

Goal Achievement Report 2023-2024

Coventry Public Schools Dr. David J. Petrone, Superintendent of Schools March 28, 2024



COVENTRY PUBLIC SCHOOLS

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March 28, 2024

Dear Board Members,

Enclosed please find a copy of my comprehensive Goal Achievement Report and accompanying artifacts for the 2023-2024 school year. I am excited about the shift that has been made in the way in which we report our progress to you on identified goals. I believe this showcases our staff and student work and programs in an exciting format that is a significant step forward from the traditional approach that has been in place for decades. This new approach not only brings to life the words on a page that would be the traditional way information was shared with you, but these presentations afford you an opportunity to gain a much deeper understanding of the work that we do. Most importantly it develops a connection for you with our students and you get to witness the excitement in their eyes as they share the ways in which they learn in our classrooms.

As I have shared with you each year, I continue to be active in the following professional organizations and committees: Connecticut Association of Public School Superintendents (CAPSS) Early Childhood Advisory Committee, CAPSS Legislation Federal and State Committee, University Region Superintendents Association, CAPSS DCF Advisory Committee, Vernon Adult Regional Based Education Board of Directors, Hockanum Valley Superintendents Association, and the CAPSS/University of Connecticut (UCONN) Experienced Superintendent Community of Practice. In addition to these organizations, I successfully completed my sixth year as a member of UCONN's Schools as Clinics group as the Chair of the Fingerprint Subcommittee. This is my second year on the Workforce Crisis ELG Team. As you may remember, I was asked to join the Workforce Crisis ELG late last school year. This group is led by Lyle Kirkman and is composed of select superintendents from Connecticut and Massachusetts, with a singular focus on developing a plan to mitigate the workforce crisis in education. Fran Rabinowitz, Director of CAPSS and Kate Dias, President of the Connecticut Education Association (CEA) are also part of this thinktank. Opportunities such as these give our district access to a variety of resources that positively impact the work we do. Most importantly, it gives Coventry a seat at the table. In addition, these networking experiences keep Coventry's accomplishments and name in the discussion at a greater level, which often leads to unique and beneficial opportunities.

I continue to work tirelessly to make the district shine to ensure we continue to offer quality programs that position our students for success. I feel confident saying we have had another

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outstanding year. The positive culture and teamwork that exists in this district is what helps us continue to excel in a multitude of areas and that starts with your unwavering support and belief in what we do. For this, I can't thank you enough!

Sincerely,

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



Coventry Public Schools

Dr. David J. Petrone, Superintendent of Schools

District Goals: 2023-2024 School Year

- 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.
 - 1.1. Continue the process of disaggregating Smarter Balanced Assessment (SBAC), the Next Generation Science Standards Assessment (NGSS), and the Scholastic Aptitude Test (SAT) data to inform pedagogy, curriculum revisions, pacing, and the refinement of practices related to integration of formative and performancebased assessments into teaching and learning.
 - 1.2. Begin to develop a 10-Year Comprehensive Visioning Plan for education in Coventry Public Schools to include the development of district guiding beliefs and further investigation and alignment of the Portrait of the Graduate to frameworks related to system capacity and coherence.
 - 1.3. Refine improvement plans in Grades 6 and 7 to address mathematics achievement as measured by performance on the SBAC to result in student growth by 15 percentage points from the spring 2023 SBAC to 2023-2024 math interim assessment blocks.
 - 1.4. Continue the work associated with the Portrait of the Graduate, including the development of Pre-K through 12 rubrics for the Authentic Innovator competency and integration of rubrics for the Empowered Citizen competency into teaching and learning.
 - 1.5. Finalize development of and implement the interdisciplinary passage presentation projects which incorporate the Portrait of the Graduate competencies at Coventry Grammar School, G. H. Robertson School, and Capt. Nathan Hale School.
 - 1.6. Continue to support reading achievement and provide best practice in reading instruction through the development of a K-3 Literacy Plan which focuses on refinements to instruction, curriculum, and assessment and a sequence of topics for professional development informed by the research on the science of reading.
 - 1.7. Work with key stakeholders and the District Technology Committee to implement year three of the District Technology Plan and develop the 2024-2027 Technology Plan to ensure continued effective integration of technology into curriculum, instruction, and assessment.
 - 1.8. Continue to grow achievement of high performing students by increasing their participation in enrichment opportunities and programs by 5% over the 2022-2023 school year.
 - 1.9. Articulate explicitly the high school program opportunities related to the number of Career Pathways at Coventry High School.
 - 1.10. Continue to develop and promote curricular and extracurricular opportunities for STEM learning including the addition of a Computer Science aligned Project Lead the Way module in Grade 3 and an engineering curriculum at the Hale Early Education Center.

- 1.11. Continue providing collaborative structures and professional development for Pupil and Staff Support Services staff to refine their skills in developing IEPs aligned to the State Department of Education Special Education Data System (CT-SEDS) system, to address the continuous updates to the CT-SEDS platform.
- 1.12. Continue refinements to intervention programming and the use of grant funding to address skill gaps and to provide additional learning opportunities and programming for an additional 5% of students.
- 1.13. Provide additional opportunities K-12 for students to learn about and explore a variety of careers by partnering with families, the community at large, and area universities.
- 1.14. Expand the opportunities for Coventry High School students to earn college credits through dual enrollment classes with support from the Dual Credit Expansion Grant by an additional 20%.

2.0 Maintain and promote a positive and respectful learning community.

- 2.1. Continue to provide curricular and experiential opportunities that support students in developing self-awareness, self-management, decision-making, social-awareness, and relationship skills.
- 2.2. Continue to support the Open Choice program, now in year-three, and continue efforts to reduce racial, ethnic, and economic isolation and develop a more diversified student body.
- 2.3. Grow the international students program participation rate by 20% and monitor the progress of the students attending Coventry High School.
- 2.4. Continue refinements to emotional and behavioral services provided, through the use of the American Rescue Plan Act (ARPA) School Mental Health Specialist Grant by effectively allocating resources to support students' programming.
- 2.5. Establish a committee of internal and external stakeholders to evaluate current facilities and develop a long-term plan to support future learning.

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

- 3.1. Engage teachers and administrators in the development and completion of a Teacher Evaluation Plan that aligns with new state guidelines.
- 3.2. Continue recruitment of a diverse candidate pool to increase diverse certified staff by 5% and utilize grant funding to continue initiatives with staff related to diversity, inclusion, and culturally relevant pedagogy to support inclusive teaching practices and inclusive school climates that are welcoming to all staff and students.
- 3.3. Continue to find opportunities to build teacher leadership capacity and to utilize the leadership talent of 80% of teachers who have attended the Coventry Leadership Academy.

Coventry Public Schools Goal Achievement Report Dr. David J. Petrone, Superintendent of Schools 2023-2024

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

Objectives:

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

"In today's data-driven world, data analysis has become an integral part of improving education outcomes for students. Data analysis is the process of systematically collecting and interpreting data related to student learning and academic performance. It can help educators identify trends, patterns, and areas of improvement, which can inform instructional practices and educational policies at all levels of the education system. In this blog post, we will explore the importance of data analysis in education and how it can be used to enhance student learning outcomes.

One of the primary benefits of data analysis in education is that it can help educators identify areas where students are struggling and develop targeted interventions to support their academic success. By analyzing data on student performance, educators can identify achievement gaps and disparities in academic achievement among different groups of students. This data can then be used to develop strategies to support struggling students and close achievement gaps.

Data analysis can also help educators identify effective teaching practices and approaches that can enhance student learning outcomes. By analyzing data on student performance, educators can identify instructional strategies and practices that are particularly effective in improving student outcomes. This data can then be used to inform the development of evidence-based instructional practices that can be implemented in classrooms to enhance student learning.

Another important benefit of data analysis in education is that it can help educators monitor student progress and provide timely feedback to students and their families. By analyzing data on student performance, educators can identify students who are falling behind or who may be at risk of falling behind. This data can then be used to provide targeted interventions and support to these students to help them catch up and stay on track.

Data analysis can also help educators make informed decisions about resource allocation, including funding, staffing, and program development. By analyzing data on student performance and resource utilization, educators can identify areas where additional resources may be needed to support student learning and achievement. This data can then be used to make informed decisions about resource allocation and program development, which can enhance student outcomes and improve the overall effectiveness of the education system.

Moreover, data analysis in education plays a critical role in improving accountability and transparency in the education system. By analyzing data on student performance, educators can identify areas where the education system may be falling short and develop strategies to address these issues. This data can also be used to hold educators, schools, and districts accountable for their performance, and to ensure that all students have access to a high-quality education" (Matthew B. Courtney, Ed.D., Data Analysis in Education: How Data-Driven Decision-Making Improves Instruction, Apr 16, 2023).

Although this excerpt is lengthy, I felt it would be a great refresher for the Board of Education ["Board"] to read, as it captures the core of why, as a district, we focus so many resources on data driven decision making. It is a key element of how we turned things around as a district. The reward has been so great. I see this as I interact with staff throughout the district to see that we are all speaking the same "language" when it comes to our curriculum, instruction, decision making, and most importantly, supporting students.

During this school year, we have highlighted our work in this area at the Board level. Based on Board comments, it is clear the Board supports this work and truly appreciates the value and impact it has had on our student achievement. (Artifact A: 2023 Assessment Presentation – BOE 09-28-23; Artifact B: Perspectives for Improving Achievement and Expanding Instructional Time Using NGSS - BOE 10-26-23; and Artifact C: K-12 Science Assessment Framework – BOE 02-08-24) Additionally, location-level summaries are provided as follows:

Districtwide: As you are aware, our curriculum specialists work with our administrators and staff at all levels. Areas of focus this year, in English Language Arts, math, and science, were to incorporate performance-based assessments into teaching and learning.

As part of our annual work, the curriculum team conducts the following in English Language Arts (ELA) and math:

- Disaggregate data by grade level and teacher
- Review with teachers
- Review target areas and plan for next steps
- Complete Looking At Student Work Protocols (LSWP), question analysis, and data for Interim Assessment Blocks (IAB)

(Artifact D: SBAC ELA Data Breakdown for 2022-2023; Artifact E: SBAC Math Data Breakdown for 2022-2023)

Science work included implementing the following:

- Performance-based tasks in grades 4, 5, 6, 8, 9 and high school biology
- Full pilot of the grade 3 Engineering task (Underwater Keys)
- Grade 3 performance-based tasks
- Grade 7 Engineering task (following a limited pilot last year)
- The development and pilot of an Investigation task which is the last task needed
- Development of three performance-based tasks per course in science grades 3 - 11 (Explanatory Modeling, Investigation, and Engineering Design)

(Artifact F: Kindergarten Science Assessment Pacing Calendar 23-24; Artifact G: Grade 1 Science Assessment Pacing Calendar 23-24; Artifact H: Grade 2 Science Assessment Pacing Calendar 23-24; Artifact I: Grade 3 Science Assessment Pacing Calendar 23-24; Artifact J: Grade 4 Science Assessment Pacing Calendar 23-24; Artifact K: Grade 5 Science Assessment Evidence for NGG Practices; Artifact L: CNH Science Assessment Plan; Artifact M: CHS Science Assessment Plan 23-24; and Artifact N: NGSS Science Data Breakdown for 22-23)

• Develop an Explanatory Model task for next year.

Looking ahead in science for spring 2024 and into 2024/2025:

- In grade 5, a new second Investigation task is being developed for trimester 3.
- Grade 6 will build on a limited pilot of a Modeling task with the spring administration of a more complex Performance task.
- Grade 8 will leverage the April 8, 2024 eclipse to update their Modeling task.
- Grade 9 will build on a limited pilot of a Modeling task to administer a more rigorous task next year.

The curriculum team also supported work related to the SAT. District personnel collaborated with Coventry High School (CHS) staff members in English Language Arts (ELA) and mathematics to focus on reviewing the changes from the paper and pencil SAT to the digital SAT, which include a number of changes in the types of questions, numbers of questions, etc. In addition, teachers are reviewing their existing "SAT Plans" for ELA and Math and redesigning those to consider continued use of practice tests, continued use of Khan Academy, and integration of new question types into existing lessons and assessments.

A variety of resources were provided to teachers for their work on revising approaches to instruction and assessment related to the new SAT. (Artifact O: CHS Updated SAT Question Stems; Artifact P: PSAT Fall Analysis; Artifact Q: PSAT Analysis 2023 Graphic Organizer; Artifact R: PSAT Knowledge and Skills Bands.)

For the Boards's reference a description of changes to the SAT can be found below from the College Board: *The Digital SAT Suite of Assessments Specifications Overview.*

"READING AND WRITING: The digital assessments have a single Reading and Writing section instead of separate Reading and Writing and Language Tests. This shift allows us to measure English language arts and content area literacy knowledge and skills more efficiently while acknowledging the reciprocal, mutually reinforcing nature of reading and writing skills and knowledge. The digital SAT Reading and Writing section will feature many shorter passages instead of a few long texts, meaning students will see a wider range of topics that represent the kinds of works they'll read in college. At the same time, these shorter passages maintain the level of rigor of longer reading passages in terms of text complexity and grounding in academic disciplines. A single (discrete) question is associated with each passage (or passage pair) instead of having several questions associated with a small number of long passages.

MATH: Calculators are allowed throughout the Math section. A single Math section replaces the separately timed no-calculator and calculator-allowed portions of the paper and pencil SAT Suite Math Tests. This change allows the Math section to more accurately reflect how calculators are used in schools and in the real world. It also eases test administration by eliminating separately timed test portions with different rules. Students may continue to use their own approved calculator on test day or take advantage of the graphing calculator built directly into the testing application. The average length of in-context questions ("word problems") has been reduced. In context questions still serve a valuable role in the Math section, as they assess whether students can apply their math skills and knowledge to both academic and real-world situations. However, College Board has listened to feedback that longer contexts posed barriers that could inhibit some students, often but not only English learners, from demonstrating their core math achievement."

G. H. Robertson School (GHR): In August 2023, SBAC and NGSS data were analyzed by the School Improvement Team to identify overall areas of strength and need as the School Improvement Plan was developed with goals and action steps. In the fall, the curriculum specialists met with grade level teams during their first coaching session to review the data in more depth, and the principal met with all teachers to review classroom specific data. The Assessment Calendar was revised for the 2023-2024 school year as a collaborative effort by School Improvement Team members and curriculum specialists. (Artifact S: GHR August Professional Development SBAC Review; Artifact T: GHR August Professional Development NGSS Review; Artifact U: ELA SBAC Results by Teacher GHR; Artifact V: Math SBAC Results by Teacher GHR; Artifact W: GHR 2023-2024 Assessment Calendar; Artifact X: GHR Science Sample Coaching Agenda; Artifact J: Grade 4 Science Assessment Pacing Calendar 23-24; Artifact Y: GHR ELA Post IAB Information; Artifact Z: GHR Math Performance Tasks Data; Artifact AA: GHR ELA IAB Data; and Artifact BB: GHR Grades 3-5 NGSS Science and Mid-Unit Formative Assessment Comparison)

Capt. Nathan Hale School (CNH): English, math, and science teachers engaged in coaching days with the curriculum specialists to review curriculum, instruction, and assessment results to make changes based on student performance data.

Math teachers met with the math curriculum specialist weekly to discuss the implementation of the Eureka Math² curriculum in grade 6, create pacing guides, modify learning materials, evaluate formative and summative assessments, and adjust instruction based on student performance.

Science teachers worked with the STEM (Science Technology Engineering Math) curriculum specialist to continue development, implementation, and refinement of embedded performance tasks. (Artifact CC: Grade 6 Module 1 Calendar – Pacing Guide; Artifact DD: CNH Spring Post ELA IAB Data; Artifact EE: CNH ELA Listening Practice Plan; Artifact FF: CNH Math Performance Tasks; Artifact GG: CNH Grades 6-8 NGSS Science and Mid-Unit Formative Assessment Comparison; Artifact L: CNH Science Assessment Plan; Artifact HH: Student Work Protocol NGSS 3D Performance Tasks; and Artifact II: Grade 8 NGSS Claims Analysis)

Coventry High School (CHS): Coventry teachers and administrators continue to support student growth on SAT and NGSS skills in the following ways:

> As mentioned under the "District-Wide" portion above a review of the updated SAT was conducted. During the fall, administrators and counselors attended virtual College Board workshops on the design, scoring and reporting of the PSAT and SAT to better understand the test design and become familiar with the new online testing platform. Math and English teachers attended coaching sessions about the changes to the new online PSAT and SAT. Teachers in both English and math also created and administered two mock SAT experiences for students that were adapted to be

used to simulate the testing environment with released items provided by the College Board. Science teachers administered multiple formative assessments aligned with the NGSS to give students experience with the testing content, format, and technology.

- English, math, and science teachers engaged in coaching days with the curriculum specialists to review curriculum, instruction and assessment results and make changes based on student performance data.
- PSAT and NGSS results were disaggregated, analyzed for schoolwide trends and individual student performance, and shared with teachers online.
- Teachers also engaged in the use of the Student Work Protocol during professional development to review their student results and discuss instructional practices that would support student growth.

As I have said many times, our ability to effectively use data to drive our decision making has been the cornerstone of our success. What I am most proud of is how our use of data is embedded in the culture of our district at all levels and by those who support our teachers.

1.2. Begin to develop a 10-Year Comprehensive Visioning Plan for education in Coventry Public Schools to include the development of district guiding beliefs and further investigation and alignment of the Portrait of the Graduate to frameworks related to system capacity and coherence.

As a district, we attend to the current needs of our students, but always have our eye on what the future will require. Doing this will ensure we are programming for all those in our charge, making certain they are ready for the next level of challenge. It is imperative we stay current with the times, but avoid being too far out front, which could potentially lead to missing the mark and ultimately being left behind. To guarantee this, the district leadership team has been working throughout the school year to develop Belief Statements that draw from our guiding documents (Mission Statement, Goals, Theory of Action, District Drivers, and District Strategic Plan). The primary goal of this work is to develop key beliefs for our instructional staff that support the attainment of *Deep Learning* and connect back to the "4 Shifts" framework we have used for creating deep learning experiences.

The key beliefs will be the foundation for what Coventry educators believe in, just as the Portrait of the Graduate competencies are what we expect for our students. This work will adjust the way in which we report out on our achievement as a district, shifting away from the traditional reporting methods.

The Board received an overview of what this work would look like at your meeting on September 14, 2023.

(Artifact JJ: 09-14-23 BOE Agenda; Artifact KK: Moving From Beliefs to Actions – August with Kelly Lyman; Artifact LL: Moving From Beliefs to Actions - Part 2 September with Kelly Lyman; Artifact MM: Moving From Beliefs to Actions – Part 3 with Kelly Lyman; Artifact NN: Aligning Priorities with Beliefs December with Kelly Lyman; Artifact OO: February with Kelly Lyman; Artifact PP: Identifying Drivers March with Kelly Lyman; Artifact QQ: 4 Shifts Protocol; and Artifact RR: District Beliefs)

1.3. Refine improvement plans in Grades 6 and 7 to address mathematics achievement as measured by performance on the SBAC to result in student growth by 15 percentage points from the spring 2023 SBAC to 2023-2024 math interim assessment blocks.

"Students around the world suffered historic setbacks in reading and math during the COVID-19 pandemic, with declines in test scores so widespread that the United States climbed in global rankings simply by falling behind less sharply, a new study finds.

The state of global education was given a bleak appraisal in the Program for International Student Assessment, the first study to examine the academic progress of students in dozens of countries during the pandemic. Released Tuesday, it finds the average international math score fell by the equivalent of three-quarters of a year of learning. Reading scores fell by the equivalent of half a year. The setbacks spanned nations rich and poor, big and small, with few making progress. In the countries where students were tested, a quarter are now considered low performers in math, reading and science, meaning they struggle to perform basic math problems or interpret simple texts.

Usually given every three years, the latest test was delayed a year because of the pandemic. It was administered in 2022 to a sample of 15-year-olds in 37 countries that are members of the Organisation for Economic Co-operation and Development, plus 44 other partner countries. The OECD has been conducting the test since 2000.

The new results point to an "unprecedented drop in performance," the report says. It raises concerns about countries including Germany, Iceland, and the Netherlands, which saw drops of 25 points or more in math scores. Twenty points is seen as equivalent to a year of learning.

Across all participating countries, the average math score fell by about 15 points since the 2018 tests. Reading scores fell by 10 points. Neither subject had seen a change of more than five points previously. The bright light was in science, where scores changed little since 2018.

In the U.S., which historically has lagged in math, the average math score fell by 13 points. Reading and science stayed mostly even. Overall, the country improved to No. 26 in math, up three spots from 2018. It ranked No. 6 in reading and 10th in science, up two and one spots, respectively" (BINKLEY, C; THE ASSOCIATED PRESS, School children around the world saw an 'unprecedented drop in performance' during the pandemic, global study finds, December 5, 2023).

Although I shared several articles with the Board over the last few years, this most recent article, related to the impact the pandemic had on student achievement, not just nationally, but internationally, really drives the point home.

As you are aware, our math scores declined, but not nearly at the rate reported (with the exception of grade 6) by Collin Binkley in his article. When achievement results were presented in the fall, there was a significant focus on the challenges we are experiencing in mathematics and specifically in grade 6. This presentation included a comprehensive plan to turn things around for this student cohort and to address issues specific to that group. (Artifact A: 2023 Assessment Presentation – BOE 09-28-23)

Noteworthy efforts have been made this year to move the achievement needle in grades 6 and 7. The following bulleted list is what has been done to date:

- Grade 6 and 7 teachers and the administration attended professional development activities focused on Eureka Math² curriculum implementation in grade 6, its alignment with SBAC Interim Assessment Blocks (IABs), and related Performance Tasks.
- Grade 6 parents were informed about this new work with Eureka Math². (Artifact SS: CNH Newsletter Article on Eureka Math Squared)
- Monthly audits of Eureka Math² implementation were conducted with school and district administrators observing full lessons.
- Ongoing and frequent coaching sessions were scheduled with the Math Curriculum Specialist to include Eureka Math² curriculum module reviews (Fluency, Launch, Learn and Land sections) in addition to reviewing Student Work Protocol to inform remediation and extension activities needed to improve student performance. (Artifact TT: Year-Long Plan for Eureka Math Squared; Artifact UU: Grade 6 Module 3 Calendar; and Artifact VV: CNH February Professional Development Eureka Math)
- A Math Improvement Plan was added as part of the school improvement plan. (Artifact WW: CNH School Improvement Plan)
- Time was dedicated for the Math Curriculum Specialist and math team members to look at common errors among students, question stems, and for reviewing IAB data to identify areas for improvement. Instructional materials were created based on these findings and homework was aligned to SBAC formats in Grades 6-8. (Artifact XX: Eureka Math Squared Leaders Presentation; Artifact YY: Cross Referencing of SBAC Stems against Practice from Eureka

Squared 6th Grade Example Module 1; Artifact ZZ: CNH December Professional Development Eureka Math)

- The district received \$88,000 in grant funding for the implementation of High Dosage Tutoring at CNH. (Artifact AAA: High Dosage Tutoring Information)
- The number of sections of Math Investigations (intervention) were increased, along with the number of students assigned to intervention.
- Teachers were supported by providing them with a Math Investigations Template and Exemplar Lesson Plan. The purpose of this template is to engage students. (Artifact BBB: Math Template Lesson Plan; and Artifact CCC: Exemplar Lesson Plan)

1.4. Continue the work associated with the Portrait of the Graduate, including the development of Pre-K through 12 rubrics for the Authentic Innovator competency and integration of rubrics for the Empowered Citizen competency into teaching and learning.

I am very proud of the work we have done on our Portrait of the Graduate (POG). A POG is a district's *North Star* and captures the "collective vision for student success." This work has been taking place for several years now and we are very close to completing the final rubrics.

The following is a summary of work done this year by site:

District Wide: During Curriculum Cabinet Meetings, teachers and administrators across the district have been engaged in developing the Authentic Innovator Rubric for the district that will then be adapted for the students in each building and implemented in the 2024-2025 school year. (Artifact DDD: Authentic Innovator Rubric)

Hale Early Education Center: Activities from the Wee Engineers program were introduced. Wee Engineers presents three challenges to students (creating wrecking balls, noise makers, and fans) which strengthen problem solving skills and critical thinking skills. Hands-on challenges empower preschoolers to see themselves as problem solvers as they learn there are multiple ways to solve a problem.

Coventry Grammar School (CGS): The Effective Communicator and Engaged Collaborator rubrics were implemented, and the Critical Thinker rubrics were developed as measured by rubric-scored student work samples across all grade levels. K-2 teams meet during grade level time to develop and/or refine their rubrics and to determine units of study that will incorporate the rubrics. (Artifact EEE: CGS POG Critical Thinker Rubric)

G. H. Robertson School (GHR): Staff developed an interdisciplinary project to engage students with the Portrait of the Graduate competencies. The Empowered Citizen Rubric was integrated into our Morning Meeting, ELA, and Social Studies instruction. (Artifact FFF: GHR POG Empowered Citizen Rubrics)

Capt. Nathan Hale School (CNH): Each department reviewed and adjusted their areas of focus through the integration of two of the four Portrait of the Graduate Rubrics with the newest being the Engaged Citizen Rubric. Departments have identified lessons/units for use as both formative and summative assessments of student growth in addition to identifying discrete performance indicators for each rubric. Data is collected and tracked using PowerSchool and will be shared at the end of the school year. (Artifact GGG: CNH POG Department Rubric Responsibilities)

Coventry High School (CHS): The Empowered Citizen rubric was successfully integrated for use with students at the beginning of the school year. Teachers have designated specific assignments for use as both formative and summative assessments of student growth. Data is being collected and tracked using PowerSchool and will be shared at the end of the school year.

1.5. Finalize development of and implement the interdisciplinary passage presentation projects which incorporate the Portrait of the Graduate competencies at Coventry Grammar School, G. H. Robertson School, and Capt. Nathan Hale School.

"Interdisciplinary instruction is engaging for students because it is structured in a way that moves student learning beyond just learning for learning's sake. With interdisciplinary instruction, students are assessed on the effectiveness with which they create solutions to real-world problems. When students are allowed to take the lead on their learning by practicing critical thinking skills that extend beyond classroom walls, students will naturally become more engaged in their learning. Why does this approach to learning lead to student success? Because it focuses on:

- Student-Centered Learning
 - Through interdisciplinary learning, students are challenged to discover meaningful connections between content areas that have traditionally been taught in isolation. That discovery of connections allows students to apply concepts and new understandings in novel and creative ways, positioning them as innovators, problem-solvers, and critical thinkers. Rather than striving toward a predetermined conclusion or correct answer, students direct their own learning by determining for themselves what the outcome of their inquiry will be. Learning relates directly to students' own experiences, assets, and ideas.
- Critical Thinking Skills
 - Developing students' critical thinking skills empowers them to make sense of the world around them through a rational, curious lens. Interdisciplinary learning encourages students to reflect critically on every new idea or issue they encounter, considering it from multiple perspectives. At the same time, they become more deeply aware of their own perspectives, including their values, beliefs, and attitudes, enabling them to recognize and deconstruct bias in themselves and others. Further, thinking critically through an interdisciplinary approach allows students to identify global concepts that cut across disciplines and apply those concepts in inventive ways.
- Problem-Solving Strategies
 - While there is rarely one way to solve a problem, it is also rare that the evidence-based solutions to a problem lie exclusively in

one content area. By capitalizing on both the declarative and procedural knowledge across multiple content areas, students can leverage insights that build upon the unique strengths of the individual disciplines to offer solutions to complex problems. Students who can accept uncertainty and ambiguity in their learning develop an ability to evaluate information from multiple and sometimes conflicting perspectives. This leaves students prepared to gain a deeper understanding of concepts and ideas in a way that is essential to thriving in the future world that accurately predict" we cannot (https://www.maine.gov/doe/index.php/learning/II/overvie) w/why).

I wanted to include the above overview of the importance and benefit of interdisciplinary projects. As you are aware, we have been slowly implementing interdisciplinary passage presentation projects at each of the sights. To do this effectively, takes time and planning to ensure it is done correctly and the students experience the full benefits.

The following is a summary of work done at CGS, GHR, and CNH this year:

Coventry Grammar School: Grade two staff developed an interdisciplinary project to engage students with their Portrait of the Graduate competencies. They are currently working to refine the outcome, which should be complete by the end of March.

G. H. Robertson School: Projects will be implemented over the winter/spring of 2024. Grade 5 will showcase their project and collaborate heavily with the Library Media Specialist on research and green screen technology. They will also work with our K-12 Educational Technology Coach for the development and revision of their Public Service Announcement video. (Artifact HHH: Grade 5 Portrait of the Graduate Project)

Capt. Nathan Hale School: A multidisciplinary committee (ELA, math, science, social studies, LMC, Related Arts) reviewed and revised the previous iteration of the "Portrait of the Graduate Passage Presentation Projects and Celebrations of Learning-Attributes of Projects" with a focus on refining elements

of the activity related to local impact. Grade 7 students will present their projects concurrently when grades 6 and 8 are engaging in Student Led Conferences. (Artifact III: Passage Presentation CNH Schedule)

1.6. Continue to support reading achievement and provide best practice in reading instruction through the development of a K-3 Literacy Plan which focuses on refinements to instruction, curriculum, and assessment and a sequence of topics for professional development informed by the research on the science of reading.

The K-3 Literacy Plan will be developed over two years. To date, we received from the Right to Read Grant \$60,000 for state approved instructional materials. We spent \$8,000 of these funds on a three-year license for Acadience Reading, which is a state approved universal screener. A requirement for grant awardees is the participation of five district educators in the Right to Read Statewide Professional Learning Series held for five hours a day on 10 different days conducted by Hill for Literacy (HILL) (which has been contracted by the Connecticut State Department of Education - CSDE).

The following is information from HILL about the sessions:

"Morning sessions were the Leadership Series: Leadership training focused on systems and structures necessary to support a sustainable, district-wide multi-tiered instructional and assessment model. The leadership training focuses on the following topics: leadership structures and routines, implementing a tiered instructional framework and equitable instruction for all, building a consistent literacy knowledge and expertise in all staff, using data to make education decisions at all levels and engaging families. Work time is provided in these sessions for district teams to work on developing their K-3 Literacy Plans.

Afternoon sessions were the Science of Reading Series: This Science of Reading Professional learning Series teaches critical components of literacy instruction, integrating current research into each module and translating it into classroom applications. Topics for this series include the following: The Brain and Reading; The Brain and Reading Assessments: Oral Language and Literacy; Features of Effective Instruction; The Power of Phonemic Awareness; Word Blending: A Hierarchy of Skills; The Role of Automaticity; Text Reading: What (with Whom), When and How; Growing Vocabularies; Building Comprehension."

Additionally, the CSDE provides professional support for Reading Program selection and implementation for the Transitional Waiver, through either Great Minds' Wit and Wisdom or Open-Up Resources' Bookworms. A K-3 Literacy Committee was formed with both principals, the K-12 Literacy Specialist, a teacher from each grade level, all K-3 reading teachers and consultants, the Director of Teaching and Learning, and a special educator to assist in developing and implementing the K-3 Literacy Plan and selecting the reading program. There was a Wit and Wisdom presentation to the committee in January and Bookworms in February. Site visits took place to meet with district leadership in towns that use both products.

Also through HILL, the district will be receiving free support for the program adoption and implementation. "Expertly tailored in-service education implemented to fit a particular school's literacy profile. The HILL supports school leaders in organizing and enriching existing literacy structures. We start at the top and build leadership teams, provide a guided curriculum review process, train teachers and reading personnel, introduce evaluation methodologies, and provide support throughout the process to ensure success" (Hill for Literacy). The Hill for Literacy team provided this support at a March meeting and will assist in using its tool for evaluating reading programs to evaluate the Wit and Wisdom and Open-Up Resources Bookworms instructional materials.

Highlights of the implementation plan include the following:

- Reboot training on FUNdations phonics program for all teachers
- Implementation of Heggerty grades K-1
- Implementation of Geodes grade K
- Implementation of Acadience Reading Screener (Artifact JJJ: Acadience Reading K-6 Overview)

The K-3 Literacy Plan will address all of the action steps to ensure we are aligning curriculum, instruction, assessment, professional development, and leadership structures and processes. This will guarantee the district is providing the best education aligned to the science of reading to our K-3 students. Additional explanations and information around action steps and how these components fit together is offered by CSDE in the Connecticut's K-3 Literacy Document. (Artifact LLL: CT K-3 Literacy Strategy; Artifact MMM: K-3 District Literacy Plan Goal 1 Leadership Draft; Artifact NNN: K-3 District Literacy Plan Goal 2 Assessment Draft)

Work related to this goal at the sites included the following:

Coventry Grammar School:

- Reading Consultants participated in Acadience training over the summer and assessed all students at CGS in the fall of 2023.
- All teachers at CGS received Acadience training in January 2024 and a schedule was developed. (Artifact 000: Acadience Universal Screener PD Presentation and Artifact PPP: Acadience Testing Schedule)
 - During fall and winter staff development sessions, teachers analyzed grade level and classroom Acadience data to inform small group instruction during the "What I Need" (WIN) block and reading block. (Artifact QQQ: Acadience Universal Screener February Coaching Agenda; Artifact RRR: CGS February 2 PD Day Presentation – Acadience)
 - The K-12 Literacy Specialist conducted a book study for staff and continued support through coaching sessions. The reading teacher and consultant at CGS provided a parent presentation on Reading Instruction at CGS. (Artifact SSS: Chapter 2 – Book Study Sheet; Artifact TTT: Chapter 4 Game; Artifact UUU: Grades K-3 Coaching on October 6 PD; Artifact VVV: K-12 Literacy Specialist Reading Plan Meeting Notes; Artifact WWW: Reading at CGS Parent Presentation; Artifact XXX: MTSS Assessment & Instruction Flowchart/Worksheet)

G. H. Robertson School:

• Grade 3 participated in Coaching on the Acadience screener. Acadience data was used as one data point to identify students for reading intervention with decoding and encoding as areas of focus. Several students identified using Acadience are utilizing the Empower program, in its second year of implementation at GHR. (Artifact YYY: Sample Coaching Agenda)

• Word Study curriculum refinements are ongoing and will continue to be shaped by FUNdations next year.

1.7. Work with key stakeholders and the District Technology Committee to implement year three of the District Technology Plan and develop the 2024-2027 Technology Plan to ensure continued effective integration of technology into curriculum, instruction, and assessment.

Highlights of the process to date include the following:

- The District Technology Committee (DTC) reviewed the current plan to identify areas to continue for next year.
- The DTC examined research regarding technology in education to shape planning efforts.
- The DTC reflected on the previous process and revamped it to promote greater alignment with district planning.
- The committee created four strategic goals under the areas of Integration, Professional Development, Infrastructure and Operations, and Community.
- The final step, which is in process, will include the DTC identifying potential priority areas of focus and aligning with current district goals and priorities, including the Portrait of the Graduate competencies and then work to develop goals for the 2024-2025 school year that will be part of the new technology plan.

A comprehensive status overview was given to the Board on January 25, 2024. (Artifact ZZZ: District Technology Plan Presentation)

1.8. Continue to grow achievement of high performing students by increasing their participation in enrichment opportunities and programs by 5% over the 2022-2023 school year.

Our work in this area has not ceased by any means and continues to grow at each site.

Coventry Grammar School: CGS specials teachers offer the following enrichment opportunities:

- Piano club students had the opportunity to learn note letter names and how to find them on the piano. A positive outcome was that students learned resiliency when challenged with a difficult task. Students also developed leadership skills as they helped each other develop skills and provide feedback to one another.
- The physical education teacher had three afterschool multi-sport clubs in the fall with a total of 50 different students in the program; 38% of 2nd grade students participated in the fall. The two winter multi-sport programs had nine new students; 45% of 2nd grade students participated in the after school multi-sport in January 2024.
- Eight students participated in the Coding with Legos after-school club for 8 weeks in the fall of 2023.

G. H. Robertson School: GHR had a strong school effort to focus on this goal that included the following:

- Thirty-five students enrolled in ALEKS Math. Data collected in December noted an increase from 15% to 26% over the previous year.
- Students in grade 4 and select grade 5 students participated in the Invention Convention event. This work was led by the Challenge and Enrichment Program teacher and the K-12 STEM Specialist.
- One hundred fourteen grade 3 students participated in Project Lead the Way (PLTW), which was new this year for this grade level. One hundred three grade 4 students participated in PLTW.

Capt. Nathan Hale School: Students continue to have multiple opportunities to extend their learning during and after school which include, but is not limited to:

• The University of Connecticut (UCONN) "Multiply Your Opportunities" workshop for Women in Engineering (20 students)

- Coast Guard Band field trip for music students to engage with professional musicians (44 students)
- The Science Olympiad will, for the second year, take place at the Complex with students enrolled in the CNH team increasing by 50%
- Grade 6 pilot of CT Invention Convention
- Student Council members participated, for the first time in recent years, in the Connecticut Association of Schools Annual Middle Level Student Leadership Conference (11 students) held at Naugatuck Community College. This annual conference focused on the use of multiple-talent approaches to help middle level learners develop four important leadership skills – productive thinking, communication, creative problem solving, and decision making. The breakout sessions were led by top notch teachers, counselors, high school students and administrators.
- The 3D printing club was held after school for 12 students between October and March. This program involves working with students to use CAD software to design authentic or original 3D renderings or modify or innovate an existing model to be 3D printed. Examples included chess pieces, ornaments, fidget spinners, signs, just to name a few. A presentation regarding this initiative was provided to the Board at your meeting on February 29, 2024 (Artifact AAAA: 3D Printing BOE Presentation 02-29-24)
- Our Challenge and Enrichment Program along with our Future Problem Solvers program continues to thrive and be a high point for our students
- ALEKS math programming was provided for students who are advanced in math (Artifact BBBB: Math Acceleration in ALEKS – March Grade 6 Data) (Artifact CCCC: CNH Musical Highlights BOE Presentation 11-09-23)

Coventry High School: CHS continued its dedication to offering multiple opportunities for students to engage in advanced learning opportunities through Advanced Placement opportunities and the district's growing dual enrollment agreements with area colleges and universities. There are currently 295 students enrolled in advanced placement classes, as compared to 249 enrollments in the 2022-23 school year. There are currently 243 students enrolled in dual enrollment classes as compared to 181 enrollments in the 2022-23 school year.

CHS has also continued enthusiastic dedication to the Seal of Biliteracy. Last year there were 12 students who attempted the Seal of Biliteracy Process and 6 students who earned their Seal of Biliteracy for their transcript and diploma. Currently there are 41 students engaging in the process. The assessment will be given in the spring, and results will be reported as soon as they are available. (Artifact DDDD: CHS Dual Enrollment College Credit Data BOE Presentation 10-12-23; Artifact EEEE: CHS ECE CSE 1010 Course Proposal BOE Presentation 01-11-24)

Coventry has been commended by outside educators for the ability to keep Challenge and Enrichment as part of the programming. As we are aware, with challenging budgets, this is not an easy task to accomplish, yet we find a way to keep these great programs in place to ensure our highest performing students thrive.

1.9. Articulate explicitly the high school program opportunities related to the number of Career Pathways at Coventry High School.

"High school is a critical phase in a student's life, where they not only build academic foundations but also explore their interests, passions, and potential career paths. One effective way to support students in this journey is by offering Career Pathways programs.

These programs provide students with a structured approach to exploring various career options, gaining relevant skills, and making informed decisions about their futures, which spells out the importance of this work.

What Are Career Pathways?

Career Pathways are comprehensive programs that help students explore, prepare for, and pursue careers within specific industries or fields. These pathways typically consist of a sequence of courses, experiences, and resources designed to align with students' career interests and goals. By offering a range of options in various industries, high schools can cater to diverse student interests and needs.

Here are 15 benefits of providing career pathways in high school:

1. Clarity in Career Goals

One of the primary benefits of Career Pathways is that they help students clarify their career goals at an early stage. High school can be a confusing time, with students facing numerous choices about their future. Career Pathways provide structure and direction, allowing students to focus on specific industries or fields that genuinely interest them.

2. Relevance to Real-World Careers

Career Pathways programs are designed to reflect the real-world requirements of specific careers. This practical approach exposes students to authentic experiences, challenges, and skills needed in their chosen fields. It bridges the gap between classroom learning and the workplace.

3. Skill Development

Career Pathways emphasizes skill development, equipping students with both soft and technical skills relevant to their chosen industries. These skills are transferable and valuable regardless of the career path a student ultimately pursues.

4. Higher Graduation Rates

Students who engage in Career Pathways are more likely to stay engaged with their education and graduate from high school. This is because they see the relevance of their studies and have a clear sense of purpose.

5. Improved Academic Performance

Students involved in Career Pathways tend to perform better academically. They are motivated to excel in their coursework as they understand the connection between their studies and their future careers.

6. Reduced Dropout Rates

Career Pathways can significantly reduce dropout rates. When students see a clear path to their future careers, they are less likely to leave school prematurely.

7. College and Career Readiness

These programs prepare students for both college and career opportunities. Whether a student chooses higher education or enters the workforce directly, they have a solid foundation of knowledge and skills.

8. Exploration of Interests

Career Pathways encourages students to explore various career interests before committing to a specific path. This exploration can prevent students from making rushed decisions about their futures.

9. Increased Motivation

Students engaged in Career Pathways tend to be more motivated to learn. They understand the value of education in achieving their career goals.

10. Industry Connections

Many Career Pathways programs involve partnerships with local businesses, industries, and community organizations. This provides students with opportunities for internships, mentorship, and exposure to professionals in their chosen fields.

11. Economic Benefits

Communities benefit from Career Pathways programs as well. They help prepare a skilled workforce that can contribute to local economic growth and prosperity.

12. Diverse Career Options

Career Pathways programs cover a wide range of industries, from healthcare and technology to manufacturing and the arts. This diversity ensures that students with varying interests can find a pathway that resonates with them.

13. Personal Growth

Engaging in Career Pathways can foster personal growth. Students gain confidence, leadership skills, and a sense of responsibility as they pursue their career goals.

14. Alignment with Labor Market Trends

These programs are often designed in alignment with current labor market trends. This ensures that students are equipped with skills and knowledge that are in demand.

15. Informed Decision-Making

Career Pathways in high schools provide students with the information they need to make informed decisions about their future careers. This can prevent them from pursuing careers that may not be the best fit for their interests and goals.

Career Pathways in high schools offer a multitude of benefits for students, educators, and communities. They provide students with clarity about their career goals, offer real-world relevance and skill development, and improve academic performance and graduation rates. Moreover, Career Pathways foster exploration of interests, motivation, industry connections, and personal growth.

By implementing Career Pathways programs thoughtfully and collaboratively, high schools can empower students to make informed decisions about their futures and prepare them for success in both college and careers. Ultimately, the investment in Career Pathways not only benefits individual students also contributes the but to economic vitality and well-being of communities"(https://futureeducationmagazine.com/career-pathways-in-high-<u>school/</u>).

I shared the above article with staff during the late summer months, as I thought it succinctly captured the importance of developing Career Pathways for our students. In turn, I thought the Board would also benefit from this brief, but informative, article.

Currently at CHS, we offer many courses that meet what the CSDE has designated as connected to the 12 Career Clusters priorities in Connecticut. The pathways of focus at CHS include the following career clusters: Architecture and Construction; Business Management and Administration and Finance; Health Science; and Science, Technology, Engineering and Mathematics.

Additional work on this goal included the following:

- Administration and counselors collected exemplars of Career Pathways documents and resources for use in development of a Career Pathways resource for Coventry High School.
- Career Pathways were elected that are aligned to our current program of studies course offerings.

- Counselors worked with the technology department to engage in professional development on current presentation and publishing software.
- The Career Pathways resource document was completed in February and rolled out for use in sophomore planning meetings. It will be incorporated as a guide when meeting with students throughout their high school career in developing and monitoring their 4-year plan. This document provides students and families with information about each of the associated clusters and careers, as well as identifies the courses already offered at CHS that are aligned to the pathway. For instance, each of the pathways has a description of the skills and abilities a student might need, as well as examples of occupations for that Career Pathway. (Artifact FFFF: CHS Career Pathways document)

1.10. Continue to develop and promote curricular and extracurricular opportunities for STEM learning including the addition of a Computer Science aligned Project Lead the Way module in Grade 3 and an engineering curriculum at the Hale Early Education Center.

Over the past several years, we have done considerable work in this area, bringing forward unique and quality opportunities to get students engaged in high interest tasks through STEM related opportunities.

Hale Early Education Center: Tying in nicely with goal 1.4, and the Authentic Innovator competency, Wee Engineers was implemented at HEEC during the 2023-24 school year. The program includes four unique design challenges that can be taught in any order and follow a consistent structure that builds student confidence and mastery. Each challenge relates to common centers and themes and encourages children to use familiar materials to figure out how to make something that solves a specific problem.

• **Noisemakers**: Children create a loud noisemaker for a surprise party.

- **Fans**: Children create a fan that can produce enough wind to move a ball.
- Wrecking Balls: Children create a wrecking ball that can knock over a stack of blocks.

• **Rafts**: Children create a raft that can support the weight of a toy. (Artifact GGGG: HEEC WEE Engineers BOE Presentation 02-29-24) Coventry Grammar School staff supported this goal in the following ways:

- Eight students participated in the Coding with Legos which is an after-school club for a total of 8 weeks with the Library Media Specialist (LMS).
- In the fall, the LMS worked with 24 second grade girls in the Girls Who Code enrichment program.
- A Kindergarten Project Lead the Way (PLTW) module was implemented by the LMS, which ran through the end of February.
- The programs provided by the Challenge and Enrichment Program teacher in the first and second grades are STEM based; Aeronautical Engineering and PLTW, Grids & Games, Computer Science and Programming.

G. H. Robertson School: The PLTW Programming Patterns Module was offered during October-January in grade 3 as a collaboration between the Library Media Specialist and the K-12 STEM Specialist. "Programming Patterns Module: This module introduces important computer science concepts, such as abstraction and modularization, which means breaking down problems into smaller ones. Throughout the module, students exhibit confidence in dealing with complexity, persistence in working with difficult problems, and the ability to communicate and collaborate with others to achieve a common objective. In this module, students create digital interactive stories using events, loops, and conditional statements. Through hands-on activities both with and without a computer, students explore the sequential nature of computer programs. Applying skills and knowledge learned from the activities and project, students work together to design and program a digital interactive story with multiple plot lines" (PLTW). (Artifact HHHH: Programming Patterns BOE Presentation 02-29-24)

Capt. Nathan Hale School: In addition to all of the great work accomplished through the Challenge and Enrichment Program, this year, a newly created after school 3D Printing activity offered students opportunities to design, create, and manufacture unique items in a hands-on environment. (Artifact AAAA: 3D Printing BOE Presentation 02-29-24) In addition, we had 27 students present at the Connecticut Education Network Conference.

Coventry High School: In addition to the Computer Science Principles course that is a graduation requirement for all students, CHS has developed and will be offering an advanced ECE Computer Engineering elective beginning in the 2024-2025 school year. Students who complete the half year course and earn a grade of 73 or higher will earn a half credit at CHS for a STEM elective and 3 credits in Computer Engineering at UCONN. There are currently 17 students requesting the course for next school year. This information was presented to the Board in January and February. (Artifact EEEE: CHS ECE CSE 1010 Course Proposal BOE Presentation 01-11-24)

1.11. Continue providing collaborative structures and professional development for Pupil and Staff Support Services staff to refine their skills in developing IEPs aligned to the State Department of Education Special Education Data System (CT-SEDS) system, to address the continuous updates to the CT-SEDS platform.

Pupil and Staff Support Services (PSSS) staff continued to collaborate with building-level and district-wide colleagues during professional development days to review updates and refinements to CT-SEDS.

This includes:

- One system enhancement is the CT-SEDS PowerSchool Plug-in, which provides general education staff "at a glance" access to Individual Education Plans (IEPs) for those students on their roster.
- CT-SEDS Updates is a new enhancement to the home page of CT-SEDS website and all staff have access.

• Updated CT-SEDS training has been provided through biweekly CSDE office meetings. PSSS staff has seen a shift from the state answering general questions to providing targeted reviews of specific topics (e.g., 504 updates, transition goals, progress reports).

(Artifact IIII: IEP Quality & CT-SEDS Professional Support)

Also new, and quite helpful, is the Consistent Language for Document Upload to CT-SEDS. (Artifact JJJJ: Consistent Naming Conventions for Uploaded Documents)

This year staff also participated in topic specific training in CT-SEDS. Staff shared notes with district colleagues and reviewed this information at building level special education department meetings. This specialized training also included the Challenge and Enrichment Program teacher who learned how to document Gifted and Talented IEPs in CT-SEDS. Now all IEPs in CT-SEDS are documented as a *Record of Meeting*.

1.12. Continue refinements to intervention programming and the use of grant funding to address skill gaps and to provide additional learning opportunities and programming for an additional 5% of students.

"It seems that officials plan to use about a quarter of the remaining money to address learning loss directly. There's a playbook for how to spend these dollars well. If students are going to learn more than schools usually manage in a year, they're going to need more time to learn. Yet those extra hours are wasted unless they're devoted to the types of instruction research reveals work. Foremost among those is what's known as high-dosage tutoring.

This is basically what it sounds like. Students get relatively individualized instruction, and they get it often — ideally, three or fewer kids per teacher for three hours each week. The average child in districts that reopened quickly during the pandemic lost the equivalent of about seven to 10 weeks of progress, about a quarter of a normal school year; the average student at high-poverty schools that stayed remote for the majority of the 2020-2021 school year lost the equivalent of about 22 weeks. High-dosage tutoring, done correctly, could compensate, giving

kids as much as an additional year of growth every year it's implemented" (*Washington Post*: Editorial Board, This is the solution to the covid learning loss crisis, May 5, 2023).

This excerpt from the *Washington Post,* addressing learning loss due to the pandemic, supports the district's approach over the last few years. As noted earlier, grant funds were received to support high dosage tutoring in Coventry.

Additionally, refinements to intervention programming continued throughout the district. The following notes specifics:

The K-5 After School Academy (intensive Tier 3 tutoring) was offered once again in the fall and spring to support the development of reading and math skills. Students already receiving intervention were prioritized. A summer version of the K-5 Academy will also be held in the summer of 2024.

Coventry Grammar School: Open Choice grant funding will be used to sponsor a Kindergarten Camp to be held on three half days during April vacation. The Kindergarten Camp will support continued development of literacy skills and students' social and emotional development.

Kickstart: Number Sense is a new mathematics intervention at CGS. "Kickstart: Number Sense" is a classroom-tested math intervention resource that addresses the foundational number sense skills students need to access the math curriculum in grades K-2. The program is grounded in the general research behind number sense and supported by more specific research related to the developmental progression of instruction. Kickstart moves from the concrete to abstract, with multimodal activities to reinforce conceptual understanding and a spiral approach that builds on skills and underlying concepts over time" (www.kickstartmath.com).

Kickstart data from CGS looks like this:

- 37 students are currently being serviced through this program
- 11 out of 37 students are students with IEP's
- 11 students are in Kindergarten, 13 students are in first grade, 13 students are in second grade
- 100% of the students are being serviced with certified staff

- Over the year we have provided 56 total students using the Kickstart program
- 16/56 -29% of the students have been dismissed back to Tier I
 - \circ 1/56= left the district
 - 2/56 = 3% moved to a different program

G. H. Robertson School: GHR had a total of 27 students who participated in the fall After School Academy, and 22 in the spring. Also, students who are close to qualifying for reading and math intervention, which would be "cusp" students, are working this year with a UCONN intern in math and reading. Each UCONN intern works with 15-20 students. (Artifact KKKK: GHR FALL 2023 Family Letter Re After School Academy; Artifact LLLL: Reading Intervention Presentation – UCONN Work Highlighted; Artifact MMMM: GHR Math Intervention Presentation)

Capt. Nathan Hale School: Weekly after school programming for math support is available for all students with a focus on receiving individualized assistance on classroom assignments, reteaching of key concepts, and small group homework assistance as warranted.

High dosage tutoring with Catapult Learning afforded forty (40) students, in groups of three and four, to work for thirty minutes during the school day, four days a week, to increase their skills and knowledge around areas of need. Tutoring began at the start of January and continued throughout the second semester. This program is funded through the high dosage tutoring grant funds.

Coventry High School: Tutoring continued to be offered at the high school in two formats: Skill Based Learning Centers and Math and Reading Labs. So far, 92 students have participated in voluntary after school tutoring with certified math and English teachers. Sessions were held two days a week throughout the year in a "drop-in" structure. This has proved to be a highly effective approach for this population. New this year, students who are a part of the National Honor Society (NHS) are providing individualized tutoring for students who need assistance. Each NHS student shares with their advisor a subject area in which they feel confident to share their expertise. They are then matched with a student who needs support.

1.13. Provide additional opportunities K-12 for students to learn about and explore a variety of careers by partnering with families, the community at large, and area universities.

"Educators and parents often tell their students to "dream big" when it comes to their future careers. But how can students "dream big" if they don't know what they can dream about? That's where career exploration comes in. Career exploration in education is the process of researching and evaluating modern work opportunities and how students can pursue careers that interest them" (iCEV, February, 2022).

Although brief, this excerpt captures what some of us may have experienced in our lives; how do we know what we want to do in life if we don't know what is out there?! With this in mind, exposing students to all that could be available to them can never begin too soon.

Coventry Grammar School: The objective at the grammar school this year was for all classrooms to invite families to volunteer or share careers/hobbies. The expectation was that each classroom would have at least one visit in the fall and one in the spring.

The volunteer portion was exceeded with an overwhelming number of parents volunteering in all grade levels and at school events. Specific examples included:

- Kindergarten has invited a member of the military.
- Grade one has enjoyed presentations from a marine, an x-ray technician, an animal researcher, a gardening expert, a gymnastics choreographer, a caretaker for horses, a cook, someone with an expertise in crocheting, a nurse, an environmental scientist, and a bagpipe player.
- Grade two has enjoyed meeting a corrections officer, an engineer, a writer, a marketer, and a therapist.

