

math fact practice, Typing Club, or free writing for example. Grade 5 Office Volunteers check in with all classes daily to monitor which classes are “WINning” and one class wins a school store coupon weekly.

We also want to keep spirits high for staff. In April, we held an April Spirit Month. Each day, there were raffle prizes with our “Lucky Ducks”- numbered rubber ducks for each staff member with prizes called daily. We continued two “GHR Rockstar of the Week” parking spots in the lower lot. This granted the winner a week of prime parking, right by the entrance. As I’ve done for the past few years, I also continued writing positive postcards to staff members, averaging about three postcards each week. For the second consecutive year, we nominated a colleague for the Coventry Teacher of the Year to recognize exemplary teachers. Feedback was solicited from all staff.

As part of my shared leadership approach, I encourage opportunities for staff to lead professional development. In August, our School Improvement Team leads the learning around SBAC data and our school improvement plan. Through the district-wide teacher Leadership Academy, two GHR teachers network with other educators throughout the district and meet five times during the year with an EASTCONN consultant. Teacher leaders led professional development for our GHR staff on chapters 7, 8 and 9 of Culturally Responsive Teaching and the Brain in the fall. Additionally, our K-12 Literacy Specialist and Reading Consultant provided training for new teachers on the Benchmark Assessment System (BAS). Our music teacher presented at a state-wide conference for the CT Music Educators Association (CMEA) in the spring on surviving the first three years of teaching! Lastly, DESSA Leadership Team members created five lessons on SEL skills for their grade levels to implement with students. This leadership is always well received and teachers become seen as respected leaders in our building.

Additionally, each faculty meeting also includes time for committees to share updates and information, including educators who are part of the District Literacy Committee, Team Leader, Curriculum Cabinet, PD/TEVAL committee, District Attendance Committee, and District Technology committee. All of these opportunities help educators learn from one another and promote teacher leadership and collaboration.

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

We are fortunate to continue a strong partnership with Eastern Connecticut State University and the University of Connecticut. Fifteen of our tenured teachers are TEAM trained and can support a beginner teacher, student teacher, or intern. As a result, we welcomed a year-long University of Connecticut (UCONN) intern to work in the math intervention program. Additionally, we welcomed seven Junior observers from UCONN and six senior student teachers. From Eastern CT State University (ESCU) we hosted 6 student teachers over the course of the year. We hope to continue this university partnership next year, as it supports our work here at GHR in so many ways.

For the first time, we hosted a student teacher/intern breakfast with our colleagues from the universities. Coordinated by our Director of Teaching and Learning, we hosted this roundtable as an opportunity for

our student teachers to share what they've learned from their experience, ask questions about the hiring process, and share anything that would be useful moving forward. For example, one student teacher mentioned the benefit of shadowing another grade level for a day. Additionally, we conducted walkthroughs with Dr. Quinones from UCONN to showcase the student teaching experience at GHR.

- Enhance professional development to provide regular literacy, math, science, and technology coaching to ensure meaningful integration of best practices across the curriculum.

Instructional Coaching was scheduled for 5-6 times per year in each subject area of ELA, Math, and Science, with technology integration embedded throughout. Despite staffing challenges, we were able to provide classroom coverage for an entire grade level so that the whole team could work with our K-12 Instructional coaches. Notable from last year, we were more creative with schedules, as coaching also occurred during long team times, professional development days, faculty meetings, or brief sessions during weekly grade level meetings.

Instructional Coaching has been instrumental in our continued success at GHR. As an example, Grade 4 engaged in developing and implementing a year long sequence on morphology to address the identified need of phonics, spelling, and vocabulary. This builds on the work of Grade 3 last year, who implemented a word study portion of their Tier 1 literacy block. This work is expected to continue next year as it bridges into Grade 5. In Science, the K-12 Science Specialist focused on Science Performance Tasks aligned to NGSS. Each grade level identified an investigation in which to assess using a common rubric. For example, Grade 4 focused on their Bear Sense investigation, measuring students' claims and evidence on the NGSS-aligned rubric. All grade levels also administered an Inner Orbit or Interim Assessment block to support the vertical alignment of science, as only Grade 5 students take the NGSS assessment. In Math, our K-12 Math Specialist had quite a busy year, so under the collaborative leadership of the Director of Teaching and Learning, a teacher leader, and myself, we conducted instructional math coaching focused on the analysis of math interim assessment blocks and Eureka math pacing. Each grade level conducted two IABs as well as 2-4 performance tasks. Based on an analysis of student achievement, we created lessons, rearranged pacing calendars, and developed a spiral review (such as "Wayback Wednesday") to revisit previously learned concepts and skills.

As we entered spring, instructional coaches met with grade level teams with a particular focus on the Smarter Balanced Assessment, as well as the Next Generation Science Standards Assessment (grade 5 only). Pacing was revised, new instructional materials to support certain identified skills were created, and lessons were implemented through April to support student's success on testing during May. We brainstormed everything from ways to ensure a comfortable testing environment, chunking the test into small pieces, and increasing motivation. Truly, the ongoing and timely nature of instructional coaching leads to its effectiveness.