G. H. Robertson School: During the month of October, the University of Connecticut sent five representatives from the "Future Heroes of Health" to meet with grade 3 classrooms. As pre-dental and pre-medical professionals, the club has
worked on presentations for K-12 students to inform them of oral care, overall care, and hygiene, and about the professions of doctors and dentists.

In grades 4 and 5, students used Defined Careers K-5, a collection of career related exploration on Defined Learning, a platform from the CSDE, to explore a variety of careers in different fields such as: Agriculture, Food and Natural Resources, Architecture and Construction, Business Management and Administration, Finance, Health Science, and Manufacturing, to name a few. Students also explored the career of being a writer with an author's visit from Katherine Applegate in September. During this time, she shared the writing process, research, and where she generates her seed ideas.

Capt. Nathan Hale School: Twenty grade 8 students attended the UCONN "Multiply Your Opportunities" workshop for Women in Engineering. In addition, the STEM Curriculum Specialist shared new Defined Career resources with TechEd and STEM teachers. The principal attended a customized session in September to support school and district goals on career education. Technology education teachers were trained how to select appropriate instructional materials aligned to their career standards.

"Defined Careers provides instructional resources that are aligned to career pathways and can be used to support your district's Portrait of a Graduate and Student Success Planning starting in middle school. The Defined Careers platform allows students in grades K-12 to explore and experience hundreds of careers across all 79 career pathways through engaging, hands-on projects. This immersive and collaborative experience brings together school counselors and educators to deepen their understanding of how to utilize Defined Careers in the classroom, in advisory, and for career guidance" (CSDE).

Coventry High School: Students attended the College Fair, which had over 200 people in attendance and 35 universities/colleges participating. A significant number of guest speakers came to CHS and shared their career paths with students. Some guest speakers and organizations this year included: Lincoln Technical Institute, election candidates, colleges, Goodwin University Mobile Tech Lab, Coventry Emergency Services, NAACP Speakers, Health, Business, World Language, and M & T Bank/Finance. Last, as noted earlier, guidance staff developed a Career Pathways document to support students with exploring areas of interest. Artifact CCCC: CNH Musical Highlights BOE Presentation 11-09-23; Artifact NNNN: RISE BOE Presentation_12-14-23)

1.14. Expand the opportunities for Coventry High School students to earn college credits through dual enrollment classes with support from the Dual Credit Expansion Grant by an additional 20%.

We continue to shine bright in this area, which is one of the major reasons our high school receives such high rankings by national publications. The number of dual enrollment offerings and Advanced Placement (AP) courses is a true gem in the crown of the district. Our outstanding efforts in this area led to the district being awarded \$20,000 to explore additional dual enrollment classes. (Artifact 0000: Dual Enrollment Grant)

Coventry High School will be offering Genetics as a dual enrollment course in partnership with Sacred Heart Academy. Meetings were held with Quinnipiac University as we are looking to align Anatomy and Physiology as well as Human Immunology as dual enrollment courses. We have applied to the University of Bridgeport and are in the process of articulating Pre-Calculus and Psychology as dual enrollment courses. The high school's Physics course will be submitted to the University of Bridgeport this year as well. Last, as mentioned previously, ECE Computer Engineering has also been added for the 2024-2025 school year.

(Artifact DDDD: CHS Dual Enrollment College Credit Data BOE Presentation 10-12-23; Artifact EEEE: CHS ECE CSE 1010 Course Proposal BOE Presentation 01-11-24)

2.0 Maintain and promote a positive and respectful learning community.

Objectives:

2.1. Continue to provide curricular and experiential opportunities that support students in developing self-awareness, self-management, decision-making, social-awareness, and relationship skills.

Efforts in this area continued district-wide during the 2024-25 school year.

Pupil and Staff Support Services: School psychologists, social workers, and school counselors at the secondary level are responsible for analyzing the data obtained through the Devereux Student Strengths Assessment (DESSA) screener.

Results are used to:

- Identify students in need of support who are not already supported via 504 or IEP these students are targeted for check-ins and/or social groups
- Formulate and/or revise IEP goals
- Guide classroom lessons, activities in counseling sessions and team building
- Pair identified students with staff mentors
- Develop lessons for Advisory periods

Coventry Grammar School: The Devereux Student Strengths Assessment (DESSA) leadership team at CGS looked at various behavior and Social Emotional Learning (SEL) data and learned about and agreed to implement a Check-in Check-out Tier 2 intervention. There is a small segment of the population that requires this level of support. (Artifact PPPP: CGS Check In/Check Out Goals)

Other supports at the grammar school included the following:

- Created of an Office Referral Behavior Form
- Increased Positive Office Referrals
- Refined of the Crisis Team Protocols
- Added a SEL Block with specials teachers
- Created new special education spaces for teachers to provide intensive instruction and/or support for students
- Added an informal mentoring program for students who required such support, but didn't qualify for assistance from certified support staff
- Increased the number of staff members trained in Physical & Psychological Management Training (PMT)
- Incorporated afternoon breaks for identified students

• Incorporated Positive Behavioral Interventions and Supports (PBIS) expectations in certain areas of the school

(Artifact QQQQ: CGS Discipline Referral Form; Artifact RRRR: CGS Positive Office Referral Form; Artifact SSSS: Student and Staff Support Team Crisis Response Protocols; Artifact TTTT: Behavior SAT Break Schedule Example)

G. H. Robertson School: All students were administered the Aperture DESSA assessment in the fall and spring, and a winter checkpoint was added as well. Based on the data from October, GHR's DESSA leadership team identified the competencies that were weakest overall as a school. This year, those competencies were personal responsibility and optimistic thinking. As a result, each grade level added 3-6 lessons focused on those competencies, which are implemented over the winter during Morning Meeting.

DESSA is strengths based, and staff sought ways to utilize student's leadership and strengths. As a result, they began their second year of Office Volunteers. Over 30 students applied to be Office Volunteers. Everyone who was interested was able to be included. The group was divided into months in which they would volunteer. There were three students greeting all students in the morning, three students supporting hallway dismissal, and five or six students doing the afternoon announcements and calling buses. These students embraced the new responsibilities, and it helped these students build new relationships with our staff.

A team of teacher leaders revised the social and behavioral standards portion of the report card. 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. Prior to fall and spring conferences, grade 5 students self-assessed these skills which complemented the teacher's evaluation.

For other student leadership opportunities this year, staff began the second year of the Kindness Squad, featuring students who brainstormed ways to

improve the 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 GHR's trauma informed approach to supporting all students, this Kindness Squad was formed as a way to build community and partnership and created an opportunity for these students to make real changes in their school, feeling that sense of ownership and pride. They are developing a new GHR C.A.R.E.S (Cooperation, Assertion, Responsibility, Empathy and Self-Control) video for school expectations, replacing the previous Spike's Rules video from 2017. This includes writing a script, designing skits, and collaborating with technology staff for video production.

Other GHR highlights from this year that supported this goal included the following:

- One School, One Book: <u>Wishtree</u> fostered community building around a book with a theme of acceptance and inclusion
- Extracurriculars: Student Council, Chinese Exchange, Multisport, Cheerleading, Girls Who Code, Girls on the Run
- Scott Driscoll Internet Safety presentation for all Grade 4 and 5 students
- Ted Opdenbrouw Being an Upstander for Grade 4 in Spring 2024
- CHS Student Mentor Program key component of the support for students who have been identified using the DESSA assessment information
- UCONN collaboration: Two GHR teachers implemented a UCONN program for Tier 1 behavioral supports. "PRIME2, aims to improve elementary school teachers' implementation of evidence-based behavioral interventions for students at risk for disabilities by providing free consultation. Any K-5 teacher who has a student who demonstrates mild to moderate challenging behavior in the classroom, and does not currently receive special education services for these behaviors, is eligible to participate"

(Institute for Collaboration on Health, Intervention, and Policy (InCHIP)).

Capt. Nathan Hale School: English Language Arts teachers will have administered the DESSA three times this school year (October, January, and May). The data from the assessment is reviewed by members of the CNH Clinical Team for both aggregate results and individual needs. Individual students who are identified as in need of additional support meet with case managers and/or school counselors one-on-one or in small groups.

A mentor program continues to be a key component of support for students who have been identified using the DESSA assessment information. Adults from the CNH community are paired with students aligned with common interests. These mentors meet with students for a minimum of twenty minutes each week and focus on building positive and professional relationships with their mentees.

CNH staff also hold quarterly Town Hall meetings that have been added to the schedule this year with a unique theme for each quarter. Themes for each quarter focused on community commitments: Quarter One - Growth Mindset; Quarter Two - Empathy & Understanding; Quarter Three - Resilience and Overcoming Adversity; and Quarter Four - Character Education. Members of the Student Council participated in each meeting.

Last, a whole school assembly was held by Scott Driscoll on Internet Safety. A parent presentation was also held in the evening. Topics included the importance of privacy settings; popular/trending apps; social networking positives, negatives, and potential impacts; and creating your "digital footprint/tattoo."

Coventry High School: During the fall, staff once again administered the beginning of the year DESSA screener to all students during the Advisory Period. The mid-year screener is conducted in March and the last is scheduled for May. The data from the survey was reviewed by staff for both aggregate results and individual needs. The school support services staff created lessons for the Advisory Period to help support growth in the identified areas of need, focusing specifically on Self-Management, Social Awareness, and Decision Making. Individual students who were identified as in need of support were offered additional counseling support through work with their case managers or school counselors. Data from the screener and support materials from Aperture were also used to revise Advisory Period lessons for students to assist with identified areas of need.

(Artifact UUUU: CHS Advisory Flow Schedule; Artifact VVVV: Social Emotional Learning - CHS Advisory Unit Overview)

Throughout the year, administration and several teacher volunteers led a Book Study of <u>Not Light, But Fire</u>, by Matthew R. Kay. Teachers were engaged in close reading and small and large group activities designed to discuss and practice strategies for creating a safe and open environment for honest discourse about diversity within their classrooms and curriculum.

CHS again partnered with the Windham chapter of the NAACP to participate in their Dream Big guest speaker program, inviting guest speakers from a variety of professions to speak to students about experiences and paths to their profession. This year, a UCONN Business Professor and an owner of a local catering company were invited to CHS Business classes, an FBI Public Affair Specialist and a Yoga/Mindfulness specialist were invited to our Health classes, and a former teacher and active musician to the World Language classes. Two assemblies were also held to support this goal: Scott Driscoll - Internet Safety and Steve Emt - Substance abuse/Drinking and Driving.

District-wide, as students are "identified" as in need of support, know that parents are notified and consulted throughout the process.

Reaching Independence through Support and Education (RISE)

RISE staff and high school Applied Behavior Analysis (ABA) program staff collaborate with high school related services staff to develop curricular and experiential opportunities that develop students' social and emotional competencies. The explicit instruction and monitoring of understanding and generalization between settings is embedded in the vocational opportunities that are available to students at RISE and eligible students from CHS. (Artifact NNNN: RISE BOE Presentation 12-14-23) (District-Wide Work - Artifact WWWW: A Comprehensive System of Student Supports BOE Presentation 03-14-24)

2.2. Continue to support the Open Choice program, now in year-three, and continue efforts to reduce racial, ethnic, and economic isolation and develop a more diversified student body.

We continue to slowly grow the Open Choice program, which all would agree has been a wonderful addition to Coventry Public Schools. Some highlights of our work this year included the following:

- The Open Choice liaison and school principal attended an Open-Choice Fair in East Windsor in December. There were three families that expressed great interest in our district as a result.
- Avenues were secured to provide transportation for Open Choice parents to attend school-sponsored events. This solution addressed the transportation gap that we had in previous years.
- Snacks were purchased to have on hand for Open Choice students to have in the classroom, as needed.
- More diverse books and toys were added in the classroom.
- Open Choice students were provided with winter gear, so they are able to participate in outdoor physical education and recess with their peers.
- The district now has a Diversity Equity and Inclusion group that meets multiple times per year.
- A Book study: <u>Being the Change</u> was conducted.

All resources noted were purchased through Open Choice grant funds that were earmarked specifically to support students' needs.

2.3. Grow the international students program participation rate by 20% and monitor the progress of the students attending Coventry High School.

Coventry High School welcomed three international students in the 2023-24 school year. One student is from Germany and two are from Italy. This is a 200% increase over last year's international enrollment. Students and host

families were given support through individual meetings with administrators and counselors throughout the year and regular check-ins. An exit interview will be conducted by the principal prior to the end of the year to seek feedback for celebrations and improvement. CHS already has two more international students in process for the 2024-25 school year - one from France and one from Italy.

2.4. Continue refinements to emotional and behavioral services provided, through the use of the American Rescue Plan Act (ARPA) School Mental Health Specialist Grant by effectively allocating resources to support students' programming.

Similar to all school districts across Connecticut, Coventry has experienced a significant increase in students with social, emotional, and behavioral challenges. Fortunately, Coventry is home to a well-developed K-12 Applied Behavior Analysis (ABA) program that attracts new residents and is open to accepting outplaced non-residents. Given this, Coventry continues to explore resources to support students' social, emotional, and behavioral needs.

There are currently 24 students under the umbrella of the ABA program, eleven of whom have 1:1 para-educator support. In addition, there are several students who experience significant emotional dysregulation also in need of 1:1 para-educator support. The need for 1:1 adult support most often requires data tracking to progress monitor specific behaviors/skills as outlined in the students Behavior Intervention Plan (BIP). Timely data analysis and response is imperative. This responsibility falls under the scope of a Board Certified Behavior Technician (BCBA), presenting workload challenges. The awarded Registered Behavior Technician (RBT) position under the Mental Health Specialists Grant provides support in collecting and analyzing behavioral data. In addition, it provides the opportunities to conduct timely data analysis effectively for programming adjustments, additional staff skilled in emotional and behavioral regulation, and relieves school psychologists from this work in order to provide more time in direct support of students.

Plans were developed to hire two RBTs, one of which would be hired under the grant. The original plan and scheduling for the first RBT hired was quickly adjusted to support students with the most intensive needs. Scheduling continues to be fluid. A second RBT will be starting in the district in mid-March, providing the opportunity to further refine schedules and to support more students and both BCBAs in the district. Having two RBTs is really exciting as it allows for more intensive fidelity checks on data tracking, progress monitoring, and effective programming for students.

Additionally, we have posted vacancies and are interviewing for two Behavior Support Technicians (BST). The BSTs will have experience with ABA programming and will be under the supervision of the BCBA and Special Education teacher.

2.5. Establish a committee of internal and external stakeholders to evaluate current facilities and develop a long-term plan to support future learning.

"In a recent large Harvard study, Public Health researchers looked at the impact of the school building environment on student learning, both directly and through reviews of previous research. Their 2017 report titled "The Impact of School Buildings on Student Health and Performance" outlined evidence that various factors in the environment including thermal comfort, indoor air quality, lighting, noise, and internal design elements all had great impact on attendance, physical and mental health symptoms, focus and concentration, comprehension, coping skills, and test scores. They were able to show a definitive relationship between the quality of a school building and student success; feeling well, thinking well, and performing well.

Theirs was only one of many studies on the topic. There is no arguing against the fact that learning environments affect learning, and many studies show a correlation between the actual building and educational outcomes. With two of the main problems in our current building being indoor air quality and temperature regulation, we know that a new school would help improve student success based on those two factors alone. Better lighting and aesthetic design, larger spaces with adequate learning equipment, a more cohesive layout, and a more secure and accessible building would all only add to the learning benefits that a new school would bring. By the time a student graduates, they will have spent a minimum of 15,000 hours in a school, an amount of time that signifies the environment can impact personal well-being that goes beyond education. Let's give our students the best possible chance for personal and educational success by giving them a safe and optimal environment in which to learn and grow" (schoolsforhealth.org).

The above information from Schools for Health captures all of the reasons we need to consider the possibility of improving our facilities, most of which were built in the 1950s and 1960s. With this in mind, a comprehensive study was conducted of our facilities. This information was shared with the Board and the community. Anecdotal information strongly indicates that the community would support the restructuring of our systems including new buildings that are energy efficient with up to date technology and HVAC equipment, but most importantly classrooms and school spaces that make children feel good about coming to school.

There are many steps to this process. The next, is to follow up with another community meeting and then present an update to the Board for consideration on next steps.

Our work in this area is validated through information shared during regular facilities updates provided at Board of Education meetings.

(Artifact XXXX: Facilities Visioning 2033 Presentation; Artifact YYYY: Facilities Update BOE Presentation 10-12-23; Artifact ZZZZ: Facilities Update BOE Presentation 02-29-24 BOE Meeting)

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

3.1. Engage teachers and administrators in the development and completion of a Teacher Evaluation Plan that aligns with new state guidelines.

It was approximately 12 years ago that the CSDE redesigned the teacher evaluation instrument. Interestingly, these changes were mandated through state legislation, which gave districts little to no flexibility to design a tool that fit their needs. Districts across the state raised great concern due to the cumbersomeness and taxing nature of the instrument. This resulted in the tool becoming more of an exercise in compliance instead of the intended growth model for which the CSDE had hoped. In Coventry, we were fortunate to navigate the process with little to no issues.

However, to address concerns districts raised, the CSDE issued guidelines for a new TEVAL (teacher evaluation) instrument. Coventry began the process of notifying staff by providing information regarding the development of a new plan. This took place during professional development and TEVAL Committee meetings.

District leadership attended the Partners for Educational Leadership Evaluation Convening in October. A brief summary of this seminar is as follows: "... gatherings of senior leaders responsible for design, piloting, and/or implementing the new guidelines at a district level. During this convening, participants will be learning about research relevant to professional growth, establishing design parameters, and exploring potential and possibilities for a new evaluation system" (Partners for Educational Leadership Evaluation).

Although our process is not going as quickly as I had hoped, we are making gains in a thoughtful way that is highly collaborative with the Education Association of Coventry. I believe we will have a draft evaluation instrument in place by late May or early June. This information will come before the Board for review and approval when it is ready.

3.2. Continue recruitment of a diverse candidate pool to increase diverse certified staff by 5% and utilize grant funding to continue initiatives with staff related to diversity, inclusion, and culturally relevant pedagogy to support inclusive teaching practices and inclusive school climates that are welcoming to all staff and students.

Coventry began this work on increasing educator diversity long before the state requirement. Since the 2019-2020 school year we have had a district goal to recruit and hire more teachers of color. Although it is not being offered this year, for the past four years, we applied for and received the Regional Education Service Centers (RESCs) diversity recruitment grant for a total of \$25,000 dollars over those years. We have used this funding to:

• Support endeavors related to increasing the pool of diverse candidates for certified positions

- Develop culturally relevant pedagogical approaches
- Continue to establish school climates that are welcoming and supportive of all students and staff

The percentage of teachers of color in Connecticut is small compared to the percentage of all teachers. From the 2017-18 academic year up until 2022-23, the number of educators of color in Connecticut has only grown by 2.4 percentage points from 8.8% to 11.2% of the teacher workforce. In Coventry, in the 2019-2020 school year, we had 2.6% educators of color - five educators. Since then, to the 2022-23 school year, we increased our percentage of diverse educators to 4.8% which is 9 educators. Currently 14.5% of our students (237 students) are students of color.

Additionally this year, district leadership attended the CSDE District Equity and Inclusion (DEI) Symposium. A description of this valuable conference can be found below.

"Diversity, Equity, and Inclusion (DEI) Symposium for Superintendents and District DEI Leaders: The CSDE in partnership with the State Education Resource Center (SERC) is hosting a Diversity, Equity, and Inclusion (DEI) symposium titled, "Cultivating a Meaningful Partnership: Equity at the Center," on Wednesday, September 20, 2023, from 8:30 - 11:30 a.m. at the CSDE Offices, 450 Columbus Boulevard, Hartford. Participants will explore the relationship between Superintendents and their Diversity, Equity, and Inclusion Leader and share experiences in implementation across the district and community. Keynote speaker, Mr. George A. Coleman will share the conditions necessary to cultivate a meaningful partnership as DEI leaders. A panel of district leaders will share their experiences and successes as they help participants explore the infinite possibilities that all districts have when they place equity at the center of their work" (CSDE).

District leadership also attended two CSDE webinars related to Increasing Educator Diversity.

As you are aware, we developed a new Increasing Educator Diversity Plan aligned to the CSDE's new approach. The plan was reviewed by the

DJP/kd

Administrative Council, the district Diversity, Equity, and Inclusion Committee and finally approved by the Board at the February 29 meeting.

(Artifact AAAAA: Diversity, Equity, and Inclusion Committee Agendas; Artifact BBBBB: SDE Diversity, Equity, and Inclusion Symposium Agenda; Artifact CCCCC Increasing Educator Diversity Action Plan)

I am truly encouraged by the progress we have made in this area, as it benefits our students on a multitude of levels.

3.3. Continue to find opportunities to build teacher leadership capacity and to utilize the leadership talent of 80% of teachers who have attended the Coventry Leadership Academy.

"Research shows that teachers who identify as leaders are more likely to stay in the profession longer and have a greater impact on student achievement. Teacher turnover and shortages in certain subjects and geographic areas have been an ongoing concern, and there are fears this shortage will continue to spread throughout the country. Recruiting more teachers can't offset turnover alone, so retaining teachers is important. We know the value of experienced teachers and districts save money in onboarding and training costs when they are able to keep teachers in the profession. Teacher leadership fosters collaboration, excitement about the profession, increases teachers' skills, and benefits communities. Donna Harris-Aikens, Senior Advisor for Policy and Planning, met with teacher leaders to talk about the kind of experiences that foster and support teacher leaders in the classroom and throughout their educator networks. Here are the top five takeaways from teachers across the country on engaging and supporting teacher leaders.

1. Teachers are empowered when their skills are developed, acknowledged, and utilized.

Educators have a vast set of skills that extend far beyond academic content. Tanasha Mahone, an Atlanta-area teacher, says "Teachers are solving these problems in their other lines of work; teachers run organizations outside of school, they are on boards, they do all kind of advocacy work, but they're not brought into the conversation within the school to help make those decisions." Leveraging these talents does more than attract and retain teachers; it is a valuable opportunity to address school needs.

2. Engaging connections play a valuable role in developing teacher leaders.

Teachers that engage with education networks and organizations helps quell isolation while fostering leadership skills. "We know community is key in order for us to stay in this profession... I would not have made it to year six if I had not had the community," says Detroit teacher Patrick Harris. Teachers shared that having the opportunity to elevate their activism and advocacy keep them energized and connected to the profession. Examples of connections and leadership fostered in education organizations include leading committees and connecting outside of the school setting to discuss district, state, and national education issues.

3. Educators need opportunities for continuous learning.

Educators want to learn. One teacher leader reflected "People stay when they feel like they're growing." For teacher and advocate Lauren Jewett in New Orleans, National Board certification "shaped my advocacy. It continues to embed the fact that we are lifelong learners." State and local districts require teachers to earn continuous learning points, often expecting credits to be earned outside of school hours and without funding, in order to maintain certification. Teachers are spending their personal time and selffunding opportunities to further their own professional learning regularly, which isn't sustainable, say teachers. Continuous learning opportunities aren't just about checking off re-licensure requirements, they are valuable opportunities to leverage learning as part of retention strategies. Teachers suggest considering hybrid roles that allow teachers to learn, mentor, advocate, and still stay in the classroom are one proven solution to keeping teacher leaders active.

4. Teachers crave collaboration.

When asked what schools and the Department of Education can do to support teacher leadership, Colorado educator Mark Sass stressed the importance of convening teachers to share and build ideas. Fostering this "helps provide a sense of agency for teachers to feel like they can actually have an impact," says Sass. This can be particularly salient after a challenging year. Teachers all shared a desire to know what other districts are doing successfully and noted "Right now is a good time to have conversations with teachers about what they've learned during the pandemic and remote teaching."

5. A culture of leadership is more powerful than policies.

Teachers suggest putting the community, students, and teachers at the forefront of decisions making, instead of using top-down approaches. "Superintendents change, but the community does not," noted one teacher, which is why educators say listening is the first step in supporting teachers. "What would it look like if all the practices were based on what the community needed, and the leader was expected to come in and serve that community?" asks Mahone. Sass agrees, "Some of the issues with teacher leadership have less to do with policy and more to do with culture. It won't be one or two policies that shift teacher leadership thinking."

While there is work to be done in supporting teacher leaders, educators are hopeful. They are excited about the innovative and creative ideas that emerged out of the pandemic and the possibilities the future holds as they continue to advocate for all students" (Everette, M, Top Five Takeaways for Supporting Teacher Leadership, 2021).

The above article captures the importance and benefits of the work we do in this area. During my time in Coventry, many programs for students and staff have been started. This program is one that I am very proud of, because it was an untapped area in the district. Now we have access to a diverse skill set that can benefit the district on a variety of levels. Below is a summary of how participants of the Coventry Leadership Academy were utilized at each of the sites.

Coventry Grammar School: A current participant of the Leadership Academy participates in the K-3 Literacy Leadership Team, the 10-day Right to Read Professional Learning Series and is integral in the development and implementation of literacy professional development at the grammar school.

Additionally, CGS "graduates" of the academy have exercised their skills in the following ways:

- DEI committee work
- Leadership role in the specialized math training over the summer
- Curriculum Cabinet member
- New Teacher Orientation Committee member
- Book study leader (<u>Being the Change</u>)
- Member of the K-3 Literacy Leadership District Committee

G. H. Robertson School: Previous Leadership Academy participants demonstrate leadership in a variety of ways:

- Head of Invention Convention
- Leader on collaborative project with Hebron Elementary School for fish egg project
- School Mentoring Chairperson
- Safe School Committee Member
- Crisis Team Committee Member
- Team Leaders
- Curriculum Writer
- TEAM (Teacher Education And Mentoring) Cooperating Teachers
- Pursuing 092
- CSDE Performance Matters Forum presenter
- Fund for Teachers grant recipients and presenters of their work

(Artifact B: Perspectives for Improving Achievement and Expanding Instructional Time Using NGSS - BOE 10-26-23) Capt. Nathan Hale School: Four teachers currently participate in the Coventry Leadership Academy. Two are in their first year with the program and two are in their second. These staff members are active in our middle school community by:

- Participating in Instructional Leadership Team meetings, Clinical Team Meetings, and Planning and Placement Team meetings as needed
- Leading several professional development workshops examples of topics include new technology training, book study on <u>Not</u> <u>Light, But Fire</u>
- Presenting at several faculty meetings and facilitated throughout the school year (Artifact DDDDD: Example of Professional Development Workshop Agenda)

Coventry High School: Teachers who have been members of the Coventry Leadership Academy have engaged in multiple leadership activities throughout the year. A few are as follows:

- Several members have led professional development on effective teaching strategies, use of technology, and reading interventions.
- A graduate led the Advisory program, including the implementation and disaggregation of our DESSA self-screener.
- Several graduates volunteered for multiple leadership positions during the school year, including after school tutoring, leading PJ Day initiatives, and advising the National Honor Society.
- Two members of the Leadership Academy also earned ECE certification for Computer Engineering and proposed and created a new ECE Computer Engineering course for students.
- Three staff members collaborated with the building principal to lead the faculty Book Study of <u>Not Light, But Fire</u> during faculty meetings and professional development days throughout the school year.

- A. 2023 Assessment Presentation BOE 09-28-23
- B. Perspectives for Improving Achievement and Expanding Instructional Time Using NGSS - BOE 10-26-23
- C. K-12 Science Assessment Framework BOE 02-08-24
- D. SBAC ELA Data Breakdown for 2022-2023
- E. SBAC Math Data Breakdown for 2022-2023
- F. Kindergarten Science Assessment Pacing Calendar 23-24
- G. Grade 1 Science Assessment Pacing Calendar 23-24
- H. Grade 2 Science Assessment Pacing Calendar 23-24
- I. Grade 3 Science Assessment Pacing Calendar 23-24
- J. Grade 4 Science Assessment Pacing Calendar 23-24
- K. Grade 5 Science Assessment Evidence for NGSS Practices
- L. CNH Science Assessment Plan
- M. CHS Science Assessment Plan 23-24
- N. NGSS Science Data Breakdown for 22-23
- **O.** CHS Updated SAT Question Stems
- P. PSAT Fall Analysis
- Q. PSAT Analysis 2023 Graphic Organizer
- R. PSAT Knowledge and Skills Bands
- S. GHR August Professional Development SBAC Review
- T. GHR August Professional Development NGSS Review
- U. ELA SBAC Results by Teacher GHR
- V. Math SBAC Results by Teacher GHR
- W. GHR 2023-2024 Assessment Calendar
- X. GHR Science Sample Coaching Agenda
- Y. GHR ELA Post IAB Information
- Z. GHR Math Performance Tasks Data
- AA. GHR ELA IAB Data
- BB. GHR Grades 3-5 NGSS Science and Mid-Unit Formative Assessment Comparison

- CC. Grade 6 Module 1 Calendar Pacing Guide
- DD. CNH Spring Post ELA IAB Data
- EE. CNH ELA Listening Practice Plan
- FF. CNH Math Performance Tasks
- GG. CNH NGSS Science and Mid-Unit Formative Assessment Comparison
- HH. Student Work Protocol NGSS 3D Performance Tasks
- II. Grade 8 NGSS Claims Analysis
- JJ. 09-14-23 BOE Agenda
- KK. Moving From Beliefs to Actions August with Kelly Lyman
- LL. Moving From Beliefs to Actions Part 2 September with Kelly Lyman
- MM. Moving From Beliefs to Actions Part 3 with Kelly Lyman
- NN. Aligning Priorities with Beliefs December with Kelly Lyman
- 00. February with Kelly Lyman
- PP. Identifying Drivers March with Kelly Lyman
- QQ. 4 Shifts Protocol
- **RR.** District Beliefs
- SS. CNH Newsletter Article on Eureka Math Squared
- TT. Year-Long Plan for Eureka Math Squared
- UU. Grade 6 Module 3 Calendar
- VV. CNH February Professional Development Eureka Math
- WW. CNH School Improvement Plan
- XX. Eureka Math Squared Leaders Presentation
- YY. Cross Referencing of SBAC Stems against Practice from Eureka Squared 6th Grade Example Module 1
- ZZ. CNH December Professional Development Eureka Math
- AAA. High Dosage Tutoring Information
- **BBB.** Math Template Lesson Plan
- CCC. Exemplar Lesson Plan

- DDD. Authentic Innovator Rubric EEE. CGS POG Critical Thinker Rubric
- FFF. GHR POG Empowered Citizen Rubrics
- GGG. CNH POG Department Rubric Responsibilities
- HHH. Grade 5 Portrait of the Graduate Project
- III. Passage Presentation CNH Schedule
- JJJ. Acadience Reading K-6 Overview
- LLL. CT K-3 Literacy Strategy
- MMM. K-3 District Literacy Plan Goal 1 Leadership Draft
- NNN. K-3 District Literacy Plan Goal 2 Assessment Draft
- 000. Acadience Universal Screener PD Presentation
- PPP. Acadience Testing Schedule
- QQQ. Acadience Universal Screener February Coaching Agenda
- RRR. CGS February 2 PD Day Presentation Acadience
- SSS. Chapter 2 Book Study Sheet
- TTT. Chapter 4 Game
- UUU. Grades K-3 Coaching on October 6 PD
- VVV. K-12 Literacy Specialist Reading Plan Meeting Notes
- WWW. Reading at CGS Parent Presentation
- XXX. MTSS Assessment & Instruction Flowchart Worksheet
- YYY. Sample Coaching Agenda
- ZZZ. District Technology Plan Presentation
- AAAA. 3D Printing BOE Presentation 02-29-24
- BBBB. Math Acceleration in ALEKS March Grade 6 Data
- CCCC. CNH Musical Highlights BOE Presentation 11-09-23
- DDDD. CHS Dual Enrollment College Credit Data BOE Presentation 10-12-23
- *EEEE.* CHS ECE CSE 1010 Course Proposal BOE Presentation 01-11 -24

FFFF.	CHS Career Pathways Document
GGGG.	HEEC WEE Engineers BOE Presentation 02-29-24
НННН.	Programming Patterns BOE Presentation 02-29-24
IIII.	IEP Quality & CT-SEDS Professional Support
JJJJ.	Consistent Naming Conventions for Uploaded Documents
KKKK.	GHR FALL 2023 Family Letter Re After School Academy
LLLL.	Reading Intervention Presentation
MMMM.	GHR Math Intervention Presentation
NNNN.	RISE BOE Presentation 12-14-23
0000.	Dual Enrollment Grant
PPPP.	CGS Check In Check Out Goals
QQQQ.	CGS Discipline Referral Form
RRRR.	CGS Positive Office Referral Form
SSSS.	Student and Staff Support Team Crisis Response Protocols
TTTT.	Behavior SAT Break Schedule Example
UUUU.	CHS Advisory Flow Schedule
VVVV.	Social Emotional Learning - CHS Advisory Unit Overview
WWWW.	A Comprehensive System of Student Supports BOE Presen- tation 03-14-24
XXXX.	Facilities Visioning 2033 Presentation
YYYY.	Facilities Update BOE Presentation 10-12-23
ZZZZ.	Facilities Update BOE Presentation 02-29-24 BOE Meeting
AAAAA.	Diversity, Equity, and Inclusion Committee Agendas
BBBBB.	SDE Diversity, Equity, and Inclusion Symposium Agenda
ССССС.	Increasing Educator Diversity Action Plan
DDDDD.	Example of Professional Development Workshop Agenda



Coventry Public Schools Learn, Grow, Succeed

2023 Assessment Presentation

Α

Board of Education Thursday, September 28, 2023







SBAC ELA Achievement

Α





Α







SBAC ELA Achievement Comparison Data















Α









SBAC Math Achievement Comparison Data















NGSS Science Achievement Comparison Data


















Advanced Placement (AP) Achievement

36







40

NAEP: "The Nation's Report Card"

- The average scores for 13-year-olds declined 4 points in reading and 9 points in mathematics compared to the previous assessment administered during the 2019–20 school year.
- Compared to a decade ago, the average scores declined 7 points in reading and 14 points in mathematics

41

Α

NWEA: Measures of Academic Progress

In nearly all grades, achievement gains during 2022–23 fell short of prepandemic trends, which stalled progress toward pandemic recovery.

Significant achievement gaps persist at the end of 2022–23, and the average student will need the equivalent of 4.1 additional months of schooling to catch up in reading and 4.5 months in math.



The percentage of students who reported missing 5 or more days doubled from 5 percent in 2020 to 10 percent in 2023.

 For both reading and mathematics, students with fewer missed school days generally had higher average scores in 2023 than students with more missed school days.





Staff Attendance

	CGS	GHR	CNH	CHS/CA	
Average substitute teachers needed per day 2021-2022	6	7	4	4	
Average substitute teachers needed per day 2022-2023	4	7	3	5	
Percent of unfilled substitute teachers 2021-2022 (48% fill rate)	31%	57%	64%	54%	
Percent of unfilled substitute teachers 2022-2023 (33.63% fill rate)	79%	55%	92%	41%	

Opportunities to Grow

- Refine improvement plans in Grades 6 and 7 to address mathematics achievement as measured by performance on the SBAC
- Continue refinements to intervention programming and the use of grant funding to provide additional learning opportunities and programming to address students' skill gaps
- Support increased attendance and engagement based on the recommendations of our District Attendance Cmte
- Expand the opportunities for 20% additional percentage of Coventry High School students to earn college credits through dual enrollment classes with support from the Dual Credit Expansion Grant

Α

45

46

Noteworthy Accomplishments

- NGSS Achievement highest since the test began!
- CNH Grade 8 students continue to excel on the ELA SBAC assessment with 79% performing at or above goal.

Α

47

- CNH renewed as a NELMS Spotlight School!
- CHS increased it dual enrollment offerings through an agreement with University of Bridgeport to offer dual enrollment English for all 12th Graders.









Where is Palau? Why Do We Study Palau?

- CREC unit
- Small island country in the Pacific
- Located near Guam and the Philippines
- Famous for unique species of jellyfish with a daily migration pattern
- Community values conservation and preserving natural environment



Why do the jellyfish migrate across the lake each day??

- Jellyfish follow the sun and migrate across the lake each day
 - algae on their bodies needs the sun for photosynthesis
- Due to few predators, they have little to no stinging ability
- Population always changing due to climate change and interaction with humans





Golden Jellyfish of Lake Palau - Day 28

l can draw an explanatory model of the jellyfish ecosystem.

Explanatory model of the Golden Jellyfish in Lake Palau

Must Be Present Checklist

- Lake Palau (habitat) layers
- 3+ Biotic factors (golden jellyfish, sea anemone, mangrove trees, algae)
- Labels
- 5 abiotic factors (SWATS)
- Title with correct capitalization
- Food chain
- Organization, neatness, pizzazz
- Zoom in box: bacteria in the pink layer or algae/photosynthesis
- Paragraph explaining migration
- Jellyfish migration (use arrows)
- Sun position in sky (use time)
- Compass rose



	3D NGSS Modeling Rubric						
E	Р	М	M+				
Develops a model with: a visual that is not focused on the given phenomena.	Develops a model that: is relevant, and mostly "telling" with text.	Develops a model that: is relevant, mostly "showing" with visuals <i>and</i> Time passing or steps in a process are shown with arrows, captions or labels.	All of the M level criteria plus the <u>purpose</u> of symbols, arrows, colors, images, etc. is made clear by using a key, scale, zoom in bubble, cut away or other feature(s)				
Revises a model that: only shows what is happening (the seen)	Revises a model that: focuses mostly on what is happening (the seen) and very little of why it is happening (unseen reasons)	Revises a model that: shows both <u>what</u> is happening (the seen) and <u>why</u> it is happening (unseen reasons)	All of the M level criteria plus includes first hand data (observations or measurements) from a class investigation to support <u>how</u> we know it happened.				
Model documents student thinking that: show mostly inaccurate science ideas or uses only prior knowledge	Model documents student thinking that: focuses mostly on vocabulary (not big ideas) or uses only one new science idea that the class investigated or figured out.	Model documents student thinking that: accurately uses more than one new science idea that the class investigated or figured out.	All of the M level criteria plus includes additional examples of (or connections to) the new science ideas beyond those the class investigated or figured out together.				





Mrs. Jones and Mrs. Drexler went back to Palau to learn more about the jellyfish! While they are there, they texted Ms. Woodin to tell her there is NO milk or liquid coffee creamer available. They beg Ms. Woodin to send some ASAP. Ms. Woodin knows it will take over a week to send these supplies by mail, and the milk and creamer will go bad by the time it reaches them.

How can Ms. Woodin get milk and coffee creamer to Mrs. Jones and Mrs. Drexler?





Engineering Task

Problem: There is no milk or creamer in Palau. It will take too long to send by mail.

Goal: To design a parachute that will safely drop a container of milk/creamer

Success Criteria (rule): Lands softly without spilling Required Constraints (limitations):

- The size and weight of the water container
- The height that the container is dropped

Jones Parachute Design Notesheet

Parachute Design - Performance Task	
Step 1: Define the Question/Problem	
There is no milk or coffee creamer in Palau. It takes too long to send by mail.	
Step 2: Goal	
Design a parachute to drop a container of milk or creamer in Palau.	
Step 3: Success Criteria (rule)	
Step 4: Required Constraints or Limitations:	

Draw and label your design t				
		M	lust Be Present Checklist:	
Paper	Parachute Model		Title Parachute, lines, and	
toul (sould			harness/basket drawn and labeled with name and material used, and amount	
1 to	The last	٦	Shows or describes how the constraints are being followed	
the tolds	the Holder	G	Includes a description of what is happening, using science vocabulary (ex. air resistance, gravity, forces, speed)	
9-0	+ CUP 60in.	0	A special feature that makes your parachute effective	
Explain Your Design				
I used	_because			
I used	_because			
I used	_because			









Parachutes in Action -Video





	3D NGSS Engineering Challenge Task Rubric							
E(1)	P(2)	M(3)	M+(4)					
Develops a design plan that does not address the given problem <i>or</i> is not labeled with engineering decisions or scientist reasons	Develops a design plan that is generally relevant to the problem/criteria and The purpose of key features or the science ideas used are unclear.	Develops a design plan that: is relevant to the problem/criteria, meets the constraints set and Labels at least one key feature on the design plan with <i>both</i> specific engineering decisions and accurate scientist reasons.	All of the M level plus includes well-connected, specific science ideas for several different design features					
Outlines a testing plan that has success criteria that are irrelevant, missing or unclear	Outlines a testing plan that generally describes how data about the criteria will be gathered	Outlines a testing plan that generally describes how data about the criteria will be gathered At least one full set of testing data for the prototype is recorded	All of the M level plus a creative or original testing method, tool or scale was student created or multiple useful sets of prototype testing data was recorded					
Constructs an analysis that: Focuses only on their own prototype	Constructs an analysis that: identifies at least one common effective feature without providing scientific reasons describes a general way to improve their design	Constructs an analysis that: identifies at least one common effective feature and science reason it was effective describes one specific way to improve their own design (based on either their own testing or learning from others projects)	All of the M level plus identifies more than one common feature and science reason it was effective or describes two specific ways to improve their own design base on both their own testing and learning from others.					







8	na dea are you tooling to bee in trinateout	1
PREDICTION (What do you	ı think will happen?)	-0
INVESTIGATION PLAN: (Ho	ow will you get the data you need to check your prediction?)	
Draw and label a diagram o your investigation.	of haw to set up give plan to change on purpose. We will do this by	
	We will check to see if our changes matter by measuring or observing We will do this by	8
	To make the test fair we need to control and	

Disappearing Sugar Investigation Task



<u>Project Manager</u>: students in this role provide the group with the instructions and help with time management, ensuring students work efficiently, stay on task, and meet all required steps of the project or experiment. Each group should have only one project manager.

Technician: students in this role are the main "hands" for the activity and do most of the building, mixing, or other tactile work (based on directions from the project manager). Groups of more than four students might have more than one technician.

Data analyst: students in this role record and analyze the data generated by the group. Groups of more than four students might have more than one data analyst.

Reporter: students in this role communicate the group's findings or present the group's design to the rest of the class. Groups of more than four students might have more than one reporter.

-			Directie	ofis) Read the fullowing exampt	ta of timerative lookenike. Idena	
	DATA:					
	The Effe	ect of the su	clace an	ca on the	candy	
- N - N - N	8		<i>6</i> 0	Test 1 U.S	Test 2 Other arous Jones	Test 3 Mrs. berniers
#1	Cut	And Hoo Km TOMO	Coundy	17 min 30.sec	14 min Osec	9min 28 sec
#2	whole	Amt H20 Rm Temp	candy	19 min 45sec	13 min Osec	10min Osec
#3	Crushea	Amt H20 Rm temp	can'dr	16min 23sec	12 min 4 sec	6 min 18 sec
#4	-					1

EXPLANATION: Do the results of this investigation support your claim? Explain using data and observations from your trials. Remember to use R.A.C.E.S

Restate and Answer: What happened? (What was your claim?) Does the data support your claim?)

My claim was that the crushed one would dissolve fastest and the whole with would dissolve slowest. The results of the trials show that the crushed river always dissolves fastest The results also show that the cut mint ussually dissolve faster than whole but slower than crushed. Finally the results show that the whole mind dissolved slower.

Cite Evidence: How do you know is nappened? Compare two examples from your data table. Use comparing words? If the first trial the crusted dissolved fastest at 16 minuts and 23 seconds, the sub-sub-sub-19 minuts and 45 seconds. For the averages the crusted was also the fastest with 11 minute and 48 seconds the cut was in the middle again with 13 minuts and 52 seconds, and whole was slowest again with 14 minutes and 15 seconds.

Explain with Reasoning: Why did it happen? (What unseen science idea(s) are the reason for the pattern you noticed?)

This happend because the emailer the pieces, the less molicules there are that have to dissolv and that increases the speed of the solubility.



Collaboration Rubric and Reflection

Name Team Name Name of Project/Experiment Date

Use this Scale:

- 1 Strongly Disagree 2 Disagree
- 3 Somewhat Agree

4 – Agree 5 – Strongly Agree

-	Sti	or	ıg	Iy	A٤

My Team:		Score - Circle One				
Stayed on task	1	2	3	4	5	
Listened to each other	1	2	3	4	5	
Helped each other	1	2	3	4	5	
Respected each other	1	2	3	4	5	
Participated	1	2	3	4	5	

What went well?

Suggestions for improvement.

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



Grade Level: <u>5</u>

Student Work Protocol

Date: 3/10/23

Part I: Background Information ...

Part II: Analysis of Student Work

Science and Engineering Practices	Disciplinary Core Ideas	Cross-cutting Concepts	Overall
Average for Grade	Average for Grade	Average for Grade	
Analyzing and Interpreting Data 63% Engaging in Argument from evidence 82%	ESS1 Earth's Place in the Universe 69%	CCC Patterns 63%	68.2

Students	Students	Students	Students
Below Mastery	Approaching Mastery	at Mastery	Above Mastery
(0-34)	(35-49)	(50 - 69)	(70-100)
Student 1 Student 2	Student 1 Student 2 Student 3	Student 1 Student 2 Student 3 Student 4 Student 5 Student 6	Student 1 Student 2 Student 3

		Why do 0	Constellations Sometimes Disapp	ear?		
(During the night, stars appear to move around41.% COF Earth is rQ the sky.6% Stars a1 What are these movements evidence of?11% It doe these state		RECT tating on its axis. re moving objects. s not provide evidence for any of ments. is moving in orbit around the su	Revolution (moving in orbit around the sun) would affect what part of the sky can be seen (different constellations) not the apparent movement during the same night.		
	Patterns or Comm Characteristics of Studen Improvement	ion ts Needing	Fundamental Problems of Work	Next Steps		
	Q1 During the night, stars appe around the sky. What are th movements evidence of?	ar to move ese	 Reversing rotation and revolution? Do students know which months are in which season with fluency? Need hands on experience with this effect. (in addition to seasons and length of daylight hours) 	 Add months of seasons question to a grade 3 formative assessment Reteach with <i>Which stars can</i> <i>we see</i>? Lesson Add IAB 5-ESS1-2A (Sagittarius) to NGSS Review in STEM 		

Part V - Future Ins	struction		
Students to Whom to Re-teach	Skills to Reteach	High Impact Instructional Strategies and Differentiation	Method of Re-assessment
All	Rotation and revolutions effect on apparent star/constellation movement	Look at something in sky or on the ceiling. Spin in place(rotation) . What changes? Walk in a small circle(revolution). What changes? "Non linguistic representation"	Sagittarius IAB in NGSS review plan
Student A Student B Student C	Months in each season Rotation vs Revolution	"Cues, questions, and advanced organizers"	Label all the months of a year on season cause models Sorting practice - which three months with which seasons

	Instructional Strategies and Effect Sizes
	Meta-analysis Marzano, Pickering, Pollock
	Identifying similarities and differences 1.61; percentile gain 45
	Summarizing and note taking 1.0; percentile gain 34
	Reinforcing effort and providing recognition .80; percentile gain 29
	Homework and practice .77; percentile gain 28
	Nonlinguistic representations .75; percentile gain 27
	Cooperative learning .73; percentile gain 27
	Setting objectives and providing feedback .61; percentile gain 23
	Generating and testing hypotheses .61; percentile gain 23
	Cues, questions, and advance organizers .59; percentile gain 22
1.11	Doug Reeves
	Nonfiction Writing/Writing to Learn
	Correlation to Science = .86
John	Hattie Influences and Effect Sizes Related to Student Achievement, "Visible Learning"
	(avg effect size is .40)
•	Collective teacher efficacy 1.57
:	Collective teacher efficacy 1.57 Self-report grades 1.44
:	Collective teacher efficacy 1.57 Self-report grades 1.44 Providing formative evaluation 0.9
-	Collective teacher efficacy 1.57 Self-report grades 1.44 Providing formative evaluation 0.9 Reciprocal teaching 0.74
	Collective teacher efficacy 1.57 Self-report grades 1.44 Providing formative evaluation 0.9 Reciprocal teaching 0.74 Feedback 0.73
	Collective teacher efficacy 1.57 Self-report grades 1.44 Providing formative evaluation 0.9 Reciprocal teaching 0.74 Feedback 0.73 Spaced vs. mass practice 0.71
	Collective teacher efficacy 1.57 Self-report grades 1.44 Providing formative evaluation 0.9 Reciprocal teaching 0.74 Feedback 0.73 Spaced vs. mass practice 0.71 Metacognitive strategies 0.69
	Collective teacher efficacy 1.57 Self-report grades 1.44 Providing formative evaluation 0.9 Reciprocal teaching 0.74 Feedback 0.73 Spaced vs. mass practice 0.71 Metacognitive strategies 0.69 Vocabulary program 0.67



Next	t Steps - Standards Based Reporting 22-23 Report card standards
	Demonstrates understanding of scientific concepts, principles, vocabulary, and methods
	Records, interprets, and communicates scientific data/information

Next Steps - Standards Based Reporting

23-24 Science and Engineering Practices

Asking Questions and Defining Problems

Developing and Using Models

Planning and Carrying Out Investigations

Analyzing and Interpreting Data

Using Mathematical and Computational Thinking

Constructing Explanations and Designing Solutions

Engaging in Argument from Evidence

Obtaining, Evaluating, and Communicating Information

Trimester 1 Aug 30 - Dec 1	Trimester 2 Dec. 4- Mar. 8	Trimester 3 March 11 - June 10
NGSS Task #1 Fair Test Design: Disappearing Sugar(Temperature)	NGSS Task #10 Golden Jellyfish Movement MDL Task SEP: Developing and Using Models	NGSS Task #16 Spectacular Skies IKIW SEP: Asking Questions/Defining Problem
Unit: MIni-Matter and Spheres	SEP: Construct Explanations/Design Solutions Unit: Golden Jellyfish	Date/Lesson:
NGSS Task #2 Ecosystem Factors Exit Ticket	NGSS Task #15 Supply Drop Parachute Design ENG Task	NGSS Task #18 Sound and Light Stations
SEP: Construct Explanations/Design Solutions SEP: Obtain, Evaluate & Comm. Info Unit: Golden Jellyfish	SEP: Asking Questions/Defining Problems SEP: Analyzing and Interpreting Data SEP: Construct Explanation/Design Solutions Unit: Antarctica Exploration	SEP: Plan/Carry Out Investigations Unit: NGSS Review Date/Lesson

	3D NGSS Modeling Rubric									
	E	Р	М	M+						
M O D	Develops a model with: a visual that is not focused on the given	Develops a model that: is relevant, and	Develops a model that: is relevant, mostly "showing" with visuals and	All of the M level criteria plus the <u>purpose</u> of symbols, arrows, colors, images, etc. is						
E L IN G	phenomena.	mostly "telling" with text. Developing	Time passing or steps in a and Using Models captions or labels.	made clear by using a key, scale, zoom in bubble, cut away or other feature(s)						
E	Revises a model that:	Revises a model that: focuses	Revises a model that:	All of the M level criteria plus						
	only shows what is happening (the seen)	mostly on what is happening	shows both <u>what is happening</u>	includes first hand data						
E N C E		very little of why it is happening (unseen reasons)	why it is happening (unseen reasons)	investigation to support <u>how</u> we know it happened.						
E X P L A IN	Model documents student thinking that: show mostly inaccurate science ideas or uses only prior knowledge	Model documents student thinking that: focuses mostly on vocabulary (not big ideas) or Constructing Exp uses only one new science idea that the class investigated or figured out.	Model documents student thinking that: accurately uses more than one new science chanations and Sold or figured out.	All of the M level criteria plus includes additional examples of (or connections to) the new Utions ideas beyond those the class investigated or figured out together.						





Grade 5 Daily Schedule

8:30 - 9:00	Morning Meeting
9:00 -10:30	Reading and Social Studies
10:30 -11:00	STEM/Related Arts
11:00 -11:40	Related Arts/STEM
11:40 -12:10	Lunch
12:10 -12:40	Recess
12:40 -1:35	Science (homeroom)
1:35 - 2:30	Science (partner class)
2:30 - 3:10	Writing
3:10	Dismissal

- Departmentalized for math and science
- 55 minutes of science instruction daily in grade 5
- 30 minutes of science on Fridays during STEM.
- Flexible schedule for review
 Daily science review
 - during STEM in March
 2 weeks of science time used to review for math SBAC

U	sing Data to Inform Instruction: Spiral Review & Test Prep	
	Review Activity	When/Unit
	Weather and Climate IAB	STEM 11/4
	Generation Genius: Weather vs. Climate	STEM 10/28
3-ESS2-2	Causes of Seasons	Antarctica Day 2 - 6
19% Fronciency	Analyze seasons/weather chart	Antarctica Day 7
	Mystery Science: Why are some places always hot?	March NGSS Review Unit



Resources/Contact Information

Karen Drexler	
Nora Jones	
Cindy Wilbur	
Sarah Woodin	
Michele Mullaly	Ĵ.

<u>GHR Investigation Anchor Chart</u> <u>GHR Investigation Performance Task [template]</u> <u>Investigation Performance Task Rubric</u> GHR Report Card 23-24.pdf Looking at Student Work example



K-12 Science Assessment Framework

Board of Education February 8, 2024







New K-5 Report Card Standards

Demonstrates understanding of scientific concepts, principles, vocabulary, and methods

Records, interprets, and communicates scientific data/information

- 1. Asking questions (for science) and defining problems (for engineering)
- 2. Developing and using models
- 3. Planning and carrying out investigations
- 4. Analyzing and interpreting data
- 5. Using mathematics and computational thinking
- 6. Constructing explanations (for science) and designing solutions (for engineering)
- 7. Engaging in argument from evidence
- 8. Obtaining, evaluating, and communicating information

Identified a Body of Evidence (Grade 1 Example)				
Patterns of Sun and Moon	Communicating with Light & Sound	Learning about Nature with our Senses Seasons Change and so does Nature		
NGSS Task #1 Light Exploration	NGSS Task #4a Sound Maker Design	NGSS Task #6 INIW Plant/Animal Structures		
SEP : Planning/Carrying Out Investigations	SEP : Construct Explanations/Design Solutions	SEP : Asking Questions and Defining Problems		
NGSS Task #2 Seasons/Activity Matching	NGSS Task #4b Sound Maker Explanation	NGSS Task #7 How Can I Get the Most Food?		
SEP : Analyzing and Interpreting Data	SEP : Obtaining, Evaluating, & Comm. Info	SEP : Using Mathematical/Computational Thinking		
NGSS Task #3 Toy Shadow Model	NGSS Task #5 Sound and Light Sorting	NGSS Task #8 Animal Characteristics comparison		
SEP : Developing and Using Models	SEP : Analyzing and Interpreting Data	SEP : Engaging in Argument from Evidence		

	3-PS2-1 83, Professor	DCIa 68% students nationality with these parts	09 Inces and Motion	»	68%	68
Mid-unit Formative	Teache	P\$2.8: Ty r E	Engineer Jnderwy	ring Ta: ater Ke	sk sys)	
Assessments	School year	Pi	actices	Assess	sed	
Grades 3-11	STUDEN T	l S.1	S.6	S.7	Overa II	
	student 1	2	<u>3</u>	2	7	
	student 2	<u>3</u>	3	<u>3</u>	9	
	student 3	3	3	2	8	
	etudont 4	3	2	1	6	
	attudent 4	4	2	2	10	
	student 5 student 6	4	3	<u>3</u>	10 9	



С
Example of Impact on Student Success

Grade 7 Science: Characteristic Properties of Matter								
	2021-2022	2022-2023	2023-2024					
Below	50	35	14					
Approaching	28	23	24					
At Goal	18	42	31					
Advanced	4	0.0	31					
At & Above	22	42	62					



Embedded Performance Tasks

Intentional Design→



- Extended, project-based
- Integrates multiple practices, science ideas and Portrait of the Graduate competencies
- Assessment for learning supports sense-making

Authentic and Engaging→

- Work of the discipline
- Collaborative
- Based on a problem, phenomena, or issue
- Student voice and choice
- Create and critique ideas





С

Grade 3-12 Assessment Planning Example - Grade 7

Grade 7 NGSS Units	Life Jacket Cupcake Mystery	Flameless Heater Design	Earth's Mysterious Core CT's Unique Geology	Ecospheres Ecosystems
NGSS 3D Performance Tasks		Engineering Task: Flameless Heater Design	Investigation Task: Magnetic Field Strength	Explanatory Model Task: Ecosphere
MId-unit Formative Assessment	Exploration: Density Stations	InnerOrbit Hand Warmers	NGSS IAB MS-PS3-4 Seasonal Pole Height Change	InnerOrbit Ecospheres

Engineering Task - Grade 7 Flameless Heater Design





DEVELOP SOLUTIONS



Reactants Root Killer

Salt Baking Soda

Water Vinegar

Aluminum foil Steel wool



DEVELOP SOLUTIONS



Group #	Maximum Temp	Design Features	0
6	34.3°C	 .5g Al and 5.5g Root Killer Swirled cup throughout reaction Styrofoam cup with plastic bag inside - reaction happens under bag with food on top - bag held up by rubber band 	P T
1+3	27.3°C	 Plastic bag holding reaction, with another bag inside holding the food .5g Al, 60ml saltwater (added this last), 5.5g Root Killer Mixed reaction the whole time 	M
5	30.6°C	 Cardboard box with foil on bottom Reaction happened in a plastic bag inside the box - 5.5g Root Killer, .5g Al Food was held inside the box next to reaction Stirred constantly 	ZE









Explanatory Model - Grade 9 Glacial Retreat











С

Standard *These claims began to be reported with the 2022 Test. Eight Science and Engineering Practices were bundled into four claims.	2022 Proficient	2022 Weak/ Strong	2023 Proficient	2023 Weak/ Strong
CE: Use Scientific Reasoning to Construct Explanations and Arguments and to Design Solutions	~	=	~	=
DM: Developing and Using Models to Describe the Natural World	~	÷	~	÷
GI: Gathering Data and Investigating Scientific Questions	~	=	~	=
UM: Using Mathematical Thinking to Analyze and Interpret Patterns in Data	~	=	~	÷



Proficient	Weak or Strong	2022 Proficient	Weak or Strong	2023 Proficient	2023 Weak or Strong
~	=	~	-	~	=
~	=	~	=	~	=
•	-	~	=	~	=
P	Proficient V Q Q	ProficientWeak or Strong✓=✓=✓-	vroficientWeak or StrongProficient✓=✓✓=✓✓=✓●-✓	vroficientWeak or StrongProficientWeak or Strong✓=✓-✓=✓=✓-✓=✓-✓=	vroficient StrongWeak or StrongProficient StrongWeak or StrongProficient Proficient✓=✓-✓✓=✓=✓✓-✓=✓●-✓=✓



2022-2023 SBAC ELA

Data Breakdown for Coventry Public Schools

Page 1 Percent of Students At/Above Proficient by Grade Level

Page 2 Percent of Students At/Above Proficient by Cohort

Page 3.... District Comparison Charts

Page 4-5.... Percent of Students at Each Achievement Level

Page 6.... Percentage at Each Claim Achievement Category

Page 7-12 Target Performance Relative to the Proficiency Standard

Page 13-14

Page 15 Achievement of Students with IDEA Indicator

Page 16.... Growth of Intervention Students

Page 17 SBAC and IAB Comparison

By: Kara Hennessey

D

Percent of Students At/Above Proficient by Grade Level

Grade Level	% Level 3 or above 2014-2015 CAT ONLY	% Level 3 or Above 2015-2016 CAT ONLY	% Level 3 or Above 2016-2017 CAT ONLY	% Level 3 or Above 2017-2018 CAT ONLY	% Level 3 or Above 2018-2019 CAT ONLY	% Level 3 or above 2020-2021 CAT Only ALL STUDENTS	% Level 3 or above 2021-2022 CAT Only	% Level 3 or above 2022-2023 CAT Only
3	61.3%	57.6%	69.7%	61.5%	61.9%	65.6%	63.6%	63.4%
4	64.5%	76.0%	71.1%	86.0%	73.5%	74%	72.7%	74.0%
5	69.9%	69.6%	79.0%	81.4%	86.0%	68%	67.2%	77.4%
6	63.0%	72.6%	70.3%	82.3%	70.7%	72.7%	70.4%	61.0%
7	63.7%	80.0%	74.6%	77.3%	82.4%	77.3%	73.2%	72.0%
8	63.8%	75.9%	75.6%	67.2%	80.2%	70.6%	77.8%	78.8%
Coventry Average	64.4%	72.2%	73.3%	76.2%	76.2%	71.4%	70.8%	71.3%
CT Average	52.4%	55.7%	54.2%	55.3%	55.7%	48.6% ***	49.1%	48.5

Note- no SBAC results for 2019-2020 school year due to COVID pandemic

*obtained using weighted scores (in person, hybrid, remote) of CT students taking the in person test **obtained using weighted scores (in person, hybrid, remote) of CT students taking the remote test

***obtained using weighted scores (in person, hybrid, remote) of CT students taking the person or remote test

D Proficiency Growth

Coventry: 2015-2016 to 2016-2017 improvement = +1.8% CT: 2015-2016 to 2016-2017 improvement = -1.5%

Coventry: 2016-2017 to 2017-2018 improvement = +2.9% CT: 2016-2017 to 2017-2018 improvement = +1.1%

Coventry: 2017-2018 to 2018-2019 improvement = 0% CT: 2017-2018 to 2018-2019 improvement = +0.4%

Coventry: 2018-2019 to 2020-2021 *improvement= -4.4%, -2.6%, -4.8 CT:* 2018-2019 to 2020-2021 *improvement= -6.0%, -15.2%, -7.1%*

Coventry: 2020-2021 (ALL STUDENTS) to 2021-2022 improvement= -0.6% CT: 2020-2021 (ALL STUDENTS) to 2021-2022 improvement= +0.5%

Coventry: 2021-2022 (ALL STUDENTS) to 2022-2023 improvement=+0.1%% CT: 2021-2022 (ALL STUDENTS) to 2022-2023 improvement= -0.6%





D Percent of Students At/Above Proficient by Cohort

	% Level 3 or Above 2014-2015	% Level 3 or Above 2015-2016	% Level 3 or Above 2016-2017	% Level 3 or Above 2017-2018	% Level 3 or Above 2018-2019	% Level 3 or Above 2020-2021 ALL STUDENTS	% Level 3 or Above 2021-2022	% Level 3 or Above 2022-2023
Class of 2032								63.4%
Class of 2031							63.6%	74.0%
Class of 2030						65.6%	72.7%	77.4%
Class of 2029						74%	67.2%	60.0%
Class of 2028					61.9%	68.3%	70.4%	72.0%
Class of 2027				61.5%	73.5%	72.7%	73.2%	78.8%
Class of 2026			69.7%	86.0%	86.0%	77.3%	77.8%	
Class of 2025		57.6%	71.1%	81.4%	70.7%	70.6%		
Class of 2024	61.3%	76.0%	79.0%	82.3%	82.4%			
Class of 2023	64.5%	69.6%	70.3%	77.3%	80.2%			
Class of 2022	69.9%	72.6%	74.6%	67.2%				
Class of 2021	63.0%	80.0%	75.6%					







D District Comparison







Percent of Students at Each Achievement Level

	2022-2023								
	Level 1	Level 2	Level 3	Level 4	Average Scale Score	Average Level			
Grade 3	14.3%	22.3%	25.0%	38.4%	2459	3			
Grade 4	9.0%	17.0%	30.0%	44.0%	2513	3			
Grade 5	11.7%	10.9%	31.3%	46.1%	2563	3			
Grade 6	19.1%	20.9%	29.6%	30.4%	2554	3			
Grade 7	12.8%	15.2%	36.8%	35.2%	2596	3			
Grade 8	3.9%	17.3%	46.5%	32.3%	2630	3			

Coventry Achievement Levels

Coventry Achievement Levels

			2021-2022	-	-	
	Level 1	Level 2	Level 3	Level 4	Average Scale Score	Average Level
Grade 3	9.1%	27.3%	23.2%	40.4%	2459	3
Grade 4	15.9%	11.4%	27.3%	45.4%	2518	3
Grade 5	16.8%	16%	31.1%	36.1%	2542	3
Grade 6	10.4%	19.2%	36.8%	33.6%	2572	3
Grade 7	6.5%	20.3%	47.2%	26.0%	2597	3
Grade 8	6.9%	15.3%	44.5%	33.3%	2630	3

Coventry Achievement Levels

	Level 1	Level 2	Level 3	Level 4	Average	Average		
					Scale Score	Level		
Grade 3	16.4%	18%	35.9%	29.7%	2452	3		
Grade 4	13.4%	12.6%	32.8%	41.2%	2512	3		
Grade 5	13.8%	18.7%	36.6%	30.9%	2534	3		
Grade 6	6.6%	20.7%	42.1%	30.6%	2578	3		
Grade 7	8.5%	14.2%	44%	33.3%	2600	3		
Grade 8	10.1%	19.3%	39.5%	31.1%	2611	3		

	Level 1	Level 2	Level 3	Level 4	Average Scale Score	Average Level
Grade 3	14.2%	23.9%	26.5%	35.4%	2457	3
Grade 4	12.8%	13.7%	26.5%	47.0%	2525	3
Grade 5	2.2%	11.8%	30.1%	55.9%	2586	3
Grade 6	6.9%	22.4%	35.3%	35.4%	2587	3
Grade 7	2.4%	15.2%	46.4%	36.0%	2619	3
Grade 8	2.6%	17.2%	50.0%	30.2%	2629	3

Coventry Achievement Levels 2018-2019

Coventry Achievement Levels 2017-2018

	Level 1	Level 2	Level 3	Level 4	Average Scale Score	Average Level
Grade 3	17.9%	20.5%	24.8%	36.8%	2453	3
Grade 4	6.6%	7.4%	26.5%	59.6%	2543	4
Grade 5	4.2%	14.4%	38.2%	43.2%	2567	3
Grade 6	4.8%	12.9%	47.6%	34.7%	2588	3
Grade 7	7.6%	15.1%	46.2%	31.1%	2603	3
Grade 8	12.8%	20.0%	36.8%	30.4%	2608	3

Coventry Achievement Levels 2016-2017

			2010-2017			
	Level 1	Level 2	Level 3	Level 4	Average	Average
					Scale Score	Level
Grade 3	11.4%	18.9%	28.4%	41.3%	2467	3
Grade 4	13.2%	15.7%	26.5%	44.6%	2513	3
Grade 5	7.3%	13.7%	45.9%	33.1%	2557	3
Grade 6	10.2%	19.5%	40.7%	29.6%	2573	3
Grade 7	9.8%	15.6%	47.5%	27.1%	2596	3
Grade 8	2.4%	22.8%	44.9%	30.7%	2628	3

	Level 1	Level 2	Level 3	Level 4	Average	Average
Grade 3	15.3%	27.1%	33.9%	23.7%	2442	3
Grade 4	11.6%	12.4%	27.3%	48.7%	2519	3
Grade 5	13.0%	17.4%	35.7%	33.9%	2542	3
Grade 6	11.3%	16.1%	39.5%	33.1%	2572	3
Grade 7	7.0%	13.2%	45.8%	34.2%	2613	3
Grade 8	5.8%	18.2%	48.9%	27.0%	2621	3

Coventry Achievement Levels

Coventry Achievement Levels

	Level 1	Level 2	Level 3	Level 4	Average Scale Score	Average Level
Grade 3	13.5%	23.8%	29.4%	33.3%	2454	3
Grade 4	17.1%	18.7%	33.3%	30.9%	2489	3
Grade 5	16.4%	14.1%	38.3%	31.2%	2532	3
Grade 6	10.7%	26.0%	38.9%	24.4%	2556	3
Grade 7	13.9%	22.2%	46.5%	17.4%	2570	3
Grade 8	11.4%	26.0%	49.6%	13.0%	2585	3

Percentage at Each Claim Achievement Category

George Hersey Robertson School

Grade Level			Area of Need (based on average scale score)
3	Reading	Percent 19% 45% 37% Count 21 50 41 2483 +/-9	
	Listening	Percent 3% 71% 27% Count 3 79 30 2461 +/- 9	Writing and Research/ Inquiry
	Writing and Research/Inquiry	Percent 21% 46% 34% Count 23 51 38 2450+/-8	
4	Reading	Percent 8% 55% 37% Count 8 55 37 2513 +/-9	
	Listening	Percent 6% 58% 36% Count 6 58 36 2530 +/-10	Writing and Research/ Inquiry
	Writing and Research/Inquiry	Percent 12% 56% 32% Count 12 56 32 2497 +/-8	
	Reading	Percent 17% 39% 44% Count 22 50 58 2546 +/-9	
5	Listening	Percent 3% 58% 39% Count 4 74 50 2579 +/-8	Reading
	Writing and Research/Inquiry	Percent 11% 34% 55% Count 14 44 70 2569 +/-8	



Captain Nathan Hale School

Target Performance Relative to the Proficiency Standard

		Relative to Overall Performance				
		-	=	+		
Relative to	х	Area of weakness and below the proficiency standard	Performance similar to test as a whole, but below the proficiency standard	Area of strength, but below the proficiency standard		
(Minimum Overall) Proficiency	e	Area of weakness, but at/near the proficiency standard	Performance similar to test as a whole and at/near the proficiency standard	Area of strength and at/near the proficiency standard		
	~	Area of weakness, but above the proficiency standard	Performance similar to test as a whole, but above the proficiency standard	Area of strength and above the proficiency standard		

Target Report Interpretation Chart

D

Grade 3		Relative to Overall Performance (weak or strong)				
		-	=	+		
	х					
Relative to (Minimum Overall) Proficiency Proficient?	P	Writing: Target 9-Edit	Literary Text: Target 2-Central Ideas Target 3-Word Meaning Target 4-Reasoning and Evidence Target 7-Language Use Informational Text: Target 9-Central Ideas Target 10-Word Meanings Target 10-Word Meanings Target 11-Reasoning and Evidence Target 12-Analysis Within or Across texts Target 13-Text Structures and Features Target 14-Language Use Writing: Target 3-Brief Write-Informational Target 1-Brief Write-Informative Target 6-Brief Write-Opinion Target 8-Language and Vocabulary Research: Target 2-Interpret/integrate Target 4-Use evidence			
	v		Listening: Target 4-Listen/interpret Literary Text: Target 1-Key Details Target 5-Analysis within/ or across texts Informational Text: Target 8-Key Details	Literary Text: Target 6-Text Structures and Features		
			Writing Research: Target 3-Analyze information/sources			

Grade 4		Re	lative to Overall Performance (weak or strong)	
		-	=	+
	х			
Relative to (Minimum Overall) Proficiency Proficient?	O	Writing: Target 9-edit	Literary Text: Target 2-Central Ideas Target 3-Word Meanings Target 4-Reasoning & Evidence Target 5-Analysis within or Across Texts Target 6-Text Structures and Features Target 7-Language Use Informational Text: Target 9-Central Ideas Target 10-Word Meanings Target 12-Analysis Within or Across Texts Target 12-Analysis Within or Across Texts Target 13-Text Structures and Features Target 14-Language Use Writing: Target 3-Brief Write-Informational Target 6-Brief Write-Opinion Research: Target 2-Interpret and Integrate Target 4-Use Evidence	
			Listening: Target 4-Listen/interpret	
			Literary Text: Target 1-Key Details	
	~		Informational Text: Target 8-Key Details Target 11-Reasoning & Evidence Writing:	
			Research: Target 3-Analyze information/sources	

			D				
Grade 5		Relative to Overall Performance (weak or strong)					
		-	=	+			
	х						
Relative to (Minimum Overall) Proficiency Proficient?	Ĩ		Literary:Target 1-Key DetailsTarget 2-Central IdeasTarget 3-Word MeaningsTarget 3-Word MeaningsTarget 5-Analysis Within or Across TextsTarget 6-Text Structures & FeaturesTarget 7-Language UseInformational:Target 8-Key DetailsTarget 10-Word MeaningTarget 11-Reasoning & EvidenceTarget 13-Text Structures and FeaturesTarget 14-Language UseWriting:Target 9-editResearch:				
	~		Listening: Target 4-Listen/Interpret Literary Texts: Target 4-Reasoning & Evidence Informational Texts: Target 12-Analysis Within or Across Texts Writing: Target 3-Brief Writes-Informational Target 1-Brief Writes-Narrative Target 6-Brief Writes-Opinion Research: Target 2-Integrate/interpret information Target 4-Use evidence	Writing: Target 8- Language & vocab Research: Target 3- Analyze information/ Sources			

			D	
Grade 6		Re	lative to Overall Performance (weak or strong)	
		-	=	+
	х		Literary Texts: Target 6-Text Structures & Features	
Relative to (Minimum Overall) Proficiency Proficient?	•		Listening: Target 4-Listen and Interpret Literary Texts: Target 2-Central Ideas Target 3-Word Meaning Target 3-Word Meaning Target 4-Reasoning & Evidence Target 5-Analysis Within or Across Texts Target 5-Analysis Within or Across Texts Target 7-Language Use Informational Texts: Target 8-Key Details Target 9-Central Ideas Target 10-Word Meanings Target 12-Analysis Within or Across Texts Target 12-Analysis Within or Across Texts Target 13-Text Structures & Features Target 14-Language Use Writing: Target 1-Brief Write-Narrative Target 6-Brief Write-Opinion Target 8-Language and Vocabulary Target 9-Edit Research: Target 2-Analyze/integrate information Target 3-Evaluate information/sources Target 4-Use evidence	
	~		Literary Texts: Target 1-key details Informational Texts: Target 11-Reasoning & Evidence Writing: Target 3-Brief Write-Informational	
			Research:	

	-		D			
Grade 7		Relative to Overall Performance (weak or strong)				
		-	=	+		
	х					
Relative to (Minimum Overall) Proficiency Proficient?	Ĩ		Literary Texts: Target 1-Key Details Target 2-Central Ideas Target 3-Word Meanings Target 6-Text Structures & Features Target 7-Language Use Informational Texts: Target 8-Key Details Target 12-Analysis Within or Across Texts Target 13-Text Structures & Features Target 13-Text Structures & Features Target 14-Language Use Writing: Target 3-Brief Write-Informational Target 1-Brief Write-Narrative Target 6-Brief Write-Opinion Target 9-Edit Research: Target 4-use evidence			
	~		Listening: Target 4-Listen/Interpret Literary Texts: Target 4-Reasoning & Evidence Informational Texts: Target 9-Central Ideas Target 10-Word Meaning Target 11-Reasoning & Evidence Writing: Target 8-Language and Vocabulary Research: Target 2-analyze/ integrate information Target 3-evaluate information/sources	Literary Texts: Target 5-Analysis Within or Across Texts		

			D			
Grade 8		Relative to Overall Performance (weak or strong)				
		-	=	+		
	х					
	•		Literary Texts: Target 1-Key Details Target 3-Word Meaning Target 5-Analysis Within or Across Texts Target 6-Text Structures & Features Target 7-Language Use Informational Texts: Target 14-Language Use Writing: Target 9-Edit Research:			
Relative to (Minimum Overall) Proficiency Proficient?			Listening Target 4-Listen/Interpret Literary Texts: Target 2-Central Ideas Target 4-Reasoning & Evidence Informational Texts: Target 8-Key Details Target 9-Central Ideas Target 10-Word Meaning Target 10-Word Meaning Target 11-Reasoning & Evidence Target 12-Analysis Within or Across Texts Target 13-Text Structures & Features Writing: Target 3-Brief Writes-Informational Target 1-Brief Writes-Narrative Target 6-Brief Writes-Opinion Target 8-Language and Vocabulary Research: Target 2-Analyze/ integrate information Target 3-Evaluate information/sources Target 4-Use evidence			

D Achievement of Students with IDEA Indicator

Percentage at each achievement level							
Grade	% Level 3 or Above ALL students	% Level 3 or Above Students with IDEA Indicator	Level 1	Level 2	Level 3	Level 4	
3 (12 students)	63.4%	25%	33.3%	41.7%	8.3%	16.7%	
4 (18 students)	74.0%	50%	16.7%	33.3%	27.8%	22.2%	
5 (13 students)	77.4%	15.4%	61.5%	23.1%	7.7%	7.7%	
6 (20 students)	60.0%	20%	65%	15%	15%	5%	
7 (15 students)	72.0%	26.7%	53.3%	20.0%	26.7%	0%	
8 (15 students)	78.8%	31.8%	22.7%	45.5%	27.3%	4.5%	

Growth of Intervention Students from 2020-2021 SBAC to 2022-2023 SBAC

Grade	Number of Intervention Students Serviced 2020-2021	% of Intervention Students who Scored a Level 3 or Higher 2020-2021	Number of Intervention Students Serviced 2021-2022	% of Intervention Students who Scored a Level 3 or Higher 2021-2022	Number of Intervention Students Serviced 2022-2023	% of Intervention Students who Scored a Level 3 or Higher 2022-2023
3	27	22.7%	25	32.0%	24	16.7%
4	27	22.2%	32	31.3%	21	47.6%
5	27	33.3%	31	16.1%	25	40.0%
6	23	34.8%	10	10.0%	10	0.0%
7	12	8.3%	5	20.0%	9	11.1%
8	16	12.5%	16	25.0%	13	7.7%

D SBAC and IAB Alignment (for in school students)

Grade Level	2022-2023 SBAC % of Students At/Above	2022-2023 Literary IAB % of Students At/Above	2022-2023 Informational IAB % of Students At/Above	2022-2023 Brief Write IAB % of Students At/Above	2022-2023 Research IAB % of Students At/Above
3	63.4%	61.3% (-2.1)	75.7% (+12.3)		70% (-+6.6)
4	74.0%	67% (-7.0)	83.1% (+9.1)		69% (-5.0)
5	77.4%	78.2% (+0.8)	87.5% (+10.1)		68.8% (-8.6)
6	60.0%	64% (+4.0)	68.8% (+8.8)	36.2% (-34.2)	75.9% (+15.9)
7	72.0%	65.9% (-6.1)	77.2% (+5.2)	50.0%* (-23.2)	71.3% (-0.7)
8	78.8%	81.1% (+2.3)	89.6% (+10.8)	35.2%** (-42.6)	71.7% (-7.1)
AVERAGE	70.9%	69.6%	80.3%	30.5%	71.1%

* note: missing one class of data

** note: missing 2 classes of data

() indicates the numbers of percentage points the IAB deviated from the 2022-2023 SBAC

Conclusion: Here are the best predictive IABs that were taken at each grade level. Please note, there are 4 IABs at each grade level .

- Grade 3: Literary
- Grade 4:???
- Grade 5: Literary
- Grade 6: Literary
- Grade 7: Research
- Grade 8: Literary

2022-2023 SBAC Math

Data Breakdown for Coventry Public Schools

Pages 1-2 Percent of Students At/Above Proficient by Grade Level

Page 3 Percent of Students At/Above Proficient by Cohort

Page 4-5.... District Comparison Charts

Page 6-8.... Percent of Students at Each Achievement Level

Page 9-10.... Percentage at Each Claim Achievement Category

Page 11-14 Target Performance Relative to the Proficiency Standard

Page 15 Achievement of Students with IDEA Indicator

Page 16.... Scores and Growth of Intervention Students

Page 17 SBAC and IAB Comparison

By: Jennifer Trueman

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Percent of Students At/Above Proficient by Grade Level

Grade Level	% Level 3 or Above 2014-2015	% Level 3 or Above 2015-2016	% Level 3 or Above 2016-2017	% Level 3 or Above 2017-2018	% Level 3 or Above 2018-2019	% Level 3 or Above 2020-2021	% Level 3 or Above 2021-2022	% Level 3 or Above 2022-2023
3	60.5%	64.4%	67.4%	54.7%	66.4%	67.2%	63.3%	60.7%
4	41.3%	66.2%	72.7%	80.9%	73.5%	54.6%	64.4%	66.0%
5	43.9%	40.9%	65.9%	69.5%	86.1%	59.0%	58.8%	74.2%
6	41.6%	44.4%	49.1%	66.4%	62.9%	55.9%	44.8%	33.9%
7	50.0%	59.7%	56.3%	56.4%	66.8%	65.2%	57.7%	60.8%
8	43.8%	55.5%	69.3%	50.8%	56.0%	45.3%	53.8%	59.8%
Coventry Average	46.9%	55.2%	63.6%	63.5%	69.1%	57.9%	57.1%	59.2%
CT Average	40.1%	44%	45.6%	46.7%	48.1%	37.5%	40.0%	42.5%

Note- no SBAC results for 2019-2020 school year due to COVID pandemic
E Proficiency Growth

Coventry: 2015-2016 to 2016-2017 improvement = +8.3% CT: 2015-2016 to 2016-2017 improvement = +1.6%

Coventry: 2016-2017 to 2017-2018 improvement = -0.1% CT: 2016-2017 to 2017-2018 improvement = +1.1%

Coventry: 2017-2018 to 2018-201 improvement = +5.6% CT: 2017-2018 to 2018-2019 improvement = +1.4%

Coventry: 2018-2019 to 2020-2021 improvement = -11.2% CT: 2018-2019 to 2020-2021 improvement = -10.6%

Coventry: 2020-2021 to 2021-2022 improvement = -0.8% CT: 2020-2021 to 2021-2022 improvement = +2.5%

Coventry: 2021-2022 to 2022-2023 improvement = +2.1% CT: 2021-2022 to 2022-2023 improvement = +2.5%

E Percent of Students At/Above Proficient by Cohort

Grade Level	% Level 3 or Above 2014-2015	% Level 3 or Above 2015-2016	% Level 3 or Above 2016-2017	% Level 3 or Above 2017-2018	% Level 3 or Above 2018-2019	% Level 3 or Above 2020-2021	% Level 3 or Above 2021-2022	% Level 3 or Above 2022-2023
Class of 2032								60.7%
Class of 2031							63.3%	66.0%
Class of 2030						67.2%	64.4%	74.2%
Class of 2029						54.6%	58.8%	33.9%
Class of 2028					66.4%	59.0%	44.8%	60.8%
Class of 2027				54.7%	73.5%	55.9%	57.7%	59.8%
Class of 2026			67.4%	80.9%	86.1%	65.2%	53.8%	
Class of 2025		64.4%	72.7%	69.5%	62.9%	45.3%		
Class of 2024	60.5%	66.2%	65.9%	66.4%	66.8%			
Class of 2023	41.3%	40.9%	49.1%	56.4%	56.0%			
Class of 2022	43.9%	44.4%	56.3%	50.8%				
Class of 2021	41.6%	59.7%	69.3%					

E District Comparisons



2023 SBAC Math DRG Achievement Data



2022-2023 SBAC Math Data Breakdown for Coventry Public Schools



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2023 SBAC Math High Performing Districts Achievement Data



2022-2023 SBAC Math Data Breakdown for Coventry Public Schools

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Ε Percent of Students at Each Achievement Level

Coventry Achievement Levels

2022-2023

	Level 1	Level 2	Level 3	Level 4	Average Scale Score	Level
Grade 3	11.6%	27.7%	40.2%	20.5%	2456	3
Grade 4	10.0%	24.0%	32.0%	34.0%	2515	3
Grade 5	6.3%	19.5%	24.2%	50.0%	2569	3
Grade 6	25.4%	40.7%	10.2%	23.7%	2528	2
Grade 7	14.4%	24.8%	26.4%	34.4%	2585	3
Grade 8	21.2%	18.9%	33.9%	26.0%	2592	3

Coventry Achievement Levels

	Level 1	Level 2	Level 3	Level 4	Average Scale Score	Level
Grade 3	21.4%	15.3%	36.8%	26.5%	2453	3
Grade 4	6.8%	28.8%	37.8%	26.6%	2509	3
Grade 5	15.1%	26.1%	29.4%	29.4%	2540	3
Grade 6	18.4%	36.8%	19.2%	25.6%	2540	2
Grade 7	16.3%	26.0%	39.0%	18.7%	2568	3
Grade 8	16.8%	29.4%	25.2%	28.6%	2589	3

Coventry Achievement Levels

2020-2021

	Level 1	Level 2	Level 3	Level 4	Average Scale Score	Level
Grade 3	15.6%	17.2%	42.2%	25.0%	2460	3
Grade 4	10.9%	34.5%	32.8%	21.8%	2495	3
Grade 5	15.6%	25.4%	27.9%	31.1%	2536	3
Grade 6	17.0%*	27.1%	29.6%	26.3%	2552	3
Grade 7	13.0%	21.8%	40.6%	24.6%	2581	3
Grade 8	23.9%**	30.8%	21.4%	23.9%	2573	2

*0.9% had insufficient data

**0.8% had insufficient data

2022-2023 SBAC Math Data Breakdown for Coventry Public Schools

E Coventry Achievement Levels 2018-2019

		-				
	Level 1	Level 2	Level 3	Level 4	Average Scale	Level
					Score	
Grade 3	9.7%	23.9%	37.2%	29.2%	2462	3
Grade 4	6.0%	20.5%	28.2%	45.3%	2528	3
Grade 5	2.9%	11.0%	33.1%	53.0%	2583	3
Grade 6	12.1%	25.0%	25.0%	37.9%	2575	3
Grade 7	10.5%	22.6%	35.5%	31.4%	2593	3
Grade 8	15.5%	28.5%	36.2%	19.8%	2587	3

Coventry Achievement Levels 2017-2018

				<u> </u>		
	Level 1	Level 2	Level 3	Level 4	Average Scale	Level
					Score	
Grade 3	20.5%	24.8%	32.5%	22.2%	2443	3
Grade 4	2.2%	16.9%	39.7%	41.2%	2535	3
Grade 5	11.0%	19.5%	31.4%	38.1%	2554	3
Grade 6	7.2%	26.4%	40.0%	26.4%	2572	3
Grade 7	16.2%	27.4%	37.6%	18.8%	2569	3
Grade 8	24.2%	25.0%	26.6%	24.2%	2583	2

Coventry Achievement Levels

2016-2017

		_	2010 201	1		
	Level 1	Level 2	Level 3	Level 4	Average Scale	Level
					Score	
Grade 3	6.1%	26.5%	40.1%	27.3%	2464	3
Grade 4	6.6%	20.7%	39.7%	33.0%	2521	3
Grade 5	11.4%	22.7%	32.6%	33.3%	2549	3
Grade 6	21.6%	29.3%	25.0%	24.1%	2545	3
Grade 7	13.4%	30.3%	34.5%	21.8%	2570	3
Grade 8	12.6%	18.1%	31.5%	37.8%	2624	3

2022-2023 SBAC Math Data Breakdown for Coventry Public Schools

E Coventry Achievement Levels 2015-2016

	Level 1	Level 2	Level 3	Level 4	Average Scale	Level
					Score	
Grade 3	19.5%	16.1%	41.5%	22.9%	2452	3
Grade 4	2.5%	31.4%	33.1%	33.1%	2516	3
Grade 5	20%	39.1%	23.5%	17.4%	2513	2
Grade 6	16.9%	38.7%	24.2%	20.2%	2540	2
Grade 7	10.9%	29.5%	36.4%	23.3%	2578	3
Grade 8	14.6%	29.9%	26.3%	29.2%	2597	3

Coventry Achievement Levels

	Level 1	Level 2	Level 3	Level 4	Average Scale	Level
					Score	
Grade 3	11.7%	27.7%	37.0%	23.5%	2450	3
Grade 4	19.0%	39.7%	27.3%	14.0%	2476	2
Grade 5	19.5%	36.6%	28.5%	15.4%	2517	2
Grade 6	16.8%	41.6%	27.2%	14.4%	2536	2
Grade 7	14.9%	35.1%	29.9%	20.1%	2566	2
Grade 8	25.0%	31.3%	27.7%	16.1%	2563	2

E Percentage at Each Claim Achievement Category (GHR)

Grade Level	Торіс	Scale Score	Score by Topic	Area of Need Based on Scale Score
	Concepts and Procedures	2441 ± 10 1 Percent 20 Count 20	0 42 36	
3	Problems Solving and Modeling & Data Analysis	2451 ± 9 1 Count 14	% 55% 32% 4 62 36	Concepts and Procedures
	Communicating Reasoning	2457 ± 8 1 Percent 109 Count 11	% 61% 29% 68 33	
	Concepts and Procedures	2523 ± 8 1 Percent 17 Count 17	% 32% 51% 7 32 51	
4	Problems Solving and Modeling & Data Analysis	2505 ± 9 19 Count 1	9% 42% 39% 19 42 39	Communicating Reasoning
	Communicating Reasoning	2501 ± 9 1 Percent 15' Count 15	% 46% 39% 5 46 39	
5	Concepts and Procedures	2576 ± 7 1 Percent 139 Count 17	% 28% 59% 7 36 75	
	Problems Solving and Modeling & Data Analysis	2560 ± 7 () Percent 10 Count 13	47% 43% 3 60 55	Communicating Reasoning
	Communicating Reasoning	2558 ± 8 1 Percent 99 Count 12	% 52% 39% 2 66 50	

Claim 1: Concepts and Procedures

Claim 2 & 4: Problems Solving and Modeling & Data Analysis

Claim 3: Communicate Reasoning

E Percentage at Each Claim Achievement Category (CNH)

Grade Level	Торіс	Scale Score	Score by Topic	Area of Need Based on Scale Score
	Concepts and Procedures	2530 ± 10 1 Percent Count	37% 37% 25% 44 44 30	
6	Problems Solving and Modeling & Data Analysis	2521 ± 11 Percent Count	29% 47% 24% 34 56 28	Communicating Reasoning
	Communicating Reasoning	2516 ± 11 Percent Count	29% 52% 19% 34 61 23	
	Concepts and Procedures	2590 ± 9 Percent Count	19% 37% 44% 24 46 55	
7	Problems Solving and Modeling & Data Analysis	2582 ± 9 1 Percent 1 Count	14% 50% 37% 17 62 46	Communicating Reasoning
	Communicating Reasoning	2575 ± 10 1 Percent Count	14% 57% 30% 17 71 37	
	Concepts and Procedures	2597 ± 9 1 Percent Count	21% 39% 40% 27 49 51	
8	Problems Solving and Modeling & Data Analysis	2578 ± 10 Percent Count	16% 57% 28% 20 72 35	Problem Solving and Modeling & Data Analysis
	Communicating Reasoning	2586 ± 10 Percent Count	18% 55% 27% 23 70 34	

Claim 1: Concepts and Procedures

Claim 2 & 4: Problems Solving and Modeling & Data Analysis

Claim 3: Communicate Reasoning

Target Performance Relative to the Proficiency Standard

		Relative to Overall Performance				
		-	=	+		
Relative to (Minimum Overall) Proficiency	х	Area of weakness and below the proficiency standard	Performance similar to test as a whole, but below the proficiency standard	Area of strength, but below the proficiency standard		
	Đ	Area of weakness, but at/near the proficiency standard	Performance similar to test as a whole and at/near the proficiency standard	Area of strength and at/near the proficiency standard		
	~	Area of weakness, but above the proficiency standard	Performance similar to test as a whole, but above the proficiency standard	Area of strength and above the proficiency standard		

Grade 3		Relative to Overall Performance					
		-	=	+			
	х						
Relative to (Minimum Overall) Proficiency	٩	• Target J: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures	 Target A: Represent and solve problems involving multiplication and division. Target B: Understand properties of multiplication and the relationship between multiplication and division. Target C: Multiply and divide within 100. Target D: Solve problems involving the four operations, and identify and explain patterns in arithmetic. Target E: Use place value understanding and properties of operations to perform multi-digit arithmetic. Target F: Develop understanding of fractions as numbers Target H: Represent and interpret data. Target I: Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Target K: Reason with shapes and their attributes. 				
-	-		• Target G: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects				

Grade 4		Relative to Overall Performance					
Relative to (Minimum Overall) Proficiency		-	=	+			
	Х						
	Đ		 Target B: Gain familiarity with factors and multiples. Target C: Generate and analyze patterns. Target F: Extend understanding of fraction equivalence and ordering. Target I: Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit. 				
	~		 Target A: Use the four operations with whole numbers to solve problems. Target G: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Target H: Understand decimal notation for fractions, and compare decimal fractions. Target J: Represent and interpret data. Target L: Draw and identify lines and angles, and angles. 	 Target D: Generalize place value understanding for multi-digit whole numbers. Target E: Use place value understanding and properties of operations to perform multi-digit arithmetic. Target K: Geometric measurement: understand concepts of angle and measure angles. 			

Grade 5		Relative to Overall Performance					
		-	=	+			
	х						
	٩	Target H: Represent and interpret data.	• Target A: Write and interpret numerical expressions.				
Relative to (Minimum Overall) Proficiency	~		 Target B: Analyze patterns and relationships Target D: Perform operations with multi-digit whole numbers and with decimals to hundredths. Target E: Use equivalent fractions as a strategy to add and subtract fractions. Target F: Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Target G: Convert like measurement units within a given measurement system. Target I: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. Target J: Graph points on the coordinate plane to solve real-world and mathematical problems. Target K: Classify two-dimensional figures into categories based on their properties. 	 Target C: Understand the place value system. 			

	E					
Grade 6		Relative to Overall Performance				
		-	=	+		
	х		• Target G: Represent and analyze quantitative relationships between dependent and independent variables.			
Relative to (Minimum Overall) Proficiency	•		 Target A: Understand ratio concepts and use ratio reasoning to solve problems. Target B: Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Target C: Compute fluently with multi-digit numbers and find common factors and multiples. Target D: Apply and extend previous understandings of numbers to the system of rational numbers. Target E: Apply and extend previous understandings of arithmetic to algebraic expressions. Target F: Reason about and solve one-variable equations and inequalities. Target J: Summarize and describe distributions. Target H: Solve real-world and mathematical problems involving area, surface area, and volume. 			
	~					

Grade 7		Relative to Overall Performance					
		-	=	+			
Relative to (Minimum Overall) Proficiency	х						
	٠		 Target B: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Target D: Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Target E: Draw, construct, and describe geometrical figures and describe the relationship between them. Target G: Use random sampling to draw inferences about a population. Target H: Draw informal comparative inferences about two populations. Target I: Investigate chance processes and develop, use, and evaluate probability models. 				
	~		 Target A: Analyze proportional relationships and use them to solve real-world and mathematical problems. Target F: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. 	Target C: Use properties of operations to generate equivalent expressions.			

	E						
Grade 8		Relative to Overall Performance					
		-	=	+			
Relative to (Minimum Overall) Proficiency	х						
	•		 Target A: Know that there are numbers that are not rational, and approximate them by rational numbers. Target B: Work with radicals and integer exponents. Target C: Understand the connections between proportional relationships, lines, and linear equations. Target D: Analyze and solve linear equations and pairs of simultaneous linear equations. Target E: Define, evaluate, and compare functions. Target F: Use functions to model relationships between quantities. Target G: Understand congruence and similarity using physical models, transparencies, or geometry software. Target J: Investigate patterns of association in bivariate data. 				
	~		 Target I: Solve real-world and mathematical problems involving volume of cylinders, cones and spheres. 	Target H: Understand and apply the Pythagorean theorem.			

E Achievement of Students with IDEA Indicator

	Percentage at each achievement level						
Grade	% Level 3 or Above ALL students	% Level 3 or Above Special Education only	Level 1	Level 2	Level 3	Level 4	
3 (12 students)	60.7%	34%	33%	33%	17%	17%	
4 (17 students)	66.0%	18%	47%	35%	0%	18%	
5 (13 students)	74.2%	35%	23%	22%	69%	0%	
6 (21 students)	33.9%	14%	62%	24%	0%	14%	
7 (17 students)	60.8%	35%	47%	18%	0%	35%	
8 (22 students)	14%	0%	64%	23%	9%	4%	

E Scores and Growth of Intervention Students

Grade	Number of Intervention Students Serviced Who Took SBAC	% of Intervention Students who Scored a Level 3 or Higher 2021	% of Intervention Students who Scored a Level 3 or Higher 2022
3	20	N/A	5% Level 1 = 55% Level 2 = 40% Level 3 = 5%
4	25	13% Level 1 =58% Level 2 = 29% Level 3 = 13% *24/25 represented*	12% Level 1 = 36% Level 2 =52% Level 3 = 12%
5	20	0% Level 1 = 35% Level 2 = 65% *17/20 represented*	10% Level 1 = 62% Level 2 = 50% Level 3 = 5% Level 4 = 5%
6	15	7% Level 1 = 67% Level 2 = 26% Level 3 = 7%	0% Level 1 = 87% Level 2 = 13%
7	21	0% Level 1 = 71% Level 2 = 29%	9% Level 1 = 62% Level 2 = 29% Level 3 = 9%
8	17	0% Level 1 = 59% Level 2 = 41%	0% Level 1 = 82% Level 2 = 18%

Grade Level	2022-2023 SBAC % of Students At/Above	2022-2023 IAB #1 % of Students At/Above	2022-2023 IAB #2 % of Students At/Above	2022-2023 Post Performance Task % of Students At/Above
3	60.7%	OA: 67.7% (+7.0)	NBT: 60.7% (0)	49.5% (-11.2)
4	66.0%	OA: 66.0% (0)	NBT: 77.1% (+11.1)	72.5% (-1.4)
5	74.2%	NBT: 77.6% (+3.4)	NF: 61.8% (-12.4)	53.5% (-20.7)
6	33.9%	R & P: 50.0% (+16.1)	NS: 48.1% (+14.2)	N/A
7	60.8%	NS: 61.9% (+1.1)	R & P: 64.4% (+3.6)	N/A
8	59.8%	ASLE: 80.0% (+20.2)	F: 67.2% (+7.4)	N/A

SBAC and Alignment for in School Students

OA = Operations and Algebraic Thinking, NBT = Numbers Base 10, NF = Numbers - Fractions, NS = Number Systems, R&P = Ratios and Proportions, F = Functions, ASLE = Analyze and Solve Linear Equations, PT = Performance Task.

() indicates the number of percentage points the IAB deviated from the 2020-2021 SBAC

Conclusion: Here are the best predictive IABs that were taken at each grade level. Please note, there are 5 IABs at each grade level and 2 were taken on the computer. The rest were used as in-class examples and homework.

- Grade 3: Numbers Base 10
- Grades 4: Operations and Algebraic Thinking
- Grades 5: Numbers Base 10
- Grade 6: Number Systems
- Grade 7: Number Systems
- Grade 8: Functions

CGS Kindergarten Science

2023 - 2024 District Science Assessment/Pacing Calendar updated 10/11/23

Trimester 1 Aug 30 - Dec 1	Trimester 2 Dec. 4- Mar. 8	Trime March 11	ster 3 - June 10	
Push, Pull. Play (B3) Start: Sept 12 End: Nov 22	Waiting for Weather(B2) Start: Nov 26 End: Feb. 27	Animal Needs (B1) Start: Feb 28 End: April 12	Plant Needs(B1) Start: April 22 End: June 3	
Weather: Lesson 1 Weather Tools Weather: Lesson 2 Fall Observations	Weather: Lesson 2 Winter Observations	Weather: Lesson 2 Sp Weather: Lesson 3 St	ring Observations In Protection	
NGSS Task #1 How do we use pushes and pulls during play? SEP1: Asking Questions/Defining Problems Date: Late Sept (Last Week?) Unit: Push, Pull, Play • Lesson 1 Day 1 (<u>Slide 4</u>) • <u>Task 1 rubric</u>	NGSS Task #3 <u>Class Weather Graph</u> SEP5: Using Math/Computational Thinking Date: Late Jan/Early Feb? Unit: Waiting for Weather • B2 Lesson 2 (<u>Slides 20-23</u>) • Task 3 rubric	NGSS Task #6 Initial Models Mingo's SEP2: Developing and L Date: Early April (First Unit: Animal needs B1 Lsn 3 Day 7 Task 6 rubric	Just Right Environ. <i>Ising Models</i> week?) (<i>new</i> <u>Slides 2-4</u>)	-
NGSS Task #2 Crash Day Observations SEP6: Construct Explanations/Design Solutions Date: Late Oct Unit: Push, Pull, Play B3 Lesson 3 Day 2 (Slides 31-35) Task 2 rubric	NGSS Task #4 How much water is in snow? SEP8: Obtaining, Evaluating, and Comm. Info. Date: Late Jan/Early Feb needs snowy day Unit: Waiting for Weather B2 Lesson 2 (Slide 30-31) Task 4 rubric	NGSS Task #7 <u>Spring Weather Journa</u> SEP4: Analyzing and Inter- Date: Mid April/Early M Unit: Weather • B2 Lesson 1(<u>S</u> • Task 7 rubric	al Entry erpreting Data ⁄lay lides 11-14)	
	NGSS Task #5 tbd SEP: Engaging in Argument from Evidence Date: ??? Unit: Waiting for Weather • tbd • Task 5 rubric	NGSS Task #8 Bean Growth Investiga Journal SEP2: Planning and Car Date: Late April Unit: Plant needs • B1 Lesson 2A (• Task 8 rubric	ation: <u>Plant Growth</u> rying Out Investigations old <u>Slides 9-12</u>)	

2023 -2024 NGSS Tasks Scoring Guides/Rubrics

Updated 10/20/23

NGSS Tasks for Report Card	Look-fors			
NGSS Task #1 How do we use pushes and pulls during play?	SEP1 Indicator: Ask and /or identify <u>questions</u> that can be answered by an investigation			
SEP1: Asking Questions/Defining Problems Date: Late Sept (Last Week?) Unit: Push, Pull, Play	Description: Teachers will circulate and listen to small group talk during lesson, recording ratings on a teacher observation checklist. May also use a later similar activity for individuals if needed (absences, second opportunity.etc.)			
	 Criteria for a "meets" rating: Student is actively engaged in "talking" about the scenario presented (What might make a ball move?) or other discussion prompt 			
NGSS Task #2 Crash Day Observations	SEP6 Indicator: Use information from observations to <u>construct an evidence-base</u> d account for natural phenomena			
 SEP6: Construct Explanations/Design Solutions Date: Late Oct Unit: Push, Pull, Play B3 Lesson 3 Day 2 <u>Revised slides</u> <u>32-36</u> (to replace <u>slides 32-26</u>) 	 Description: Small groups with teachers. Record observation of marble's direction after rolling into 5 different objects. Teacher poses a question to the small group about a similar but different possible scenario. → Heavy object (like the book)→ full stem bin or pencil box → Light object (like the file card)→ pom pom ball/cotton ball Listen to students talk about what will happen and why. 			
	 Criteria for a "meets" rating: marble will stay "straighter" if rolled at the cotton ball or marble will "bounce", back up, reverse if rolled into the full bin 			
NGSS Task 3 (was 6) Initial Models Mingo's Just Right Environment	SEP6 Indicator: Develop and/or use a model to representpatterns in the natural world.			
 SEP6: Developing and Using Models Unit: Animal needs B1 Lsn 3 Day 1 (new Slides 2-4) 	Description: Students draw a "just right" environment for a flamingo and match parts of their drawing to needs of living things (food, air, water, shelter, space)			

	 Criteria for a "meets" rating: P: has a relevant drawing showing fish and or other foods (algae, shellfish, etc) near a water body, and a nest on the ground. M: correctly connects food, water, shelter symbols to a relevant part of their drawing M+: Is also able to connect air
NGSS Task #4 (was 7) A <u>Weather Journal Entry</u> SEP4: Analyzing and Interpreting Data Unit: Weather • B2 Lesson 1(<u>Slides 12-14</u>)	 SEP4 Indicator: Record information (observations, thoughts and ideas) Description: Students keep a weather journal recording temperature, sky conditions, and appropriate clothing. Criteria for a "meets" rating: E: P: weather drawing lacks detail but correct weather symbol is circled. M: accurate representation in the drawing of that days characteristics (leaves/no leaves, sky color/clouds, ground with green grass, brown grass, and/or leaves)
NGSS Task #8 Bean Growth Investigation: <u>Plant Growth</u> <u>Journal</u> SEP8: Planning and Carrying Out Investigation Unit: Plant needs • B1 Lesson 2A (old <u>Slides 9-12</u>)	SEP8 Indicator: xx Description: Criteria for a "meets" rating: •
NGSS Task (was 3) <u>Class Weather Graph</u> SEP: Using Math/Computational Thinking Date: Late Jan/Early Feb? Unit: Waiting for Weather • B2 Lesson 2 (<u>Slides 20-23</u>) • Rubric tbd	SEP Indicator: xx Description Criteria for a "meets" rating: • xx • xx
NGSS Task (was 4) How much water is in snow?	SEP Indicator:

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SEP: Obtaining, Evaluating, and Comm. Info.	Description
Date: Late Jan/Early Feb needs a snowy	
day a second	Criteria for a "meets" rating:
Unit: Waiting for Weather	• XX
 B2 Lesson 2 (<u>Slide 30-31</u>) 	
Rubric tbd	

Т

Past Resources:

<u>Grade K Science Calendar 22-23</u> <u>Gr. K Standards Based Report Card Planning NGSS Science</u> <u>K-5 NGSS Practices (SEPs)</u>

CGS Grade 1 Science

2023 - 2024 District Science Assessment/Pacing Calendar updated 10/12/23

Trimester 1 Aug 30 - Dec 1	Trimester 2 Dec. 4- Mar. 8	Trimester 3 March 11 - June 10	
Patterns of Sun and Moon (B1) Start: Sept 7 End: Dec 5	Communicating with Light & Sound (B2) Start: Jan 5 End: March 9	Learning about Nature with our Senses (B3)	Seasons Change and so does Nature (B4) Start: May 6
Seasons Change/Nature (B4): Start	Seasons Change/Nature(B4): Continue	End: May 3	Elia. Julie o
NGSS Task #1 Light Exploration(Cups)	NGSS Task #4 Sound Maker Design	NGSS Task #7 INIW Plant/Animal Structures	
 SEP3: Planning/Carrying Out Investigations Date:Late Oct/Early Nov? Unit: Patterns of Sun and Moon B1 L2 Explore (Slides 27-28) Task #1 rubric 	 SEP6: Construct Explanations/Design Solutions Unit: Communicating with Light/Sound Date: Late Jan? B2 L2 (<u>Slides 44-48)</u> <u>Task #4 rubric</u> 	 SEP1: Asking Questions and Defining Problems Unit: Learning About Nature with our Senses Date: Mid-March? B3 L1 (Slides 10-17) Task #7 rubric 	
NGSS Task #2 <u>Seasons/Activity Matching</u> <i>Images need to be more specific</i> <i>SEP4: Analyzing and Interpreting Data</i> Date: Nov? Unit: Seasons Change/Nature • B1 L5 Engage (<u>Slides 93-98</u>) • <u>Task #2 rubric</u>	NGSS Task #5 <u>Sound Maker Explanation</u> <i>SEP8: Obtaining, Evaluating, & Comm. Info</i> Unit: Communicating with Light/Sound Date: Late Jan? • B2 L2 (<u>Slides 44-48)</u> • <u>Task #5 rubric</u>	NGSS Task #8 How Can I Get the Most Food? SEP5: Using Mathematical/Computational Thinking Unit: Learning About Nature with our Senses Date: Early April B3 L3 (Slides 107-116) Task #8 rubric	
NGSS Task #3 <u>Toy Shadow Model</u> <i>Give two scenarios - students add shadows</i> <i>SEP2: Developing and Using Models</i> Date : Early Dec? Unit : Patterns of Sun and Moon • B1 L5 Evaluate (<u>Slide 117</u>) • <u>Task #3 rubric</u>	NGSS Task #6 Sound and Light Sorting SEP4: Analyzing and Interpreting Data Unit: Communicating with Light/Sound Date: Late Feb? • B2 L2 (Slides 113-121) • Task #6 rubric	NGSS Task #9 Animal Characteristics SEP7: Engaging in Argui Unit: Seasons Change Date: Mid-May?	comparison ment from Evidence and so does Nature 2-54)

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2023 -2024 NGSS Tasks Scoring Guides/Rubrics

Updated 10/20/23

link to Grade 1 NGSS Assessment folder

NGSS Task	Look-fors		
NGSS Task #1Light Exploration(Cups)SEP3: Planning/Carrying Out InvestigationsDate:Late Oct/Early Nov?Unit: Patterns of Sun and Moon• B1 L2 Explore (Slides 27-28)	 SEP3 Indicator: Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution Description:Students observe and record how much light passes through an opaque red cup, a "cloudy" partly opaque cup and a clear cup. 		
	 Criteria for a "meets" rating: 1 Point for each accurately recorded observation of light passing through different materials(cups). N: 0 points E: 1 point P: 2 points M: 3 points 		
NGSS Task #2 Seasons/Activity Matching Images need to be more specific	SEP4 Indicator: Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation.		
SEP4: Analyzing and Interpreting Data Date: Nov? Unit: Seasons Change/Nature • B1 L5 Engage (Slides 93-98)	Description :Students collect information about weather and related activities by season. They use this "data" to sort a new set of clothing/activity images by season (logical reasoning).		
	 Criteria for a "meets" rating: Scoring: 1 Point for each correctly categorized activity or item. N: 0 points E: 1-4 point P: 5-10 points M: 11-12 points 		
NGSS Task #3 <u>Toy Shadow Model</u> <i>Give two scenarios - students add shadows</i>	SEP2 Indicator: Develop and/or use models to describe and/or predict phenomena.		
<i>SEP2: Developing and Using Models</i> Date : Early Dec?	Description : Students draw a model that shows what happens with light and shadows when a toy is outside while the Sun moves through the sky.		
 Unit: Patterns of Sun and Moon B1 L5 Evaluate (<u>Slide 117</u>) 	 Criteria for a "meets" rating: rubric may need revised after student sheet is revised Students show evidence of understanding through at least one accurate drawing, label or science word. 		

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NGSS Task #4 Sound Maker Design	SEP6 Indicator: <i>Clearly shows how to assemble the chosen material into a sound maker</i>		
SEP6 : Construct Explanations/Design Solutions	Description : Students are challenged to design a sound maker using everyday materials to make at least two different sounds.		
 Unit: Communicating with Light/Sound Date: Late Jan? B2 L2 (<u>Slides 44-48)</u> 	 Criteria for a "meets" rating: Rubric on page 2 of <u>Sound Maker Design</u> Meets: Clearly shows how to assemble the chosen material into a sound maker. 		
NGSS Task #5 Sound Maker Explanation SEP8: Obtaining, Evaluating, & Comm. Info Unit: Communicating with Light/Sound Date: Late Lan2	SEP8 Indicator: <i>Communicate design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas design ideas.</i>		
• B2 L2 (<u>Slides 44-48)</u>)	Description : Students answer two questions "Describe the sound your sound maker makes. And Explain how your sound maker makes a sound.		
	 Criteria for a "meets" rating: Rubric on page 2 of <u>Sound Maker Explanation</u> Meets: Student shows evidence of understanding the relationship of materials with its sound. 		
NGSS Task #6 Sound and Light Sorting	SEP4 Indicator: Record information (observations, thoughts, and ideas		
SEP4: Analyzing and Interpreting Data Unit: Communicating with Light/Sound Date: Late Feb? B2 L2 (<u>Slides 113-121</u>)	Description : Students sort five examples of communicating with sound (fire alarm) and five examples of communicating with light (traffic lights) into two categories (light and sound)		
	 Criteria for a "meets" rating: Scoring: 1 Point for each correct answer N: 0 points E: 1-3 point P: 4-8 points M: 9-10 points 		
NGSS Task #7 INIW Plant/Animal Structures	SEP1 Indicator:		
SEP1 : Asking Questions and Defining Problems	Description:		
Unit: Learning About Nature with our	Criteria for a "meets" rating:		

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Senses Date: Mid-March? B3 L1 (<u>Slides 10-17</u>)	• xx
NGSS Task #8 How Can I Get the Most Food?	SEP4 Indicator:
 SEP4: Using Mathematical/Computational Thinking Unit: Learning About Nature with our Senses Date: Early April B3 L3 (<u>Slides 107-116</u>) 	Description: Criteria for a "meets" rating: • XX
NGSS Task #9 Animal Characteristics comparison	SEP5 Indicator:
 SEP5: Engaging in Argument from Evidence Unit: Seasons Change and so does Nature Date: Mid-May? B4 L3 (Slides 52-54) 	Description: Criteria for a "meets" rating: • xx

Past Resources <u>Grade 1 Science Schedule 22-23</u> <u>SEP Inventory: Sci1 Spring 2022 (incomplete)</u> <u>Gr. 1 Standards Based Report Card NGSS Science(planning)</u> <u>K-5 NGSS Practices (SEPs)</u>

CGS Grade 2 Science

2023 - 2024 District Science Assessment/Pacing Calendar updated 10/10/23

Trimester 1 Aug 30 - Dec 1	Trimester 2 Dec. 4- Mar. 8	Trimester 3 March 11 - June 10
4th Little Pig House Design (B1) Bundle 1 Matter Start: Oct 17 End: Dec. 2	Landform Causes and Changes(B3) <u>Tri2 Unit Outline</u> Start: Jan 16 End: Mar 3	Plants and Biodiversity(B2) <u>Tri3 Unit Outline</u> Start: April 22 End: June 3
NGSS Task #1Hershey Kiss Investigation -Shape ChangeExploration -Investigation ResultsSEP3: Planning/Carrying Out InvestigationsDate: Mid Oct?Unit: 4th Little Pig House Design• Matter Slide Deck Slides 37-39• Task 1 rubric	NGSS Task #4 INIW Landform Comparison SEP1: Asking Questions/Defining Problems Date: Mid-Jan? Unit: Landform Causes and Changes • Tri2 L2 Day3 / (slides 16-20?) • Task 4 rubric	NGSS Task #7(revision tbd) <u>Plant Need Investigation Planning</u> (Bean/Succulent) Data Table SEP3: Planning/Carrying Out Investigations Date: Late April Unit:Plants and Biodiversity • <u>Tri3 L1 Day2</u> / <u>slides 1-5?</u> • Task 7 rubric
NGSS Task #2 <u>Matter Exit Ticket LS3 L#5/6 - page 3</u> <i>SEP7: Engaging in Argument from Evidence</i> Date : Mid Oct? Unit : 4th Little Pig House Design • <u>Matter Slide Deck</u> Slides 42 • <u>Task #2 Rubric</u>	NGSS Task #5 Description/sketch of Landform Model SEP2: Developing and Using Models Date: Early Feb Unit: Landform Causes and Changes • Tri2 L3 Day 9-10 Slides? • Task 5 rubric	NGSS Task #8(revision tbd) <u>Plant Need Investigation Observations</u> (Bean/Succulent) Data Table SEP5: Using Mathl/Computational Thinking Date: Early May Unit:Plants and Biodiversity • <u>Tri3 L2/3 day 6?</u> New unit outline • Task 8 rubric
NGSS Task #3 <u>House Design Reflection</u> SEP6: Construct Explanations/Design Solutions Date: Late Nov/First week Dec? Unit: 4th Little Pig House Design • <u>Matter Slide Deck</u> Slides 71 or 72 • <u>Task 3 rubric</u>	NGSS Task #6 <u>Landform Poster Exit Ticket</u> (Poster_screenshot) SEP8: Obtaining, Evaluating, and Comm. Info. Date: Late Feb/Early Mar Unit: Landform Causes and Changes • <u>Tri2 L5 Day 15</u> slides? • Task 6 rubric	NGSS Task #9 <u>Ecosystem Exit Tickets(p1)</u> SEP4: Analyzing and Interpreting Data Date: Mid-May Unit:Plants and Biodiversity • <u>Tri3 L4 Day 11</u> / <u>slides 1-5?Rubric?</u> (line 11) • Task 9 rubric

2023 -2024 NGSS Tasks Scoring Guides/Rubrics

Updated 2/27/24

NGSS Tasks for Report Card	Look-fors
NGSS Task #1 Hershey Kiss Investigation -Shape Change Exploration -Investigation Results	SEP3 Indicator: Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question
 SEP: Planning/Carrying Out Investigations Date: Mid Oct? Unit: 4th Little Pig House Design materials Matter Slide Deck Slides 	After the investigation students complete the Investigation Results section on pages 3-4. The responses for question/prompt #2 and #5 for "evidence" will be evaluated.
37-39	 Criteria for a "meets" rating: Student responses to Investigation Results# 2 and 5 shows that the student used specific observations from the whole class tests to decide if their plan worked or not.
NGSS Task #2 Matter Exit Ticket LS3 L#5/6 - page 2	SEP7 Indicator: Construct and/or support an argument with evidence, data, and/or a model.
 SEP: Engaging in Argument from Evidence Date: Mid Oct? Unit: 4th Little Pig House Design Matter Slide Deck Slides 42 	On an exit ticket, students respond to the prompts "What are some examples of solids? How do you know?" and "What are some examples of liquids? How do you know?"
	 Criteria for a "meets" rating: Student response includes three examples of a solid and three of liquids <i>AND</i> one supporting attribute for each claim(example list).
NGSS Task #3 House Design Reflection	SEP6 Indicator: Use tools and/or to design and/or build a device that solves a specific problem or a solution to a specific problem.
Date: Late Nov/First week Dec? Unit: 4th Little Pig House Design • <u>Matter Slide Deck</u> Slides 71 or 72	Students describe and explain proposed improvements to their current designs or give evidence of why their design worked well.
	 Criteria for a "meets" rating: Student responses include an explanation of features that worked well OR an improvement plan if it didn't work well.

NGSS Task #4 INIW Landform Comparison SEP1: Asking Questions/Defining Problems Unit: Landform Causes and Changes • Tri2 LS2 Day3 • (slides 16-20?)	 SEP1 Indicator: Ask questions based on observations to find more information about the natural and/or designed worlds. Description: Students record observations (I notice) and scientific questions (I wonder) for a time lapse video of water erosion. Criteria for a "meets" rating: Use recorded observations to create a relevant and specific question about erosion.
NGSS Task #5 <u>Description of Landform Model with sketch</u> <i>SEP2: Developing and Using Models</i> Unit: Landform Causes and Changes • <u>Tri2 LS3 Day 9-10</u> • Slides?	 SEP2 Indicator: Develop and/or use a model and to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world Description: Students build a model of a landform of their choice, describe its characteristics and sketch it. Criteria for a "meets" rating: M Checks off or labels features of the chosen landform accurately. M+ also accurate identifies how its formed or made
NGSS Task #6 Landform Poster Exit Ticket SEP8: Obtaining, Evaluating, and Comm. Info. Unit: Landform Causes and Changes • Tri2 LS5 Day 15 • Poster screenshot • slides?	 SEP8 Indicator: Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific questions and/or supporting a scientific claim. Description: Using their Landform Model posters, students will complete an exit ticket explaining how one landform on the poster was made. Criteria for a "meets" rating: M Correctly choses the correct speed (fast/slow) and cause (wind/water) and describes one way it look different M+ Support 100 year change supported with evidence from the unit's science ideas.

NGSS Task #7 (revision tbd) <u>Plant Need Investigation Planning</u> (Bean/Succulent) Data Table SEP3: Planning/Carrying Out Investigations Date: Late April Unit:Plants and Biodiversity • <u>Tri3 LS1 Day2</u> • <u>slides 1-5?</u>	SEP3 Indicator: xx Description: Criteria for a "meets" rating: • XX
NGSS Task #8 (revision tbd) <u>Plant Need Investigation Observations</u> (Bean/Succulent) Data Table SEP5: Using Mathematical/Computational Thinking Date: Early May Unit:Plants and Biodiversity • <u>Tri3 L2/3 day 6?</u> New unit outline • slides	SEP5 Indicator: xx Description: Criteria for a "meets" rating: • xx
NGSS Task #9 Ecosystem Exit Tickets(p1) SEP4: Analyzing and Interpreting Data Date: Mid-May Unit:Plants and Biodiversity • Tri3 L4 Day 11 / • slides 1-5?	SEP4 Indicator: xx Description: Criteria for a "meets" rating: • Rubric? (line 11)???

Past Resources

Science Calendar 2022-2023 Gr. 2 Science Report card planning-draft 12/13/22 K-5 NGSS Practices (SEPs)

GHR Grade 3 Science

2023 - 2024 District Science Assessment/Pacing Calendar updated 10/4/23

	Trimester 1 Aug 30 - Dec 1	Trimester 2 Dec. 4 - Mar. 8	Trimester 3 March 11 - June 10
	Forces and Motion (B1) <u>Unit folder link</u> Start: October 2 End: Dec 1	Clue's from the Past (B2) <u>Unit folder link</u> Start: Jan 16 End: Mar 15	Missing Monarchs (B3) Unit folder link Start: March 25 End: May 3
NGSS 3D Performance Tasks	Engineering Performance Task (ENG) Underwater Keys	Investigation Performance Task (INV) Footprint Patterns & Predictions	Explanatory Model Performance Task (MDL) <i>Monarch Migration Reasons</i>
	Students finish by: Nov 30 Score by: Dec 11	Students finish by: Feb 9 Score by: Feb 23	Students finish by: May 3 Score by: May 17
	SWP?: informal review	SWP?: informal review	SWP?: informal review
MId-unit	Inner Orbit: Playground Engineers	NGSS IAB: 3-LS4-1 Arizona Fossils	Inner Orbit: Missing Monarchs
Assessment	Give by: embed in Forces & Motion Question Analysis by: na	Give by: by Feb 22 Question Analysis by: Mar 1	Give by: Apr 11 Question Analysis by: Apr 22
	Instructional, formative or summative? Instructional	SWP?: SWP @Mar8 coaching	SWP?: formative Specialist shares trends before final MDL task
NGSS Assessment Interaction	NGSS Interims n/a	NGSS Interims NGSS IAB: 3-LS4-1 Arizona Fossils (also is unit formative)	NGSS Interims-Not Assessed NGSS IAB 3-LS3-1 Feather Color
Practice			Give by: May 31 Question Analysis by: na
			Instructional or formative? instructional

GHR Grade 3 2023 -2024 Grade 3 Science Report Card Body of Evidence Updated 10/23/24

Trimester 1	Trimester 2	Trimester 3
NGSS Task #1 <u>Ramp Exploration</u> SEP: Planning and Carrying Out Investigation SEP: Analyzing and Interpreting Data SEP: Using Math/Computational Thinking Date: ?? <u>Lesson #5 Ramp Inv Slides</u>	NGSS Task #3 <u>Teeth and Diet Pattern Statements</u> <i>SEP: Developing and Using Models</i> Date: ?? • <u>New Lesson 6 slides</u> • <u>Rubric tbd</u>	NGSS Task #8 <u>Monarch Migration MDL Task</u> SEP: Developing and Using Models SEP: Construct Explanations/Design Solutions Date: early May • L4(intial)S#3 L5S#8 L7S#5-7 • MOD task rubric [Gr3-5]
Gr3INV task rubric(Ramp Investigation) NGSS Task #2 Sci 3 ENG Task Underwater Keys SEP: Asking Questions/Defining Problems SEP: Construct Explanations/Design Solutions SEP: Engaging in Argument from Evidence Date: ?? Underwater Key Gr3 ENG slides ENG task rubric	NGSS Task #4 <u>Oviraptor Diet Argument</u> SEP: Engaging in Argument from Evidence Date: ?? • New Lesson 7 slides • Rubric tbd	
	NGSS Task #5 <u>Play Doh Footprint Brainstorm</u> SEP: Asking Questions/Defining Problems Date: ?? • Lesson 9 <u>Slides</u> 6-10 <i>INIW</i> • Rubric tbd	NGSS Task# 9 <u>Monarch Needs Clue Hunt</u> (research) SEP: Obtaining, Evaluating, and Comm. Info. Date: ?? • Lesson 5 Day 2? <u>Slides</u> 9-10 • Rubric tbd
	NGSS Task #6 <u>Footprint Patterns & Predictions INV Task</u> SEP: Planning and Carrying Out Investigation SEP: Construct Explanations/Design Solutions Date: ?? • Lesson 9 cont. <u>Slides</u> 11-13 • <u>INV Task rubric [Gr 3]</u>	NGSS Task# 10 Family Vacation Planning offline version tbd SEP: Analyzing and Interpreting Data • After lesson 13 <u>NGSS IAB 3ESS2-1B</u> • Rubric tbd

NGSS Task #7 Oviraptor Reading Llfe Cycle Research?	
 SEP: Obtaining, Evaluating, and Comm. Info. Date: ?? Lesson 17 <u>Slides</u> Rubric tbd 	

2023 -2024 NGSS Tasks Scoring Guides/Rubrics

NGSS Tasks for Report Card	Look-fors
NGSS Task #1a Ramp Exploration	SEP3 Indicator: <i>Make predictions about what would happen if a variable changes</i>
 SEP3: Planning and Carrying Out Investigation Lesson 5 Day 10 <u>Slides 7 - 8</u> 	Description : Students will complete the prediction statement of "We think the marble will take the longest time to travel down a ramp when"
	 Criteria for a "meets" rating: <u>Gr3 Investigation rubric (column 1)</u> Clear, relevant choice Includes a reason why it matters ("because")
NGSS Task #1b <u>Ramp Exploration</u> SEP5: Using Math/Computational Thinking • Lesson 5 Day 10 <u>Slides 7 - 8</u>	SEP5 Indicator: Describe, measure, estimate, and/or graph quantities (e.g., area, volume, weight, time) to address scientific and engineering questions and problems
	Description : Individual students actively participate in making measurements with their group. (distance from start to finish with ruler, time for object to travel ramp in seconds, <i>or</i> a measurement in a different activity)
	 Criteria for a "meets" rating: <u>Gr3 Investigation rubric (column 2)</u> Student observed making reasonable measurements with the relevant tool in this or other Unit 1 task (Teacher Observation Checklist)
NGSS Task #1bSERamp ExplorationAnSEP4: Analyzing and Interpreting Data• Lesson 5 Day 10 Slides 7 - 8Sh	SEP4 Indicator: Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation.
	Description : Prompt after Data Table: Rank the materials in order from longest to shortest travel time
	 Criteria for a "meets" rating: Gr3 Investigation rubric (column 3) Accurately chooses the longest and shortest travel time for the first and last item in the ranked list.

NGSS Task #2a Sci 3 ENG Task Underwater Keys SEP2: Asking Questions/Defining Problems • Lesson 16 - 18 Slides tbd • ENG task rubric -needs revision	 SEP2 Indicator: Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost Description: Students draw and label design plans for their first and last prototypes showing both how to make the device and science ideas used in the device. Criteria for a "meets" rating: plan(s) are relevant to the problem/criteria, meet the constraints set, and label at least one feature on the design plan with both a specific engineering decision and an accurate science idea.
NGSS Task #2b Sci 3 ENG Task Underwater Keys SEP6: Construct Explanations/Design Solutions • Lesson 16 - 18 Slides tbd • ENG task rubric -needs revision	 SEP6 Indicator: Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem Description: In a reflection of their devices, students describe an improvement they made to their original plan or prototype. Criteria for a "meets" rating: describe a specific change made Supports the improvement with a reason for the change made or examples from testing that show how they know it helped
NGSS Task #2c Sci 3 ENG Task Underwater Keys SEP7: Engaging in Argument from Evidence Lesson 16 - 18 Slides tbd ENG task rubric -needs revision	 SEP7 Indicator: Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. Description: In a reflection about other devices than their own, students describe an effective feature in someone else's device. Criteria for a "meets" rating: Describes a specific feature that someone else used Support the feature described with a reason they like the idea or examples
	from testing that show how they know it helped
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NGSS Task #3 Teeth and Diet Pattern Statements	SEP2 Indicator: Develop and/or use models to describe and/or predict phenomena.
SEP2: Developing and Using Models Date: ?? • New Lesson 6 slides	Description : Students compare the skulls, jaws, teeth and diets of several animals and look for patterns in the teeth shape and foods eaten.
	• XX
NGSS Task #4 Oviraptor Diet Argument	SEP7 Indicator: Construct and/or support an argument with evidence, data, and/or a model.
SEP7: Engaging in Argument from Evidence	Description : Students examine additional animal skulls and make a claim about what they think Oviraptors ate based on similarity to a turtle skull (no teeth).
	Criteria for a "meets" rating: • xx
NGSS Task #5 Play Doh Footprint Brainstorm	SEP2 Indicator:
 SEP2: Asking Questions/Defining Problems Lesson 9 <u>Slides</u> 6-10 <i>INIW</i> 	Description:
	Criteria for a "meets" rating: • xx
NGSS Task #6a Footprint Patterns & Predictions INV Task	SEP3 Indicator:
 SEP3: Planning and Carrying Out Investigation Lesson 9 cont. <u>Slides</u> 11-13 	Description:
	Criteria for a "meets" rating: Gr3 Investigation Rubric (column 1) • xx

NGSS Task #6b Footprint Patterns & Predictions INV Task	SEP6 Indicator:
 SEP6: Construct Explanations/Design Solutions Lesson 9 cont. <u>Slides</u> 11-13 	Description:
	Criteria for a "meets" rating: <u>Gr3 Investigation Rubric (column 2)</u> • xx
NGSS Task #7 Oviraptor Reading	SEP Indicator:
SEP: Obtaining, Evaluating, and Comm. Info.	Description:
 Lesson 17 <u>Slides</u> 	Criteria for a "meets" rating: • xx
NGSS Task #8a Monarch Migration MDL Task	SEP Indicator:
 SEP: Developing and Using Models ● L4 (intial)S#3 L5S#8 L7S#5-7 	Description:
	Criteria for a "meets" rating:MOD task rubric [Gr3-5] • xx
NGSS Task #8b Monarch Migration MDL Task	SEP Indicator:
SEP: Construct Explanations/Design Solutions L4 (intial)S#3 L5S#8 L7S#5-7 	Description:
	Criteria for a "meets" rating:MOD task rubric [Gr3-5] • xx
NGSS Task# 9 Monarch Needs Clue Hunt (research)	SEP8 Indicator:
 SEP8: Obtaining, Evaluating, and Comm. Info. Lesson 5 Day 2? <u>Slides</u> 9-10 	Description:
	Criteria for a "meets" rating:

	• xx
NGSS Task# 10 Family Vacation Planning offline version tbd - Offline task to print out SEP: Analyzing and Interpreting Data • After lesson 13 NGSS IAB 3ESS2-1B	SEP Indicator: xx Description:
	Criteria for a "meets" rating: • xx

Additional Assessment Evidence for NGSS Practices Report Card Standards Updated 6/16/23

Finalized 6/15/23 yellow shading =evidence source (Student work)

Science and	Trimester 1	Trimester 2	Trimester 3
Practice	Assessment	Assessment	Assessment
Asking Questions and Defining Problems	Engineering Performance Task: Payload Delivery	Stride Length Brainstorm (Lesson 9 continued I noticeI wonder chart)	N/A on report card
Developing and Using Models	N/A on report card	Teeth and Diet "Using model" aspect of the rubric to make a prediction	Modeling Performance Task: Reasons for Monarch Migration (Row 1 Develops
Planning and Carrying Out Investigations	Ramp predictions/investigations	Investigation Performance Task: Stride Length	N/A on report card
Analyzing and Interpreting Data	Ramp predictions and comparison - s38	N/A on report card	NGSS IAB 3-ESS2-1B When to take a family vacation Could be moved <i>offline</i>
Using Mathematical and Computational Thinking	Ramp predictions and comparison - s38 (describe, measure, estimate, graph)	N/A on report card	N/A on report card
Constructing Explanations and Designing Solutions	Engineering Performance Task: Payload Delivery Mld- Dec?	N/A on report card	Modeling Performance Task: Reasons for Monarch Migration(Row 2)
Engaging in Argument from Evidence	Engineering Performance Task: Payload Delivery MId- Dec?	Teeth and Diet	N/A on report card
Obtaining, Evaluating, and Communicating Information	N/A on report card	Oviraptor research	Monarch research

GHR Grade 4

Science Unit Pacing and Assessment Calendar dates for 2023-2024 updated 3/7/24

	Trimester 1 Aug 30 - Dec 1	Trimester 2 Dec. 4- Mar. 8	Trimester 3 March 11 - June 10
	Energy and Landforms (B1) Unit folder link A-Start: Sept 5 B-Start Oct 16 A-End: Oct 13 B-End Dec 1	Bear Sense (B2) Unit folder link A-Start: Dec 4 B-Start: Jan 29 A-End: Jan 26 B-End: Mar 8	Forces that Change the Earth (B3)Unit folder linkA-Start: Mar 11B-Start: Apr 29A-End: April 5B-End: May 24Natural Resources? (both Sci/SS?)Start: May 28?End: June 7?
NGSS 3D Performance Tasks	Investigation Performance Task (INV) Mass and Collision Energy Students finish by: A-Sept 29 B-Nov 10 Score by: A-Oct 13 B-Nov 30 SWP?: A/B-informal review	Explanatory Model Performance Task (MDL) Bear Proof Container Students finish by: A-Jan 26 B-Mar 8 Score by: A-Feb 5 B-Mar 22 SWP: A/B- HML comparison @Mar6 coaching	Engineering Performance Task (ENG) <i>Earthquake Proof House Design</i> Students finish by: A-Apr 5 B-May 24 Score by: A-Apr 26 B-June 7 SWP?: A/B-informal review
Mld-unit Formative Assessment	InnerOrbit: Energy and Landforms Give by: A-Sept 22 B-Nov 3 Question Analysis by: A-Sept 27 B-Nov 13 SWP?: A-SWP@Oct4 coaching B-informal review	NGSS IAB 4LS1-2 Dog Hearing Give by: A-Jan 12 B-Feb 23 Question Analysis by: A-Jan 19 B-Mar 3 SWP?: A-SWP@Jan22 coaching B-informal review @Mar6 coaching	NGSS IAB 4ESS3-2 Tornado Proof House DesignStudents finish by: A-Mar 18-Apr 1 B-May 6-May 20 Question Analysis by A-Apr 4 B-May 23SWP?: A/B-informal review before finish ENG task
NGSS Assessment Interaction Practice	na	NGSS Interims <u>NGSS IAB 4PS3-3</u> Soccer Ball Speed Instructional or formative? instructional	NGSS Interims <u>NGSS IAB 4ESS3-2</u> Tornado Proof House Design (also is unit formative)

GHR Grade 4 Science Assessment Evidence for NGSS Practices Report Card Standards Updated 1/22/24

Trimester 1	Trimester 2	Trimester 3
NGSS Task #1 Escalante Nat'I. Monument Exit Ticket	NGSS Task #7 Problems Bears Present Exit Ticket	NGSS Task #13 Reading A-Z Book Quiz
SEP: Asking Questions/Defining Problems Date: Week 1 <u>Slides 10-11</u> rubric	 SEP: Asking Questions/Defining Problems Date: Week/Day? Lesson 1 Slides #-# rubric 	 SEP: Obtaining, Evaluating, and Comm. Info. Date: Week/Day? Lesson Slides #-# rubric
NGSS Task #2 Gimme five - Mudslide questions	NGSS Task #8 Bear Problem Article Argument	NGSS Task #14 How Mountains are Made
 SEP: Asking Questions/Defining Problems Date: Week 1-2 Lesson <u>Slides</u> 1-6 rubric 	 SEP: Asking Questions/Defining Problems SEP: Engaging in Argument from Evidence Date: Week/Day? Lesson 2 Slides #-# rubric 	 SEP: Obtaining, Evaluating, & Comm. Info. Date: Week/Day? Week/Day # Slides #-# rubric
NGSS Task #3 Penny Collision Exploration	NGSS Task #9 Vision, Smell or hearing models	NGSS Task #15 Energy Cube Model - Earthquakes (tbd)
SEP: Planning/Carrying Out Investigation Date: Week 1 <u>Slides 7-11</u> rubric	 SEP: Developing and Using Models Date: Week/Day? Lesson 9(or ?) Slides #-# rubric 	 SEP: Developing and Using Models Date: Week/Day? Lesson Slides #-# rubric
NGSS Task #4 Mass and Collision Energy INV Task	NGSS Task #10 Sound (Spoon drop) Exploration	NGSS Task #16 ENG Task - Earthquake Proof Building
 SEP: Planning/Carrying Out Investigation SEP: Using Math/Computational Thinking SEP: Analyzing and Interpreting Data SEP: Engaging in Argument from Evidence Date: Week/Day? Lesson Slides #-# Sci4 INV task rubric 	 SEP: Analyzing and Interpreting Data Date: Week/Day? Lesson 11 Slides #-# rubric 	 SEP: Developing/Using Models (final plan) SEP: Planning/Carrying Out Investigation (testing prototypes) SEP: Construct Explanations/Design Solutions (reflection) Date: Week/Day? Lesson Slides #-# NGSS ENG task rubric (

NGSS Task #5 <u>Weathering and Erosion Quiz</u> <i>SEP: Obtaining, Evaluating, & Comm. Info.</i> Date: Week 4 <u>Slides</u> rubric	NGSS Task #11 Color and Heat Absorption Explore SEP: Construct Explanations/Design Solutions SEP: Engaging in Argument from Evidence Date: Week/Day? Lesson 16 Slides #-# rubric	
NGSS Task #6 Mystery Landform Jigsaw Project	NGSS Task #12 MOD Task: Bear Proof Container	
 SEP: Obtaining, Evaluating, & Comm. Info. SEP: Engaging in Argument from Evidence (cnx part) Date: Week 5 Slides Rubric 	 SEP2: Developing and Using Models SEP6: Construct Explanations/Design Solutions Date: Week/Day? End of unit Slides #-# Sci3/4 MDL task rubric 	

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Update 1/22/24

NGSS Task	Look-fors
NGSS Task #1 <u>Escalante Nat'l. Monument Exit Ticket</u> SEP1: Asking Questions/Defining Problems • <u>Slides 10-11</u>	 SEP1 Indicator: Identify scientific (testable) and non-scientific (non-testable) questions. After making observations from a video, students list "I wonder" questions about the formation of Escalante National Monument. Criteria for a "meets" rating: Student response includes at least two scientific questions that are related to something observable in the video segment.
NGSS Task #2 <u>Gimme five - Mudslide questions</u> SEP1: Asking Questions/Defining Problems • Lesson <u>Slides</u> 6–7	 SEP1 Indicator: Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. Students make observations of a mudslide and then respond to the prompt "What do you think happened before or after this occurred?" Criteria for a "meets" rating: Student response makes a reasonable prediction of a before or after step related to one of their observations
NGSS Task #3 Penny Collision Exploration SEP3: Planning/Carrying Out Investigation Slides 7-11 Rubric link	 SEP3 Indicator: Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution Students slide pennies to make observations to explore the question, "How does energy change an object's motion?" Criteria for a "meets" rating: Completes investigation in an organized manner Records observations, data, and thinking Uses materials appropriately

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NGSS Task #4 a <u>Mass and Collision Energy INV Task</u> SEP3: Planning/Carrying Out Investigation • Lesson Slides #-# • <u>Sci4 INV task rubric</u>	 SEP3 Indicator: Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. Description: Students design a fair test for the effect of mass on energy transferred in a collision. [Investigation Plan section] Criteria for a "meets" rating: IP clearly describes the intended change to the IV with at least three levels and either the DV or CV decisions are clearly described.
NGSS Task #4 b Mass and Collision Energy INV Task SEP4: Analyzing and Interpreting Data Lesson Slides #-# Sci4 INV task rubric	 SEP4 Indicator: Represent data in tables and/or various graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. Description: Students design a fair test for the effect of mass on energy transferred in a collision. [Data Table section] Criteria for a "meets" rating: Data table has all measurements made and only minor errors in labels or units. Some measurements are marked. It is unclear why they were chosen.
NGSS Task #4 c Mass and Collision Energy INV Task SEP5: Using Math/Computational Thinking Lesson Slides #-# Sci4 INV task rubric	 SEP5 Indicator: Organize simple data sets to reveal patterns that suggest relationships. Description: Students design a fair test for the effect of mass on energy transferred in a collision. [Claim Statement section] Criteria for a "meets" rating: Claim is a reasonable but general pattern about the relationship between the variables.
NGSS Task #4 d Mass and Collision Energy INV Task SEP6: Engaging in Argument from Evidence • Lesson Slides #-#	 SEP6 Indicator: Construct and/or support an argument with evidence, data, and/or a model. Description: Students design a fair test for the effect of mass on energy transferred in a collision. [Evidence for Claim]

<u>Sci4 INV task rubric</u>	 Criteria for a "meets" rating: Two specific data pairs (IV,DV) are identified that match the claim.
NGSS Task #5 <u>Weathering and Erosion Quiz</u> SEP8: Obtaining, Evaluating, & Comm. Info. • <u>Slides</u>	 SEP8 Indicator: Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. Description: Students are allowed to use notes about information presented during Mystery Landform presentations as a resource for the quiz. Criteria for a "meets" rating: • E(0-3) P(4-7) M (8-10) M+ (11)
NGSS Task #6 a <u>Mystery Landform Jigsaw Project</u> <i>SEP8: Obtaining, Evaluating, & Comm. Info.</i> <u>Slides</u> <u>Rubric</u>	 SEP8 Indicator: Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. Description: Mystery Landform presentation and model Criteria for a "meets" rating: [Row 1 and/or row 2 of rubric] The group gave an accurate and descriptive definition of their process. They included information about how/why it occurs. The group accurately gave more than one example of their process and drew a model to show how the process occurs.
NGSS Task #6 b <u>Mystery Landform Jigsaw Project</u> SEP7: Engaging in Argument from Evidence	SEP7 Indicator: Construct and/or support an argument with evidence, data, and/or a model. Description: Mystery Landform presentation and model
(cnx part) Slides Rubric	 Criteria for a "meets" rating: [Row 3 and/or row 2 of rubric] The group accurately gave more than one example of their process and drew a model to show how the process occurs. The group successfully identified a landform that was caused by their process and supported their thinking with evidence/reasoning.

NGSS Task #7 Problems Bears Present Exit Ticket	SEP1 Indicator: Use prior knowledge to describe problems that can be solved	
SEP1: Asking Questions/Defining	Description:	
	 Criteria for a "meets" rating: M: Phrase response in way that shows it is a problem for people (i.e. Bears are getting into people's trash cans. NOT bears are getting hurt/sick from eating people's trash) M+: Includes an example why it is a problem for people (creates a mess, could get a fine for littering, breaking trash can and people have to pay to replace) 	
NGSS Task #8 Bear Problem Article Argument	SEP1 Indicator: Define a simple design problem that can be solved	
SEP1: Asking Questions/Defining Problems	Description:	
	 Criteria for a "meets" rating: M: gives at least one idea for a solution to bears getting into people's trash 	
SEP7 : Engaging in Argument from Evidence	SEP7 Indicator: Construct and/or support an argument with evidence , data and /or a model.	
	Description:	
	 Criteria for a "meets" rating: M: chooses an accurate piece of evidence to support the chosen claim 	
NGSS Task #9 Vision model	SEP2 Indicator: Develop and/or use models to describe and/or predict phenomena	
SEP2: Developing and Using Models	Description:	
	 Criteria for a "meets" rating: See attached <u>rubric</u> for grading criteria.(page 2) 	

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NGSS Task #10 Sound (Spoon drop) Exploration	SEP4 Indicator: <i>Represents data in tablesto reveal patterns that indicate relationships.</i>
SEP4: Analyzing and Interpreting Data	Description:
	 Criteria for a "meets" rating: M: Correctly fills in table i.e. one selection per material OR provides accurate reasoning about the molecules in each material M+: Correctly fills in table AND provides accurate reasoning about the molecules in each material
NGSS Task #11 Color and Heat Absorption Explore SEP6: Construct Explanations/Design	SEP6 Indicator: Construct an explanation of observed relationships (eg. the distribution of plants in the backyard)
	Description:
	 Criteria for a "meets" rating: M: Explains why wearing a white t-shirt is the better option using at least one piece of information from the video experiment or article. M+: Explains why wearing a white t-shirt is the better option using more than one piece of information from the video experiment and article.
SEP7 : Engaging in Argument from Evidence	SEP7 Indicator: Use data to evaluate claims about cause and effect
	Description:
	 Criteria for a "meets" rating: M: Evidence is accurate and supports the answer (even if the question isn't answered fully i.e. they didn't say which t-shirt was the better option)

NGSS Task #12 MOD Task: Bear Proof Container SEP2: Developing and Using Models	SEP2 Indicator: Develops a diagram or simple physical prototype to convey a proposed object, K-5 NGSS Practices (SEPs) tool or process. Description: Criteria for a "maste" rating.
SEP6 : Construct Explanations/Design Solutions	Criteria for a "meets" rating: Modeling rubric -Row 1 SEP6 Indicator: Apply scientific ideas to solve design problems Description: Criteria for a "meets" rating: Modeling rubric -Row 2
NGSS Task #13 <u>Reading A-Z Book Quiz</u> SEP8: Obtaining, Evaluating, and Comm. Info. • Slides • <u>Reading Passage</u>	SEP8 Indicator: Read and comprehend grade-appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence Description: Criteria for a "meets" rating: • M is 8-10 • P 4-7 • E 0-3
NGSS Task #14 How Mountains are Made SEP8: Obtaining, Evaluating, & Comm. Info. • <u>Slides</u>	 SEP8 Indicator: Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. Description: Criteria for a "meets" rating: M 3 relevant facts about that together show how mountains formed P Accurate facts are recorded but are not relevant to explaining how mountains are made E Used prior knowledge without including text evidence

NGSS Task #15 Energy Cube Model - Earthquakes (tbd)	SEP2 Indicator:
SEP2: Developing and Using Models	Description:
	Criteria for a "meets" rating: ●
NGSS Task #16 ENG Task - Earthquake Proof Building Slides(CW)	SEP2 Indicator: Develop a diagram or simple physical prototype to convey a proposed object, tool, or process(primary) SEP6 Apply scientific ideas to solve design problems (secondary)
SEP2: Developing/Using Models (final plan)	Description: Labeled model of structure design color coded with both engineering decisions and science reasons. (p2 of template)
	Criteria for a "meets" rating: • Engineering Rubric Row 1
SEP3 : Planning/Carrying Out Investigation (testing prototypes)	SEP3 Indicator: Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.
	Description: Class decides on rating scale for success criteria. First and Last prototypes are tested and rated. (page 3 of template)
	Criteria for a "meets" rating: • Engineering Rubric Row 2
SEP6 : Construct Explanations/Design Solutions (reflection)	SEP6 Indicator: Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution and Apply scientific ideas to solve design problems
	Description: Student write an explanation and reflection (pages 4-5 of template)
	Criteria for a "meets" rating: • Engineering Rubric Row 3

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Lesson Day 11 First design paper Final design model/reflection (page 2-3 ONLY) (graded

GHR Grade 4 Science

Grade 4 Science: Assessment Evidence for Report Card Standards Planning

Blue - Performance tasks Red - specialist brainstorming Green-team brainstorming Yellow box fill \rightarrow Chosen standards

Science and		Trimester 1		Trimester 2	Trimester 3	
Engineering Practice	LS	Assessment	LS	Assessment	LS	Assessment
Asking Questions <i>and</i> Defining Problems	X X	Lesson 2 - Escalante National Monument ET (Ask a question) Give me 5 mudslide questions	××	Lesson 1 ET - What problem do bears present for people? Lesson 2 - Bear problem article argument		NA
Developing and Using Models		energy Cube models? NA	×	Mini-models (End of Bundle Modeling Assessment Lesson 9- Vision/Eye model assessment Modeling Performance Task: Bear Proof Container (Row 1 Develops)		Engineering Performance Task: Earthquake Resistant Structure (final model) Energy transfer energy cube model (or process puzzle of shake table)
Planning and Carrying Out Investigations	X x	Investigation Performance Task: Mass and Collision Energy - Review data table for Penny collision - Possibly make a teacher observation rubric to grade on the spot		Elephant Communication/Spoon drop/sound N/A		Earthquake buildings - Possibly make a teacher observation rubric to grade on the spot Final recording sheet of prototypes/changes
Analyzing and Interpreting Data	x	Investigation Performance Task: Mass and Collision Energy - Adjust to color lowest in red and highest in green		Lesson 11: Spoon exploration (recording sheet)		NA
Using Mathematical and Computational Thinking	x	Investigation Performance Task: Mass and Collision Energy		? NA		NGSS IAB 4-PS4-1 Wave tank model - simulation (tbd) NA
Constructing Explanations <i>and</i> Designing Solutions				Modeling Performance Task: Bear Proof Container (Row 2 Thinking)		Engineering Performance Task: Earthquake Resistant Structure (Final recording sheet)

			Lesson 16: Heat/color CER	Earthquake buildings - Possibly make a teacher observation rubric to grade on the spot
Engaging in Argument from Evidence	x	Investigation Performance Task: Mass and Collision Energy (Claim with evidence from data collection) Mystery Landforms Jigsaw project - Connection part of rubric	Bear Problem Argument Lesson 16: Heat/color CER	NA
Obtaining, Evaluating, and Communicating Information		Jigsaw project - overall Weathering and Erosion quiz	Research: Bear Senses organizer Modeling Performance Task: Bear Proof Container(Row 2 revises) NA	Reading A-Z Book Quiz How Mountains are Made

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Grade 4 NGSS Science Assessment/report card planning

Grade 4 LAG Tri1

Grade 4 LAG Tri2

Grade 4 LAG Tri3 (tbd) Old Grade 4 Bundle 3 LAG

Gr4 Forces Shape Earth - restructure pacing draft

MD Forces that Shape the Earth - streamlined pacing

GHR Grade 5 Science

Additional Assessment Evidence for NGSS Practices Report Card Standards updated 11/27/23

	Trimester 1 Aug 30 - Dec 1	Trimester 2 Dec. 4- Mar. 8	Trimester 3 March 11 - June 10
	Unit 1: Disappearing Sugar (Matter) Unit folder link Start: Sept. 13 End: Oct 13	Unit 3:Antarctica Unit folder link Start: Jan 2 End: Feb 16	NGSS Review/Gr. 5 Assessment Start: March 11 End: April 5 NGSS Assessment: April 8 - 11
	Unit 2: Golden Jellyfish Unit folder link Start: Oct. 16 End: Dec. 15	Unit 4: Spectacular Skies Unit folder link Start: Feb 21 End: Mar 8	Summative NGSS Investigation Task Start: May 6 End May 13
NGSS 3D Performance Tasks	N/A	Explanatory Model Performance Task (MDL) Golden Jellyfish	Investigation Performance Task (INV) New task tbd
		Students finish by:- Dec 15- Dec 23 Score by: Jan 12 SWP: HML comparison @Mar7 coaching	Students finish by: May 13 Score by: May 24 SWP: rubric calibration of new task
		Engineering Performance Task (ENG) Supply Drop Parachute Design	
		Students finish by: Feb 2 Score by: Feb 23 SWP: HML comparison @Mar7 coaching	
MId-unit Formative Assessment	Unit 1 NGSS IAB 5-PS1-4 Chemical Reactions Give by: Sept 29 Question Analysis by: Oct 5 SWP: SWP@Oct6 coaching	Unit 3: na Unit 4: InnerOrbit: Spectacular Skies Or NGSS IAB 5-ESS1-2A Sagittarius Give by: Mar 8 Ouestion Analysis by: Mar 19	Check Investigation Planning Organizer(one per group) NGSS Review Interim Possibilities 4-PS4-3 Morse Code? 5-PS1-2A Disappearing Sugar?
	Unit 2 Inner Orbit Golden Jellyfish Give by: Nov.15 Dec 6 Question Analysis by: Nov 22 SWP: Informal review	SWP Informal review	5-PS1-2B Conservation of Mass? 5-ESS2-1B Moon Patterns? 4-ESS2-1 Soil Erosion/Fair Tests? 4-ESS1-1 Earth's Layers? 4-PS4-3 Design Solution/Morse
NGSS Assessment Interaction Practice	NGSS Interims 5-PS1-2 Compare 4 Terrariums Embed into: Golden Jellyfish Interaction Types: draw arrows, modeling Instructional or formative? instructional	NGSS Interims 5-PS2-1 Dropping Objects Embed into: Antarctica with ENG task Interaction Types: observations from animation Instructional or formative? instructional	Code?

Trimester 1 Aug 30 - Dec 1	Trimester 2 Dec. 4- Mar. 8	Trimester 3 March 11 - June 10
NGSS Task #1 Fair Test Design: Disappearing Sugar(Temperature) SEP: Plan/Carry Out Investigations Unit: MIni-Matter and Spheres Slides #-# Rubric	NGSS Task #10 Golden Jellyfish Movement MDL Task SEP: Developing and Using Models SEP: Construct Explanations/Design Solutions Unit: Golden Jellyfish Slides #-#. MDL task rubric (GHR)	NGSS Task #16 Spectacular Skies IKIW SEP: Asking Questions/Defining Problem Unit: Spectacular Skies • Slides #-#. • Rubric
NGSS Task #2 Ecosystem Factors Exit Ticket (with revision) SEP: Construct Explanations/Design Solutions SEP: Obtain, Evaluate & Comm. Info Unit: Golden Jellyfish • Slides #-#. • Rubric	NGSS Task #11 Antarctica Exploring/Surviving Problems IKIW SEP: Asking Questions/Defining Problems Unit: Antarctica Exploration • Slides #-#. • Rubric	NGSS Task #17 New INV task tbd SEP: Asking Questions/Defining Problem SEP: Plan/Carry Out Investigations SEP: Engage in Argument from Evidence Unit: xx • Disappearing Sugar? Slides #5-14 • Investigation sheets • Sci5 Investigation Rubric v12/9/22
NGSS Task #3 Sun BrainPop or Sun is a Big Deal Exit Ticket SEP: Obtain, Evaluate & Comm. Info Unit: Golden Jellyfish • Slides #-#. • Rubric	NGSS Task #12 Seasons Cause Model and Explanation SEP: Construct Explanations/Design Solution SEP: Developing and Using Models Unit: Antarctica Exploration • Slides #-#. • Rubric	NGSS Task #18 Sound and Light Stations SEP: Plan/Carry Out Investigations Unit: NGSS Review • Slides #-#. • Rubric

NGSS Task #4 Food Chain(Animal Model) <i>SEP: Developing and Using Models</i> Unit: Golden Jellyfish • Slides #-#. • Rubri	NGSS Task #13 World Map & Seasons Graph SEP: Analyzing and Interpreting Data SEP: Using Math/Computational Thinking Unit: Antarctica Exploration • Slides #-#. • Rubric	NGSS Task #19 Reading for Info TBD SEP: Obtain, Evaluate & Comm. Info Unit: NGSS Review • Slides #-#. • Rubric
NGSS Task #5 Palau Paradise Article Jigsaw Notes SEP: Obtain, Evaluate & Comm. Info Unit: Golden Jellyfish • Slides #-#. • Rubric	NGSS Task #14 When should Antarctica be Explored? Agree/Disagree Line SEP: Analyzing and Interpreting Data SEP: Engaging in Argument from Evidence Unit: Antarctica Exploration • Slides #-#. • Rubric	
NGSS Task #6 Matter Map (Animal Model) SEP: Developing and Using Models Unit: Golden Jellyfish • Day 20 Slides #-#. • Rubric	NGSS Task #15 Supply Drop Parachute Design ENG Task SEP: Asking Questions/Defining Problems SEP: Analyzing and Interpreting Data SEP: Construct Explanation/Design Solutions Unit: Antarctica Exploration • After Day 11 Slides #-#. • ENG Task Rubric (GHR)	

NGSS Task #7 Bubble plot (with revision) SEP: Analyzing and Interpreting Data SEP: Using Math/Computational Thinking Unit: Golden Jellyfish Date/Lesson: Day 22 Slides #-#. Rubric	
NGSS Task #8 Day/night (Animal Model) SEP: Developing and Using Models Unit: Golden Jellyfish Date/Lesson: Day 25 • Slides #-#. • Rubric	
NGSS Task #9 Day/Night Exit Ticket SEP: Construct Explanations/Design Solution Unit: Golden Jellyfish Date/Lesson: Day 27 • Slides #-#. • Rubric	

Grade5 Science: Assessment Evidence for Report Card Standards (updated 6/13/23 with Gr5 teachers in summer curr)

Green = assessing - move to page 2

Science and		Trimester 1		Trimester 2		Trimester 3	
Engineering Practice	LS	Assessment	LS	Assessment	LS	Assessment	
Asking Questions and Defining Problems		Dissolving Sugar Jellyfish Day 1 - I Know, I Wonder Jellyfish Day 23 - I Know I Wonder (day/night)		Engineering Task: Supply Drop Parachute Design Antarctica: Day 1: I know, I wonder, discussing/defining problems with exploring Antarctica. What does it take to survive in Antarctica?		Constellations - I know/I Wonder Investigation Task:new tbd	
Developing and Using Models		Jellyfish - Animal model Jellyfish Day 15 - food chain model worksheet? Jellyfish Day 20 - Matter map? Jellyfish Day 25 - day/night		Modeling Task: Golden Jellyfish Seasons Model		N/A	
Planning and Carrying Out Investigations		Fair Test Design: Disappearing Sugar Matter - What can scientists do? Day 8		Glaciers - Solar Stills -		Investigation Task:new tbd Sound/Light Stations	
Analyzing and Interpreting Data		Matter - Day 1 & 2 Bar graphs Jellyfish Day 22 - Bubble plot (need to add written component) Matter/Earth's Spheres Quick Check		Engineering Task: Supply Drop Parachute Design Antarctica Day 6 - World Map and Seasons Graph			
Using Mathematical and Computational Thinking		Matter - Day 1 & 2 Bar graphs Matter/Earth's Spheres Quick Check Jellyfish Day 22 - Bubble plot (need to add written component)		Antarctica Day 6 - World Map and Seasons Graph Antarctica: Amount of daylight in Hartford and Antarctica - Day 6 & 7 Exit Ticket - Day 10		5-PS1-2: Matter and Its Interaction Performance Task ANSWERS: key	
Constructing Explanations and Designing Solutions		Matter - What can scientists do? Day 8 Matter/Earth's Spheres Quick Check Jellyfish 7 - Exit ticket (need to add prompt to end: Choose 1 factor from the list and describe how the ecosystem would be affected if it is		 Engineering Task: Supply Drop Parachute Design Modeling Task: Golden Jellyfish Explaining - Antarctica - Day 3-6 What causes the seasons? 			

	removed? Jellyfish Day 27 - Day/Night Exit Ticket		
Engaging in Argument from Evidence	Matter - What can scientists do? Day 8 Jellyfish 7 - Exit ticket (need to add prompt to end: Choose 1 factor from the list and describe how the ecosystem would be affected if it is removed?	Antarctica: What time of year should an explorer visit Antarctica? What does it take to survive in Antarctica? Antarctica : Day 6-7 Agree/Disagree Line :	Investigation Task:new tbd
Obtaining, Evaluating, and Communicating Information	Peabody Project Matter/Earth's Spheres Quick Check Jellyfish - Animal Report/Notes Jellyfish 7 - Exit ticket (need to add prompt to end: Choose 1 factor from the list and describe how the ecosystem would be affected if it is removed? Jellyfish Day 10 - CRRF jigsaw notes Jellyfish Day 12 - Sun BrainPop or The Sun Is A Big Deal exit ticket Jellyfish Day 18/19 - Palau Paradise article jigsaw notes	Antarctica: Amount of daylight in Hartford and Antarctica - Day 6 & 7	Constellations - Star/Not?? ??? NGSS Review - have kids read with a purpose

CNH Science Assessment Planning for 23-24

Overview

Туре	Purpose	Format
Grade 8 NGSS	To provide longitudinal data to guide coaching goals and curriculum design.	Created by Cambium and administered on the portal to all grade 8 students.
State Assessment	To assess three dimensional science learning with three dimensional tasks.	STEM Specialist analyzes. Department reviews in Fall.
NGSS 3D Performance Tasks (summative)	To provide longitudinal data to guide coaching goals and curriculum design. To assess three dimensional science learning with three dimensional tasks.	Extended three-dimensional task. Scored with criteria based rubric by specific dates on assessment calendar. Included in course grades. Data shared with Specialist. Three tasks per course: • NGSS Investigation PT • NGSS Engineering PT • NGSS Explanatory Model PT Collaborative review in coaching (Exemplar HML Comparison, Problem of Practice or Tuning Protocol).
MId-unit Formative Assessments (InnerOrbit, IAB or CFA)	To provide longitudinal data to guide coaching goals and curriculum design. Provide actionable and timely information about student performance that can be used to improve instruction and student learning <i>while</i> <i>it's happening</i> . Focus on persistent misconceptions and/or foundational skills.	One per unit per course. Embedded into the unit storyline. Specific administer/score/analysis by dates on assessment calendar. Data shared with specialist. Informal collaborative review by course teachers or formal LSWP in coaching. (Question analysis and identification of a problem of practice or trends by specialist) Instructional adjustments or differentiated lessons made before next summative assessment.
NGSS Assessment Interaction Practice (can be instructional, formative or summative)	Provide experience with test platforms, tools and strategies and all interaction types before the Grade 8 NGSS State Assessment.	Mix of on platform and off platform(digital or paper/pencil). NGSS Interim with interaction types that can't be recreated offline must be online .

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Science 6 Assessment	Calendar for 2023-2024	Last update on 6/12/23

Grade 6 NGSS Units	Corn Seed Growth Lyme Disease	Mile Run (Body System Interactions)	Hot Tea Penguin Shelter Design	Weather and Climate Hot Car
NGSS 3D Performance Tasks		Investigation PT: Feel the Beat Students finish by: Feb 2 Score by:-Feb 12-Feb6 SWP or Informal review? HML comparison@2/20 coaching FEb 7 coaching	Engineering PT: Penguin Shelter Students finish by: March 28 Score by: April 5 SWP or Informal review? HML comparison	Explanatory Model PT: Weather Event Causes Students finish by: May 24 Score by: June 6 SWP or Informal review? HML comparison/rubric calibration
Mld-unit Formative Assessment	Mid-unit formative InnerOrbit: Cell Structure and Function Administer by: Oct 27 Question Analysis by: Nov 2 SWP or Informal review?: SWP@11/7 coaching	Mid-unit formative CSDE IAB MS-LS1-8 pilot Startle Response* Interaction types: Causal Chain, Evaluate Sources Administer by: Jan 26 Question Analysis by: Jan 30 Instructional, formative or summative? SWP @2/7 coaching	Mid-unit formative InnerOrbit: Penguin Shelter Administer by: Mar 11 Question Analysis by: Mar 15 SWP or Informal review: Informal before shelter design	Mid-unit formative InnerOrbit: Weather and Climate Patterns Administer by: May 13 Question Analysis by: May 17 SWP or Informal review: Informal before final models
NGSS Assessment Interaction Practice		CSDE IAB MS-LS1-3 System interactions when running Interaction types: Table Input, Inline drop down, select evidence Embed in: Mile Run unit Instructional, formative or summative? Instructional	CSDE IAB MS-PS3-3A Energy efficient window design Interaction types: simulation, multiple select Embed in: Penguin Shelter (end) Instructional, formative or summative? Instructional	

* Replaces sensory receptor Inner Orbit

Science 7 Assessment Calendar for 2023-2024 Last update on 6/14/2

Grade 7 NGSS Units	Life Jacket Cupcake Mystery	Flameless Heater	Earth's Mysterious Core CT's Unique Geology	Ecospheres Ecosystems
NGSS 3D Performance Tasks		Engineering PT: Flameless Heater Design Students finish by: Dec 22 Score by: Jan 12 SWP or Informal review? HML comparison/rubric calibration	Investigation PT: Magnetic Field Strength (tbd) Students finish by: Feb 9 Score by: Feb 19 SWP or Informal review? HML comparison/rubric calibration	Explanatory Model PT: Ecosphere Students finish by:Apr 12 Score by: Apr 29 SWP or Informal review? informal
Mld-unit Formative Assessment	Mid-unit formative Exploration: Density Stations Students finish by: Sept 23 Score by: Oct 2 SWP or Informal review: HML comparison Mid-unit formative InnerOrbit: Cupcake Mystery Administer by: Nov 1 Question Analysis by: Nov 6 SWP or Informal review: SWP@Nov 7 coaching	Mid-unit formative InnerOrbit: Flameless Heater Administer by:dec. 8 Question Analysis by: Dec 15 SWP or Informal review: SWP?	Mid-unit formative <i>CSDE IAB MS-PS3-4: Seasonal</i> <i>Pole Height Change</i> Interaction types: Investigation Simulation, Equation Editor, Calculator, Causal Chain Administer by Jan. 26 Question Analysis by: Feb 1 Instructional, formative or summative? SWP@2/2 coaching	Mid-unit formative InnerOrbit: Ecospheres Administer by: April 1 Question Analysis by:: April 3 (some hand scoring) SWP or Informal review: Review before final Ecosphere models
NGSS Assessment Interaction Practice		CSDE IAB MS-PS1-6 Hand Warmer Design Interaction types: Problem/goal, criteria/constraints, double line graph Embed in: Flameless Heater unit Instructional, formative or summative? Instructional	CSDE IAB MS-ESS2-3 Fossil Evidence of Continental Drift Interaction types:: Data Analysis, Multiple Choice Embed in: CT Geology unit Instructional, formative or summative? Instructional	CSDE IAB MS-LS1-7 Cellular Respiration pilot Interaction types: input & outputs, table matching Embed in: Ecosphere unit Instructional, formative or summative? tbd after pilot CSDE IAB MS-LS1-7 Savannah inter-relationships pilot Interaction types: "Ask questions/research simulation" Embed in: Ecology unit Instructional, formative or summative? Instructional

Science 8 Assessment Calendar for 2023-2024 Last update on 6/8/23

Grade 8 NGSS Units	Chicken Ancestry Designer Organisms	Space Motions	Amusement Park Safety	NGSS Review/Test Roller Coaster Engineering
NGSS 3D Performance Tasks		Explanatory Model PT: Sunlight Patterns Students finish by:Feb. 9 Score by: Feb. 18 SWP or Informal review? HML comparison	Investigation PT: Wrecking Ball/Collisions Students finish by: Mar 4 Score by: Mar 13 SWP or Informal review? SWP	Engineering PT: RollerCoaster or other ride Students finish by:May 31 Score by: June 6 SWP or Informal review? Informal review
Mld-unit Formative Assessments	InnerOrbit: Trait Inheritance Administer by: Nov 13 Question Analysis by: Nov 22 SWP or Informal review: informal IAB MS-LS4-1 Ostracod development Administer by: Oct 2 Question Analysis by: Oct 5 SWP or Informal review:SWP @10/5 ILT	InnerOrbit: Space Motions Administer by: Jan 22 Question Analysis by: Jan 26 SWP or Informal review: Informal Review	InnerOrbit: Energy and Motion Administer by: Apr 5 Question Analysis by: Apr 10 SWP or Informal review: SWP@ Apr 2 coaching	NGSS Review Apr 29 to May 6 NGSS Test May 7 - May 10
NGSS Assessment Interaction Practice	NGSS IAB ESS1-4 Rock layers & fossil age Interaction Types: Geology mapsEmbed in: Chicken Ancestry unit Instructional, formative or summative? InstructionalNGSS IAB MS-LS3-1 Flower Trait Mutations Interaction Types: Organizing qualitative data for analysisEmbed in: Designer Organisms unit Instructional, formative or summative? Instructional			CSDE NGSS Practice Test Q1 - 5 Interaction Types:: Investigation simulation, external copy of text, drawing arrows Administer by May 6? Instructional, formative or summative? Instructional/test review

CSDE NGSS State Assessment - Interaction Type Tracking

Interaction Type	Sci6 S1	Sci6 S2	Sci7 S1	Sci7 S2	Sci8 S1	Sci8 S2	NGSS Review
Multiple Choice				CSDE IAB MS-ESS2-3 Continental Drift Evidence	CSDE IAB MS-LS4-1 Ostropod development		
Multiple Select		CSDE IAB MS-PS3-3A window design					
Table Match/Table Input	CSDE IAB MS-LS1-3 Running & system interactions			CSDE IAB MS-LS1-7 Cellular Respiration			
Inline Choice (drop down)	CSDE IAB MS-LS1-3 Running & system interactions						
Equation Editor				IAB MS-PS3-4 Seasonal Pole Height Change			
Graphic Response -draw arrows							Practice Test Q1 - 5
Graphic Response - plot graphs/best fits							tbd
Simulation -INV				IAB MS-PS3-4 Seasonal Pole Height Change			Practice Test Q1 - 5
Simulation - ENG		CSDE IAB MS-PS3-3A window design					
Simulation - MODEL							tbd
External Copy							Practice Test Q1 - 5
Causal Chain (drop down)	IAB MS-LS1-8 Startle Response			IAB MS-PS3-4 Pole Height			
Reading/Using Graphs			AB MS-PS1-6 Hand Warmer Design				
Periodic Table							Practice Test Q1 - 5
Qualitative Analysis *	IAB MS-LS1-8 Startle Response			IAB MS-LS1-7 Savannah inter-relationships	IAB MS-LS3-1 Flower Trait Mutations IAB ESS1-4 Layers/fossil age		

*spatial or temporal, Geoscience data analysis (maps, rock layers), Asking Questions.research, and evaluate sources)

CHS Science Assessment Planning for 23-24

last updated 12/21/23 (24-25 school year calendar)

Туре	Purpose	Format
Grade 11 NGSS	To provide longitudinal data to guide coaching goals and curriculum design.	Created by Cambium and administered on the portal to all grade 11 students.
State Assessment	To assess three dimensional science learning with three dimensional tasks.	STEM Specialist analyzes. Department reviews in Fall.
NGSS 3D Performance Tasks (summative)	To provide longitudinal data to guide coaching goals and curriculum design. To assess three dimensional science learning with three dimensional tasks.	Extended three-dimensional task. Scored with criteria based rubric by specific dates on assessment calendar. Included in course grades. Data shared with Specialist. Three tasks per course: • NGSS Investigation PT • NGSS Engineering PT • NGSS Explanatory Model PT Collaborative review in coaching (Exemplar HML Comparison, Problem of Practice or Tuning Protocol).
MId-unit Formative Assessments (IAB or CFA)	To provide longitudinal data to guide coaching goals and curriculum design. Provide actionable and timely information about student performance that can be used to improve instruction and student learning <i>while</i> <i>it's happening.</i> Focus on persistent misconceptions and/or foundational skills.	One per quarter per course. Embedded into the unit storyline. Specific administer/score/analysis by dates on assessment calendar. Data shared with specialist. Informal collaborative review by course teachers or formal LSWP in coaching. (Question analysis and identification of a problem of practice or trends by specialist) Instructional adjustments or differentiated lessons made before next summative assessment.
NGSS Assessment Interaction Practice (can be instructional, formative or summative)	Provide experience with test platforms, tools and strategies and all interaction types before the Grade 11 NGSS State Assessment.	Mix of on platform and off platform(digital or paper/pencil). NGSS Interims with interaction types that can't be recreated offline must be online .

Overview

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Earth's History **Climate Change/Human Impact Big Bang** Grade 9 **Planetary Motion NGSS Units** Aug 30 - Oct 20 Oct 23 - Jan 5 Jan 22 - Mar 28 Apr 1 - May 24 NGSS 3D **Investigation PT** Explanatory Model PT: Performance Earth's Systems Model Factors Affecting Impact Forces Tasks Students finish by: Feb 5 Students finish by: Dec 11 Jan 5 Score by: Feb 21 Score by: Dec 20 Jan 19 SWP or Informal review: Informal-HML SWP or Informal review: samples Informal-HML samples **Engineering PT** Mars Lander Design Students finish by: March 4 Score by: Mar 28 SWP or Informal review? Informal-HML samples Mld-unit Mid-unit Formative: Mid-unit Formative: Mid-unit Formative: Mid-unit Formative: Formative **CSDE IAB ESS1-4** CSDE IAB ESS1-6 CSDE IAB ESSS2-4 **CSDE IAB PS4-1** Assessments Craters on Earth and Mars Volcanos and Glacier Growth **Orbits/Kepler Laws*** Waves: Prism and Light Interaction Types-Calculation, equation Interaction Types: plot Interaction Types: Infer age, Interaction Types: Causal chain, two history, flowcharts, editor, table input, MC, connect graph line, read graph, find outlier, "use points, best fit lines, anomaly data" comparisons interpolation Administer by: Feb. 12 Administer by Sept 29 Administer by: Dec 4 Question Analysis by: Feb 16 Administer by Apr 1 Question Analysis by: Oct 6 Question Analysis by: Dec 11 Question analysis by: April 8 Move back a week for 24-25 SWP or Informal review: SWP or Informal review:. SWP or Informal review: informal SWP or Informal review: *Part A instructional Parts B-D formative SWP@10/6 PD Day *SWP -@Dec12 Coaching (before SWP@ Apr 9 coaching final models) new date (adapt for google form) NGSS CSDE IAB ESS2-3 CSDE IAB ESS3-5 CSDE IAB PS3-1 CSDE IAB PS4-1 Waves: Energy flow in Newton's Cradle Boiling & Frozen Ponds **Regional Climate Trends: Floods** Prism and Light Assessment Interaction Interaction types: Table labels, Interaction Types: Equation editor, multi (Convection/Waves) (also is unit formative) select, drop down, calculations Interaction types:simulation collect data, analyze Geoscience **Practice** data (spatial/temporal analysis) Embed in: Earth's History Embed in: Planetary Motion test Instructional, formative or summative? Instructional, formative or Embed in: Climate Change summative? Instructional Instructional, formative or Summative summative? Instructional Complete on portal /record on test Offline or as model for similar task

SCIENCE 9 Assessment Calendar for 2023-2024 (Last update on 12/12/23)

BIOLOGY Assessment Calendar for 2023-2024 (Last update on 12/12/23)

<u>Biology</u> NGSS Units	Coral Reef (Sustainability and Biodiversity) Aug. 30 - Oct. 21	Forest Regrowth (unit to be renamed-Biochemistry Oct 23 - Jan 5	Yellowstone Wolves (Ecology) Jan. 22- March 22	Dwarfism (Genetics) March 25 -Apr 26 Hawaiian Cricket (Natural Selection) April 29 - May 24
NGSS 3D Performance Tasks	Engineering NGSS 3D Task: Coral Reef* (revision needed?) Students finish by: Oct 15 Score by Nov 1 SWP or Informal review? : Informal-HML samples *Current ENG Task and/or ENG rubric may need adjustment*	Investigation NGSS 3D Task: Yeast Investigation Task Students finish by: Dec. 15 Feb 11 March 1 for 24-25 Score by: Jan. 10 Feb 19 SWP or Informal review?: SWP at- 2/2 -2/20 coaching	Model/Explanation NGSS 3D Task: Yellowstone Wolves Students finish by: March 21 Score by: April 1, 2023 SWP or Informal review? Informal-HML samples	
Mld-unit Formative Assessments	Mid-unit Formative: tbd* Concept:Coral Reef ENG concept or SEP Administer or finish by: Sept 30 Score by or Question Analysis by: Oct 6 SWP or Informal review: Informal? tbd	Mid-unit Formative Testable Questions Concept: Critiquing and revising example testable questions Administer by: Nov 10 Question Analysis by: Nov 17 SWP or Informal review: informal	Mid-unit Formative: St. Matthew's Island Reindeer Analysis Concept: Effect of limiting factors on a population's carrying capacity Students finish by March 7 Feb 23 for 24 - 25 Score by: March 14 SWP or Informal review: SWP at March 19 coaching (before final models	Mid-unit Formative: Genetics Background Pre-test <i>tbd</i> Concept: Genes influence phenotypes Administer or finish by: April 1 Score by or Question Analysis by: Apr 7 SWP or Informal review: informal
NGSS Assessment Interaction Practice	CSDE IAB HS-ESS2-7 Phenomena: Carbon Cycle/Millipede Size Interaction Type: Casual Chain, Systems Model Administer by: Oct 30 Question Analysis by Nov. 7 Instructional, formative or summative?informal	CSDE IAB HS-LS1-6 Phenomena: Clostridium unable to produce toxins (C,O,H needed to make amino acids) Interaction Type: read graphs Administer by: Instructional, formative or summative? instructional	CSDE IAB HS-LS1-3 Phenomena: Goldfish Survival Interaction Type: Investigation Simulation Administer by: March 8 Move to unit 2 and reduce the followup Instructional, formative or summative? Instructional	CSDE IAB IAB LS4-1 Phenomena: Red panda Common Ancestry Interaction Type: Qualitative Analysis Embed in: Final Exam Instructional, formative or summative? Summative

LS2-1 Carrying capacity - new standalone - match double line graph- instructional? Part of the test?

CHEMISTRY Assessment Calendar for 2023-2024 (Last update on 2/20/24)

Chemistry NGSS Units	Atomic Structure Aug. 30 - Nov. 2	Bonding Nov. 3 - Jan 19	Chemical Reactions/Gas Laws Jan 22 - May 13?? Climate Change March 11, 18, 25, Apr1	NGSS Review May 14-20 NGSS Test May 21-24	Nuclear Chem May 28-31 Review and Finals June 3-11
NGSS 3D Performance Tasks		Model/Explanation NGSS 3D Task Frozen Balloon Students finish by: Jan 22 (Feb 11?) Score by: Feb 1 SWP or Informal review? Informal-HML samples	Investigation NGSS 3D Task: Alka-Seltzer Kinetics Students Finish by: Feb 28 Score by: March 13 SWP or Informal review? SWP on March 14th coaching Engineering NGSS 3D Task: AirBag Trigger Students Finish by: May 8 Score by: May 13 SWP or Informal review? Informal HML Comparison		
Mld-unit Formative Assessment	Mid-unit Formative: Atomic Structure Concept: Model of Subatomic particle configuration Administer by:Sept 22 Score by: Sept 29 SWP or Informal review: Informal	Mid-unit Formative: CSI:Coventry Concept:Intermolecular Forces and Viscosity Administer by Jan 4 Score by: Jan 9 SWP or Informal review: Informal	Mid-unit Formative: CSDE IAB MS-PS1-5 Precipitate reaction/Conservation of Mass Administer by March 5 Question analysis by: March 11 SWP or Informal review: SWP @ April 4th coaching	Mid-unit Formative: CSDE IAB HS- LS2-7 Green Roofs ^{**} Administer by: NGSS Review Wook? Question analysis by: 222 SWP or Informal review: informal	
NGSS Assessment Interaction Practice These are for instructional purposes on the question type, not the content.		CSDE IAB LS2-2 Phenomena: Oyster Populations Interaction Type: scatter plot line of best fit. Questions to Complete: #1 Parts B, C, D Administer by: Nov 22	CSDE IAB HS-PS1-6 canceled/removed Phenomena: Cake Batter Temperature & Reaction Rate Interaction Type: Data table analysis and causal chain & Equilibrium Questions to Complete: #1 Administer by March 5	CSDE IAB ESS 3-4 Phen: Landfill mitigation Interaction Type: Model simulation, feedback loops Administer by: During NGSS Review	CSDE IAB Gr11 Practice Test Phen: NGSS Review (Q1-2, 4-6 skip#3) Interaction Type: Eng. Simulation, Periodic Table, Equation Editor, External Text Copy, graph matching Administer: During NGSS Review

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** or HS-ESS2-6 Inputs and Outputs of Carbon Cycle (also a causal chain item)

CSDE NGSS State Assessment - Interaction Type Tracking last updated 2/20/24

Interaction Type	Where used							
	Sci9 S1	Sci9 S2	BIO S1	BIO S2	CHEM S1	CHEM S2	NGSS Review	
Multiple Choice			IAB HS-ESS2-7 Millipedes					
Multiple Select			IAB HS-ESS2-7 Millipedes					
Table Match/Table Input			IAB HS-ESS2-7 Millipedes					
Inline Choice (drop down)								
Equation Editor		IAB PS3-1 Newton's Cradle ESS1-4 Kepler/Orbits				Practice Test Q#2 Carbon structure		
Graphic Response -draw arrows		IAB HS PS4-1 Llght/Prism					Find example from K-8	
Graphic Response - plot graphs/best fits		IAB HS PS4-1 Llght/Prism			IAB LS2-2 Oyster Population			
Simulation -INV				IAB HS-LS1-3 Goldfish				
Simulation - ENG							Practice Test Q#1 Cell Phone Case Design	
Simulation - MODEL	IAB ESS2-3 Boiling and Frozen Ponds						IAB ESS 3-4 System model: Landfill mitigation	
External Copy							Practice Test Q#5 Evol. of Aerobic organisms	
OTHER								
Causal Chain (drop down)	IAB ESS2-4 Glaciers		IAB HS-ESS2-7 Millipedes					
Reading/Using Graphs			HS-LS1-6 Clostridium gene		AB LS2-2 Oyster Population			
Qualitative Analysis (spatial or temporal) (Geoscience/Fossils)	IAB ESS3-5 Flooding Trends			HS-LS4-1A Red Panda Ancestry				
Periodic Table						Practice Test Q#2 Carbon structure		

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2022-2023 NGSS Science

Data Breakdown for Coventry Public Schools

v8/15/23

Page 1 Percent of Students At/Above Proficient by Grade Level

Page 2 ... District Comparison Charts

Page 3-4 ... Percent of Students at Each Achievement Level

Page 5-6 ... Percentage at Each Level by Strand Achievement By Grade

Page 7-12 ... Relative Proficiency by Grade Band Standards

Page 13 ... Achievement of Students with IDEA Indicator and Gender

By: Cynthia Wilbur K12 STEM Specialist

Percent of Students At/Above Proficient by Grade Level

Grade Level	% Level 3 or Above 2018-2019 Baseline year	% Level 3 or Above 2019-2020 waived	% Level 3 or Above 2020-2021 hybrid	% Level 3 or Above 2021-2022	% Level 3 or Above 2022-2023	Change
5	77.9		65	73.9	82.9	+9
8	74.1		66	67.4	66.9	- 0.5
11	57.1		60	53.9	70.7	+16.8
Coventry Average	69.7		63.9	65.3	73.5	+8.2
Drg Average						
CT Average	51.2		50.3			

Assessment Name 💠	Test Group 💠	Test Grade 💠	Test Reason 💠	Student 🗢	Average Score	Performance Distribution
Summative Grade 11 Science	Summative	11	Spring 2023 (NGSS Summative)	92	1114±3 🚯	Percent 9% 21% 53% 17% Count 8 19 49 16
Summative Grade 8 Science	Summative	8	Spring 2023 (NGSS Summative)	127	807±2 🚯	Percent 9% 24% 61% 6% Count 11 31 77 8
Summative Grade 5 Science	Summative	5	Spring 2023 (NGSS Summative)	129	523±2 🚯	Percent 2% 16% 47% 36% Count 2 20 60 47

District Comparisons

2023 NGSS Science DRG Achievement Data

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2022 NGSS Science DRG Achievement Data







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Percent of Students at Each Achievement Level

Coventry Achievement Levels

2022-2023									
	Level 1	Level 2	Level 3	Level 4	Average Scale Score	Level			
Grade 5	1.6	15.5	46.5	36.4	523	3			
Grade 8	8.7	24.4	60.6	6.3	807	3			
Grade 11	8.7	20.6	53.3	17.4	1114	3			

Coventry Achievement Levels 2021-2022

2021-2022							
	Level 1	Level 2	Level 3	Level 4	Average Scale Score	Level	
Grade 5	5.0	21.0	46.2	27.7	517	3	
Grade 8	7.8	24.8	56.7	10.6	811	3	
Grade 11	14.6	31.5	37.1	16.9	1106	3	

2020-2021

	Level 1	Level 2	Level 3	Level 4	Average Scale Score	Level	
Grade 5	7	28	39	26	512	3	
Grade 8	15	20	55	10	804	3	
Grade 11	10	30	52	9	1107	3	

Coventry Achievement Levels 2010 2010 /

	Level 1	Level 2	Level 3	Level 4	Average Scale Score	Level
Grade 5	4.4	17.6	58.8	19.1	515"	3
Grade 8	6	19.8	65.5	8.6	812	3
Grade 11	11.8	31.1	51.3	5.9	1103	3
Grade Level	Standard		Scale Score	Sco	re by Stand	ard
----------------	---	-----------	------------------	----------------	------------------	------------------
	Practices and Concepts in Earth/Space Sciences	525 ± 3	Percent Count	5% 7	46% 59	49% 63
5	Practices and Concepts in Life Sciences	521 ± 3 🌘	Percent Count	7% 9	53% 69	40% 51
	Practices and Concepts in Physical Sciences	527 ± 3	Percent Count	4% 5	46% 59	50% 65

Percentage at Each Level by Strand Achievement By Grade

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Grade Level	Standard		Scale Score	Score by Standard	
	Practices and Concepts in Earth/Space Sciences	805 ± 3 🚦	Percent Count	11% 66% 14 84	23% 29
8	Practices and Concepts in Life Sciences	809±3 (Percent Count	13% 56% 17 71	31% 39
	Practices and Concepts in Physical Sciences	807 ± 3 🕚	Percent Count	13% 60% 17 76	27% 34

Grade Level	Standard	Scale Score	e Score by Standard
	Practices and Concepts in Earth/Space Sciences	1113±3 🚺	Percent 7% 55% 38% Count 6 51 35
11	Practices and Concepts in Life Sciences	1116 ± 4 🚯	Percent9%52%39%Count84836
	Practices and Concepts in Physical Sciences	1113 ± 3 🚯	Percent 8% 53% 39% Count 7 49 36

Relative Proficiency by Grade Band Standards

	x	Below the proficiency standard		-	Area of Weakness	
Proficient	(At/near the proficiency standard	Weak or Strong	=	Performance is similar to performance on the test as a whole	
	Above the proficiency standard	Strong	+	Area of Strength		

Standard Performance Interpretation Chart

Grade 5 Standard Performance - Disciplinary Core Ideas

Standard	2021 Proficient	2021 Weak or Strong	2022 Proficient	2022 Weak or Strong	2023 Proficient	2023 Weak or Strong
DCI ESS1 Earth's Place in the Universe	~	Π	~	-	~	Π
DCI ESS2 Earth's Systems	~	Π	~	Π	~	Η
DCI ESS3 Earth and Human Activity	Ŷ	-	~	Π	~	Π
DCI LS1 From Molecules to Organisms: Structures and Processes	Đ	-	~	-	~	-
DCI LS2 Ecosystems: Interactions, Energy, and Dynamics	~	=	~	=	~	+
DCI LS3 Heredity: Inheritance and Variation of Traits	~	=	~	=	~	=
DCI LS4 Biological Evolution: Unity and Diversity	~	=	~	=	~	=
DCI PS1 Matter and Interactions	e	-	~	=	~	=
DCI PS2 Motion and Stability: Forces and Interactions	~	=	~	=	~	=
DCI PS3 Energy	~	+	~	=	~	+
DCI PS4 Waves and Their Applications in Technologies for Information Transfer	~	=	~	+	~	=

Grade 5 Standard Performance - Science and Engineering Practices

SEP Claim	Includes performance expectations aligned to:				
GI: Gathering Data and Investigating Scientific Questions*	 Asking questions and defining problems. Planning and carrying out investigations Obtaining, evaluating and communicating information 				
DM: Developing and Using Models to Describe the Natural World*	 Developing and using models 				
UM: Using Mathematical Thinking to Analyze and Interpret Patterns in Data*	 Analyzing and interpreting data Using mathematics and computational thinking 				
CE: Use Scientific Reasoning to Construct Explanations and Arguments and to Design Solutions*	 Constructing explanations and designing solutions Engaging in arguments from evidence 				

Standard*	2021 Proficient	2021 Weak or Strong	2022 Proficient	2022 Weak or Strong	2023 Proficient	2023 Weak or Strong
CE: Use Scientific Reasoning to Construct Explanations and Arguments and to Design Solutions			~	Π	7	=
DM: Developing and Using Models to Describe the Natural World			~	+	7	+
GI: Gathering Data and Investigating Scientific Questions			~	=	~	=
UM : Using Mathematical Thinking to Analyze and Interpret Patterns in Data			~	=	~	+

*These claims began to be reported with the 2022 Test. Eight Science and Engineering Practices were bundled into four claims.

	х	Below the proficiency standard		-	Area of Weakness
Proficient	٩	At/near the proficiency standard	Weak or Strong	=	Performance is similar to performance on the test as a whole
	>	Above the proficiency standard	Strong	+	Area of Strength

Standard Performance Interpretation Chart

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Grade 8 Standard Performance - Disciplinary Core Ideas

Standard	2021 Proficient	2021 Weak or Strong	2022 Proficient	2022 Weak or Strong	2023 Proficient	2023 Weak or Strong
DCI ESS1 Earth's Place in the Universe	~	=	~	=	Ŷ	=
DCI ESS2 Earth's Systems	~	=	~	=	~	=
DCI ESS3 Earth and Human Activity	~	+	~	=	~	=
DCI LS1 From Molecules to Organisms: Structures and Processes	Đ	=	~	+	~	=
DCI LS2 Ecosystems: Interactions, Energy, and Dynamics	~	+	~	+	Đ	=
DCI LS3 Heredity: Inheritance and Variation of Traits	Đ	=	Ŷ	-	7	+
DCI LS4 Biological Evolution: Unity and Diversity	~	=	~	=	Đ	=
DCI PS1 Matter and Interactions	~	=	~	=	~	=
DCI PS2 Motion and Stability: Forces and Interactions	~	=	1	=	~	=
DCI PS3 Energy	~	=	~	=	Ŷ	=
DCI PS4 Waves and Their Applications in Technologies for Information Transfer	~	=	Ŷ	-	Ŷ	=

Grade 8 Standard Performance - Science and Engineering Practices

SEP Claim	Includes performance expectations aligned to:				
GI: Gathering Data and Investigating Scientific Questions*	 Asking questions and defining problems. Planning and carrying out investigations Obtaining, evaluating and communicating information 				
DM: Developing and Using Models to Describe the Natural World*	 Developing and using models 				
UM: Using Mathematical Thinking to Analyze and Interpret Patterns in Data*	 Analyzing and interpreting data Using mathematics and computational thinking 				
CE: Use Scientific Reasoning to Construct Explanations and Arguments and to Design Solutions*	 Constructing explanations and designing solutions Engaging in arguments from evidence 				

Standard	2021 Proficient	2021 Weak or Strong	2022 Proficient	2022 Weak or Strong	2023 Proficient	2023 Weak or Strong
CE: Use Scientific Reasoning to Construct Explanations and Arguments and to Design Solutions			~	+	~	-
DM: Developing and Using Models to Describe the Natural World			~	-	~	+
GI: Gathering Data and Investigating Scientific Questions			~	=	~	+
UM : Using Mathematical Thinking to Analyze and Interpret Patterns in Data			~	+	Ŷ	_

*These claims began to be reported with the 2022 Test. Eight Science and Engineering Practices were bundled into four claims.

	х	Below the proficiency standard		-	Area of Weakness
Proficient	e	At/near the proficiency standard	Weak or Strong	=	Performance is similar to performance on the test as a whole
	~	Above the proficiency standard	Strong	+	Area of Strength

Standard Performance Interpretation Chart

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Grade 11 Standard Performance - Disciplinary Core Ideas

Standard	2021 Proficient	2021 Weak or Strong	2022 Proficient	2022 Weak or Strong	2023 Proficient	2023 Weak or Strong
DCI ESS1 Earth's Place in the Universe	~	=	ð	=	5	=
DCI ESS2 Earth's Systems	Ŷ	-	٩	-	>	Π
DCI ESS3 Earth and Human Activity	~	II	>	=	>	II
DCI LS1 From Molecules to Organisms: Structures and Processes	1	=	>	=	7	=
DCI LS2 Ecosystems: Interactions, Energy, and Dynamics	1	=	>	+	7	=
DCI LS3 Heredity: Inheritance and Variation of Traits	~	=	>	+	>	=
DCI LS4 Biological Evolution: Unity and Diversity	~	+	0	=	~	+
DCI PS1 Matter and Interactions	~	=	Ŷ	=	~	=
DCI PS2 Motion and Stability: Forces and Interactions	~	=	5	=	7	=
DCI PS3 Energy	Ŷ	-	~	=	~	=
DCI PS4 Waves and Their Applications in Technologies for Information Transfer	Ũ	-	>	=	0	=

Grade 11 Standard Performance - Science and Engineering Practices

SEP Claim	Includes performance expectations aligned to:
GI: Gathering Data and Investigating Scientific Questions*	 Asking questions and defining problems. Planning and carrying out investigations Obtaining, evaluating and communicating information
DM: Developing and Using Models to Describe the Natural World*	 Developing and using models
UM: Using Mathematical Thinking to Analyze and Interpret Patterns in Data*	 Analyzing and interpreting data Using mathematics and computational thinking
CE: Use Scientific Reasoning to Construct Explanations and Arguments and to Design Solutions*	 Constructing explanations and designing solutions Engaging in arguments from evidence

Standard	2021 Proficient	2021 Weak or Strong	2022 Proficient	2022 Weak or Strong	2023 Proficient	2023 Weak or Strong
CE: Use Scientific Reasoning to Construct Explanations and Arguments and to Design Solutions			>	H	~	H
DM: Developing and Using Models to Describe the Natural World			>	=	~	=
GI: Gathering Data and Investigating Scientific Questions			Ũ	=	~	=
UM : Using Mathematical Thinking to Analyze and Interpret Patterns in Data			~	=	~	=

*These claims began to be reported with the 2022 Test. Eight Science and Engineering Practices were bundled into four claims.

2022-2023 Overall Percentage at each achievement level						
Grade	% Level 3 or Above ALL students	% Level 3 or Above Special Education only	Level 1	Level 2	Level 3	Level 4
5 (14 students)	82.9%	21.4%	14.3%	64.3%	21.4%	0.0%
8 (22 students)	66.9%	27.3%	27.3%	45.5%	27.3%	0.0%
11 (5 students)	60.0%	20.0%	40.0%	40.0%	20.0%	0.0%

Achievement of Students with IDEA Indicator

Achievement of Student by Gender

2022-2023 Overall Percentage at each achievement level											
Grade	% Level 3 or Above <i>All</i>	% Level 3 or Above <i>Male</i>	Level 1	Level 2	Level 3	Level 4	% Level 3 or Above Female	Level 1	Level 2	Level 3	Level 4
5	82.9%	80.5%	1.4%	18.1%	47.2%	33.3%	86.0%	1.7%	12.3%	45.6%	40.4%
8	66.9%	64.4%	11.9%	23.7%	61.0%	3.4%	69.1%	5.9%	25.0%	60.3%	8.8%
11	70.7	70.9%	8.3%	20.8%	56.3%	14.6%	70.5%	9.1%	20.4%	50.0%	20.5%

0 UpdatedSAT/PSAT Question Stems:

Information and Ideas Craft & Structure Expression of Ideas Standard English Conventions

INFORMATION AND IDEAS

Central Ideas and Details

 According to the text, what is significant about (author) use of According to the text, <i>direct</i> According to the text, <i>direct</i> The following is adapted from Based on the text, what is true about the [character] acquaintances? According to the text, For example- why are ecologists worried about Pando? According to the text, why does the narrator consult some family photographs? According to the text, what challenge did the researchers have Mich choice best states the text Which choice best states the text According to the text, what challenge did the researchers have Mich choice best states the text Which choice best states the text What does the text most strongly suggest about [choic]? Based on the text what is one 	 According to the text, what is significant about (author) use of According to the text, <i>direct</i> excerpt from the text According to the text, <i>direct</i> Based on the text, why would a For example, a helicopter built for Earth be unable to fly to Mars? According to the text, For example, a helicopter built for Earth be unable to fly to Mars? According to the text, For example, a helicopter built for Earth be unable to fly to Mars? According to the text, For example, a helicopter built for Earth be unable to fly to Mars? According to the text, For example, a helicopter built is true about the (character]? The following text is According to the text, why does the narrator consult some family photographs? According to the text, what challenge did the researchers have to overcome to examine the?? According to the text, [general fact recall]? According to the text, [general fact recall]? According to the text, what cose the text indicate about [topic]? According to the text, what does the text indicate about [topic]? According to the text, what does the text indicate about [topic]? According to the text, what does the text, what is one reason What does the text, what is one reason What does the text, what is one reason According to the text, what cose the text, what is one reason According to the text, what choice best describes from ancient artifacts? Based on the text, what challenge di neceptical formation at Mistaken Point? According to the text, what challenge di neceptical formation at Mistaken Point? According to the text, what challenge di neceptical formation at Mistaken Point? According to the text, what challenge di neceptical formation at Mistaken Point? Based on the text, how are [topic]? Base
 to overcome to examine the? According to the text, [general fact recall]? The following text was adapted from According to the text,	 What does the text indicate about? Based on the text, in what way is [<i>ex. Is the human mind like a flower</i>]? According to the text why does regularly 2

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Inferences

Easy	Medium	Hard
• Which choice most logically completes the text?	• Which choice most logically completes the text?	• Which choice most logically completes the text?

Command of Evidence

Easy	Medium	Hard
 Which choice most effectively uses data from the graph to complete the example? Which quotation from a participant would best illustrate the researcher's claim? Which quotation from the "" most effectively illustrates the claim? Which choice most effectively uses data from the table to complete the statement? Which finding, if true, would most strongly support the underlined claim? Which finding, if true, would most directly support the student's hypothesis? Which quotation from a survey respondent would best illustrate the students' conclusion? Which quotation from a work by a historian would be the most effective evidence for the student to include in support of this claim? Which choice best describes data in the table that support the researchers' conclusion? Which choice most effectively uses data from the graph to justify the underlined claim? 	 Which statement, if true, would most strongly support the claim in the underlined sentence? Which choice most effectively uses data from the graph to complete the assertion? Which choice best describes data in the graph that support the student's claim? Which choice most effectively uses data from the table to complete the claim? Which choice most effectively uses data from the graph to complete the statement? Which choice most effectively uses data from the graph to complete the statement? Which choice most effectively uses data from the graph to complete the example? Which choice best describes data from the table that support's conclusion? Which quotation from an article about would most directly support the researcher's claim? Which choice best describes data from the graph that supports's conclusion? Which choice best describes data from the graph that supports's conclusion? Which choice best describes data from the graph that supports's conclusion? Which choice most effectively uses data from the table to complete the statement? Which choice most effectively uses data from the table to complete the statement? Which choice most effectively uses data from the table to complete the statement? Which quotation from a work by would be the most effective evidence for the to include in support of this claim? Which finding, if true, would most directly support claim? 	 Which finding, if true, would most directly support the team's conclusion? Which finding, if true, would most directly support the researcher's conclusion? Which finding about, if true, would most directly support's claim? Which finding about, if true, would most directly support's conclusion? Which finding about, if true, would most directly support's conclusion? Which quotation from most effectively illustrates the claim? Which choice most effectively uses data from the table to complete the statement? Which choice most effectively uses data from the table to complete the example? Which choice most effectively uses data from the table to complete the text? Which finding from the students' study, if true, would most strongly support hypothesis? Which choice uses data from the table to most effectively support the researchers' conclusion? Which choice uses data from the table to complete the text? Which finding from the students' study, if true, would most strongly support hypothesis? Which choice uses data from the table to most effectively support the researchers' conclusion? Which quotation from most effectively illustrates the claim? Which quotation from a scholar describing's work would best support the student's claim? Which choice best describes the data from the graph that support the student's conclusion? Which choice best describes data from the table that support the table that support the student's claim?

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 Which quotation from "" most effectively illustrates the claim? Which quotation from a literary critic best supports the student's claim? Which choice best describes data in the graph that support the team's conclusion? Which choice best describes data in the graph that support the researcher's conclusion? Which choice most effectively uses data from the table to complete the text? 	team's conclusion? Which choice best describes data from the table that support the student's argument? Which quotation from a work by a historian would be most effective evidence for the student to include in support of this claim? Which quotation from most effectively illustrates the claim? Which choice most effectively uses data from the graph to illustrate the claim? Which finding from the study, if true, would most directly weaken the potential explanation? Which finding from the study, if true, would most directly weaken the underlined claim? Which finding, if true, would most directly support the researcher's claim? Which choice best describes data from the table that support the researcher's hypothesis? Which finding from the model tests, if true, would most strongly support hypothesis? Which choice most effectively uses data from the table to complete the example? Which finding, if true, would most strongly support the researchers' prediction? Which finding, if true, would most strongly support the researchers' prediction? Which finding, if true, would most strongly support the researchers' prediction? Which finding, if true, would most strongly support the researchers' hypothesis? Which finding, if true, would most strongly support the researchers' prediction? Which finding, if true, would most strongly support the underlined claim? Which finding, if true, would most strongly support the underlined claim? Which quotation from an article about "" would be the most effective evidence for the student to include in support of this claim? Which quotation from a scholarly article best supports the assertion of the historians

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	 mentioned in the text? Which finding about the in the study, if true, would most directly support 's conclusion? Which finding, if true, would most directly support the scholars' claim? Which finding, if true, would most directly undermine hypothesis? Which finding from study, if true, would most directly challenge the assumption in the underlined sentence? Which choice most effectively uses data from the graph that support the student's assertion? Which choice best describes data from the graph that weakens the team's hypothesis? Which finding, if true, would most directly support the team's idea? Which finding, if true, would most directly support the journalist's claim? Which finding, if true, would most directly support the claim in the underlined sentence? Which finding, if true, would most directly support the claim in the underlined sentence? Which finding, if true, would most directly support the claim in the underlined sentence? Which finding, if true, would most directly weaken the team's hypothesis? Which finding, if true, would most directly weaken the team's hypothesis? Which finding, if true, would most directly support the claim in the underlined sentence? Which finding, if true, would most directly weaken the team's hypothesis? Which finding, if true, would most directly weaken the team's hypothesis? Which choice best describes data from the table that support 's suggestion?

CRAFT & STRUCTURE

Words in Context

Easy	Medium	Hard
 Which choice completes the text with the most logical and precise word or phrase? As used in the text, what does the word "" most nearly mean? 	 Which choice completes the text with the most logical and precise word or phrase? As used in the text, what does the word "" most nearly mean? 	 Which choice completes the text with the most logical and precise word or phrase? As used in the text, what does the phrase "" most nearly mean?

Text Structure & Purpose

Easy	Medium	Hard
 Which choice best states the main purpose of the text? Which choice best describes the function of the underlined sentence? Which choice best describes the function of the underlined portion in the text as a whole? 	 Which choice best states the main purpose of the text? Which choice best describes the function of the underlined portion in the text as a whole? Which choice best describes the function of the underlined question in the text as a whole? Which choice best describes the function of the first sentence in the text as a whole? 	 Which choice best describes the overall structure of the text? Which choice best states the main purpose of the text? Which choice best describes the function of the third sentence in the overall structure of the text? Which choice best describes the function of the second sentence in the overall structure of the text? Which choice best describes the function of the second sentence in the overall structure of the text? Which choice best describes the function of the second sentence in the overall structure of the text? Which choice best describes the function of the underlined portion in the text as a whole?

Cross Text Connections

Easy	Medium	Hard
 Which choice best describes a difference in how the author of Text 1 and the author of Text 2 view the evidence for the? Based on the texts, both authors would most likely agree with which statement? Based on the texts, how would the author of Text 2 most likely respond to the underlined claim in Text 1? Based on the texts, how would(Text 2) most likely respond to the research discussed in Text 1? 	 Based on the texts, what would(Text 2) most likely say about the interpretation presented in the underlined portion of Text 1? Based on the texts, how would the author of Text 2 most likely respond to the underlined claim in text 1? Based on the texts, both authors would most likely agree with which statement? Based on the texts, how would the researchers in Text 2 most likely respond to the underlined portion of the texts, how would the researchers in Text 2 most likely respond to the conclusion presented in the underlined portion of Text 1? 	 Based on the texts, how would the author of Text 2 most likely characterize "theory", as described in Text 1? Based on the texts, and the author of Text 2 would most likely agree with which statement about? Based on the texts, how would the author of Text 2 most likely respond to the underlined claim in text 1? Based on the texts, if(Text 1) and (Text 2) were aware of the findings of both experiments, they would most likely agree with which



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 Based on the two texts, how would the author of Text 1 molikely regard the situation presented in the underlined sentence in Text 2? Which choice best describes a difference in how the author of Text 1 and the author of Text 2; view the study of? Based on the texts, how would author in Text 2 most likely respond to the claim about made by in Text 1? Based on the texts, how would author of Text 2 most likely respond to the claim about made by in Text 1? Based on the texts, how would author of Text 2 most likely respond to the consensus view discussed in Text 1? 	 statement? Based on the texts, how would the author of Text 2 most likely respond to the assertion in the underlined portion of Text 1? Based on the texts, how would (Text 2) most likely respond to discussed in Text 1? Based on the texts, how would the author of Text 1 most likely respond to the discussion in Text 2? Based on the texts, what would the author of Text 2 most likely say about Text 1's characterization of the? Based on the texts, how would the author of Text 1 most likely respond to the proponents of the philosophical stance outlined in Text 2? Based on the texts, what would the in Text 2 most likely say about the researcher's initial thought in Text 1? Which choice best describes how Text 1 and Text 2 relate to each other? Based on the texts, how would the author of Text 1 most likely say about the experiment described in Text 2? Which choice best describes a different in how the authors of Text 1 and Text 2 view? Based on the texts, how would (Text 2) most likely respond to the researcher? Based on the texts, how would? Based on the texts, how would (Text 2) most likely respond to the researcher? Based on the texts, how would (Text 2) most likely respond to the author of Text 1 on the behavior? Based on the texts, how would the author of Text 2 most likely respond to the assessment of presented in Text 1? Based on the texts, how would the author of Text 2 most likely respond to the casessment of? Based on the texts, how would the author of Text 1 most likely respond to the assessment of presented in Text 1? Based on the texts, how would the author of Text most likely respond to the assessment of?

		 Text 1 and the scholars in Text 2 would most likely agree with which statement? Based on the texts, how would the author in Text 2 most likely characterize the underlined claim in Text 1? Based on the texts, how would (Text 2) most likely characterize the conclusion presented in Text 1?
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EXPRESSION OF IDEAS

Rhetorical Synthesis

Easy	Medium	Hard
 The student wants to emphasize a similarity between Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to introduce to an audience of Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to identify the setting of Which choices most effectively use relevant information from the notes to accomplish this goal? The student wants to specify the Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to specify the Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize a difference between Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to describe how Which choice most effectively uses relevant information from the notes to accomplish this goal? 	 The student wants to contrast effectively uses relevant information from the notes to accomplish this goal? The student wants to compare the Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to contrast the purposes of Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize the significance of Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to explain Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to explain an advantage Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to explain an advantage Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize the difference between Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize the significance. Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize the significance. Which choice most effectively uses relevant information from the notes to accomplish this goal? 	 The student wants to specify the reason Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to specify why Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize the aim of the research study. Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to begin a narrative about Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to begin a narrative about Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to explain the advantage Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to explain the disadvantage Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to explain the disadvantage Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to explain how Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to explain how Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to explain how Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to explain how Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to explain how Which choice most effectively uses relevant information from the notes to accomplish this goal?

• The student wants to emphasize

accomplish this goal?

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 the similarity between Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize the different orders in which Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to describe the Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to provide an explanation and example of Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to explain an advantage of Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to explain an advantage of Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to specify the reason Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to make a generalization about Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to specify Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to present the study and its findings. Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to present the study and its findings. Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to introduce to a new audience 	 The student wants to emphasize's accomplishments. Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize the order in which Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize a similarity between Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to introduce Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to introduce Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize a difference between Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize a similarity between Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize a similarity between Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize the uniqueness of Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize the uniqueness of Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to present the primary aim of the research study. Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to present the primary aim of the research study. Which choice most effectively The student wants to present the primary aim of the research study. Which choice most effectively The st
Which choice most effectively uses relevant information from the notes to accomplish this	choice most effectively uses relevant information from the notes to accomplish this goal?

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 goal? The student wants to present the study's findings to an audience already familiar with Which choices most effectively use relevant information from the notes to accomplish this goal? The student wants to introduce the scientist and her field of study to a new audience. Which choice most effectively uses the relevant information front he notes to accomplish this goal? The student wants to introduce the novel to an audience already familiar with Which choice most effectively uses the relevant information front he notes to accomplish this goal? The student wants to introduce the novel to an audience already familiar with Which choice most effectively uses the relevant information front he notes to accomplish this goal? The student wants to emphasize the thoroughness of Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to describe the distinctive style of Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to specify Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to specify Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to summarize the study. Which choice most effectively uses relevant information from the notes to accomplish this goal? 	 The student wants to make and support a generalization about Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to present the study's results. Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to present's research to an audience unfamiliar with Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to present's research to an audience familiar with Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to present's research to an audience familiar with Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to provide an explanation and an example of Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to present's aim and methodology. Which choices most effectively use relevant information from the notes to accomplish this goal? The student wants to present the study's findings to an audience already familiar with Which choices most effectively use relevant information from the notes to accomplish this goal? The student wants to emphasize the study's methodology. Which choices most effectively uses relevant information from the notes to accomplish this goal? The student wants to emphasize the aim of the research study. Which choice most effectively uses relevant information from the notes to accomplish this goal?
	 Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to compare

the ____. Which choice most

 effectively uses relevant information from the notes to accomplish this goal? The student wants to use a quotation to emphasize a Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to introduce Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to provide an overview of theWhich choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to summarize the study's findings. Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to summarize the study uses relevant information from the notes to accomplish this goal? The student wants to commarize theWhich choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to contrast theWhich choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to contrast theWhich choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to contrast theWhich choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to contrast theWhich choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to make a generalization about the kind of study conducted by	 0	
		 effectively uses relevant information from the notes to accomplish this goal? The student wants to use a quotation to emphasize a Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to introduce to an audience unfamiliar with Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to provide an overview of the Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to summarize the study's findings. Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to summarize the study's findings. Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to summarize the Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to contrast the Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to contrast the Which choice most effectively uses relevant information from the notes to accomplish this goal? The student wants to make a generalization about the kind of study conducted by Which choice most effectively uses relevant information from the notes to accomplish this goal?

Transitions

Easy	Medium	Hard	
• Which choice completes the text with the most logical transition?	 Which choice completes the text with the most logical transition? 	• Which choice completes the text with the most logical transition?	

STANDARD ENGLISH CONVENTIONS

Boundaries

Easy	Medium	Hard
• Which choice completes the text so that it conforms to the conventions of Standard English?	• Which choice completes the text so that it conforms to the conventions of Standard English?	• Which choice completes the text so that it conforms to the conventions of Standard English?

Form, structure, sense

Easy Medium		Hard	
• Which choice completes the text so that it conforms to the conventions of Standard English?	• Which choice completes the text so that it conforms to the conventions of Standard English?	• Which choice completes the text so that it conforms to the conventions of Standard English?	

Fall 2023 PSAT Sophomores (YOG 2026)

	Coventry	State	Nation
Average total score (out of 1520)	947.5	859	900
Met both EBRW and Math Benchmarks	43.6%	26%	33%

Reading		Math	
Average EBRW (out of 760, goal: 430)	478.6	Average Math (out of 760, goal: 480)	468.9
Met Benchmark	70.9%		47.3%

Fall 2023 PSAT Juniors (YOG 2025)

	Coventry	State	Nation
Average total score (out of 1520)	981.9	920	978
% met both EBRW and Math Benchmarks	31.8%	26%	36%

Read	ding	Math		
Average EBRW (out of 760, goal: 460)499.8		Average Math (out of 760, goal: 510) 482.1		
Met Benchmark 63.5%		Met Benchmark	32.9%	

Cohort Comparison Sophomores - Juniors (YOG 2025)

	Coventry Grade 10	Coventry Grade 11
Average total score (out of 1520)	918.1	981.9
% met both EBRW and Math Benchmarks	37.8%	31.8%

	Reading		Math			
	Grade 10	Grade 11		Grade 10	Grade 11	
Average EBRW (out of 760)	462.8	499.8	Average Math (out of 760)	455.3	482.1	
Met Benchmark	58.9%	63.5%	Met Benchmark	44.4%	32.9%	

Matched Cohort Comparison Sophomores - Juniors (YOG 2025)

	Coventry Grade 10	Coventry Grade 11
Average total score (out of 1520)	936.9	986.4
Met both EBRW and Math Benchmarks	36.7%	30.6%

Re		Math			
	Grade 10 Grade 11			Grade 10	Grade 11
Average EBRW (out of 760)	472.0	501.8	Average Math (out of 760)	464.9	484.6
Met Benchmark	55.6%	60.0%	Met Benchmark	42.2%	31.8%

Domain/ % Chart

Department:

ELA

PSAT ANALYSIS

Which domain(s) did students do well on?	What instructional strategies contributed to that success?
Information and Ideas	-curriculum is more well developed in the teaching of the areas -students read across content areas (including science and social studies) in addition to their ELA course
Craft & structure	-curriculum is more well developed in the teaching of the areas -students read across content areas (including science and social studies) in addition to their ELA course

Which domain(s) did students struggle with?	What could have contributed to that struggle?	What new or refined approaches would help students develop that skill?
Standard Conventions	We use writing more as an assessment of understanding. Need to teach into the strategies and skills a little bit more throughout the writing process.	

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Domain/ % Chart

Department: MATH

PSAT ANALYSIS

Which domain(s) did students do well on?	What instructional strategies contributed to that success?
Probability & Statistics	This is what was currently being taught to students at the time of the PSAT in Algebra 2.
Algebra (for 10th Grade)	Geometry (10th) spent time at the beginning of the year solving equations
Geometry for both 10th and 11th	Most juniors have taken geometry the year prior, and the current 10th graders seem to be historically higher

Which domain(s) did students struggle with?	What could have contributed to that struggle?	What new or refined approaches would help students develop that skill?
Advanced Math for 10th and 11th	The 11th grade cohort is weaker. 10th grade hasn't taken courses with these topics.	10th graders: take their algebra II course! 11th Graders: this was taken at the very beginning of year (when Problem Solving and Data Analysis is being taught)

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PSAT Knowledge and Skills

GRADE 10

	Reading and Writing		Reading and Writing Information and Ideas ()		Craft and St	ructure (i)	Expression	of Ideas i	Standard English Conventions (i)	
			(26% of sect	ion, 12-14 questions)	(28% of sect	ion, 13-15 questions)	(20% of sect	ion, 8-12 questions)	(26% of sec questions)	tion, 11-15
Performance Score Band	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage
160-360	13	12%	11	10%	9	8%	25	22%	22	20%
370-410	17	15%	7	6%	11	10%	16	14%	19	17%
420-480	33	29%	20	18%	34	30%	26	23%	29	26%
490-540	23	21%	33	29%	22	20%	26	23%	29	26%
550-600	15	13%	20	18%	15	13%	6	5%	4	4%
610-670	6	5%	10	9%	14	13%	7	6%	4	4%
680-760	5	4%	11	10%	7	6%	6	5%	5	4%

<mark>grade 11</mark>

	Reading and Writing		Reading and W		Information	and Ideas (i)	leas (i) Craft and Structure (i)		Expression	of Ideas 👔	Standard English Conventions (i)	
			(26% of sect	ion, 12-14 questions)	(28% of sect	ion, 13-15 questions)	(20% of sect	ion, 8-12 questions)	(26% of sec questions)	tion, 11-15		
Performance Score Band	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage		
160-360	7	8%	9	10%	4	4%	10	11%	12	13%		
370-410	11	12%	10	11%	14	16%	15	17%	21	24%		
420-480	27	30%	21	24%	20	22%	19	21%	22	25%		
490-540	15	17%	14	16%	18	20%	14	16%	20	22%		
550-600	17	19%	15	17%	17	19%	16	18%	10	11%		
610-670	9	10%	13	15%	14	16%	5	6%	2	2%		
680-760	3	3%	7	8%	2	2%	10	11%	2	2%		

PSAT Knowledge and Skills

GRADE 10

	Math		Algebra 🥡		Advanced Math i		Problem-Solvi	ng and Data Analysis i	Geometry and Trigonometry (j)	
			(35% of section, 13-15 questions)		(35% of section, 13-15 questions)		(15% of section, 5-7 questions)		(15% of section, 5-7 questions)	
Performance Score Band	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage
160-360	8	7%	8	7%	9	8%	8	7%	10	9%
370-410	11	10%	9	8%	25	22%	14	13%	15	13%
420-460	33	29%	23	21%	40	36%	25	22%	23	21%
470-540	49	44%	57	51%	29	26%	44	39%	39	35%
550-600	8	7%	12	11%	5	4%	14	13%	13	12%
610-670	1	1%	1	1%	3	3%	3	3%	8	7%
680-760	2	2%	2	2%	1	1%	4	4%	4	4%

GRADE 11

	Math		Algebra 🥡	lgebra		Advanced Math (j)		ng and Data Analysis 🕠	Geometry and Trigonometry i	
			(35% of section	n, 13-15 questions)	(35% of section, 13-15 questions)		(15% of section, 5-7 questions)		(15% of section, 5-7 questions)	
Performance Score Band	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage
160-360	8	9%	8	9%	9	10%	8	9%	3	3%
370-410	9	10%	9	10%	23	26%	11	12%	12	13%
420-460	21	24%	26	29%	17	19%	10	11%	13	15%
470-540	36	40%	29	33%	30	34%	27	30%	28	31%
550-600	11	12%	10	11%	6	7%	18	20%	16	18%
610-670	1	1%	5	6%	0	0%	10	11%	12	13%
680-760	3	3%	2	2%	4	4%	5	6%	5	6%









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2022-2023 ELA SBAC Results by Teacher GHR

Teacher	% below	% near	% at	% above	% at or above	# of students w/ IDEA Indicator (IEPs & 504s)	# of students In intervention
	15.8%	26.3%	26.3%	31.6%	57.9%	5	0
	15.8%	21.1%	26.3%	36.8%	63.2%	0	2
	15.8%	26.3%	26.3%	31.6%	57.9%	1	4
	0%	17.6%	35.3%	47.1%	82.4%	3	2
	22.2%	33.3%	16.7%	27.8%	44.4%	3	5
	15.0%	10.0%	20.0%	55.0%	75.0%	0	2

Grade 4

Grade 3

Teacher	% below	% near	% at	% above	% at or above	# of students w/ IDEA indicator (IEPs & 504s)	# of students In intervention	Gr 3 Cohort % at or above
	0%	11.8%	29.4%	58.8%	88.2%	5	2	8/16=50%
	5.9%	29.4%	35.3%	29.4%	64.7%	0	4	9/16=56.3%
	5.9%	23.5%	35.3%	35.3%	70.6%	5	1	10/16=62.5%
	6.25%	25%	3.25%	37.5%	68.75%	1	2	13/15=86.7%
	31.25%	6.25%	37.5%	25%	62.5%	6	1	10/16=62.5%
	6.25%	0%	12.5%	81.25%	93.75%	0	0	11/16=68.8%

Grade 5

Teacher	% below	% near	% at	% above	% at or above	# of students w/ IDEA indicator (IEPs & 504s)	# of students in intervention	Gr 4 Cohort % at or above
	18.2%	18.2%	18.2%	45.4%	63.6%	5	1	16/22=72.7%
	27.3%	13.6%	45.5%	13.6%	59.1%	5	1	9/21=42.9%
	4.8%	4.8%	28.5%	61.9%	90.4%	0	4	18/20=90%
	0	4.8%	33.3%	61.9%	95.2%	0	2	19/21=90.5%
	14.3%	9.5%	23.8%	52.4%	76.2%	3	3	15/20=75%
	4.8%	14.3%	38.1%	42.8%	80.9%	0	3	17/21=81%

2022-2023 MATH SBAC Results by Teacher GHR

Teacher	% below	% near	% at	% above	% at or above	# of students w/ IDEA Indicator (IEP or 504)	# of students in Math Intervention
	15.8%	31.6%	42.1%	10.5%	52.6%	5	1
	15.8%	15.8%	42.1%	26.3%	68.4%	0	3
	21.1%	26.3%	47.4%	5.3%	52.6%	1	3
	5.9%	23.5%	23.5%	47.1%	70.6%	3	1
	11.1%	50.0%	33.3%	5.6%	38.9%	3	3
	0.0%	20.0%	50.0%	30.0%	80.0%	0	1

Grade 4

Grade 3

Teacher	% below	% near	% at	% above	% at or above	# of students w/ IDEA Indicator (IEP or 504)	# of students with Math Intervention	Gr 3 Cohort % at or above
	0.0%	27.8%	38.9%	33.3%	72.2%	5	1	12/16 = 75%
	0.0%	17.6%	47.1%	35.3%	82.4%	0	2	13/15 = 86.7%
	23.5%	29.4%	35.3%	11.8%	47.1%	5	1	9/16 = 56.3%
	0.0%	31.3%	25.0%	43.8%	68.8%	1	4	9/16 = 56.3%
	37.5%	18.8%	25.0%	18.8%	43.8%	6	1	8/16 = 50%
	0.0%	18.8%	18.8%	62.5%	81.3%	0	4	11/18 = 61.1%

Grade 5

Teacher	% below	% near	% at	% above	% at or above	# of students w/ IDEA Indicator (IEP or 504)	# of students with Math Intervention	Gr 4 Cohort % at or above
	13.0%	34.8%	4.3%	47.8%	52.2%	5	2	14/23 = 60.9%
	9.5%	38.1%	23.8%	28.6%	52.4%	5	2	10/22 = 45.5%
	0.0%	4.8%	33.3%	61.9%	95.2%	0	1	16/21 = 76.2%
	0.0%	13.6%	31.8%	54.5%	86.4%	0	1	16/22 = 72.3%
	4.8%	19.0%	14.3%	61.9%	76.2%	3	2	13/21 = 61.9%
	10.0%	5.0%	40.0%	45.0%	85.0%	0	4	15/21 = 71.4%
George Hersey Robertson Intermediate School

Assessment Calendar 2023-2024

MONTH	ELA Assessments	MATH Assessments	SCIENCE Assessments
September	Gr. 3 Acadience Screener \rightarrow 9/22 Gr. 3-5 Listening IAB Ind. Prac. 1 \rightarrow 9/30		Grade 4A (Inner Orbit) \rightarrow 9/22 Grade 4A (Invest. PT) \rightarrow 9/29 Grade 5 (IAB 5-PS1-4) \rightarrow 9/29
October	DESSA Pre-Screener \rightarrow 10/20 Gr. 3-5 BAS \rightarrow 10/5	Grade 3: Class PT \rightarrow 10/27 Grade 4: PT 1 \rightarrow 10/13 Grade 5: PT 1 \rightarrow 10/13	
November	Gr. 3-5 Post Writing Genre 1 & Brief Write \rightarrow 11/24 Gr. 3-5 Listening IAB Ind Pract 2 \rightarrow 11/27		Gr 3: Engineering Perf. Task \rightarrow 11/30 Gr 4B: Form/Inner Orbit \rightarrow 11/3 Gr 4B: Inv. Perf Task \rightarrow 11/17 Gr 5: Inner Orbit - Jellyfish \rightarrow 11/17
December		Grade 3: Partner PT \rightarrow 12/22 Grade 4: PT 2 \rightarrow 12/22	Grade 5: Modeling Perf. Task \rightarrow 12/15
January	Grade 3-5: Informational IAB \rightarrow 1/26 Grade 3: Acadience Screener \rightarrow 1/26	Grade 3: OAT IAB \rightarrow 1/15-1/26 Grade 3: Indiv. PT 1 \rightarrow 1/26 Grade 4: OAT IAB \rightarrow 1/3-1/10 Grade 5: PT 2 \rightarrow 1/24 Grade 5: NBT IAB \rightarrow 1/15-1/26	Grade 4A: IAB Dog Hearing $\rightarrow 1/12$ Grade 4B: Modeling PT $\rightarrow 1/26$
February	Grade 3-5: Literary IAB \rightarrow 2/13	Grade 3: PT 2 \rightarrow 2/23 Grade 4: NBT IAB \rightarrow 1/29-2/9	Grade 3: Investigation PT \rightarrow 2/9 Grade 3: Fossils IAB \rightarrow 2/22 Grade 4B: IAB Dog Hearing \rightarrow 2/23 Grade 5: Engineering PT \rightarrow -2/2 (2/23)
March	Gr. 3-5 Post Writing Genre 2 and Brief Write (Input Scores) \rightarrow 3/11 Gr. 3-5: Research IAB POST \rightarrow 3/8	Grade 3: NBT IAB \rightarrow 2/27-3/11 3/20 Grade 4: Post PT \rightarrow 3/28 Grade 5: Post PT \rightarrow 3/21	Grade 4B: Modeling PT \rightarrow 3/8 Grade 5: IAB Sagittarius \rightarrow 3/8
April		Grade 3: PT $3 \rightarrow 4/12$ Grade 5: NF IAB $\rightarrow 4/12$	Grade 4A: IAB Tornado Proof $\rightarrow \frac{3/18}{4}$ (4/1) Grade 3: Inner Orbit Missing Monarchs \rightarrow 4/11 Grade 4A: Engineering PT \rightarrow 4/12 Grade 5: NGSS \rightarrow 4/8 - 4/11
Мау	ELA SBAC \rightarrow 5/17 DESSA Post Screener \rightarrow 5/24 Grade 3: Acadience Screener \rightarrow 5/22	MATH SBAC → 5/20-5/31	Grade 3: Modeling PT \rightarrow 5/3 Grade 4A: IAB Tornado Proof \rightarrow 5/6 (5/20) Grade 4B: Engineering PT \rightarrow 5/27 Grade 5: Investigation PT \rightarrow 5/27
June	Gr. 3-5 BAS \rightarrow 6/7 Gr. 3-5 Post Writing Genre 3 and Brief Write \rightarrow 6/6		

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10/6 Grade 5 Science Coaching (PD Day)

Who: All Grade 5 teachers	Where:	When: 8:30 - 11:30 am				
Please bring: laptop, access to science						
Goals: Develop review/differentiated mini-le surfaced in SWP Practice and refine Performance Matters Confirm tasks and developing scoring guide	essons for weak practices/ Presentation s for new Report Card stat	concepts and target student groups ndards and GHR Assessment calendar				

Plan

Looking at Student Work (45 minutes)	Performance Matters Practice (60 minutes)	Report Card Prep (45 minutes)
 Student Work Protocol Review student results Explore Questions Analysis Develop re-teaching materials 	 Review slides/script Practice and time Collect resources for Michele to share with event organizers 	Review <u>GR5 Assess Calendar & Report</u> <u>Card Plan</u>
 ■ Sci5 IAB 5-PS1-4 Data Analysis [Fa ■ SCi5 IAB 5-PS1-4 SWP Balloon[Fal 	 District Perspectives Improving Ac Perspectives for Improving Achiev District Perspectives Improving Ac 	K-5 NGSS Practices (SEPs) Practices, Evidence from Tasks an

Notes	
Minutes/Summary	
Parking Lot	
Next steps/Needs	
Reminders	

Practice	Evidence Source	Meets Look fors
SEP : Planning and Carrying Out Investigation	NGSS Task #1 Fair Test Design: Disappearing Sugar(Temperature →	
SEP : Construct Explanations/Design Solutions	NGSS Task #2 Ecosystem Factors Exit Ticket (with revision)	
SEP : Obtain, Evaluate & Comm. Info	NGSS Task #2 Ecosystem Factors Exit Ticket (with revision)	
SEP : Obtain, Evaluate & Comm. Info	NGSS Task #3 Sun BrainPop or Sun is a Big Deal Exit Ticket	

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SEP : Developing and Using Models	NGSS Task #4 Food Chain(Animal Model)	
SEP : Obtain, Evaluate & Comm. Info	NGSS Task #5 Palau Paradise Article Jigsaw Notes	
SEP : Developing and Using Models	NGSS Task #6 Matter Map (Animal Model)	

GHR POST IAB 2024 Information

CHOOSE UNASSIGNED FOR ALL PORTAL TESTS

Grade Level:	Listening Practice #1 (Mid September) Data Review- Oct. 6th	Listening Practice #2 (Nov.) DATA Review- 12/6	Research POST (DUE by March 8th) DATA Review- March 20-21	Informational POST (DUE BY JAN. 26th) DATA REVIEW FEB. 7th	Literary POST (By February 13th) DATA REVIEW Feb. 20th PD		
3 <u>IAB data at</u> <u>a glance</u>	A Rodent Named Gary -data -question analysis -form Plan is embedded into reading scope	Robotic Pets Data Question analysis	Portal Data Question Analysis Student Work Protocol	Portal Data Question Analysis Student work protocol SBAC exemplar responses Readings and questions	Portal Data Question Analysis Student work protocol CR student samples-log into portal SBAC CR exemplar responses		
4 <u>IAB data at</u> <u>a glance</u>	Sea Stars -data -guestion analysis -form Listening Plan	Why do Squirrels Data Question analysis	Portal Data Question Analysis Student Work Protocol	Portal Data Question Analysis Student work protocol Exemplar responses for constructed response	Portal Data Question Analysis Student work protocol CR student samples-log into portal SBAC CR exemplar responses		
5 <u>IAB data at</u> <u>a glance</u>	<u>Cranberry Harvest</u> - <u>data</u> - <u>question analysis</u> -form Listening Plan-	<u>Story of the Nile</u> <u>Data</u> <u>Question analysis</u>	Portal Data Question Analysis Student Work Protocol	Portal Data Question Analysis Student work protocol SBAC exemplar responses	Portal Data Question Analysis Student work protocol Gr. 5 Literary Constructed Responses Exemplars		
Other Documents:				-NewsELA readings -Achieve the Core Reading Passages -20 Literacy Strategies Organizers- Think Like a detective, etc.	-CommonLit passages - <u>Achieve the Core Reading</u> <u>Passages</u> -20 Literacy Strategies <u>Organizers- Think Like a</u> <u>detective, etc.</u>		
General Resources:			 IAB answer keys (plus warm-up slides answer keys) All things IAB folder <u>CCSS Question Stems</u> <u>SBAC Question Stems</u> 				

2023-2024 GHR Math Performance Tasks

Math								
Grade Level	Pre	-PT	Winter Progress Monitoring	Post PT				
3 <u>Spreadsheet</u>	Library (SWP) Below- 29.0% Near- 26.5% At- 23.1% Above- 21.4%	Library (SWP) Literacy Month C Below- 29.0% (SWP) (SWP) Near- 26.5% Below- 40.5% (SWP) At- 23.1% Near- 19.0% (SWP) Above- 21.4% At- 21.5% (SWP)		<u>Cupcake</u> Below- Near- At- Above-				
4 <u>Spreadsheet</u>	Party Day (SWP) Below- 55.64% Near- 29.09% At- 14.55% Above- 2.73%		<u>Trip to the Zoo</u> (<u>SWP</u>) Below- 17.59% Near- 32.41% At- 32.41% Above- 17.59%	Party Day Below- Near- At- Above-				
5 <u>Spreadsheet</u>	Old Sturbridge Village (SWP) Below- 67.65% Near- 30.39% At- 0.98% Above- 0.98%		Old Sturbridge Village (SWP) Below- 67.65% Near- 30.39% At- 0.98% Above- 0.98%		Decimal Turtle (<u>SWP</u>) Below- 15.00% Near- 17.00% At- 20.00% Above- 45.00%	<u>Old Sturbridge</u> <u>Village</u> Below- Near- At- Above-		

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2023-2024 GHR Math IAB Data

Math								
Grade Level	Operations and Algebraic Thinking Post IAB	Operations andNumbers andAlgebraic Thinking PostOperations: Base 10IABPost IAB						
3	<u>Data</u> <u>Student Work Protocol</u> (January 2024)	<u>Data</u> <u>Student Work Protocol</u> (March 2024)						
4	<u>Data</u> <u>Student Work Protocol</u> (January 2024)	<u>Data</u> <u>Student Work Protocol</u> (February 2024)						
5		<u>Data</u> <u>Student Work Protocol</u> (February 2024)	Data Student Work Protocol (April 2024)					

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GHR ELA IAB DATA 2023-2024

Grade	Assessment	% Below	% Near	% At	% Above	%Pass SBAC/IAB	Number Administered
	2023 Grade Level SBAC Data	14.3%	22.3%	25.0%	38.4%	63.4%	112
3	Research IAB Posttest	15.1%	12.7%	29.4%	42.8%	72.2%	126
	Literary IAB Posttest	24.4%	19.5%	19.5%	36.6%	56.1%	123
	Informational IAB Posttest	12.0%	20.8%	36%	31.2%	67.2%	125
	Combined Average	17.1%	17.7%	28.3%	36.9%	65.2%	125
Grade	Assessment	% Below	% Near	% At	% Above	%Pass SBAC/IAB	Number Administered
	2023 Grade Level SBAC Data	9.0%	17.0%	30.0%	44.0%	74.0%	99
4	2023 Cohort SBAC Data	14.3%	22.3%	25.0%	38.4%	63.4%	112
	Research IAB Posttest	9.0%	20.7%	29.7%	40.6%	70.3%	111
	Literary IAB Posttest	10.4%	19.8%	30.2%	39.6%	69.8%	106
	Informational IAB Posttest	9.0%	16.2%	30.6%	44.2%	74.8%	111
	Combined Average	9.4%	18.9%	30.2%	41.5%	71.7%	109
Grade	Assessment	% Below	% Near	% At	% Above	%Pass SBAC/IAB	Number Administered
5	2023 Grade Level SBAC Data	11.7%	10.9%	31.3%	45.61%	77.4%	128
	2023 Cohort SBAC Data (their performance in 4th grade)	9.0%	17.0%	30.0%	44.0%	74.0%	99
	Research IAB Posttest	8.2%	26.5%	25.5%	39.8%	65.3%	98
	Literary IAB Posttest	2%	22.2%	20.2%	55.6%	75.8%	99
	Informational IAB Posttest	3%	15.2%	23.2%	58.6%	81.8%	99
	Combined Average	4.4%	21.3%	23%	51.3%	74.3%	99

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CNH IAB DATA 2023-2024

Grade	Assessment	% Below	% Near	% At	% Above	%Pass SBAC/IAB	Number Administered
6	2023 Grade Level SBAC Data	19.1%	20.9%	29.6%	30.4%	61.0%	115
Ŭ	2023 Cohort SBAC Data (how these 6th graders performed 5th)	11.7%	10.9%	31.3%	45.61%	77.4%	128
	Literary IAB Posttest	8.3%	27.5%	31.7%	32.5%	64.2%	120
	Informational IAB Posttest	5.0%	25%	18.3%	51.7%	70.0%	120
	Research IAB Posttest	6.4%	8.7%	26.2%	58.7%	85.9%	126
	Combined IABs Post	6.6%	20.4%	25.4%	47.6%	73%	122
7	2023 Grade Level SBAC Data	12.8%	15.2%	36.8%	35.2%	72.0%	125
,	2023 Cohort SBAC Data (how these 7th graders performed in 6th grade)	19.1%	20.9%	29.6%	30.4%	61.0%	115
	Literary IAB Posttest	17.0%	16.1%	36.4%	30.5%	66.9%	118
	Informational IAB Posttest	12.2%	16.5%	24.3%	47%	71.3%	115
	Research IAB Posttest	10.7%	26.8%	16.1%	46.4%	62.5%	112
	Combined IABs Post	13.3%	19.8%	25.6%	41.3%	66.9%	115
8	2023 Grade Level SBAC Data	3.9%	17.3%	46.5%	32.3%	78.8%	127
	2023 Cohort SBAC Data- (how these 8th graders performed in 7th grade)	12.8%	15.2%	36.8%	35.2%	72.0%	125
	Literary IAB Posttest	3.4%	7.6%	18.7%	70.3%	89.0%	118
	Informational IAB Posttest	2.6%	5.2%	17.2%	75.0%	92.2%	116
	Research IAB Posttest	7.9%	9.6%	23.7%	58.8%	82.5%	114
	Combined IABs Post	4.6%	7.5%	19.9%	68.0%	87.9%	116

	2023-2024 GHR Grades 3-5 NGSS Science and Mid-Unit Formative Assessment Comparison										
Grade	Unit	% Below	% Near	% At	% Above	% At or Above Goal	# tested				
3-5	2023 Grade 5 NGSS State Assessment Data	1.6	15.5	46.5	36.4	82.9	132				
	Playground Engineers Instructional Inner Orbit	na	na	na	na	na	Instructio nal for 23-24				
	Engineering Perf Task Underwater Keys	3.9	33.3	62.0	0.8	62.8	129				
3	Investigation Perf Task Footprint Patterns					0.0					
	Clues from the Past Formative IAB					0.0					
	Missing Monarchs Formative Inner Orbit					0.0					
	Modeling Perf Task Monarch Migration Reasons					0.0					
	Energy and Landforms Formative Inner Orbit	6.5	10.3	54.2	29.0	83.2					
	Investigation Perf Task Collisions and Energy	8.8	19.3	35.1	36.8	71.9	n = 57				
4	Bear Sense Formative IAB	5.8	36.5	30.8	26.9	57.7	n=52(A only)				
	Modeling Perf. Task Bear Proof Container	5.5	49.1	38.2	7.3	45.5	n=55 (A only)				

	Forces that Change the Earth Formative IAB						
	Engineering Perf. Task Earthquake Proof House					0.0	
	Disappearing Matter Formative IAB	20.5	22.9	37.3	19.3	56.6	n=83
	Golden Jellyfish Formative Inner Orbit	15.0	9.0	25.0	51.0	76.0	n=100
5	Modeling Perf Task Golden Jellyfish Habitat	9.4	49.0	37.5	4.2	41.7	n=96
	Engineering Perf. Task Supply Drop Parachute					0.0	
	Spectacular Skies Formative Innerorbit or IAB?					0.0	
	Investigation Perf Task tbd					0.0	

Week	Lesson 1	Lesson 2	Lesson 3	Lesson 4
August 28 - Sept 1	Team Building and Expectations	Team Building and Expectations	Team Building and Expectations	
Sept 4-8 (Labor Day)	Lesson 1: Jars of Jelly Beans	Lesson 2: Introduction to Ratios	Lesson 3: Ratios and Tape Diagrams	
Sept 11-15	Lesson 4: Exploring Ratios by Making Batches (DIGITAL LESSON)	Lesson 5: Equivalent Ratios	QUIZ TOPIC A	Lesson 6: Ratio Tables and Double Number Lines
Sept 18-22	Lesson 7: Graphs of Ratio Relationships	Lesson 8: Addition Patterns in Ratio Relationships	Lesson 9: Multiplication Patterns in Ratio Relationships	Lesson 10: Multiplicative Reasoning in Ratio Relationships
Sept 25-29 *9/27 Advisory	Lesson 11: Applications of Ratio Reasoning	QUIZ TOPIC B	Lesson 12: Multiple Ratio Relationships	Lesson 13: Comparing Ratio Relationships, Part 1
Oct 2-6 (PD Friday)	Lesson 14: Comparing Ratio Relationships, Part 2	Lesson 15: The Value of the Ratio	QUIZ TOPIC C	Optional Day (Could be Test Review) <i>Friday is</i> <i>PD Day</i>
Oct 9-13 (Oct Break)	Lesson 16: Speed	Lesson 17: Rates	Lesson 18: Comparing Rates	
Oct 16-20 *10/19 Advisory	Lesson 19: Using Rates to Convert Units	Lesson 20: Solving Rate Problems	Lesson 21: Solving Multi-Step Rate Problems	QUIZ TOPIC D

Oct 23-27	Lesson 22: Introduction	Lesson 23: Finding the	Lesson 24: Finding a	Lesson 25: Finding the
	to Percents	Percent	Part	Whole
Oct 30 - Nov 3 *11/3 Advisory	Lesson 26: Solving Percent Problems	TOPIC E QUIZ?- (Do we want to skip this and just jump into the Module 1 Assessment)	MODULE 1 ASSESSMENT	FLEX DAY? Reflect on assessment day? Move into Module 2?

Below you will find all the information I have for ELA IAB's as I complete the data and question analysis.

CHOOSE UNASSIGNED FOR ALL PORTAL TESTS

Grade:	Information:	Literary:	Research:
6	Student Work Protocol Gr. 6 informational PORTAL DATA Gr. 6 informational question analysis Constructed response student samples	<u>Gr. 6 Student Work Protocol-Literary</u> <u>Gr. 6 literary PORTAL DATA</u> <u>Gr. 6 literary question analysis</u> <u>Sample constructed responses</u>	<u>Gr. 6 research PORTAL DATA</u> <u>Gr. 6 research question analysis</u> <u>Gr. 6 student work protocol</u>
7	<u>Student Work Protocol</u> <u>Gr. 7 informational PORTAL DATA</u> <u>Gr. 7 informational question analysis</u> <u>Constructed response samples</u>	<u>Gr. 7 Student Work Protocol-Literary</u> <u>Gr. 7 literary PORTAL DATA</u> <u>Gr. 7 literary question analysis</u>	<u>Gr. 7 research PORTAL DATA</u> <u>Gr. 7 research question analysis</u> <u>Gr. 7 student work protocol</u>
8	<u>Student Work Protocol</u> <u>Gr. 8 Informational PORTAL DATA</u> <u>Gr. 8 Informational question analysis</u> <u>Constructed response samples</u>	<u>Gr. 8 Student Work Protocol-Literary</u> <u>Gr. 8 literary PORTAL DATA</u> <u>Gr. 8 literary question analysis</u> <u>Sample constructed responses</u>	<u>Gr. 8 research PORTAL DATA</u> <u>Gr. 8 research question analysis</u> <u>Gr. 8 student work protocol</u>
ALL DATA at a Glance	<u>Grade 6-IABs (literary, informational,</u> <u>research) and last year's SBAC</u>	<u>Grade 7-IABs (literary, informational,</u> <u>research) and last year's SBAC</u>	<u>Grade 8-IABs (literary, informational,</u> research) and last year's SBAC
ALL	Listening Plan Document		

Listening Practice CNH Plan 2023-2024

Listening Strategies

Listening Presentation

Listening Resources (Jen D. practice) folder

PORTAL Listening-question stems for each audio

Grade Level	Listening <u>Practice #1</u> (Late Oct./Early Nov.)	Listening <u>Practice #1</u> Data Review Date	Follow Up to Data Review (November)	Listening <u>Practice #2</u> (Early January)	Listening <u>Practice #2</u> Data Review Date	Follow Up to Data Review (Winter)	Other Listening Practice Plan and ideas
Grade 6	Week of 10/10-10/17 Astronaut Bill O. Form/ audio Intro Strategy:	Review 10/25 Faculty Meeting Data Question analysis	Focus:	Week of 11/20-11/29 The History of Pets form/ audio Strategy:	Review 12/6 Faculty Meeting Data Question <u>Analysis</u>	Focus: Use <u>Checklist</u> for independent practice	-Can we use <u>Refugee</u> author audio? -Can we use an interview of a refugee? -Interview with an activist for ecology unit?
Grade 7	Week of 10/10-10/17 Tide Pools Form/ audio Intro Strategy: Taking Notes Listening multiple times Previewing questions	Review 10/25 Faculty Meeting Data Question analysis	Focus:	Week of 11/20-11/29 The Sunken City form/ audio Strategy:	Review 12/6 Faculty Meeting Data Question Analysis	Focus:	-Interview with someone for civil rights? -Interview with author for Nutmeg?

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Grade 8	Week of 10/10-10/17	Review 10/25 Faculty	Focus:	Week of 11/20-11/29	Review 12/6 Faculty Meeting	Focus:	
	Voting Form +	Meeting					
	Audio;			<u>Vietnam</u>	<u>Data</u>		
	Intro Strategy:	<u>Data</u>		Audio	Question		
	Reading the				<u>Analysis</u>		
	Questions;	Question					
	Then	<u>analysis</u>		Strategy:			
	<u>Strategic</u>						
	Note-Taking	1st					
		Practice:???					
		<u>Viking</u>					
		Voyage/ audio					

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2023-2024 CNH Math Performance Tasks

	Math						
Grade Level	Performance Task 1	Performance Task 2	Performance Task 3				
6 <u>Spreadsheet</u>	Drama Productions (SWP) Below- 23.30% Near- 41.75% At- 17.48% Above- 17.48%	<u>Getting Around NYC (SWP)</u> Below- 29.59% Near- 20.41% At- 47.96% Above- 2.04%	<u>Six Flags</u> (<u>Digital Version</u>) Below- Near- At- Above-				
7 <u>Spreadsheet</u>	<u>Cinnamon Rolls (SWP)</u> Below- 34.55% Near- 61.82% At- 3.64% Above- 0.00%	Outdoor Lunch (SWP) Below- 35.45% Near- 47.27% At- 8.18% Above- 9.09%	Path to the Pond (Digital Version) Below- Near- At- Above-				
8 <u>Spreadsheet</u>	<u>Food Truck (SWP)</u> Below- 9.86% Near- 18.31% At- 40.85% Above- 30.99%	Baseball Tickets (SWP) Below- 14.49% Near- 43.48% At- 33.33% Above- 8.70%	<u>Stacking Baskets</u> (<u>Digital</u> <u>Version</u>) Below- Near- At- Above-				

2023-24 CNH Math IAB Data

Math						
Grade Level	IAB #1	IAB #2				
6	Ratios and Proportions Data <u>Student Work Protocol</u> (November 2023)	Number Systems Data Student Work Protocol (March 2024)				
7	Number Systems Data <u>Student Work Protocol</u> (November 2023)	Ratios and Proportions Data <u>Student Work Protocol</u> (March 2024)				
8	Linear Equations Data Student Work Protocol (March 2024)	Functions Data Student Work Protocol (April 2024)				

2023-2024 CNH Grades 6-8 NGSS Science and Mid-Unit Formative Assessment Comparison							
Grade	Unit	% Below	% Near	% At	% Above	% At or Above Goal	# tested
6-8	2023 Grade 8 NGSS State Assessment Data	8.0	24.0	60.6	6.3	66.9	127
	Cell Structure and Function Formative Inner Orbit	19.7	8.5	29.1	42.7	71.8	119
	Startle Response Formative IAB	23.7	15.9	46.5	11.4	57.9	114
	Investigation Perf Task Feel the Beat	4.7	22.8	25.2	47.2	72.4	127
6	Penguin Shelter Formative Inner Orbit	35.0	15.4	20.5	29.1	49.6	117
	Engineering Perf Task Penguin Shelter					0.0	
	Weather and Climate Formative Inner Orbit					0.0	
	Modeling Perf Task Weather Event Cause					0.0	
	Density Stations Formative Task	18.1	27.0	45.1	9.9	55.0	122
	Cupcake Mystery Formative Inner Orbit	7.1	8.9	21.4	62.5	83.9	112
	Flameless Heater Formative Inner Orbit	14.8	24.4	31.3	30.5	61.8	115
7	Engineering Perf Task MRE Design	0.0	35.6	63.6	0.8	64.4	118
7	Pole Height Change Formative IAB	9.8	20.7	30.5	39.0	69.5	82
	Investigation Perf Task Magnetic Field Strength	7.5	63.3	25.0	4.2	29.2	120
	Ecospheres Formative Inner Orbit					0.0	
	Modeling Task					0.0	

Ecosphere Success

0.0

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	Ostracod Ancestry Formative IAB	24.4	40.3	14.3	21.0	35.3	119
	Trait Inheritance Formative Inner Orbit	10.0	14.5	44.6	30.9	75.5	111
	Space Motions Formative Inner Orbit	5.3	1.8	22.1	71.8	93.9	113
8	Modeling Perf Task Sunlight Patterns					0.0	
	Investigation Perf Task Wrecking Ball					0.0	
	Energy and Motion Formative Inner Orbit					0.0	
	Engineering Perf Task Roller Coaster Design					0.0	

нн Student Work Protocol

(NGSS 3D Performance Tasks)

Part I: Background Information

Name of Task: <u>Gr6 Feel the Beat</u>

What standard(s) does this align to?

MS-LS1-3 Interacting Body Systems - Use arguments supported by evidence for how the body is a system of

interacting subsystems composed of groups of cells.

What is the purpose of the task? Student designed investigation to figure out what causes changes in heart rates

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

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

- Nervous system mini-labs
- Mini-lessons on components of experimental design
- Structure and function of major body systems

Part II: Analysis of Student Work Link to results spreadsheet

Teache r	Missing	Student Below Goal	Students Approaching Goal	Students At Goal	Students Above Goal	Students At or Above Goal
Couch	0	5	20	13	21	44
Gore	1	1	9	19	39	58
Total	1	6	29	32	60	92
Percen t	_	4.7	22.8	25.2	47.2	72.4

Percent of Students at each Performance Level

n=128-1=127

Average Rating for Testable Question (rubric row 1)	Average Rating for Investigation Plan/ Data collection (rubric row 2)	Average Rating for Evidence-based Argument (rubric row 3)
3.1 - 3.8	2.9 - 3.7	2.7 - 3.4
3.4	3.3	3.0

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Part III: Student Work Sample Analysis

What general patterns or trends did the team notice?

- Claim rubric row was consistently a lower score than the question and investigation plan
- Graphing and pattern finding was a weakness

What knowledge/skills did students demonstrate understanding of?

- Aligning their data collection to their testable question
- Improved understanding of distinction between variable types

What misconceptions, inaccurate information or skill gaps were identified?

- Appropriate graphing of collected data
- Selection of relevant evidence for a claim rather than just "any" data from the table
- Procedure/Investigation plan -are too vague or general to replicate (write for another audience)

Part IV: Prompt and Rubric Review

Review the Investigation Task prompt and rubric together. Discuss expectations or criteria that need clarification or calibration. Record agreements, revisions needed and/or "look-fors" for the annotated task rubric.

<u>Prompt link</u>	<u>task rubric link</u>	Annotated rubric link
Prompts/stude	ent facing materials	Rubric Calibration
 #2 Add a space the students are #2 change "actiback to classes" times they notic changing Replacing separ one summary to column for a co #7 What have y the data and ot collected? #8 Make a claim testable question evidence from y happening?(In body system do Cut #9 (Lyme do 	to record the situation that e interested in exploring ons" to situations → refer brainstorm/sharing of ced their heart rate "ate activity data tables with able that includes one ntrolled variable "ou learned or figured from her observations you've n that "answers" your on. Support your claim with your data. Why might this be other words, what are your sing in this situation) isease explanation can be nit or with an earlier unit	 Question evidence comes from #3 and #4 and now also the revised #2 #6 (data table) can be used with #5(design) as evidence for Inv plan Mostly #8 but #7 may have useful context

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PartI V: Instructional Next Steps

What instructional strategies, curriculum refinements, etc. could be implemented to address identified needs? What resources are needed? What timeline is planned?

- Student prompt/investigation template will be revised using ideas from part IV before next fall
- Symbols from Investigation Anchor chart will be added to a redesigned data table
- Lyme Disease 12 week unit will be "split" into 3 mini-units.
 - Lyme Disease phenomena will be used for 2nd mini-unit with Body System research and Nervous system feedback loops/explorations. Nervous system labs can be used as scaffolded mini-lessons before Feel the Beat Investigation
 - Feel the Beat will be the "3rd mini" unit.

ΗH

Coventry Public Schools

NGSS Science

Instructional Strategies of Focus

Instructional Strategies and Effect Sizes

Meta-analysis Marzano, Pickering, Pollock

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

Doug Reeves

Nonfiction Writing/ Writing to Learn

Correlation to Science = .86

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

- Collective teacher efficacy 1.57
- Self-report grades 1.44
- Providing formative evaluation 0.9
- Reciprocal teaching 0.74
- Feedback 0.73
- Spaced vs. mass practice 0.71
- Metacognitive strategies 0.69
- Vocabulary program 0.67
- Self-verbalization/Self questioning 0.64

Other Strategies to Consider

SCIENCE INSTRUCTIONAL PROTOCOLS (work in progress)

- **Student Engagement strategies**: Create wonder about phenomena, honor student's ideas and questions, and set a purpose for learning.
- **Gathering Information strategies**: Students actively explore and uncover concepts by gathering observations, data, and information from a variety of first-hand experiences and secondary sources(media).
- **Sense-Making Strategies**: Students work collaboratively to make connections between ideas, construct understanding of the phenomenon, and/or apply learning to a new context.
- **Consensus Building Strategies**: The class community formally concludes the unit by coming to consensus on explanatory models, phenomena explanations and problem solutions.
- Formative Checks for Understanding and Misconceptions: Student progress on skills and concepts is monitored and actionable, timely feed-forward information is provided to students

1	Percent of Grade 8 Students At/Above Proficient by Grade Level										
Year	n=	Average Score	Below	Approach	Goal	Advanced	% Level 3 or Above	Change			
2018-2019		812	6.0%	19.8%	65.5%	8.6%	74.1%	_			
2020-2021	116	804	15%	20%	55%	10%	66%	-8.1			
2021-2022	141	811	7.8%	24.8%	56.7%	10.6%	67.4%	1.4			
2022-2023		807	8.7%	24.4%	60.6%	6.3%	66.9%	-0.5			

ا 22-23 Grade 8 NGSS Claims Analysis ercent of Grade 8 Students At/Above Proficient by Grade Level

Achievement of Grade 8 Students with IDEA Indicator

Percentage at each achievement level									
Year	% Level 3 or Above ALL students	% Level 3 or Above Special Education only	Level 3 Level 1 r Above Special lucation only		Level 3	Level 4			
2020-2021									
2021-2022	67.4%	14.3%	57.1%	28.6%	14.3%	0%			
2022-2023	66.9%	27.3%	27.3%	45.5%	27.3%	0.0%			

Achievement of Achievement of Grade 8 Students by Gender

Percentage at each achievement level											
Grade	Level 3 or Above <i>All</i>	Level 3 or Above <i>Male</i>	Level 1	Level 2	Level 3	Level 4	Level 3 or Above Female	Level 1	Level 2	Level 3	Level 4
20-21											
21-22	67.4%	67.1%	10.%5	22.4%	56.6%	10.5%	67.7%	4.6%	27.7%	56.9%	10.8%
22-23	66.9%	64.4%	11.9%	23.7%	61.0%	3.4%	69.1%	5.9%	25.0%	60.3%	8.8%

Percentage at Each Standard Strand Achievement By Grade

Торіс	Year	Scale Score	Change	Below	Approac hing	Goal	Change
F 11	20-21	807		18%	53%	29%	
Earth	21-22	811	↑ 4	9%	57%	34%	↑5%
	22-23	805	↓ 6	11%	66%	23%	<mark>↓11%</mark>

Grade 8 Topic Area Claims

Торіс	Year	Scale Score	Change	Below	Approac hing	Goal	Change
	20-21	805		18%	54%	28%	
Life	21-22	811	↑6	9%	56%	35%	↑7%
	22-23	809	↓2	13%	56%	31%	<mark>↓4%</mark>

Торіс	Year	Scale Score	Change	Below	Approac hing	Goal	Change
Dhusiaal/	20-21	805		13%	59%	26%	
Space	21-22	810	↑5	10%	59%	31%	↑5%
	22-23	807	↓ 3	13%	60%	27%	<mark>↓4%</mark>

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Grade 8 Standard Performance - Science and Engineering Practices Standard Performance Interpretation Chart

Proficient Standard (against standard set by CT SDE each year)		Weak or Strong (compares just CPS students)		
X	Below the CSDE proficiency standard	-	Relative Area of Weakness	
•	At/near the CSDE proficiency standard	=	Performance is similar to performance on the test as a whole	
 ✓ 	Above the CSDE proficiency standard	+	Relative Area of Strength	

SEP Claim	Includes performance expectations aligned to:
GI: Gathering Data and Investigating Scientific Questions*	 Asking questions and defining problems. Planning and carrying out investigations Obtaining, evaluating and communicating information
DM: Developing and Using Models to Describe the Natural World*	Developing and using models
UM: Using Mathematical Thinking to Analyze and Interpret Patterns in Data*	 Analyzing and interpreting data Using mathematics and computational thinking
CE: Use Scientific Reasoning to Construct Explanations and Arguments and to Design Solutions*	 Constructing explanations and designing solutions Engaging in arguments from evidence

Standard *These claims began to be reported with the 2022 Test. Eight Science and Engineering Practices were bundled into four claims.	2022 Proficient	2022 Weak/ Strong	2023 Proficient	2023 Weak/ Strong	2024 Proficient	2024 Weak/ Strong
CE: Use Scientific Reasoning to Construct Explanations and Arguments and to Design Solutions	7	+	•	-		
DM: Developing and Using Models to Describe the Natural World	>	-	~	+		
GI: Gathering Data and Investigating Scientific Questions	~	=	~	+		
UM : Using Mathematical Thinking to Analyze and Interpret Patterns in Data	~	+	٩	-		

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Grade 8 Standard Performance - Disciplinary Core Ideas

Standard	2021 Proficient	2021 Weak or Strong	2022 Proficient	2022 Weak or Strong	2023 Proficient	2023 Weak or Strong
DCI ESS1 Earth's Place in the Universe	~	=	•	=	Ŷ	=
DCI ESS2 Earth's Systems	~	=	~	=	~	=
DCI ESS3 Earth and Human Activity	~	+	~	=	~	=
DCI LS1 From Molecules to Organisms: Structures and Processes	Đ	=	~	+	~	=
DCI LS2 Ecosystems: Interactions, Energy, and Dynamics	~	+	>	+	Ŷ	=
DCI LS3 Heredity: Inheritance and Variation of Traits	÷	=	Đ	-	~	+
DCI LS4 Biological Evolution: Unity and Diversity	7	=	7	=	Đ	=
DCI PS1 Matter and Interactions	~	=	~	=	~	=
DCI PS2 Motion and Stability: Forces and Interactions	1	=	1	=	1	=
DCI PS3 Energy	~	=	~	=	e	=
DCI PS4 Waves and Their Applications in Technologies for Information Transfer	~	=	Ŷ	-	Ŷ	=

II Grade 8 Standard Performance - Disciplinary Core Ideas

Standard	2021 Proficient	2021 Weak or Strong	2022 Proficient	2022 Weak or Strong	2023 Proficient	2023 Weak or Strong				
DCI ESS1 Earth's Place in the Universe	~	=	~	=	Ŷ	=				
MS-ESS1-1 Sci6 Destructive Weather and Sci8 Space Motions and Communication (Modeling/Patterns) Develop and use a model of the Earth-sun-Moon system to describe the cyclic patterns of lunar phases(SCI8), eclipses of the Sun and Moon(SCi8), and seasons(SCI6) NEEDS Sci8 Anchor Phenomena and Storyline/Summary Table development -based on CREC Adventure to Mars MS-ESS1-2 Sci8 Space Motions and Communication (Modeling/Systems) NEEDS Anchor Phenomena and Storyline/Summary Table development -based on CREC Adventure to Mars Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. Sci8 Adventure to Mars MS-ESS1-3 Sci8 Space Motions and Communication (Analyze 6 Interpret/Scale,Proportion & Quantity) Analyze and interpret data to determine scale properties of objects in the solar system. NEEDS Anchor Phenomena and Storyline/Summary Table development -based on CREC Adventure to Mars MS-ESS1-3 Sci8 Chicken Ancestry (Explanation/Scale,Proportion & Quantity) Analyze and interpret data to determine scale properties of objects in the solar system. NEEDS Anchor Phenomena and Storyline/Summary Table development -based on CREC Adventure to Mars MS-ESS1-4 Sci8 Chicken Ancestry (Explanation/Scale,Proportion & Quantity) Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year old history NEW pilot 22-23 based on CREC Adventu										
DCI ESS2 Earth's Systems	~	=	~	=	~	=				
 <u>MS-ESS2-1</u> Sci7 CT Geology (Model/Stability & Change) Develop a model to describe the cycling of Earth's materials and the flow of energy that NEW pilot 22-23 based on Sci7 Disaster Movie Trailer <u>MS-ESS2-2</u> Sci7 CT Geology (Explanation/Scale,Proportion & Quantity) Construct an explanation based on evidence for how geoscience processes have chan NEW pilot 22-23 based on Sci7 Disaster Movie Trailer <u>MS-ESS2-3</u> Sci7 CT Geology (Analyze & Interpret/Patterns) Analyze and interpret data on the distribution of fossils and rocks, continental shapes, an Moved from Sci6 Weather and Climate <u>MS-ESS2-4</u> Sci6 Destructive Weather (Modeling/Energy & matter) Develop a model to describe the cycling of water through Earth's systems driven by energy MS-ESS2-5 Sci6 Destructive Weather (Investigation/Cause & Effect) Collect data to provide evidence for how the motions and complex interactions of air model <u>MS-ESS2-6</u> Sci6 Destructive Weather (Modeling/Systems) Develop and use a model to describe how unequal heating and rotation of the Earth caused 	drives this proc ged Earth's sur nd seafloor stru rgy from the su usses results in use patterns of	rface at varying uctures to prov n and the force changes in we atmospheric a	g time and spat ide evidence of e of gravity. ather conditior ind oceanic cire	tial scales. f the past plate ns. culation that d	e motions. etermine regio	nal climates.				
DCI ESS3 Earth and Human Activity	~	+	~	=	~	=				

MS-ESS3-1 Sci7 CT Geology (Explanation/Cause & Effect) Construct a scientific explanation based on evidence for how the uneven distributions of current geoscience processes. NEW pilot 22-23 based on Sci7 Disaster Movie Trailer MS-ESS3-2 Sci7 CT Geology (Analyze & Interpret/Patterns) Analyze and interpret data on natural hazards to forecast future catastrophic events an NEW pilot 22-23 based on Sci7 Disaster Movie Trailer MS-ESS3-3 tbd (Design Solutions/Cause & Effect) Apply scientific principles to design a method for monitoring and minimizing a human im Minimal focus - Sustainability standards need to be integrated into a unit MS-ESS3-4 tbd (Argument/Cause & Effect) Construct an argument supported by evidence for how increases in human population of Minimal focus - Sustainability standards need to be integrated into a unit MS-ESS3-5 Sci6 Penguin Shelter (Asking Questions/Stability and Change) Ask questions to clarify evidence of the factors that have caused the rise in global temp	f Earth's miner and inform the de and per-capita eratures over t	al, energy, and evelopment of t ivironment.* consumption of he past centur	groundwater r technologies to of natural resou y.	esources are t o mitigate their urces impact E	he result of pas effects. Carth's systems	st and		
DCI LS1 From Molecules to Organisms: Structures and Processes	e	=	~	+	~	=		
DCI LS1 From Molecules to Organisms: Structures and Processes • = + = MS-LS1-1 Sci6 Com Seed Growth and Lyme Disease (Investigation/Scale, Proportion & Quantity) Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. MS-LS1-2 Sci6 Com Seed Growth and Lyme Disease (Model/Structure and Function) Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. MS-LS1-3 Sci6 Mile Run/Feel the Beat (Argument/Systems) Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. MS-LS1-4 Sci8 Apple? Adaptation (Ibc) (Argument/Cause & Effect) Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of a minals and plants respectively. NEEDS Anchor Phenomena and Storyline/Summary Table development Based on Jurassic Park (Explanation/Cause & Effect) MS-LS1-5 Sci7 Ecospheres (Explanation/Cause & Effect) MS-LS1-5 Sci7 Ecospheres (Explanation/Cause & Effect) Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. New unit pilot 22-23 unit/anchor phenomena based on CREC Biome Bottles MS-LS1-5 Sci7 Ecospheres (Model/Energy and Matter) Construct a scientific explanation based on evidence for the rol								
DCI LS2 Ecosystems: Interactions, Energy, and Dynamics	~	+	~	+	•	=		

	II							
1S-LS2-1. Sci7 Ecosystems/Earth Systems (tbd) (Analyze 8 Interpret Data/ Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. NEEDS Anchor Phenomena and Storyline/Summary Table development Based on CREC Biome Bottle 1S-LS2-2. Sci7 Ecosystems/Earth Systems (tbd) (Explanation/Patterns) Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. NEEDS Anchor Phenomena and Storyline/Summary Table development Based on CREC Biome Bottle 1S-LS2-3. Sci7 Ecosystems/Earth Systems (tbd) (Explanation/Patterns) Donstruct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. NEEDS Anchor Phenomena and Storyline/Summary Table development Based on CREC Biome Bottle 1S-LS2-3. Sci7 Ecosystems/Earth Matter Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. New pilot 22-23 unit/anchor phenomena based on CREC Biome Bottles 1S-LS2-4. Sci7 Ecosystems/Earth Systems (tbd) (Argument/Stability and Change) Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. New pilot 22-23 unit/anchor phenomena based on CREC Biome Bottles 1S-LS2-5. Stod-(Argument/Stability and Change) Construct an argument supported by empirical evidence that changes to physical or biological components of								
DCI LS3 Heredity: Inheritance and Variation of Traits	Ŷ	=	Ŷ	-	✓	+		
Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. NEEDS Anchor Phenomena and Storyline/Summary Table development Based on Jurassic Park (Explanation/Cause & Effect) MS-LS3-2 Sci8 Apple? Adaptation (tbd) (Model/Cause & Effect) Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. NEEDS Anchor Phenomena and Storyline/Summary Table development Based on Jurassic Park (Explanation/Cause & Effect) Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. NEEDS Anchor Phenomena and Storyline/Summary Table development Based on Jurassic Park (Explanation/Cause & Effect)								
DCI LS4 Biological Evolution: Unity and Diversity	~	=	~	=	O	-		
MS-LS4-1 Sci8 Chicken Ancestry (Analyze 8 Interpret/Patterns) Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. NEW pilot 22-23 based on Sci8 Jurassic Park/Adventure to Mars MS-LS4- Sci8 Chicken Ancestry (Explanation/Patterns) Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. NEW pilot 22-23 based on Sci8 Jurassic Park/Adventure to Mars MS-LS4- Sci8 Chicken Ancestry (Analyze 8 Interpret/Patterns) Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy. NEW pilot 22-23 based on Sci8 Jurassic Park/Adventure to Mars MS-LS4- Sci8 Apple? Adaptation (tbd) Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. NEEDS Anchor Phenomena and Storyline/Summary Table development Based on Jurassic Park (Explanation/Cause 8 Effect) MS-LS4-6 Sci8 Apple? Adaptation (tbd) Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. NEEDS Anchor Phenomena and Storyline/Summary Table development Based on Jurassic Park (Explanation/Cause 8 Effect) MS-LS4-6 Sci8 Apple? Adaptation (tbd) Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. NEEDS Anchor Phenomena and Storyline/Summary Table development Based on Jurassic Park (Explanation/Cause 8 Effect) MS-LS4-6 Sci8 Apple? Adaptation (tbd) Use mathematical representations t								
DCI PS1 Matter and Interactions	~	=	~	=	~	=		

	П							
MS-PS1-1 Sci7 Cupcake Mystery (Model/Scale, Proportion & Quantity) Develop models to describe the atomic composition of simple molecules and extended structures NEW pilot 22-23 based on Sci7 Fireworks MS-PS1-2 Sci 7 Life Jackets and Cupcake Mystery Analyze & Interpret data/Patterns) Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. NEW pilot 22-23 based on Sci7 Fireworks MS-PS1-3 Sci7 Fireworks (CEC Information/Structure & Function) Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. Minimal focus - Sustainability standards need to be integrated into a unit MS-PS1-3 Sci7 Life Jackets and Cupcake Mystery (Model/Cause and Effect) Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. Mini-unit introduction before Penguin Shelter added to Sci6 and lessons added to Sci7 MS-PS1-5 Sci 7 Life Jackets and Cupcake Mystery (Model/Energy & Matter) Develop an use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. NEW pilot 22-23 based on Sci7 Fireworks MS-PS1-6 Sci 7 Fireworks MS-								
DCI PS2 Motion and Stability: Forces and Interactions	~	=	~	=	~	=		
MS-PS2-1 Sci8 Roller Coaster Design (Design Solution/Systems) Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.* MS-PS2-2 Sci8 Amusement Park Safety (Investigation/Stability and Change) Plan an investigation to provide evidence that an object's motion depends on the sum of the forces on the object and the mass of the object. NEEDS summary table/lesson sequence development for coherence NEW pilot 22-23 based on CREC Jet Pack/Car Collisions MS-PS2-3 Sci7 Earth's Mysterious Core and Sci8 (Ask questions/Cause & Effect) Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. Minimal focus - To be developed(23-24) as Sci7 Investigation Performance Task in Earth's Mysterious Core and reviewed in Sci8 Space Motions and Communications MS-PS2-4 Scl8 Space Motions and Communication (Argument/Systems) Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. NEEDS Anchor Phenomena and Storyline/Summary Table development MS-PS2-5 Sci7 Earth's Mysterious Core and Sci8 (Investigate/Cause & Effect) Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. Minimal focus - To be developed(23-24) as Sci7 Investigation Performance Task in Earth's Mysteri								
DCI PS3 Energy	~	=	~	=	÷	-		
MS-PS3-1 Sci8 Amusement Park Safety (Analyzing & Interpreting Data/Scale, Proportion & Quantity)) Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. NEEDS summary table/lesson sequence development for coherence NEW pilot 22-23 based on CREC Jet Pack/Car Collisions MS-PS3-2 Sci8 Amusement Park Safety (Modeling/Systems) Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. NEEDS summary table/lesson sequence development for coherence NEW pilot 22-23 based on CREC Jet Pack/Car Collisions MS-PS3-3 Sci6 Penguin Shelter (Design Solutions/Energy & Matter) Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. MS-PS3-4 Sci6 Hot Tea and Sci6 Penguin Shelter (Investigation/Scale, Proportion & Quantity) Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.								

	II							
Mini-unit introduction before Penguin Shelter added 21-22 MS-PS3-5 Sci6 Hot Tea and Penguin Shelter (Argument/Energy & Matter) Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. Mini-unit introduction before Penguin Shelter added 21-22								
DCI PS4 Waves and Their Applications Information Transfer	~	=	Ŷ	-	Ŷ	-		
MS-PS4-1 Sci6 Destructive Weather(introduction) and Sci8 Space Motions and Communication (Using Math& Computational Thinking/Patterns) Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. Minimal focus - plans to integrate into existing units/phenomena MS-PS4-2 Sci7 Earth's Mysterious Core(mechanical) and Sci6 Destructive Weather(light) (Modeling/Structure and Function) Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. Minimal focus - plans to integrate into existing units/phenomena MS-PS4-3 Sci8 Space Motions and Communication (OEC information/Structure and Function) integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals. NEEDS Anchor Phenomena and Storyline/Summary Table development								
ETS Engineering, Technology and Society								
Sci6 - Penguin Shelter Design MS-PS3-3 Apply scientific principles to design, construct, and test a device that Sci7 - Flameless Heater Design MS-PS1-6 Undertake a design project to construct, test, and modify a device the Sci8 - Roller Coaster Design MS-PS2-1 Apply Newton's Third Law to design a solution to a problem involving	t either minimiz hat either relea g the motion of	es or maximize ses or absorbs two colliding o	es thermal ener thermal energ bjects.*	gy transfer. Iy by chemical	processes.			
 <u>MS-ETS1-1</u> Define the criteria and constraints of a design problem with sufficient precises and potential impacts on people and the natural environment that may limit possible so <u>MS-ETS1-2</u> Evaluate competing design solutions using a systematic process to determ <u>MS-ETS1-3</u> Analyze data from tests to determine similarities and differences among s combined into a new solution to better meet the criteria for success. <u>MS-ETS1-4</u> Develop a model to generate data for iterative testing and modification of a 	ion to ensure a lutions. ine how well the everal design s proposed objee	successful soli ey meet the crit olutions to ider ct, tool, or proce	ution, taking in teria and const ntify the best ch ess such that c	to account rele raints of the pr naracteristics o in optimal desi	evant scientific roblem. of each that cc gn can be ach	principles In be lieved.		

Coventry Board of Education

Coventry, Connecticut

Board of Education Regular Meeting

Thursday, September 14, 2023 7:00 PM Administration Building Conference Room

- I. Call to Order
- II. Salute to the Flag
- III. Audience of Citizens
- IV. Report of the Superintendent
 - A. Information and Welcome: Board of Education Student Representative Report - Mya Ransford
 - B. Information: Superintendent's Goal Presentation 2023-24
 - 1. Administrative Council Retreat and Agenda Item: District Visioning Work (Goal 1.2)
- V. Report of the Chairman
- VI. Communications
- VII. VOTE: Approval of Minutes
 - A. Approve Minutes of August 31, 2023
- VIII. Report of Board Members
 - A. Information: Fiscal Committee Report, Meeting of September 14, 2023 M. Kortmann and Mr. Carroll
 - IX. Old Business
 - A. Information and Possible VOTE: DRAFT MOU Connecticut Electrical Vehicle Charging Stations Rebate Program
 - B. Information: Transportation Update
 - X. Possible VOTE: Executive Session (discussion concerning an attorney-client privileged communication regarding transportation obligations)
 - XI. Open Session
- XII. Possible VOTE: Transportation Contract
- XIII. Adjournment



Confirming Beliefs

Last time we each examined and wrote about our beliefs as educators. Describe one thing you have experienced this summer that confirms those beliefs.

Take 3 minutes to record your thoughts - What was the experience? In what way did it confirm your beliefs?

Form a group of three and share your experience.

Where we left off - Our Collective Beliefs

Belief statements have been categorized into 5 groups.

Each team will receive the statements from one category..

Review the statements and identify the commonalities.

Develop a single belief statement that embodies the collection.

Crosswalk with the Coventry Portrait of the Graduate

Conduct a Crosswalk between the newly created belief statements and the PoG

2 Groups

Where do you see the PoG in the Beliefs - Record with post-it-notes

Where do you see the Beliefs in the PoG - Record on your copy of the PoG

Discuss - What do you notice? What are the implications for our work?




KK

The Instructional Core

"It is the relationship between the teacher and the student, and the content - NOT the qualities of any one of them by themselves - that determines the nature of the instructional practice, and each corner of the instructional core has its own particular role and resources to bring to the instructional process."



The CPS Beliefs and the Instructional Core

Return to the Belief you wrote earlier today. Consider the Instructional Core. Create three scenarios of what the Belief looks like in action. "Evaluate" using the 7 principles What would it take for this scenario to become a reality?

Be prepared to share with the group







District Beliefs

Empowering Learners

All students take ownership for their learning and achieve at high levels when provided with opportunities for choice and challenge.

Diversity/Equity

Our community is strengthened through equitable practices and an inclusive environment that embraces diversity and supports the academic and social and emotional well-being of all.

Belonging

When individuals belong, feel safe, and are valued, they thrive, are resilient, and can accomplish their goals.

Building Capacity

Staff excel when given opportunities to innovate, utilize their expertise, and demonstrate leadership.

Partnerships

Common goals are created and achieved through community partnerships that celebrate diverse perspectives.

Crosswalk with the Coventry Portrait of the Graduate

Conduct a Crosswalk between the newly created belief statements and the PoG

2 Groups - Work individually, then share and discuss Where do you see the PoG in the Beliefs Where do you see the Beliefs in the PoG Record on your copy of the Beliefs and PoG

Discuss - What do you notice? What are the implications for our work?

Group share out



Portrait of the Graduate Competencies

Critical Thinker

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

Engaged Collaborator

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

Effective Communicator

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

Empowered Citizen

- Embraces diversity and individuality
- Seeks cultural understanding
- Engages in the community
- Is civic minded and informed
- Shows empathy for others
- Advocates for self and others
- Demonstrates integrity and ethical behavior

Authentic Innovator

- Understands, perseveres, and adapts to real-world challenges
- Exhibits creativity, originality and ingenuity
- Promotes divergent perspectives
- Demonstrates resilience and views failure as a learning opportunity
- Applies a deliberate and thoughtful design process
- Reflects, self-critiques, and self-regulates





LL

The Instructional Core

"It is the relationship between the teacher and the student, and the content - NOT the qualities of any one of them by themselves - that determines the nature of the instructional practice, and each corner of the instructional core has its own particular role and resources to bring to the instructional process."





The CPS Beliefs and the 7 Systems - The School and District Level



Define each system at CPS what is the "X" System?

What are the conditions and actions within each system that allow our beliefs to live?





Auditing Our Work Against the 7 Systems

Join with your partner identified last week. Go to a spot where chart paper is hanging. Label the chart paper with the title of your system.

Review the notes regarding what is found in your system. Draw a small box under your title and list what you have in your notes (or a summary of).

Read the 5 beliefs and the PoG statements.

What do you see currently happening in your system that supports - or detracts - from living your beliefs and PoG goals

Work for 15 minutes. Record what you identify in the remaining space on the chart paper.

Conduct a Gallery Walk - Read and Add

Walk around the room reading the audit of what was found in each system.

Be sure to first read the notes that describe elements found in that system.

Add anything you feel is missing - other actions that support the Belief or PoG goals as well as those things that may detract from them.

Summarize the Audit

Return to the chart of the system you initially audited. Read all that is now on the chart paper.

Synthesize what is there and create a summary to share orally.

Do not read the chart aloud!

Identifying Next Steps/ Next Level of the Work

Consider all that you heard as the summaries of the 7 Systems were shared.

Return back to the system you were addressing.

Begin a list of the next level of work - in three levels of priority. Provide an expected amount of time the work will need (ex. 6 months, 3 years). Be sure not to include too many things in any priority level - remember, priority suggests a focused work approach.

Priorities Level 1

Deepen alignment to PoG - Learning Task Design, student led conferences, and curriculum

Define actions and committee roles

Ensure sharing of meeting minutes, incorporate into faculty meetings ; continually evaluate

TEVAL revamp - study examples of high quality instruction; include staff directed growth objectives within eval process

New definition of coaching

New Teacher onboarding - use some PD time during the year and include site based time pre-school

Priorities - Level 1

Processes and forms for IRT, ILT, and SAT should be consistent

Facilities - how we track and communicate facility needs - rethink; presentations during highly attended events

Plan for ongoing lookback of professional learning for new staff and share with teacher leaders; create professional learning hub - collection of materials and resources (faculty portal?)

Enhance communication among all staff - committee updates

TEVAL - personalized focus - frames observations

Align district strategic plan to district beliefs (2024-25)

Priorities - Level 2

Transparency of communication - use of staff meetings to share work of district (may be addressed in priority 1)

Evaluate use of time and provide structures to support effective use

Communicate vision of coaching to teachers; include veteran teachers in coaching cycles

Differentiate hiring processes based on position; keep core set of questions

Define district's definition of High Quality Instruction

Identify knowledge and skills staff need to meet the needs of students and develop planning and training as well as check points during implementation

Priorities - Level 2

Review Capital Improvement to update costs yearly

Identify classroom furnishings and resources needs (including infrastructure for tech and more)

Audit of community engagement opportunities

Communications that support district beliefs - internal and external

Define and identify HQI

Time allocations and resources to meet curriculum initiatives

Priorities - Level 3

Long term plan for upcoming state mandates - ex. finance course, play-based learning; PD requirements

Develop action plan to close loop on data analysis cycle (build consistency in use of data)

Create and provide training for non-cert esp custodial and food services (role specific and school initiatives)

Scaling up successful parent engagement opportunities

Develop clear guidelines and expectations for teacher leaders - build capacity

Reviewing the Priorities

Take another walk around the room. This time, add your thoughts to the charts as follows:

? Not sure what this means

l don't agree



I'd like to add a new idea (list)

Selecting from Among our Priorities

Return to your chart to see the feedback and input provided. Revise as you wish.

Now that you have read priorities within all of the systems, let's build consensus on what makes sense for us as a district.

Moving the Work to the School/Department

Reflection:

Think about your own work. Based on today's discussion, what are the next steps for your school or department.

Identify the leadership "moves" that you will need to take to accomplish this work.

Small group discussion.

Coventry Administrators -Aligning Priorities with Beliefs

December 13, 2023 Kelly M. Lyman

Review Work to Date

Identified Core Beliefs

Looked for Core Beliefs in the Portrait of the Graduate

Looked for Core Beliefs in the Instructional Core

Considered Seven Systems that work together to create change

Identified what is currently happening in each system and defined priorities to move the work of the system forward

Created a set of "level 1" priorities

Reread the Priorities document

Priorities

- Deepen alignment to PoG Learning Task Design, assessments, student led conferences, and curriculum work
- Ensure communication of district committees' topics of focus and meeting minutes with faculty at each school
- Revamp TEVAL to include staff directed growth objectives within eval process
- Consider the implementation of coaching cycles for veteran teachers
- Audit IRT, ILT, and SAT models for processes (who attends, what are they bringing) and consistency across the district related to forms and process
- Data analysis and action plan: identify new content or skills and knowledge staff needs, related to supporting students, via audit of staff understanding. Develop a plan and training to support staff, with checkpoints and Y1, Y2 implementation goals
- Continue ongoing development of plans for addressing aging facilities to include visioning related to educational needs and how facilities support learning
- Explore concerns related to air quality
- Opportunities exist for making positive impacts on the local community. Are there more?
- Inventory Community Engagement opportunities (K-12)
- Plan for ongoing lookback of professional learning for new staff and share with teacher leaders
- Establish structures and processes for communication between district committees
- Align district strategic plan to district beliefs (2024-25)

Read the list of Priorities again - 3 Ways Focus on one purpose for reading each time

Where do you see....

- ... the Portrait of the Graduate
- ... the Core Beliefs
- ... overlap among the priorities, consider where changes could be made

We'll take each reading one at a time - read then discuss together to share what was found.

The Portrait of the Graduate

Priorities support staff embodiment of the PoG skills

From working with staff it will "flow" down to students

The curriculum makes the PoG come alive

May need to add something about student engagement of PoG

Teachers may not be infusing PoG in everyday work

Many connections found in "other considerations" not priorities

Seamless integration of PoG needed

Task design that allows ALL to engage

Bring "Passion Project experiences" to other tasks

The Core Beliefs

Diversity and equity an afterthought (not included in priorities) - may be more prevalent in district goals

Building capacity well represented - maybe it is a first step

Empowering Learners is buried in many priorities but not explicit

Training for staff raises the question - Do we see it in practice?

Partnerships among community - internally and externally

Less found regarding empowering learners - some with staff directed TEVAL, making connections with local community

Learner empowerment may come as a result of much of this work - need to build capacity first

NN

Ideas for revision

Overlap with instructional systems #2 and PL #2- Is this even a priority?

What is the purpose for communication structures and processes? Continually ask this question.

Student Supports #1- should it also be about the interventions? #2 - How are we using the data?

Empowering learners - only the mental health needs are listed - an "either or" or a "this and"?

Whole child view is needed

Build capacity around de-escalation strategies

Build coherence for staff - connections of trainings and initiatives - connect the dots

Intentionally connecting all the work to the PoG and the Core Beliefs - are there 3 questions we would ask ourselves as planning

Revised Priorities

Instructional Systems: Determine the characteristics of high quality instruction to explicitly instruct the competencies of the Portrait of the Graduate

Talent Management: Differentiate learning & teaching cycles so that all teachers can strengthen their pedagogy, with the purpose of providing equitable access to grade level content and PoG competencies

Student Supports: Audit IRT, ILT, and SAT models to build a common framework for the processes and purpose for the meetings.

Resource Operations: Continue ongoing development of plans for addressing aging facilities to include visioning related to alignment to the PoG competencies and district beliefs. Eliminate second priority

Professional Learning Systems: recommend combining *Professional Learning Systems & Talent Management* with focus on empowering teachers to have ownership of their professional growth in consultation with administrators and curriculum specialists. "Develop a professional learning system that maximizes time and maintains focus and aligned to district and school goals."

Continuous Improvement: Implementing a continuous review of systems to include available time for and effectiveness of collaboration, planning, and data analysis, applying research and best practices, and enacting new legislation requirements.

Revised Priorities

Stakeholder Engagement

Revised #1) Evaluate existing community events and activities for intended and actual impacts and expand opportunities to create rich learning experiences and connections between all stakeholders.

#2) Inventory Community engagement opportunities (is a task not a priority)

Questions to Consider

Are these the "right" priorities for our community at this time?

If we act upon all of these priorities will we "live" our Beliefs and advance our PoG? Where will we be in one year, three years, five years?

Should we act upon all 13 priorities at the same time? If not, how do we decide which ones come first?

Is there more we need to know before accepting these priorities and determining our actions?

Break into three groups to address these remaining questions



Next Steps
Refine "Other Considerations"
Use them in part to create multi-year action plans for Priorities
Determine the feasibility of accomplishing the work described. Revise as needed.





Prompt: The best instruction I saw in the past month was....

It was effective because

- The teacher
- The students ...
- The task required













Understanding the Components

The WHAT The Mission

The WHY The Beliefs and the Portrait of the Graduate

The WORK The Seven Systems



The Initial Components

The WHAT

The Mission

The WHY

The Portrait of the Graduate

The WORK

The Seven Systems









Student-centered learning advances the child's academic, social, and emotional development while engaging students to construct knowledge through rich, authentic tasks. The teacher supports continuous development toward defined goals for all students.

When learning is student-centered,

- The student takes ownership of learning and builds understanding through exploration and development of passions and interests.
- The teacher understands the student and the content and encourages risk-taking while providing feedback and support to facilitate learning.
- The tasks are authentic, afford the opportunity for higher order thinking, and intentionally build upon foundational knowledge to promote growth.



The Revised Components



The WHAT The Mission

The WHY *The Beliefs* and Portrait of the Graduate

The HOW **The Focus or Strategy** (chosen to achieve the work) The Definition of Student Centered Learning

The WORK The Seven Systems



The How - The Focus or The **Strategy**



The set of actions an organization chooses to pursue in order to achieve its objectives. These deliberate actions are puzzle pieces that fit together to create a clear picture of how the people, activities, and resources of an organization can work effectively to accomplish a collective purpose.

Strategy defined by Stacey Childress



Strategic Planning Process

- Begins with Identifying Core Beliefs and Defining Mission
- Focused on Continuous Improvement
- Designed to Advance District Outcomes
 - Portrait of the Graduate
 - Academic/Curriculum Outcomes
 - Core Beliefs

District Development Plan

- Annual set of actions and goals to advance the continuous development work of the district
- Utilizes strategies or "Key Drivers" to implement action plans and gather indicators of success
- Developed at district and school levels









Engage all students in developing knowledge and skills that lead to transfer through application or production.

Actions

- · Develop tasks and projects for all students that result in deep learning of defined outcomes of academic, Portrait of the Graduate, and enhanced social and emotional skills. 题 🔛 🔯
- Provide professional learning focused on transfer of learning, student engagement, and assessment practices.
- · Develop tasks and projects that reflect the diversity of our community, state, country, and world while fostering children's cultural awareness, sense of belonging, self-efficacy, and agency. 🧱 🚳
- Provide professional learning to support equitable practices that build both self-identity and the understanding and appreciation of others. @ D
- · Develop assessment practices that measure application and transfer of skills.
- Promote reflection and sharing of student learning through such events as learning exhibitions, student-led conferences, and more. C 0 0
- Transform grading and reporting practices to align with core beliefs and learner outcomes.

Ensure Deep Learning

Indicators

- · Teacher understanding and beliefs about deep learning including engagement, transfer of understanding, student centered assessment practices, and culturally responsive teaching.
- · Exhibitions of student work
- · Performance on state and local academic assessments.
- · Data and evidence from task or project assessments that evaluate academic, Portrait of the Graduate, and social and emotional skills.
- Progress reporting systems easily understood by stakehold ers, that communicate acader and social and emotional skills ent and reflect the work of 21st century learning.
- Student and family attitudes and satisfaction with learning experiences.

Care Ballafr

Engage all students in developing knowledge and **Ensure Deep** skills that lead to transfer through application or Learning production. Definition of Student-Centered Learning nsfer Goal #2: Sents will be able to independently use their learning to . The Mansfield educational community values developing persistent problem-solvers who achieve personal excellence in lansfield students learn in a ntered, problem-based Draw conclusions, construct vi using effective strategies and a ing environment and hematical learning environment and ize 21st century skills to grapple with ningful problems. Marsfield students ose appropriate tools and strategies to d their mathematical understanding over and apply their knowledge to real-wori enences, effectively communicating ough discourse and writing. Overarching Understandings Students will understand that Verarching Essential Que PORTRAIT OF THE GRADUATE Can I solve this in a different v the same answer? · Does this answer make

The Witness Stone Project Grade 8 Social Studies and Language Arts

https://sites.googl e.com/mansfieldct .org/mmswitnesss toneexhibits2022/ gallery



Bringing Focus to Coventry's Work



In Place: Mission Portrait of the Graduate District Drivers

Emerging: Core Beliefs Priorities

Revised Priorities

Instructional Systems: Determine the characteristics of high quality instruction to explicitly instruct the competencies of the Portrait of the Graduate

Talent Management: Differentiate learning & teaching cycles so that all teachers can strengthen their pedagogy, with the purpose of providing equitable access to grade level content and PoG competencies

Student Supports: Audit IRT, ILT, and SAT models to build a common framework for the processes and purpose for the meetings.

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Professional Learning Systems: recommend combining *Professional Learning Systems & Talent Management* with focus on empowering teachers to have ownership of their professional growth in consultation with administrators and curriculum specialists. "Develop a professional learning system that maximizes time and maintains focus and aligned to district and school goals."

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Revised Priorities

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Revised #1) Evaluate existing community events and activities for intended and actual impacts and expand opportunities to create rich learning experiences and connections between all stakeholders.

#2) Inventory Community engagement opportunities (is a task not a priority)

Priorities as <u>Strategy or </u>Drivers

What themes exist currently?

Goals

District Drivers

Priorities (from the 7 Systems)

Possible Strategies/Drivers

Meeting the needs of the whole child

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Empowering members of the school community

Engaging those within and beyond the schools




Deep Learning - Jal Mehta and Sarah Fine

Deep Learning emerges at the intersection of:

Mastery

Develop knowledge and skills

Identity

See core self as vitally connected to what is being learned

Creativity

Enact learning by producing something



In Search of Deeper Learning, Jal Mehta and Sarah Fine, pg. 6

Deep Learning Examples

Where have you seen **Deep Learning**?

How did students develop the knowledge and skills? Mastery

In what ways did students connect with the learning? Identity

What was produced as a result of the learning? Creativity

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4 Shifts Protocol

1. Deeper Thinking and Learning

Students engaging in tasks of greater cognitive complexity

2. Authentic Work

Opportunities to engage with and contribute to local, national, and international communities

3. Student Agency and Personalization

Student ownership and control of what, how, when, where, who with, and why they learn

4. Technology Infusion

Allows three shifts above to move into high gear



In what ways can the 4 Shifts, drive the work in Coventry Public Schools?

Break into 3 groups:

Mission Core Beliefs Portrait of the Graduate

The 4 Shifts

Deeper Thinking and Learning Authentic Work Student Agency and Personalization Technology Infusion

Task:

What is the relationship between the 4 Shifts and the Mission,Core Beliefs, POG?How could a focus on the 4 Shifts as DRIVERS support "living"the Mission, Core Beliefs, POG?What could be achieved? What is missing?

Key Drivers

Key Drivers, or strategies, to advance the work of the Strategic Plan are defined below. The Key Drivers provide focus and build coherence across multiple schools and departments. Actions and Indicators linked back to the Core Beliefs have been developed for each Key Driver as described on the following pages. Annually, a Report of Progress for each Key Driver will be provided to the Board of Education at a public meeting.

Ensure Deep Sk Learning pr

Engage all students in developing knowledge and skills that lead to transfer through application or production.

Gather and use evidence from a variety of formal and informal sources to build understanding of the learner and inform the instructional plan.

Know Students

Support the Whole Child Provide a comprehensive system to support and monitor social-emotional, academic, physical, and behavioral skill development.







Summary - Mission

What is the relationship between the 4 Shifts and the Mission?

Life = authentic work, 'whole child" Learning = deeper learning, Work = authentic application, student personalization and agency

Deeper thinking and learning vs. mastery

- Authentic work .
- .
- Agency and Personalization Identity (Add this one?) .

How could a focus on the 4 Shifts as DRIVERS support "living" the Mission?

What could be achieved? - Broadens the scope of authentic work and learning, -more opportunities to contribute to community, life and work in the community, ethical-making a difference

What is missing? Whole Child philosophy - student agency and personalization - non academic component. SEL. Need a 4th driver? Identity?

OR - do we look at Jal Mehta's words - Mastery, Identity, and Creativity as drivers (would need to bolster creativity to include authentic work)

Is this the right Driver?

Using student agency reinforces student ownership which we have been focused on, teachers design and facilitate- who's (actually) doing the work?

Summary - Core Beliefs

What is the relationship between the 4 Shifts and the Core Beliefs?

We feel that all of the shifts are present in the core beliefs (with some more than others, depending on the core belief). Our wondering is how do we shift our instructional practices to allow for more authentic or student centered opportunities.

How could a focus on the 4 Shifts as DRIVERS support "living" the Core Beliefs? *It helps us in our work to make sure we are aligning our curriculum to our district beliefs. It will help us drive or shift the work - the drivers or 4 shifts are easy to return back to.*

What could be achieved?

More authentic learning, possibly more engaged student, student agency, connecting our work

What is missing? Concern in making sure we are still addressing diversity/equity when referring to the drivers - we see a connection but we may need to make it more explicit or be more methodical in our planning related to this

Is this the right Driver?

We believe so in that it aligns to previous work and reflects what is important to us

Summary - Portrait of the Graduate

What is the relationship between the 4 Shifts and the Portrait of the Graduate?

- Drivers will deepen the student learning experiences; PoG should be more pervasive across settings and time
- Expect/allow students to take ownership of their own learning

How could a focus on the 4 Shifts as DRIVERS support "living" the Portrait of the Graduate?

What could be achieved?

- Greater integration of PoG into daily academic and social life
- Alignment to TEVAL Growth model, student agency

What is missing?

Implementation of new focus vs balance of standardized testing results

Is this the right Driver?

What might it look like if annual actions were developed for each Driver?

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Chapter 2 Introducing the 4 Shifts Protocol

The frameworks we describe in the previous chapter are helpful as general overviews of what schools are trying to accomplish with classroom technology integration. But we still felt that we needed more. We wanted to have different and more detailed—but still structured—conversations with the teachers and administrators whom we serve and we just felt that existing models were too vague and general. So we went on a hunt for something more specific. Our goal was to find a discussion protocol, classroom observation template, conversation tool, or *something* that allows educators to concretely and explicitly assess technology integration within the context of higher-order-thinking skills that are steeped in important disciplinary concepts. We found very quickly that what we were looking for didn't seem to exist.

The Search for the Ideal Approach

The list of possibilities we researched was long: Bloom's revised taxonomy (Bloom et al., 1956; Krathwohl, 2002); Webb's (2002) Depth of Knowledge; Richard Stiggins' target types (Stiggins, Arter, Chappuis, & Chappuis, 2012); the Instructional Practices Inventory (Valentine, 2018); Authentic Intellectual Work (Center for Authentic Intellectual Work, 2018); Tony Wagner's (2008) seven survival skills; Iowa's characteristics of effective instruction (Iowa Core, 2018); the generally agreed-on four Cs of critical thinking, creativity, communication, and collaboration (Partnership for 21st Century Learning, 2017); TPACK (Mishra & Koehler, 2006); SAMR (Puentedura, 2006); RAT (Hughes et al., 2006); the Technology and Learning Spectrum (Porter, 2010); the Florida and Arizona QQ

HARNESSING TECHNOLOGY FOR DEEPER LEARNING

Technology Integration Matrices (Arizona K12 Center, 2012; Florida Center for Instructional Technology, 2011); the universal constructs, cognitive complexity documents, and 21st century technology literacy concepts and skills in the Iowa Core (Iowa Core, 2010); Barbara Bray and Kathleen McClaskey's (2014) personalization versus individualization versus differentiation chart; the International Society for Technology and Education (ISTE, 2018b) technology standards for students and teachers; the Partnership for 21st Century Learning (2018) framework; Grant Wiggins and Jay McTighe's work regarding Understanding by Design (Wiggins & McTighe, 2005) and essential questions (McTighe & Wiggins, 2013); the National Council of Teachers of English (2017) 21st century literacies framework; and many, many more.

Each framework, document, instrument, or set of standards has a piece of what we wanted but none of them contain the entirety. For instance, we like the IPI's emphasis on higher-order-thinking skills and on who's doing the work and how, but it has little depth regarding technology integration, even when we look at the technology version of the protocol (the IPI-T; Valentine, 2018). Likewise, we realized very quickly that a lesson could be high on the SAMR levels but still have students engaged in low-level factual recall and procedural regurgitation. Wagner's (2008) seven survival skills and the technology integration matrices emphasize many of the elements that we are looking for but de-emphasize other critical components such as metacognition and reflection or communication, respectively. Bray and McClaskey's (2014) chart does a great job of focusing on student agency and inquiry but is less robust when it comes to technology or authentic work. And so on

The 4 Shifts Protocol

Lacking a comprehensive protocol, we decided to make one ourselves. Because we are acutely interested in changing technology-infused instruction to be deeper and more robust, the 4 Shifts Protocol¹ takes a different and very hands-on approach. Instead of trying to come up with an overarching grand theory of action, the protocol instead attempts to get at some specific, concrete look-fors and think-abouts that can help teachers contemplate what instructional changes they might make in their units, lessons, or activities. Rather than a unifying conceptual framework, the protocol is meant to be a down-in-the-weeds (re)design resource.

We organized the 4 Shifts Protocol according to the four big shifts that we see schools moving toward: (1) deeper thinking and learning, (2) authentic work,

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¹ We called previous versions of the 4 Shifts Protocol the Technology-Rich Unit Design and Classroom Observation Template (trudacot).

Introducing the 4 Shifts Protocol

(3) student agency and personalization, and (4) technology infusion. These shifts are the foundation of successful technology integration in the classroom. The current version of the protocol appears here in figure 2.1 and you can visit http://bit .ly/4shifts for more 4 Shifts Protocol resources.

A. Deeper Thinking and Learning. Deeper learning schools are moving from an overwhelming emphasis on students mostly doing lower-level thinking tasks—factual recall and procedural regurgitation—to students more often engaging in tasks of greater cognitive complexity—creativity, critical thinking, problem solving, and effective communication and collaboration. In other words, students are living more often on the upper levels of Bloom's taxonomy (or Webb's Depth of Knowledge) than the lower ones.

Domain Knowledge. Is student work deeply rooted in discipline-specific and -relevant knowledge, skills, and dispositions?

Yes No Somewhat

Deeper Learning. If yes, is student work focused around big, important themes and concepts¹ that are central to the discipline rather than isolated topics, trivia, or minutiae?

Yes No Somewhat

¹ Do student learning activities and assessments go beyond low-level facts and procedures? Are students just regurgitating syntheses and analyses provided by an information source or the teacher?

Critical Thinking. Do learning activities and assessments allow students to engage in deep critical thinking and analysis?

Yes No Somewhat

Problem Solving. Do learning activities and assessments allow students to engage in complex and messy (not simple) problem solving?

Yes No Somewhat

Creativity. Do students have the opportunity to design, create, make, or otherwise add value that is unique to them?

Yes No Somewhat

Figure 2.1: The 4 Shifts Protocol.

continued \rightarrow

Visit go.SolutionTree.com/technology for a free reproducible version of this figure.

HARNESSING TECHNOLOGY FOR DEEPER LEARNING

Metacognition. Do students have the opportunity to reflect on their planning, thinking, work, and progress?

Yes No Somewhat

If yes, can students identify what they're learning, not just what they're doing?

Yes No Somewhat

Assessment Alignment. Are all assessments aligned cognitively² with standards, learning goals, instruction, and learning activities?

Yes No Somewhat

² Standards and learning goals drive everything, including depth of student thinking and the necessary accompanying assessments. Assessments should be aligned to the cognitive complexity asked of students.

B. Authentic Work. Deeper learning schools are moving from isolated, siloed academic work to environments that provide students more opportunities to engage with and contribute to relevant local, national, and international interdisciplinary communities. Students begin fostering active networks with individuals and organizations for mutual benefit.

Real or Fake. Is student work authentic and reflective of that done by experts outside of school?

Yes No Somewhat

Authentic Role. Are students asked to take on an authentic societal role as part of their learning?

Yes No Somewhat

Domain Practices. Are students utilizing authentic, discipline-specific practices and processes?³

Yes No Somewhat

³ Engaging in the actual practices and processes that people in that discipline use; for example, doing what historians, scientists, writers, artists, business professionals, and others do, not some artificial or classroom version of that work

QQ

Introducing the 4 Shifts Protocol

Domain Technologies. Are students utilizing authentic, discipline-specific tools and technologies?⁴

Yes No Somewhat

⁴ Using the actual tools and technologies that people in that discipline use; for example, using the real tools that historians, scientists, writers, artists, business professionals, and others use, not some artificial or classroom versions of those tools

Research and Information Literacy Strategies. Are students utilizing authentic, discipline-specific research, inquiry, and information literacy strategies?

Yes No Somewhat

Authentic Assessment. Are students creating real-world products or performances for authentic audiences?

Yes No Somewhat

Contribution. If yes, does student work make a contribution to an audience beyond the classroom walls to the outside world?

Yes No Somewhat

Assessment Technology. Are digital technologies being used in authentic ways to facilitate the assessment process?

Yes No Somewhat

C. Student Agency and Personalization. Deeper learning schools are moving from classrooms that are overwhelmingly teacher controlled to learning environments that enable greater student agency—ownership and control of what, how, when, where, who with, and why they learn. Student agency allows for greater personalization, individualization, and differentiation of the learning process.

Learning Goals. Who selected what is being learned?

Students Teachers Both

Learning Activity. Who selected how it is being learned?

Students Teachers Both

Assessment of Learning. Who selected how students demonstrate their knowledge and skills and how that will be assessed?

Students Teachers Both

continued \rightarrow

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HARNESSING TECHNOLOGY FOR DEEPER LEARNING

Talk Time. During the lesson or unit, who is the primary driver of the talk time?5

Students Teachers Both

^s Who's doing most of the talking, determining who can talk and when they can talk?

Work Time. During the lesson or unit, who is the primary driver of the work time?6

Students Teachers Both

"Who's making the decisions about the work time and ensuring progress?

Interest-Based. Is student work reflective of their interests or passions?

Yes No Somewhat

Initiative. Do students have the opportunity to initiate, be entrepreneurial, be self-directed, and go beyond the given parameters of the learning task or environment?

Yes No Somewhat

Technology Selection. Who selected which technologies are being used?

Students Teachers Both

Technology Usage. Who is the primary user of the technology?

Students Teachers Both

D. Technology Infusion. Deeper learning schools are moving from local classrooms that are largely based on pens and pencils, notebook paper, ring binders, and printed textbooks to globally connected learning spaces that are deeply and richly infused with technology. The new affordances of mobile computing devices and online environments allow the first three shifts mentioned here to move into high gear.

Communication. How are students communicating?

Alone⁷ In pairs In triads In groups larger than three

If with others, with whom? (circle all that apply)

Students in this school Students in another school Adults in this school

Adults outside of this school

⁷ Working in isolation (no communication with others) or perhaps just communicating with the teacher (for example, call and response)

QQ

Introducing the 4 Shifts Protocol



Yes No Somewhat

Digital Citizenship. Are digital technologies utilized by students in both appropriate and empowering ways?⁹

Yes No Somewhat

⁹ Effective digital citizenship conversations focus on both safe, responsible use *and* empowering, participating use. Digital citizenship discussions ideally are natural extensions of and accompaniments to students' ongoing, technology-enabled work rather than separate conversations or curricula.

We created the protocol to help us have the kinds of conversations with educators that we think are so desperately needed. In order to accomplish our instructional and conversational goals, we decided to focus on *instructional purpose*. When educators use digital technologies for learning and teaching, those uses should be intentional and targeted. Educators should be able to clearly articulate what technology infusion is intended to accomplish for them and their students. In other words, as thoughtful users of learning technologies, we all should continually ask the question, "Technology for the purpose of *what*?" The protocol's questions allow educators to think critically—and purposefully—about their technology integration.

When we work with educators on their instructional activities, we first identify the desired instructional purposes, which allows us to focus on just a section or two from the discussion protocol. We then know what questions to start asking about what teachers have designed and implemented in the classroom. For example, if a class activity pulls in learning technologies for the purposes of enhancing student choice and enabling greater *student agency and personalization* (section C of the protocol), we can ask questions about aspects of the lesson such as who is setting learning goals and who is the primary user of the technology in order to see whether teachers are accomplishing their desired purposes. Similarly, if teachers select classroom technologies with the intent of enabling students to do more *authentic work* (Section B of the protocol), we can ask questions regarding the use of domain-specific practices and processes and whether students are creating realworld products or performances for authentic audiences.

The most powerful uses of the protocol occur when administrators and teachers get beyond merely answering the questions in a particular section and instead begin using the questions to help them frame their instructional redesign work. For instance, when a principal or teaching peer asks an educator, "What if you wanted the answer to this question to be 'yes' instead of 'no'?" or "What if you wanted the answer to this question to be 'the student' instead of 'the teacher'? How could we get there?," those questions can spark powerful conversations that shift teachers' conceptions about instructional depth and robust technology usage.

Introducing the 4 Shifts Protocol

In other words, we are attempting with the protocol to make very explicit the kinds of questions that we might ask during an instructional coaching conversation about which intersection of TPACK—or level of SAMR—a particular instance of technology integration may be inhabiting (and how to shift it toward greater robustness). We are attempting with the protocol to put some structure around the very basic question, What are we trying to accomplish? If we're achieving those goals—as indicated by desired answers on the protocol—then awesome, let's pat ourselves on the back and keep doing that! But if not, we can use some of the protocol questions as design or redesign pivot points to shift the instructional activity in the directions we want.

In the chapters that follow, we include numerous examples of how teachers might use the 4 Shifts Protocol across a variety of subject areas and grade levels to design or redesign existing lessons, units, and instructional activities. Since we know of few books that have taken on the challenge of explicitly modeling lesson and unit redesign for deeper learning, we are attempting to help close that gap with the following scenarios. As you read through the examples, try to get a sense of how you might start using the protocol for your own instructional redesign work toward deeper thinking and learning, authentic work, student agency and personalization, and technology infusion. We have found that using the 4 Shifts Protocol with educators to redesign technology-infused lessons and units can be both instructionally powerful and professionally energizing. We hope that you do too.



District Beliefs

Empowering Learners

All students take ownership for their learning and achieve at high levels when provided with opportunities for choice and challenge.

Diversity/Equity

Our community is strengthened through equitable practices and an inclusive environment that embraces diversity and supports the academic and social and emotional well-being of all.

Belonging

When individuals interact with care and respect, all community members can feel valued and safe, thrive, build resilience, and accomplish their goals.

Building Capacity

Staff excel when given opportunities to innovate, utilize their expertise, and demonstrate leadership.

Partnerships

Common goals are created and achieved through community partnerships that celebrate varied perspectives.

CNH Newsletter Article on Eureka Math Squared

We are excited to share with you about our use of new instructional materials to support students' math learning in Grade 6 this year. Since 2016, we have been using the Eureka Math series with our students in Grades K-5. This year we will be using the newest iteration of the program, Eureka Math Squared, in Grade 6. Our plan is to expand the use of Eureka Math Squared to Grade 7 in 2024-2025 and Grade 8 in 2025-2026, providing continuity for our current sixth grade students who have been learning with Eureka Math throughout their years in Coventry.

Developed by the writers of the Common Core State Standards, the Eureka Math and Math Squared programming, is a comprehensive math resource that builds on students' concepts ability to apply them while developing their critical thinking and computational skills. This series sequences the introduction of concepts and skills and partners them with methods of instruction that drive student understanding beyond solving problems to deep mastery of mathematical concepts. Eureka Math articulates skills, concepts, and instructional strategies vertically from grade to grade in a coherent way. It also helps students connect math to the real world. Eureka Math Squared includes an additional focus on student discourse about mathematics and provides opportunities for students to grapple with problems.

In the highly respected Ed Reports review of all major math series, Eureka Math is rated as a top, comprehensive math program fully aligned with the CCSS for Grades K-8. In addition, many learning activities from Eureka Math have been highly rated as exemplars by respected national organizations such as achievethecore.org.

Using Eureka Math, we will continue to teach your children the same math concepts and topics they have been learning at each grade level, and our teachers will have available to them welldeveloped, top quality instructional materials to support your student's learning. We look forward to providing outstanding learning experiences for your students with Eureka Math Squared.

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Торіс		lopic A	1			1	Тор	DIC B	-	1		Тор	DIC C	1		-
Lesson Number Lesson	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	QUIZ C	Lesson 16
Practice Assigned (Challenge)		1, 4, 5			1, 3, 7 (6)	1, 3, 4 (5)	2, 3, 5 (6, 9)	1, 2, 5, 10 (6)	8, 9, 11	1, 9 (2, 7)	2, 4, 9 (8)	1, 4	1, 4, 7 (8)	1, 2, 9 (5)		2, 3 (7)
Week Given	Sept 4-8															
Торіс			Topic A				Topic B			Тор	bic C			Performance		
Lesson Number (Bold = Exit Ticket as Formative)	IAB Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	QUIZ C	Task 1: Drama Productions	Lesson 13	Lesson 14
Practice Assigned (Challenge)	6-8, 13-15 (18)	N/A	2, 3, 7 (10)	3-5, 7 (10)	N/A	1, 2, 9 (7)	1, 2, 11 (5)	3, 5, 6 (17)	1, 2, 9, 12	2-4, 6-7, 21	2, 3, 6, 9, 11	1, 2, 5, 6		[2]	8-12, 14, 15	4, 6, 8, 10, 12
Week Given Nov 6-1			Nov 1	13-17			Nov	20-22		Nov 27-Dec 1			De	c 4-8		
Topic	Topic	A				Topic B					Topic C				Topic D	
Lesson Number (Bold = Exit Ticket as Formative)	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13 (skip?)	Lesson 14	Lesson 15	Lesson 16	Lesson 17
Practice Assigned (Challenge)												N/A				
Week Given Jan 15-1	3	Jan 2	22-26			.lan 29 - Feh 2			Feb	5-9				Eeb 1	12-16	1
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Practice Assigned (Challenge) [3]								Loosann	20000110	Locoon o	200001110	200001111				
Week Given	Eeb 26 -	Mar 1		1	Mar 4-8		1	Mar 1	11-15			Mar 18-22	l		Mar 25-28	
March 1-15> IAB (Number Systems)	10020				indi i o							indi to LL			1101 20 20	
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Mar 27-Apr 4> P1 3																
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Topic D				Topic E							
Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26	Module 1	
2, 7 (4, 5)	3, 4 (6)	13 (1-11)	3, 5 (2)	4a, 8	4, 10 (6)	9-10 (2-7)	8-9 (14)	1, 4, 14	4, 9	Assessment	
pic D	I		То	pic E			Торі	cF			
Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Module 2 Assessment	
11, 13, 14, 18 (15)	2, 4, 6, 9	2, 4, 6, 13, 17	2, 4, 8, 12	2, 4, 6, 12, 13, 18	1, 2, 7, 10, 13	3, 4, 7, 8 (6)	1, 2, 4, 5, 11 (17)	4, 5, 9, 11 (10)	1-5 choose 3		
Dec 11	1-15			Dec 18-22			Jan 2-5		Jan	8-12	
Module 3											
Assessment											
Feb 19-23											
		Topic D							Тор	ic E	
Lesson 16	Performance Task 3 [5]	Topic D Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	QUIZ D	Lesson 22	Top Lesson 23	ic E Lesson 24	Lesson 25
Lesson 16	Performance Task 3 [5]	Topic D Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	QUIZ D	Lesson 22	Top Lesson 23	ic E Lesson 24	Lesson 25
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Week	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Jan 15-19	Lesson 1			
Jan 22-26	Lesson 2	Lesson 3	Lesson 4 (AD 1, 2, 3, 6)	Lesson 5
Jan 29 - Feb 2 (ER Day Friday)	Lesson 6	Lesson 7	Lesson 8 (AD 8, 10, 12)	
Feb 5-9	Lesson 9	Lesson 10	Lesson 11 (AD 4, 5, 7)	Lesson 12
Feb 12-16	Lesson 14	Lesson 15	Lesson 16 (AD 14)	Lesson 17
Feb 19-23 (No School M/T)	Review Day (Optional)	Module Assessment	Module Assessment	



Math Task



Groups of	Pennies left over
2	1
3	1
5	1
6	1
7	0





Preview the Learning

READ: Module Overview (p 2-4)

What are the big ideas of the module?

What strategies will students use?

What are students expected to know entering and how will they further develop this knowledge later?

Investigate the Development of the Learning

READ: Contents & Why (p 4-8)

How do the lesson titles and objectives reveal the story of the module?

How does the story develop?

What does the Why section tell about the module's design?

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Explore the Assessment



READ: Achievement Descriptors (p 10, 342-350)

COMPLETE: Module Assessment

How do the ADs influence and focus instruction?

How will students apply the math they learn?

How do models, strategies, and languages appear in the assessment?

No key words -> No Simplifying
Numerical Expressions Oregunatent Expressions with Properties of Ops Relationships Protection Provident Provi
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READ: Topic Overview

What are the big ideas of the topic? How do they build?

What strategies, models, and language will students use?

Investigate the Development of the Learning

READ: Lesson Overviews

What will students learn in each lesson?

How do the lessons relate to one another?

How do strategies evolve through the topic?

VV

Explore the Assessment



READ: Designated Assessment

How does the learning get assessed?

What models, strategies, and language appear in the assessment?

What ADs are assessed in this topic?













Feedback Form

Click here to fill it out!

Capt. Nathan Hale School								
 School: Capt. Nathan Hale School Principal: Ross Sward Date: August 2023 School Improvement External Monitors: Superintendent, David J. Petrone, Ed.D. 	Leadership Team Members (for Building Improvement Planning) Principal Assistant Principal Director of Teaching & Learning Reading Consultant K-12 Specialists Team Leaders	Leadership Team Meeting Dates and Times. TEAM Leader Meetings: 1. Wednesday, September 20, 2023 2. Wednesday, November 29, 2023 3. Wednesday, January 3, 2024 4. Wednesday, January 31, 2024 5. Wednesday, February 28, 2024 6. Wednesday, May 1, 2024						
 District Improvement Goal(s): 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. 2. Maintain and promote a positive and respectful learning community. 3. Recruit, retain and develop high quality staff at every level. 		Weekly Instructional Leadership Team (ILT) Meetings: Grade 6: Tuesdays at 8:42/F Block Grade 7: Wednesdays at 8:41/D Block Grade 8: Thursdays at 12:20/E Block Related Arts: Tuesdays at 12:20/A Block Related Arts: Wednesdays at 9:46/E Block						

School Improvement Goal(s): (Annually Measured Student Outcomes)

Literacy, Math, and NGSS SMART Goals

- Increase the percentage of Grade 6-8 students who demonstrate at or above goal scores on the ELA/Literacy Interim Assessment Blocks (IAB) by 10 percent as measured by the spring 2023 SBAC assessment to the spring 2024 IAB assessment data.
- Increase the percentage of Grade 6-8 students who demonstrate at or above goal scores on the Math Interim Assessment Blocks (IAB) by 15 percent as measured by the spring 2023 SBAC assessments data to the spring 2024 IAB assessment data.
- Increase the percentage of Grade 8 students who demonstrate at or above goal scores assessment by 8 percent as measured by the spring 2023 NGSS assessments data to the spring 2024 NGSS aligned performance tasks.

Whole School Learning Indicator Goal

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

<u>Parent Goal</u>

• 85% or higher of our CNH parent community will agree or strongly agree that their child's teachers have provided ongoing communication as measured by our spring 2024 parent/guardian survey data.

Student Outcome Measures: Stud	udent Progress	Period 1	Period 2	Period 3
1. <u>Literacy-IABs:% (45%)</u> : 35.2% Mor tool	onitoring: Describe the ol used to measure	Progress Assessment Date(s) to submit:	Progress Assessment Date(s) to submit:	Progress Assessment Date(s)
Literacy Spring SPI target: 60% stud	udent progress on the udent outcome goal.	Fall	Spring	to submit:
2. <u>Math-IABs: % (35%)</u> : 6.03% Liter Math Spring SPI target: 50% 3. <u>Science-NGSS Benchmark:% (20%)</u> : 21.6% Science Spring SPI target: 60% Current Fall 2021 SPI: 20.9% (ELA %, Math %, Science%) SPI Target: 56.6% SPI Target: 56.6% 21 st Com Com SPI Target: 56.6%	eracy: SBAC, IAB's imeracy: SBAC, udent Work (math urnals), Math rformance Tasks, mmon Unit sessments ience: Grade Level mmon Assessments operimental Design & odeling), Student Work roject based learning ork, EDP) st Century Learning ills: st Century mmunication & Ilaboration Rubrics, udent Work (project sed learning work, mificant tasks)	Building ELA & Math Benchmarks- IAB's Science Pre-Assessment Benchmark; Student Work Samples (Performance Based Tasks-quarterly)	Building ELA & Math Benchmarks; IAB's Science Pre-Assessment Benchmark; Student Work Samples (Performance Based Tasks)	June Building ELA & Math Benchmarks; Science Pre-Assessment Benchmark; Student Work Samples (Performance Based Tasks)

School Improvement Planning

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

School Level Strategies:

- Review Smarter Balanced Assessment (SBAC) data and Next Generation Science Standard (NGSS) data, which includes disaggregating subgroup performance to inform and address any necessary curriculum revisions, priority standard implementation, adjustments in assessments, and pacing that are needed to increase student achievement.
- Collaboratively analyze various formative assessments in math using Student Work Protocol, including: Performance tasks, Interim Assessment Blocks, ALEKS, and intervention data in mathematics.
- Develop improvement plans in Grades 6 and 7 to address mathematics achievement as measured by performance on the SBAC, utilizing a variety of strategies including the adoption of a new middle school math curriculum.
- Continue to integrate the Portrait of the Graduate (PoG) Collaboration, Communication, Critical Thinking and the Empowered Citizen rubric; Revise and Introduce the Authentic Innovator rubric and corresponding indicators that are aligned with our Coventry PoG competencies.
- Strengthen student goal setting in academic and social/behavioral areas, and continue to expand the use of digital portfolios in all grade levels to support our work connected to Student Led Conferences.
- For implementation in the 2023-2024 school year, integrate the multi-disciplinary projects in Grade 7 that integrate the Coventry Portrait of the Graduate competencies.
- Continue to offer opportunities for high performing students, which includes our current Future Problem Solvers (FPS) curriculum as well as other instructional models.
- Continue to implement and evaluate intervention programming to provide a continuum of reading and math support services to better address students' ongoing needs.
- Continue teacher training on aspects of differentiation of instruction and provide professional development to maximize student learning.

Action Steps Smart Focus: Achieving Results.		Timeline					
High-impact Strategies, Execution, Finance and Operations, Compliance Healthy Focus: Minimizing Politics, Achieving Alignment, Building Morale, Driving Productivity, Talent Development Embedding the 4Cs in Curriculum and Assessment: Critical Thinking, Communication, Collaboration, Creativity	Resources Needed (Materials, staff, time, etc.)	Aug	June	Persons Responsible	Evidence of Success	Measures of Progress Throughout the School Year	Outcomes
1. Utilize Interim Assessment Blocks	Online	Oct.	June	Director of	Instructional	Alpine Data	Improved alignment
(IAB) for instructional purposes;	released			Teaching and	materials,	IAB Data	between instruction,
identify student skill gaps, and	materials,			Learning,	question stems,	SWP and	assessment, and state
develop and redesign formative	SBAC results,			Principal, K-12	redesigned	Student	testing.
and performance-based	IAB modules,			Specialists,	assessments.	Goal Setting	
assessments aligned to CCS.	professional			Teacher Teams			
Provide disaggregated data to	development						
	trainings, work						

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	teachers and staff in formats that facilitate their work.	with K-12 Math Specialist						
2.	Math- Refined approach in Math Investigations classes to align practices tied to math classes, including preparing for assessments and current homework as well as individual student goal setting. Incorporating IAB questions into assessments for the IABs we do not have time to administer; continued work on curriculum and assessment alignment to CCS and SBAC; utilizing SWP and Student Goal Setting Sheets to help assess data and student progress.	Specialist						
J.	throughout topics in class and on weekly homework assignments.							
4.	Review additional SBAC resources including new and revised interim block assessments and develop a plan for the use of these assessments and instructional materials into teaching including the incorporation of interim assessment blocks for both ELA and math in Grades 6-8 and two SBAC performance tasks for math at each grade level. Incorporate the use of the Research/Inquiry	Interim Assessment Blocks	Dec	Feb.	Director of Teaching and Learning, Principal, K-12 Specialists, Teacher Teams, Library Media Specialists	Instructional materials, question stems, redesigned assessments.	Administeri ng IABs and Performanc e Tasks	Improved alignment between instruction, assessment, and state testing; improved student learning.

2023-2024

IAB into instruction to be supported by the Social Studies Team and the Library Media Center.						
5. Use of the Student Work Protocol with selected student work products and assessments during department meeting times (& ILT Meetings), and the incorporation into instruction and assessment with revised IABs.	Disaggregated data; revised IABS	Oct.	March	Director of Teaching and Learning, K-12 Math Specialist, Principal, Teachers		Improved student achievement.
 Collaborate with building and district staff to ensure the successful transition of our Grade 6-8 1:1 Chromebook initiative to support the effective integration of technology into curriculum, instruction and assessment. Math is using Google Forms; Moby Max, Quizizz, etc. as ways to give formative assessments to students, check for understanding, and reinforce material being taught in class. 	Chromebooks Apps	Sep t.	June	Principal, Tech Coach, Director of Technology, Grade 8 Teaching Staff, grade 8 Social Studies	Innovations with technology enhancements in the classroom, instructional materials, redesigned assessments.	Improved student achievement
8. Develop and identify multiple assessments aligned to ELA standards and Strands of Emphasis for mathematics.	Strands of Emphasis, IABS,	Oct.	March	Director of Teaching and Learning,	Development of assessment materials for multiple measures,	Improved student achievement and SLO achievement.

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	aligned student work			Principal, K-12 Specialists	alignment of measures to standards and used to identify student achievement as reported via PowerSchool	
9. Evaluate the inclusion of 21 st century learning skills-district Portrait of the Graduate competencies in curriculum units in subjects undergoing curricular revision. Develop learning tasks and revise curriculum in these areas to include aspects of our PoG skills as outlined in the Communication, Collaboration, Critical Thinker, and Citizenship Rubrics.	Written curriculum, Director of Teaching and Learning, Teachers, Atlas	Oct.	June On- going Goal	Director of Teaching and Learning	List of tasks by course related to 21 st century learning expectations.	Continued alignment to CCS and opportunities for students to practice and master skills.
10. Grades 6, 7 and Grade 8 Science to implement revised curriculum (aligned with NGSS) and to evaluate and coordinate instructional and assessment practices. Administer Science Benchmark in the fall, disaggregate data and plan for instruction.	National standards, State standards, <i>Rigorous</i> <i>Curriculum</i> <i>Design</i> , professional development time, CREC Science Curriculum Consortium and	Oct.	June	Director of Teaching and Learning	Revised curriculum.	Outstanding curriculum written using the Rigorous Curriculum Design Model.

	assessment writing						
11. Provide continued training Grades 6-8 for teachers of science in the NGSS standards, shifts in instruction called for by the standards, and best practices in lesson and unit design.	CREC bundles; professional development time	Oct.	June	Director of Teaching and Learning, Principal, Curriculum Specialist	Training agendas; instructional materials developed.	benchmarks science journals	Teaching aligned to NGSS; significant learning tasks aligned to NGSS.
12. Interactive science journals to continue this school year.	journals						
 13. Use new course/unit pacing guides to prioritize which units to refresh/revise this year Align SLO goals to needs identified on 2023 NGSS assessment claims about Science and Engineering Practices Collaborate with STEM Specialist on instructional strategies for students to collect and use their own observations and measurements in sense-making lessons supporting students on embedded performance tasks protocols and 							

"figuring out together" classroom community 14. Involve students in ownership of their own learning by incorporating student learning targets and involving students in	Leaders of Their Own Learning; professional	Sep t	June	K-12 Math Specialist, Principal, Teachers	Sharing and reteaching of Performance tasks' strategies	Improved student ownership for learning; improved student
standards based goal setting and tracking their progress on learning in grades 6, 7 and 8; self assessments in world language.	development					achievement
15. Design professional development based on SBAC data analysis for grades 6-8.	Results of data analysis, planning time, release time	Oct	June	Director of Teaching and Learning, K-12 Math Specialist,	PD which addresses topics, strategies, and needs related to	Improved instruction and assessment practices, improved student learning
16. Math: Continue having time to work with district math specialist and as a math team to look at common errors among students, question stems, and going through IAB data to see where there is room for improvement; create instructional materials based on these findings.	with Math Specialist			Principals, CREC Math Consultant	identified areas for student improvement	
 17. Math: Implementation of Eureka Math² curriculum in Grade 6. 18. ELA: Continue to work with K-12 Literacy Coach to analyze data and implement instructional strategies based on these findings. 						

19. Identify three performance tasks for students to complete individually at each grade level. Replicate testing conditions including the amount of time needed to complete the entire performance task. Support students in developing stamina by completing tasks on the computer.		Oct	June	K-12 Math Specialist, Director of Teaching and Learning	Models, documentation of trainings, lesson plans		Accelerated student learning based on effect size of instructional strategy
20. Provide professional training and in class modeling on instructional strategies including the use of manipulatives in instruction in targeted grade levels to support students' conceptual understanding	Scheduled days for work with K-12 Specialist	Oct	June	K-12 Math Specialist, Director of Teaching and Learning	Documented training and in class modeling; observed use of manipulatives in classes	Continued coaching days with district math specialist	Improved instruction and student concept development
21. In Grades 6, 7 & 8 develop additional and rigorous lessons and assessments for target report topics that are "Area of weakness and below the proficiency standard? and "Performance similar to the test as a whole and at/near the proficiency standard."	Collaborative work time	Oct	June	K-12 Math Specialist; Teachers	Instructional Materials	Google Forms Moby Max	Student fluency with math concepts and procedures
22. Implement ALEKS math for interventions grades 6-8 aligned with units being covered in traditional math courses. Identify means of data tracking to assess student progress.	Collaborative time; Aleks math	Sep t	June	Math Interventionists, K-12 Math Specialist, Director of Teaching and Learning	Identified instructional materials. Data on student progress used to inform instruction.		Narrow achievement gap; improve student skill and content gaps.

2023-2024

23. ALEKS is being used in all extra math support classes in grades 6-8. Individual student goal setting sheets are used based on knowledge check data and to track progress and self-assess mastery of concepts.							
24. Continued development of formative assessment plan to generate timely informations for data meetings and to guide differentiation opportunities for students	Collaborative time	Sep t	June	Math Interventionists, K-12 Math Specialist, Director of Teaching and Learning, Team Leader	Identified instructional materials. Data on student progress used to inform instruction.		Narrow achievement gap; improve student skill and content gaps.
25. Implement NGSS explanatory modeling performance tasks for each grade. Continue to review analyze student work from performance tasks using the Looking at Student Work Protocol	Collaborative time	Sep t	June	K-12 Science Specialist, Director of Teaching and Learning, Team Leader	Identified instructional materials. Data on student progress used to inform instruction.		Narrow achievement gap; improve student skill and content gaps.
26. Align homework to SBAC formats in Grades 6-8	SBAC question types and stems	Oct	June	Math Teachers	Homework questions	Graded weekly homework with SBAC released questions	Student familiarity and practice with SBAC question types and stems, improved student achievement

27. Implement the process identified for approval of apps and blended learning instructional and assessment materials.	Staff meetings to introduce process, District Technology Committee	Oct	June	Director of Educational Technology, Director of Teaching and Learning, Principals	Submission paperwork, DTC minutes, Curriculum Cabinet minutes.	Use of vetted instructional materials aligned with standards and learning outcomes, protection of student data.
28. Continue to offer opportunities to high performing students, which includes our current Future Problem Solvers (FPS) curriculum as well as other instructional models.	FPS programs in other districts; researched best practices	Oct	June	Superintendent, Director of Teaching and Learning, Principal CEP teacher, Director of Teaching and	Review of existing programs, documented options for next steps. Review of existing programs, learning artifacts and	Improved programs and career pathway options through CNHMS and CHS.
				Principal	state-wide programs	

School Goal #2 - Maintain and promote a positive and respectful learning community.

School Level Strategies:

- Investigate and Implement at least two student leadership opportunities that focus on elevating student voice and agency within the learning community.
- Continue to provide professional learning on the acquisition of Social and Emotional Learning practices and trauma informed practices, and building positive relationships with students to help build a stronger middle school culture of respect, understanding, and kindness.
- Utilize the Devereux Student Strengths Assessment (DESSA) universal screener to develop and implement additional tiered interventions to address students' social and emotional competencies (SEC) and learning needs.
- Continue to integrate literacy-based experiences into our school culture as well as other specific theme based programs targeting students' interests in order to create a community of lifelong readers.

	Resources Needed	Timeline		Porconc			
Action Plan Steps	(Materials, staff, time, etc.)	Start Date	End Date	Responsible	Evidence of Success	Outcomes	
1. Evaluate ongoing student management data as it relates to the CNH Restorative Practices philosophy, promoting a positive whole school climate, ACT positive behavioral support system, and increasing educational outcomes for all students	Student data	Oct	June	Superintendent, CNHMS Principal, CNHMS Assistant Principal	Positive data trends including increase in academic achievement, decrease in disciplinary referrals, decrease in absenteeism. Strike Chart data	Increase student achievement, enhanced school climate, support for students experiencing behavioral and/or legal challenges, identified next steps for Restorative Practices.	

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 through year five of the alternative education program (LEASA). ➤ Make positive behavior qualities more visible to students (values posted, word wall of qualities: respect, responsibility, etc.) ➤ Guest speaker(s) to present on SEL 2. Ongoing Professional Development for Staff regarding working with students who have experienced trauma to support student social/emotional needs within the classroom 	2. Student data; Survey			Support Staff			
 3. Character Development -Integration of Character Strong lessons into Advisory; Authentic Student Leadership opportunities; Student Council involvement in Town Hall meetings 	Collaborative time, External presenters	Oct	June	Principal, Assistant Principal, Team Leaders	Decrease in behavioral referrals; Increase in student led kindness initiatives	Enhanced school climate, growth of Enrichment activities focused on kindness and climate activities.	WW
4. Provide monthly opportunities to foster lifelong readers through involving students in a variety of literacy based activities	Collaborative time,	Oct	May	Library Media Specialist, ELA Team Leader, CEP teacher, ELA Curr. Specialist			
5. Collaborate with the District Attendance Committee to identify strategies to reduce chronic student absenteeism and establish consistent procedures aligned with State recommendations.	Student data	Sept	June	Principal, Assistant Principal, Social Worker, School Counselors and School Nurse	Decrease in absences, student performance data	Higher daily attendance rates, improvement in student achievement,	
6. Provide ongoing support to staff regarding newly developed restorative practices/positive behavioral	Act Leaves, Reward	Sept	June	Principal, Assistant Principal, Staff	Decrease in behavioral referrals; Increase in		

interventions and support (PBIS)	assemblies and		student led kindness	
discipline plan referred to as ACT (CNH	gift cards		initiatives	
students A re safe; C ooperate; T ake				
Responsibility).				

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

School Level Strategies:

- Provide cultural competence training for teachers to support their efforts in recognizing unconscious bias, understanding the role of culture in education, and using students' cultures as a basis for learning.
- Utilize the leadership talent of teachers to lead professional development, serve as mentors, develop curriculum, and engage on various school-wide and district-wide committees.
- Maintain partnerships with ECSU, UCONN, and other local universities and colleges through supporting student teacher assignments, practicums, and internships.
- Enhance professional development to provide regular literacy, math, science, and technology coaching to ensure meaningful integration of best practices across the curriculum.
- 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.

	Resources	Timeline		Dorcons				
Action Plan Steps	(Materials, staff, time, etc.)	Start Date	End Date	Responsible	Evidence of Success	Outcomes		
 Recognize and honor staff who have demonstrated outstanding leadership and have gone the extra mile to prepare students with skills they need to succeed in the 21st century. 	Teacher groups at each school	Nov 2021	June 2022	Superintendent, Principal, Asst. Principal	Completed evaluation; refinements to program as needed.	Enhanced pride in district professional practice, reinforcement of value of excellence in teaching.		
 2. Continue to provide ongoing and individualized professional learning opportunities for all staff with a focus on effective pedagogical practices, strategies, and assessment. Related Arts: Opportunities for PD outside of the district are valuable 	Teacher groups at each school	Oct 2021	June 2022	Director of Teaching and Learning, Principal, District Specialists K-12, consultants	Successful lesson plan design and high levels of student engagement across content areas.	Increase in Exemplary teaching and practices across Domains 1-4.		

learning for staff and widen the scope of what we can do for students.						
3. Maintain partnerships with ECSU, UCONN, and other local universities and colleges through supporting student teacher assignments and practicums, internships and supporting ongoing UCONN research opportunities across disciplines.	Meeting time, college and university contacts	Aug 2021	June 2022	Superintendent, Principals, CHS Assistant Principal	Refinements to the program as needed.	Continued support for district initiatives and for student learning.

Eureka Math Squared Presenter: Carrie Thornton carrie.thronton@greatminds.org Who is our Implementation Leader?

Curriculum Structure K-5

6 modules

Modules organized into topics, usually 3-5 topics. Topics encourage teachers to plan chunks of content at a time rather than day by day and allow for assessment. Lessons focus on each topic. Lesson objective is the title and keeps the focus. Objectives all sequenced to promote the larger topic of the module. Concepts well sequenced.

All Lessons have one or more objectives related to big ideas at module and topic levels.

Good debrief question for students: How did yesterday's lesson prepare you for what we are doing today?

Don't have the digital videos in the same way that Eureka did (used for absent students).

Eureka math squared based on research that math learned best as an unfolding story. Connections from lessons to lessons. Students can make connections even to learning from previous years.

Curriculum Structure and Design What elements will support students and teachers?

Teachers

Exemplars for teachers. Why Section-explanations about why the specific strategies are incorporated. Teachers need to trust that the sequence is the right order and the why section helps teachers understand the reasons for the sequence. Module overview very helpful. Before this module section and after this module section is key for teachers to help teachers pull in scaffolds from previous grade level while still teaching on grade level material. The best PD teachers can engage in is by studying the content. Questions for teachers: what does this mean, what do you notice, how do you see this content building?

Access for all Students-Strategic Supports

-Students do the math-cognitive load on the students to sense relationships and see connections.

Lessons have many entry points into lessons that build concepts and fluency and provide opportunities for application. One entry point is through discourse-whoever is doing the talking is doing the thinking.

Instructional routines allow for different types of participation.

Thoughtfully embeds UDL in each lesson. Beginning of lesson is statement of learning goal. UDL ways for students to make connections they might not see or hear, i.e. specific graphic organizer.

Lesson Supports for Teachers

Notes, scripted questions, grouping arrangements, what to highlight, consistent structure and timing of the lesson. Standards of mathematical practices are built into manipulatives. Consistent explanations of why. Sample solutions and explanations of what students might produce.

In the digital platform the teacher notes very visible. Teacher note needs to be at the point of use. Engagement strategies, embedded structures for routines invite all students into the learning.

Set the Vision

Lesson Structure Fluency

Launch Learn

Land

Based on a 45 minute time frame grades 6 and above.

Math Past Content-Back of Print Book and on Digital Platform

Fluency: Fluency uses activities that solidify and build students' ability to use mathematical procedures flexibly, accurately, efficiently, and appropriately. Students become familiar with fluency routines because of their consistent use across modules and grade levels, allowing for efficient teaching and learning. —have additional sets of indicators to support implementation 100 % participation, very quick, use of clarifying questions, visually supported, still use mathematically accurate language to elevate student language; use of whiteboards, choral responses, supposed to reinforce skills and automaticity. Upfront to set the tone for the lesson. Revisits content students need practice or more practice with.

Launch and Learn: Launch activates learning and made it real world. Experiential; students build own understanding of how the math works; repeated exposure/patterns to build conceptual understanding; intentionally sequenced set of problems and activities; teacher poses questions followed by student discourse and use of manipulatives

Land: Closure with open ended questions for students to explain their learning. Self assessment, example, fist to five; students verbalize their thinking prior to showing their understanding on exit ticket. Exit ticket informs decisions for next day instruction.

Guided Observations for Leaders PD Conducting Classroom Observations

Implementation Support Tool Need the Lesson and Tool with you during classroom visits

Envisioning the Path: Discourse

Actively participating in mathematical conversations may be new to students and not go as planned initially. Students may not feel comfortable. Need to give students supported opportunities to try. Safe space for students to share ideas, ask questions, problem solve. Encourage students to use sentence starters in tools, debrief about process with students. Talking tool in every student book. Teachers can download the tool as a poster or pdf. Can be used across the content areas.

Scaffolded support for discourse. Directions for instructional routines in facilitation guidance. Clear process for groups or class to follow–sentence starters, roles for group members. Creates a classroom where students are expected to listen to and respond to others.

Indicators in the Implementation Support Tool support discourse Choose an indicator and have teachers brainstorm what would we see, what are concrete observable behavior

Supporting Teacher Preparation

Eureka Squared has slides already prepared for teachers.

Overview of Topics helps teachers see the context and the purpose for various math topics that are included in the module–why they need those topics to build off of in the bigger pictures. The WHY page in the lesson helps teachers understand why some seemingly unrelated topics are together in the same module and how it leads to next steps in learning.

Build added context for teachers by looking at context, module, relationship between topics. This helps teachers understand why not to move the lessons, change the topics to different places. Context helps teachers know the focus, how much time to spend. Without understanding big picture, teachers will make decisions that will undermine the coherence.

Sequence for teachers: Study a Module, Study a Topic, Study a Lesson.

Teach: Effective Instruction with Eureka Math² | Grades 6–9

Educators are shown processes for using the EM² curriculum. \$105 per person virtual Sept 14 11-5 Questions for Eureka-is there a two hour break

Include Ross, Christian, Kyle, five teachers

Implementation Benchmarks

In our materials

Stay within the first two to three weeks of pacing. Hold firm on following the curriculum as is.

A few grade 5 teachers meet with our Grade 6 teachers at some point

Download the Eureka math implementation guides.

- Grade 6–Algebra I Digital Lesson Teacher Dashboard
- Teachability of the Digital Platform
- **Read** How to Support Math Students with The Universal Design for Learning Principles
- Eureka Math2 assessments in grades 6–Algebra I
- Premium Assessment Suite
- •

CLAIM 1	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11
Convert Measurements using Ratios											
Finding Whole Given Part and Percent											
Solving Real World Percent Problem											
Identify Ways to Solve Percent Equation											
ID Correct Statements about Ratio Relationships (often select all)	2	1, 2	4	3, 4			4			9	
Find the Unit Rate from Real World Problem											
Finding Missing Values in Tables of Equivalent Ratios (Missing 1-2 Values)						1-5, 7	2	3, 6	3, 10	3-6	
Plot Ordered Pairs from Table							1, 2, 9			11	
Create a Table from Ratio											9
Finding Solution to Problem Involving Unit Rates									5-7		
CLAIM 2											
Extract information to solve real-world problem from table, graph or context			1, 3	3			4, 5	1, 2, 4	2	8	
Use tools strategically (given table, graph, or context)					2, 4						
Interprest results in context - need to integrate multiple skills										9	
Identify important qualities and map their relationship											
CLAIM 3											
Test proposition or conjectures - have to give example to refute or support		3								1	
Construct chains of reasoning to justify or refute		5b				6			1		
State logical assumptions being used											
Break argument into cases - determine which statements are true in various cases											
Explain the flaw presented (or say that it's valid) and possibly correct it					2						
Use concrete references (objects, drawings, etc) to make argument			5	1, 2					2		
Determine the conditions under which an argument doesn't apply					3						
CLAIM 4											
Apply math to real-world problem (extract relevant information vs extraneous)											1-7
Construct chains of reasoning to justify models shown or solution presented											
State logical assumptions made to extend model											
Interpret the results in a context (have to link their answer back to context)											
Analyze a model and make improvements											
Identify quantities in situation (presented in context) and map the relationship using tools											
Performance Task - Identify, synthesize, and analyze relevant resources to solve problems											

CLAIM 1	L12	L13	L14	L15	L16	L17	L18	L19	L20	L21
Convert Measurements using Ratios				9-10			5	1-15		3-4
Finding Whole Given Part and Percent										
Solving Real World Percent Problem										
Identify Ways to Solve Percent Equation										
ID Correct Statements about Ratio Relationships (often select all)	9									
Find the Unit Rate from Real World Problem				1-5	2, 3, 5-8	2-3, 7	1-2, 4			8
Finding Missing Values in Tables of Equivalent Ratios (Missing 1-2 Values)	8	4								
Plot Ordered Pairs from Table										
Create a Table from Ratio		1			1	1	9			
Finding Solution to Problem Involving Unit Rates			1-4			1, 4	3		1-9, 12	1-4
CLAIM 2										
Extract information to solve real-world problem from table, graph or context	2	2-4	7		11		1-2			
Use tools strategically (given table, graph, or context)										
Interprest results in context - need to integrate multiple skills										
Identify important qualities and map their relationship							3, 5			
CLAIM 3										
Test proposition or conjectures - have to give example to refute or support										
Construct chains of reasoning to justify or refute					4					
State logical assumptions being used										
Break argument into cases - determine which statements are true in various cases										
Explain the flaw presented (or say that it's valid) and possibly correct it	3					5-6	6			
Use concrete references (objects, drawings, etc) to make argument	4									
Determine the conditions under which an argument doesn't apply										
CLAIM 4										
Apply math to real-world problem (extract relevant information vs extraneous)										
Construct chains of reasoning to justify models shown or solution presented										
State logical assumptions made to extend model										
Interpret the results in a context (have to link their answer back to context)										
Analyze a model and make improvements										
Identify quantities in situation (presented in context) and map the relationship using tools	5									
Performance Task - Identify, synthesize, and analyze relevant resources to solve problems										

CLAIM 1	L22	L23	L24	L25	L26
Convert Measurements using Ratios	10				
Finding Whole Given Part and Percent				1-5, 7-10	
Solving Real World Percent Problem		1-13	1-7, 9-14		1-5
Identify Ways to Solve Percent Equation			8		
ID Correct Statements about Ratio Relationships (often select all)				14	9
Find the Unit Rate from Real World Problem					
Finding Missing Values in Tables of Equivalent Ratios (Missing 1-2 Values)					
Plot Ordered Pairs from Table					
Create a Table from Ratio					
Finding Solution to Problem Involving Unit Rates					8
CLAIM 2					
Extract information to solve real-world problem from table, graph or context					5
Use tools strategically (given table, graph, or context)					4
Interprest results in context - need to integrate multiple skills					
Identify important qualities and map their relationship					
CLAIM 3					
Test proposition or conjectures - have to give example to refute or support					
Construct chains of reasoning to justify or refute					
State logical assumptions being used					
Break argument into cases - determine which statements are true in various cases					
Explain the flaw presented (or say that it's valid) and possibly correct it					8
Use concrete references (objects, drawings, etc) to make argument				6	
Determine the conditions under which an argument doesn't apply					
CLAIM 4					
Apply math to real-world problem (extract relevant information vs extraneous)					
Construct chains of reasoning to justify models shown or solution presented					
State logical assumptions made to extend model					
Interpret the results in a context (have to link their answer back to context)					4
Analyze a model and make improvements					
Identify quantities in situation (presented in context) and map the relationship using tools					
Performance Task - Identify, synthesize, and analyze relevant resources to solve problems					5











READ: Module Overview (p 2-3)

What are the big ideas of the module?

What strategies will students use?

What are students expected to know entering and how will they further develop this knowledge later?

Investigate the Development of the Learning

READ: Contents & Why (p 4-8)

How do the lesson titles and objectives reveal the story of the module?

How does the story develop?

What does the Why section tell about the module's design?

ΖZ

Explore the Assessment



READ: Achievement Descriptors (p 10, 342-350)

COMPLETE: Module Assessment

How do the ADs influence and focus instruction?

How will students apply the math they learn?

How do models, strategies, and languages appear in the assessment?









READ: Topic Overview

What are the big ideas of the topic? How do they build?

What strategies, models, and language will students use?

Investigate the Development of the Learning

READ: Lesson Overviews

What will students learn in each lesson?

How do the lessons relate to one another?

How do strategies evolve through the topic?

Explore the Assessment



READ: Designated Assessment

How does the learning get assessed?

What models, strategies, and language appear in the assessment?

What ADs are assessed in this topic?











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High Dosage Tutoring Information

High Dosage Tutoring Best Practice:

We wrote the grant to meet the criteria and this is what we will be doing: 3 to 4 x a week, one adult to max of 4 students, during the school day, in person.

Provider:

Catapult Learning is the company selected from an initial list of 12 companies approved by the state. The grant could have been written to hire our own tutors; we didn't pursue this option. Catapult is going to hire one person to be the tutor and has had two interviews with a candidate they are considering for us. We are reaching out to learn this individual's credentials.

Students to Be Served:

40 students, primarily from grades 6 and 7 and few students in Grade 8.

Content:

Math topics aligned to grade level curriculum

Dates and Times:

Initial Plan was to begin December 4 and end May 10. We are still working out contract details; tutoring will begin by early January. We will likely have funding for tutoring to continue into next year; we will be using some ARP ESSER funds as discussed. Times: Mondays 7:40-12:50, Tuesdays 7:40-9:44 12:21-2:20, Wednesdays: 7:40-12:18, Thursdays: 7:40-2:20, Fridays: 9:55-2:20

Introduction Math Puzzle (Would You Rather, Which One Doesn't Belong, Visual Patterns)						
5 Minutes	Task Description:					
ALEKS						
10 Minutes	Teacher is moving around the room, monitoring progress and providing support as needed. Students are using their recording sheet to indicate when they have completed a topic and what the topic was.					
Grade Level Task	Grade Level Standard:					
25 Minutes	Learning Objective:					
 3 Act Task Open Middle Task 	Task Description:					
ALEKS						
10 Minutes	Teacher is moving around the room, monitoring progress and providing support as needed. Students are using <u>their recording sheet</u> to indicate when they have completed a topic and what the topic was.					
Closing Circle						
5 Minutes	What is something you learned today? What is something that was challenging today? What is something you need to keep working on? What is something that was successful for you today?					

Introduction Math Puzzle (Would You Rather, Which One Doesn't Belong, Visual Patterns)						
5 Minutes	Task Description:					
ALEKS						
40 Minutoo	Teacher is moving around the room, monitoring progress and providing support as needed.					
To Minutes	Students are using their recording sheet to indicate when they have completed a topic and what the topic was.					
Grade Level Task	Grade Level Standard:					
25 Minutes	Learning Objective:					
3 Act Task	Task Description:					
Open Middle Task						
ALEKS						
10 Minutos	Teacher is moving around the room, monitoring progress and providing support as needed.					
To Minutes	Students are using their recording sheet to indicate when they have completed a topic and what the topic was.					
Closing Circle						
5 Minutes	What is something you learned today? What is something that was challenging today? What is something you need to keep working on? What is something that was successful for you today?					

Introduction Math Puzz	le (<u>Would You Rather, Which One Doesn't Belong</u> , <u>Visual Patterns</u>)					
	Task Description: The image below will be projected on the board as students walk into class. They will know to get a whiteboard, marker, and erase and begin working on the problem that they see. There is no need for me to explain the task as they're able to read and interpret the question.					
5 Minutes	Would you rather have Pennies to match your weight Quarters to match your height Image: Comparison of the part of th					
	 Students will have to work independently on their whiteboards to make a convincing argument to their choice. Students will have access to calculators to support their thinking. Questions to push student thinking as they work: Can you convince me of your reason? Why did you choose that option? Have you convinced someone who disagrees with you? What math could you use to support your answer? Hear from students what they're thinking and their rationale (1 minute at the end). 					
ALEKS						
10 Minutos	Teacher is moving around the room, monitoring progress and providing support as needed.					
	Students are using their recording sheet to indicate when they have completed a topic and what the topic was.					
Grade Level Task	Grade Level Standard: 6.NS.4					

	Learning Objective: Students will apply their knowledge of LCM to a real world problem.
	Task Description:
	Students will start with watching a video of cogs moving to build interest in the task. Students will be asked to notice and wonder about the video that they watched (1-2 minutes). I will replay the video so that students are able to rewatch it. After about 2 minutes, we will share out some of the noticings and wonderings - I will record on the board as I prompt students. Encourage them to get to the main thinking question: <i>When will the dots line up again? How many turns does each wheel have to make?</i>
	Students will then make an estimate of how many turns each cog has to make until they line up (1-2 minutes).
25 Minutes <u>Geared Up</u> (3 Act Task)	Students will be given the information about how many teeth are in each wheel. They then will be able to work in groups (or individually if they prefer) to solve the task. As I wander around, checking in with groups, I can ask questions or provide hints to prompt their thinking:
	 Maybe start with the smallest wheel – each time it turns, how much does the other wheels move? Could you start with just one pair of dots? When will they meet again? Can you draw a picture? Would making a table help?
	After about 10 minutes, or when it looks like students have come to a consensus on a solution, I will bring us together. I'll ask for students to share their thinking and solutions - I can use document cameras or have them go to the board to share their ideas. Alternatively, I can have students move to a group to see the thinking/work of their peers.
	We will close by watching the video for Act 3 and discussing if we were right.
ALEKS	
	Teacher is moving around the room, monitoring progress and providing support as needed.
10 Minutes	Students are using their recording sheet to indicate when they have completed a topic and what the topic was.
Closing Circle	
5 Minutes	In a circle, students will get to share their response to ONE of these questions. Students will have 1 minute to think silently about what their answer is, and then we will share out for the remainder of the time. What is something you learned today?
	what is something that was challenging today?
What is something you need to keep working on? What is something that was successful for you today?	
--	
what is something that was successful for you today?	



Authentic Innovator Rubric

Performance Area	1	2	3	4
Understands, perseveres, and adapts to real-world challenges	Shows limited understanding of real-world challenges with prompting	Demonstrates initial understanding of real-world challenges	Understands and adapts to real-world challenges by identifying underlying issues	Applies understanding of and embraces complex, real-world challenges
Exhibits creativity, originality and ingenuity	Restates an idea that has been previously generated	Identifies conventional ideas	Integrates existing ideas to create something new	Generates unique and innovative ideas
Promotes divergent perspectives	Recognizes a single perspective and/or outcome	Demonstrates limited awareness of multiple perspectives and possible outcomes of choices	Considers multiple perspectives and possible outcomes of choices	Seeks and connects multiple perspectives and evaluates possible outcomes of choices
Applies a deliberate and thoughtful design process	Restates limited information that might inform a design process	Identifies information that might inform a design process	Selects relevant information to inform design processes	Evaluates several possible design processes before selecting and applying one
Demonstrates resilience and views failure as a learning opportunity	Views critique, setbacks, or failure as a stopping point	Views some critique, setbacks, or failure as a potential learning opportunity	Interprets critique, setbacks, or failure as a learning opportunity	Invites critique and accepts setbacks and failure as inherent to a reflective learning process
Reflects, self-critiques, and self-regulates	Shows inflexibility in their willingness to adapt	Requires prompting to make limited modifications on future actions	Demonstrates consistent effort to apply what they have learned to improve their future actions	Anticipates the need to adapt and actively seeks out opportunities for improvement on future actions

POG Critical Thinker Rubric: CGS

Performance Area	1-Not Yet	2-Almost There	3-On Target	4-Above & Beyond
		•••		
Information and Discovery	I am still working on describing a problem or investigation with my own words. I am still working on asking questions related to the topic.	Some of the time, I can describe a problem or investigation with my own words. Some of my questions related to the topic.	Most of the time, I can describe a problem or investigation with my own words. Most of my questions are related to the topic.	All of the time I can describe a problem using my own words, with details and an explanation. All of my questions are related to the topic.
Interpretation and Analysis	I am still working on identifying points of view from a source with some accuracy.	I can identify points of view with some accuracy from sources.	I can identify points of view accurately from multiple sources.	I can consistently describe and interpret points of view from sources and use the evidence to support the argument.

Reasoning	I am still working on making conclusions or predictions.	I make conclusions <i>or</i> predictions without supporting evidence.	I use information to make accurate conclusions or predictions and support them with evidence.	I can gather additional information to support my reasoning for my conclusions or predictions.
Constructing Arguments	I am still working initiating an argument with proof.	I am able to initiate an argument with limited proof.	I can initiate an argument with proof,	I initiate an argument using multiple reasons and proof.
Self-Regulation/ Reflection	I am still working to reflect on my own critical thinking skills.	With help, I can reflect on my own critical thinking skills.	l reflect on my critical thinking skills.	I ask for, and accept feedback and reflect on my critical thinking skills.

FFF
GHR Empowered Citizen Rubric
Grades 3-5

Performance Area	1 - Emerging	2 - Progressing	3 - Meets	4 - Exceeds
Embraces Diversity and Individuality	Engages only with peers who share a similar background.	With support, is open to engaging and communicating with peers from a variety of backgrounds and cultures showing kindness and understanding.	Is actively open to engaging and communicating with peers from a variety of backgrounds and cultures showing kindness and understanding.	Embraces peers from a variety of backgrounds and cultures showing kindness and understanding. Asks questions to learn more about them.
Seeks Cultural Understanding	Does not ask or want to learn about differences in cultures, races, traditions and beliefs.	Tried to ask and learn about differences in cultures, races, traditions and beliefs when prompted.	Asks and actively learns about differences in cultures, races, traditions and beliefs.	Asks and actively learns about differences in cultures, races, traditions and beliefs. Shares their learning with others.
Civic Minded, Informed and Engaged in the Community	Identifies the variety of roles people in their community play and how they are trying to solve problems.	Identifies the variety of roles people in their community play and how they are trying to solve problems. Takes on an active role to help their community.	Is a leader in helping their community. Works with community members to create solutions to community challenges.	Actively looks for opportunities to be a leader and help their community. Listens to others point of view from the community and thinks about how to create a solution that uses compromise to meet everyone's needs.
Advocates for Self and Others	Does not ask or accept help.	Asks for help and accepts help when offered. (ex:"I don't get it")	Asks for help for themselves or others in a way that is specific and clear. ("I'm not sure how to…") Accepts help and feedback.	Thinks about strategies to solve problems independently before asking for help. Uses strategies to help others.
Demonstrates Integrity and Ethical Behavior	Does not accept or support others' differences.	Accepts other's differences	Accepts and supports other's differences by showing respect and encouragement.	Stands up for other's differences by advocating for their identity and right to respect.
Self Regulation and Reflection	Is not willing to listen to others' points of view or change their own thinking.	Is willing to listen to others' points of view but is not willing to change their own thinking.	Is willing to listen to others' points of view and is willing to change their own thinking.	Realizes when their thinking may need to be changed and actively looks for people to listen to and learn from.

Review and revise "Rubric Selection" to reflect all four (4) PoG Rubrics as well as Lesson(s)/Unit(s), Performance Indicators and Lesson(s)/Unit(s)				
Department	Rubric Selections -Two (2) per Department	Lesson(s)/Unit(s)	Performance Indicators	
ELA - 6th grade	Collaboration; Communication	S1 - Refugee; S2 - Empathy Book Clubs	S1-Self regulation/reflection & Engaging in conversations; S2- Leadership and Initiative & Cooperation	
ELA - 7th grade	Collaboration; Communication	S1- Dystopian Nonfiction Articles (Unit 2); S2- Survival Book Groups (Unit 4)	S1: Cooperation + Self Regulation/Reflection; S2: Engaging in Conversation and Disucssions +Listening	
ELA - 8th grade	Collaboration (S1) Communication (S2)	S1- Tracking Conflicts Final RACES Response (Unit 1); S2- Exceptionality Poster Project (Unit 3)	S1- Self-Regulation + Reflection & Responsiveness; S2- Self-Regulation + Reflection & Delivering Oral Presentations	
ELA - (7/8th)	Communicatoin (S1) Critical Thinking (S2)	S1 - Fitting In (Tangerine) - Socratic Circle; S2 - The Ideal Society (The Giver) - Tic Tac Toe	S1 - Engaging in Conversation, Listening S2 - Reasoning, Self-Regulation/Reflection	
Math 6th Grade		This is will be new this year based on the new curriculum		
Math 7th Grade	Semester 1: Critical Thinking; Semester 2: Collaboration; Communication	Semester 1: Unit 2: Multiplying & Dividing Rational Numbers: Students choose their own groups to teach a five minute lesson (to the class) on a word problem Semester 2: Unit 4: Percents: Wicked Slice Pizza Project	Semester 1: Unit 2: Critical Thinking: Problem Solving and Solution Finding; Students also Self Regulation Reflection & Cooperation (Capacity for Self-Critique). Semester 2: Cooperation & Collaboration: Self Regulation Reflection & Cooperation (Capacity for Self-Critique)	
Math 8th Grade	Semester 1: Collaboration; Communication Semester 2: Critical Thinking	Semester 1: Unit 2: Rationa I Numbers, Roots and Cubes: Create a powerpoint to define, provide examples, determine why, and present to the class. Semester 2: Unit 6: Pythagorean Theorem: Students choose their own groups to teach a five minute lesson (to the class) on a word problem	Semester 1: Collaboration & Communication. Semester 2: Self Regulation Reflection & Cooperation (Capacity for Self- Critique): Semester 2: Critical Thinking: Problem Solving and Solution Finding	
SCIENCE	Critical Thinking, collaboration	6th grade: Penguin Shelter ENG Task and Weather Forecast MDL task 7th Grade: Unit 3 - Flameless Heater ENG task; 8th grade Roller coaster ENG task	6th Grade Penguin Shelter Problem Solving and Solution Finding . Weather Forecast cooperation, responsibility and productivity 7th Grade: Unit 3 - Flameless Heater - Interpretation and Analysis/Problem Solving, Solution Finding; 8th grade -Roller Coaster Ecooperation, responsibility and productivity	
SOCIAL STUDIES	Critical Thinking/Empowered Citizen	 8th - American Rev Diary Entries, 7th - East Asia Project, 6th Julius Caesar 8th - Articles of Conf Socratic Seminar, Participation and Behavior grades, 7th - Africa Water Crisis Project, Participation and Behavior Grades, 6th - Ancient Greece Project, Participation and Behavior 	Critical Thinking: Interpretation and Analysis Empowered Citizen: Civic Minded, Informed and Engaged in the Community/Demonstrates Integrity and Ethical Behavior	
WORLD LANGUAGE	Communication Empowered Citizen	Communication: year long, 7th and 8th grade, daily participation Empowered Citizen: 7th and 8th grade: cultural units such as Día de los Muertos, Indigenous Peoples' Day, Noël and Navidad Commercial Madness, etc.	Communication: Listening, Communicating in Diverse Environments Empowered Citizen: Seeks Cultural Understanding	
FCS	Communication and Collaboration	7th grade Communication - Health and Wellness Unit - Instagram Infographic 7th grade Collaboration - Food Preparation Unit - Collaborative Food Labs	Using 21st Century Communication Tools Leadership and Initiative, Cooperation, Responsibility & Productivity	
ART	Collaboration and Critical Thinking	7th Grade sculpture unit- Collaboration All units Critical Thinking	Collaboration=Cooperation and flexibility Critical Thinking= Self-Regulation/Reflection and problem Solving	

PE	Communication and Collaboration	Connecticut State Fitness Test Individualized Achievement Plan and Goal Setting	Responsiveness -Students record their fall fitness scores, reflect and make a fitness goal for the spring. They will then create an individualized fitness plan for each fitness component and will work on throughout the winter. After taking the spring test, they will reflect on why or how they met (or did not) meet their fitness goals and what they can work on moving forward. They will also provide feedback to other students in class to assist them in their fitness journey.
TECH ED	Collaboration & Critical Thinking	6- gears and mechanisms, test beds, spinning sign 8- CO2 Dragsters, Sphero Coding, CNC Sign	6-Collaboration, and self reflection and regulation. 8- Problem Solving/Solution Finding, Self Reflection and Regulation.
MUSIC	Communication and Collaboration	Communication: Post-concert small group discussion and written reflection (6, 7, 8th grade) Collaboration: Score Navigation Activity (6, 7, 8th grade)	Communication: Engaging in conversation and discussions, Listening, Self-Regulation/Reflection Collaboration: Works with the group using consensus and discussion. Show understanding of the learning needs of others.
SPECIAL EDUCATION			
HEALTH	Communication & Collaboration	6th grade- Communication: Hygeine & puberty Unit. 8th Grade- Communication: Personal Wellness Unit 6th grade- Collaboration: First Aid 8th grade Collaboration: Final Exam Preparation Project	Delivering Oral Presentations & Using 21st Century Communication Tools
DIGITAL CITIZENSHIP			
Department	Rubric Selections -Two (2) per Department		
ELA	Collaboration; Communication		
ELA - 7/8th)	Communication (S1) Critical Thinking (S2)		
Math 6th Grade	Collaboration and Critical Thinking		
SCIENCE	Critical Thinking, collaboration		
SOCIAL STUDIES	Critical Thinking/Empowered Citizen		
WORLD LANGUAGE	Communication Empowered Citizen		
FCS	Communication and Collaboration		
ART	Collaboration and Critical Thinking		
PE	Collaboration and Communication		
TECH ED	Collaboration & Critical Thinking		
MUSIC	Communication and Collaboration		
HEALTH	Communication & Collaboration		
DIGITAL CITIZENSHIP			

ннн Grade 5 Portrait of the Graduate Project

Project: Endangered/Threatened/Special Concern Species In CT

Essential Questions	 What does an animal need to thrive and survive in an ecosystem? How do humans affect Connecticut wildlife?
Standards Addressed	 Science: 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
	 Writing: W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2.A, W.5.2.B, W.5.2.C, W.5.2.D, W.5.2.E W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Interdisciplinary	P.E Predator/ Prey Game
	Science- research species, ecosystem model, begin human impact research
	Technology- record FlipGrid PSA
	Writing- informational report (animal from science), research and write PSA
How does it address	Cooperation (action step discussion)

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collaboration skills? (rubric)	 Responsiveness (editing and revising) Responsibility and Productivity (complete assigned tasks responsible for in partnership) Self-Regulation (reflect on collaboration throughout project with partner)
How does it address critical thinking skills? (rubric)	 Information & Discovery Identifies problems in their own words & uses important details to describe them Asks questions that are clear & thoughtful Interpretation & Analysis Provides information from multiple sources clearly and accurately Reasonsing Clearly makes accurate inferences supported by sources (human impact) Problem Solving/Solution Finding Creates solutions to problems. Clearly explains why their idea makes sense. Thinking includes cause/effect relationship(human impact/commercial) Constructing Arguments Creates an accurate argument that includes reasons, facts, or details from valid sources.
How does it address empowered citizen skills? (rubric)	 Demonstrates Integrity & Ethical Behavior Shows respect and encouragement for our environment/animals and encourages others to do the same Civic Minded, Informed and Engaged in the Community Leader in helping their community Works with community members to create solutions to community challenges Advocates for Self & Others Asks for help for themselves or others in a way that is specific and clear
How does it address communication skills? (rubric)	 Ues 21st Century Communication Tools When appropriate, uses technology effectively to support oral and written presentations. Delivering Oral Presentations Uses an appropriate amount of facts and details. Speaks clearly at an appropriate volume and understandable pace

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	 Visuals relate to the presentation
 4 shifts protocol considerations: A: Deeper Thinking Domain knowledge Problem solving Creativity Metacognition Critical Thinking Assessment Aligned (research standards, writing standards, science standards) 	 Domain knowledge Problem solving (action steps) Creativity (need to include student choice) Metacognition Critical Thinking Assessment Aligned (research standards, writing standards, science standards)
 B: Authentic Work Real Authentic Role Research & Information Literacy Strategies Authentic Assessment 	 Real Authentic Role Research & Information Literacy Strategies Authentic Assessment
 C: Student Agency and Personalization Learning Goals- both teachers and students Learning Activity- both teachers and students Assessment of Learning- teachers Talk time- both teachers and students Work time- both teachers and students Interest Based- somewhat Initiative- somewhat Technology Selection- Teachers Technology Usage- both teachers and students 	 Learning Goals- both teachers and students Learning Activity- both teachers and students Assessment of Learning- teachers Talk time- both teachers and students Work time- both teachers and students Interest Based- somewhat Initiative- somewhat Technology Selection- Teachers Technology Usage- both teachers and students
D: Technology Infusion	 Communicating- in pairs, groups, whole class, Communication Technologies- yes if skype

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 Communicating- in pairs, groups, whole class, Communication Technologies- yes if skype Collaboration- in pairs, groups, whole class, Collaboration Technologies- Technology Adds Value- no Technology as Means, Not End- utilized as basis for researching Digital Citizenship- Yes 	 Collaboration- in pairs, groups, whole class, Collaboration Technologies- Technology Adds Value- no Technology as Means, Not End- utilized as basis for researching Digital Citizenship- Yes

Ideas:

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

What is their environment?

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

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

Field Guide:

Description
Habitat Location
Diet/ Eating Habits
Predators
Human Impact- what is it
Solutions-

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

Resources:

DEEP Website

Wildlife Sanctuary Sponsorship

Animal Choices - Post in Google Classroom

Month	Subject	Task
Mid/End October	Science	 Science Pacing (5 days): Research: 2 days (Jellyfish Day 4 - 5) Models: 3 days (Jellyfish Day 6 - 8) Use legal size paper, not white construction paper
End October/ Mid November	Writing	Informational writing piece on animal

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		 Abiotic/Biotic Factors Description - Size, Distinguishing features Habitat Location Adaptations Diet/ Eating Habits Predators Body paragraphs - 1 - abiotic factors (habitat) 2- biotic factors (predators/prey, plants) 3 adaptations (distinguishing features) 4 text features: list human impact Link to planning organizer
December/January	Science/Writing/ Library	 Science: 1: Read jellyfish article about lake closing/reopening, model how to fill in note sheet 2: Research positive and negative impact of animal, add to note sheet Human Impacting Note sheet Writing: 3: Write paragraph/commercial about human impact 4: Practice commercial/ PSA
Middle of February	Feb 21st - Feb 29th	POG Parent Presentations

Presentation

-day time

-grade level choose when/ choose which month

-invite parents and BOE

-partner teachers presentations for POG week

HHH

1 Wednesday

1 Thursday

1 Friday

Flipgrid: 1 group discusses project Combine flipgrids to create 1 video

Next Steps:

To Do List:

CNH Passage Presentation

Month	Subject / Date	Task
November	Advisory 11.03	Character Strong
November	Advisory 11.29	 Making Connections - Part 1 Students will locate their Google Site/Portfolio and add it to their Advisory Google Classroom. Students will Add a page to their 7th grade portfolio and call it "Making Connections" or "7th grade Connections" Students can personalize their sites at this time too. Discuss that they will add their Amazon Rainforest Project from social studies, a science lesson, and an ELA component later in the year.
December	Social Studies and Science	 Social Studies: Research component. <u>Research the Amazon Rainforest and complete a project based on a topic of concern from the list. Medium of the presentation is choice based</u> Science: Chemical Reactions in pollutants and human effects How would this affect a human that ingested it? How do we get it out of water and soil? Chemical filtering Put science assignments in the Google Site, start adding to connections page Day 1: Students will read an <u>article</u> on Amazon water pollution and answer questions in groups. Day 2: Students will complete water filtration lab Option 1: Clean water challenge: students make and test their own water filters Option 2: Reversing water pollution: students make and test an experience trying to "reverse" effects of dirty water. Day 3: Chemical filtering presentation. Then, please have students submit their lab assignments into their google portfolio
December	Advisory 12.14	 Sign up for enrichment session 2 at 9:30 Advisory teachers will check in on Google Sites for their students and work on the making answering connections page (see 11/29)
January	LMC Collab	LMC: Students will take two days to research and write a letter to a place in or near the community that relates to one of their interests deriving from the Amazon Project. These interests could include animal wellness, habitat loss, farming, water treatment, jewelry sourcing, fashion sourcing, indigenous land, etc. Places they could write their letters to include: - Animal shelters - Water treatment facilities

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		Native groupsFarmers
January	Advisory 1.09	 School Community Outreach: Students will upload something like a photo, fun fact slide, fun fact video, or picture of their flier to their Advisory Classroom. Encourage quality work. All artifacts will either go on the school publicity board or be announced over the morning show as a way to share learning with our school community. Make xxxxx a co-teacher in your Advisory Classroom (she will collect artifacts there).
		Directions for staff:
		 Please create an assignment on your google classroom page titled, "Amazon Research Project Fun Fact" Have students upload one part of their Social Studies Amazon Research Project This could be their fundraising flier, a fun facts slide from their project, a portion of a video, etc. If they are unsure what to upload, students can make a new slide on google slideshow including a fact or picture about their project topic. Please make sure students attach this to the Classroom post Please add Marybeth Murdoch as a teacher to your advisory classrooms for collection.
January	Advisory 1.30	Option 1: Guest Speaker(s): Discuss the upcoming guest speaker presentation and create 3 questions you could ask the presenter about a topic you learned about through the passage presentation Option 2: Character Strong Lesson
February To be complete d by 3/6 for Advisory	ELA	 ELA: Use "How To Be a Changemaker" Scholastic Scope Article Consider this quote: "Alone we can do so little; together we can do so much."—Helen Keller What did Keller mean? Put the quote into your own words. Consider your response to Question 1. How does the idea of Keller's quote apply to the article "Making Our Voices Heard"? How does the idea of Keller's quote apply to the infographic "How to Be a Changemaker"? Are there any issues discussed in the paired texts that you feel passionately about? Any strategies you read about that you've tried or would like to try? Students will read and analyze an article on making changes and then complete one brief write connecting what they learned about in their passage presentation and the article and their own lives during their taking informed action unit. Reflection: How do our actions locally affect our greater world? What changes in your life could you make to better impact our society?
February	Advisory	 Advisory teachers will check in on Google Sites for their students and work on the making answering connections page and checking that all Passage Presentation materials are presented in the portfolio Students can add personalizations to their sites - pictures, home pages, etc.
March	Advisory 03.06	Presentations Practice

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March	SLC	SLC Conferences
	03.14	

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Portrait of the Graduate Passage Presentation Projects & Celebrations of Learning-Attributes of Projects

POG Competency aligned and Standards Aligned

- Critical Thinking: Demonstrates organizational and reasoning skills (uses multiples sources, gathers and analyzes relevant information to understand and solve problems) Research
- Collaboration: Uses time wisely/works cooperatively with others (stays focused and productive, shows flexibility, demonstrates leadership) Group Project
- Communication: Participates in class discussions (asks questions, makes meaningful comments, stays engaged, listens to others) <u>Students present to students in class, CNH building, and families</u>
- Empowered Citizen: Engages with community (embraces diversity and differences, speaks up for self and others, actively helps others, shows respect) Letters and Awareness component
- Authentic Innovator: Understands perspective (adapts to real world challenges, views failure as an opportunity to learn, shows creativity) Choice of product and connections from curriculum to larger world community; opportunities to connect to local community

Student Agency-Topic, Process, and/or Product

• Students choose topic and product

Problem or Task of Higher Complexity

• Problem solving; go beyond stating the problem, but understand complex nature & creatively solve

Engages Students with Local, National, and/or International Communities and Problems

- What impact do Amazon Rainforest Issues have on the global community? What can we do locally?
- Guest speaker and letters to experts
- Showcase of projects around school (bulletin board & publicity)
- Presentation at SLC

Interdisciplinary

- Social Studies Curriculum addressed through Rainforest Study
- Science component to address dangers of mining practices related to chemistry unit
- ELA component to address advocacy & activism
- Library Research to address sources of information & local authorities

Incorporates Research

• Multiple sources, citing sources, applying new knowledge

Real World, Authentic Work

- Communication with experts (letter writing)
- Products shared with whole school via bulletin boards, Morning Show & Publicity Electronic Board

Presentations for Real World Audience

- SLC
- Products shared with whole school via bulletin boards, Morning Show & Publicity Electronic Board

Technology Integration

• Database and online research, Google Slides, Google Sites, Video component

Utilize real world experts such as photographers, journalists, scientists

• Guest speaker from UConn Sustainability or students? Opportunities to reach out to experts in the field.

Involves students as Difference Makers

- Students encouraged to raise awareness around the school
- Reflecting on activists in ELA curriculum and connecting to themselves

Leaves a lasting impact on the community

- Students share work through in-school publicity networks
- Opportunities for school-wide awareness

acadience[®]reading k-6

What is Acadience Reading K-6?

Acadience Reading K–6 is a universal screening and progress monitoring assessment that measures the acquisition of early literacy skills from kindergarten through sixth grade. Acadience Reading is comprised of six brief measures that function as indicators of the essential skills that every child must master to become a proficient reader. These measures are used to regularly monitor the development of early literacy skills in order to provide timely instructional support and prevent the occurrence of later reading difficulties.

Why use Acadience Reading?

Acadience Reading is used for:

- universal screening to find students who may be at risk for reading difficulties;
- identifying skills to target for instructional support;
- progress monitoring at-risk students while they receive additional, targeted instruction; and
- examining the effectiveness of school-wide literacy supports.

Acadience Reading has many advantages:

- it directly measures foundational early literacy skills that are responsive to instruction;
- it is standardized;
- the measures are thoroughly researched, reliable, and valid;
- it can be used within a problem-solving, outcomes-driven model of decision-making;
- research-based benchmark goals are used for interpreting results; and
- it is efficient and economical.

How do I get Acadience Reading?

Acadience Reading can be obtained in three ways:

- 1. Purchase printed materials from Voyager Sopris Learning: https://store.voyagersopris.com/
- 2. Purchase Acadience Learning Online from Voyager Sopris Learning: https://store.voyagersopris.com/
- 3. Download for free from the authors at Acadience Learning: www.acadiencelearning.org/

Using Acadience Reading to Make Educational Decisions

Acadience Reading testing is conducted in two ways:

- Universal Screening or Benchmark Assessment. Benchmark assessment refers to testing all students within a grade three times per year for the purpose of identifying the students who may be at risk for reading difficulties. Benchmark assessment is always conducted using grade-level materials. Acadience Reading provides one of the best methods of identifying students who are at risk for early reading difficulties, including dyslexia.
- 2. *Progress Monitoring.* Progress monitoring refers to the more frequent testing of students who may be at risk for future reading difficulty. The purpose is to monitor the effectiveness of instruction and make real-time changes as needed. This more frequent monitoring is matched to the skill areas in which

students are receiving instructional support, using grade-level or below-grade materials, depending on the student's needs.

Outcomes-Driven Model

Universal screening (benchmark assessment) and progress monitoring are the types of assessment necessary for use within a Multi-Tiered System of Support (MTSS) or Response-to-Intervention (RtI) model that includes a decision-making process such as the Outcomes-Driven Model. In the Outcomes-Driven Model, data are used to make decisions to improve student outcomes by matching the amount and type of instructional support with the needs of students and systems in all three tiers of support. The following figure illustrates the Outcomes-Driven Model.



Acadience Reading and the Basic Early Literacy Skills

Acadience Reading is comprised of six measures that serve as indicators of the essential skills that every child must master to become a proficient reader. As an indicator, an Acadience Reading measure is a brief, efficient index that is predictive of a child's performance in a broader skill area, similar to how a pediatrician measures a child's height and weight as indicators of overall physical development.

These indicators provide teachers with information on skill areas where students may need additional instructional support. It is important to note that although the sub-skills measured by Acadience Reading are strongly predictive of success within the broader basic early literacy skills, they are not the only skills within those broader areas that students must master in order to become good readers. Teaching should focus on the broad skill areas, not only on the sub-skills that are directly assessed by the Acadience Reading measures.

These Acadience Reading Measures	Serve as Indicators of These Basic Early Literacy Skills	Method of Administration
First Sound Fluency (FSF)	Phonemic Awareness	Individual
Phoneme Segmentation Fluency (PSF)	Phonemic Awareness	Individual
Letter Naming Fluency (LNF)	 indicator of risk 	Individual
Nonsense Word Fluency (NWF)	The Alphabetic Principle and Basic Phonics	Individual
Oral Reading Fluency (ORF), including Retell	 Advanced Phonics and Word Attack Skills Accurate and Fluent Reading of Text Reading Comprehension 	Individual
Maze	Reading Comprehension	Group-Administered

How Much Time is Needed for Benchmark Assessment?

The amount of time it will take to administer the benchmark assessment will vary by grade and time of year. All measures except for Maze are administered one-on-one with students.

	Beginning of Year		Middle	of Year	End of Year		
	Measures	Time	Measures	Time	Measures	Time	
Kindergarten	FSF, LNF	3 minutes	FSF, PSF, LNF, NWF	6.5 minutes	LNF, PSF, NWF	5 minutes	
Grade 1	LNF, PSF, NWF	5 minutes	NWF, ORF	8 minutes	NWF, ORF	8 minutes	
Grade 2	NWF, ORF	8 minutes	ORF	6 minutes	ORF	6 minutes	
Grades 3–6	ORF, Maze	6 min per student plus 5 min per class	ORF, Maze	6 min per student plus 5 min per class	ORF, Maze	6 min per student plus 5 min per class	

Interpreting Acadience Reading Scores

Acadience Reading provides two types of scores at each benchmark assessment period:

- 1. A raw score for each individual measure and
- 2. A composite score (the Reading Composite Score).

Each of the scores is interpreted relative to the benchmark goals and cut points for risk.

The Acadience Reading benchmark goals and cut points for risk are based on research that examines the predictive probability of a score on a measure at a particular point in time, as compared to later Acadience Reading measures and external measures of reading proficiency and achievement.

Acadience Reading benchmark goals and cut points for risk provide three primary benchmark status levels that describe students' performance: a) At or Above Benchmark, b) Below Benchmark, and c) Well Below

Benchmark.	These	levels a	are	based	on th	ne	overall	likelihood	of	achieving	specified	goals	on	subsequent
Acadience R	eading	assess	smer	nts or e	xterr	al	measu	res of reac	ling	achievem	nent.			

Benchmark Status	Overall Likelihood of Achieving Subsequent Early Literacy Goals	Likely Need for Support
Above Benchmark	90–99%	Likely to Need Core Support ^a
At Benchmark	70–85%	Likely to Need Core Support ^b
Below Benchmark	40–60%	Likely to Need Strategic Support
Well Below Benchmark	10–20%	Likely to Need Intensive Support

^a Some students may benefit from instruction on more advanced skills.

^bSome students may require monitoring and strategic support on component skills.

Extensive research on the reliability and validity of the Acadience Reading measures has been conducted by the authors of Acadience Learning and by other researchers.

Acadience Data Management and Reporting

Immediate feedback is a necessary component of effective assessment. There are two options for data management for Acadience Reading: Acadience Learning Online offers online administration for the assessment, and Acadience Data Management supports paper and pencil users of the assessment. Both systems from the authors of Acadience Reading provide a way to receive a variety of reports that facilitate instructional decision making at the district, school, classroom and student levels. The authors recommend using either Acadience Learning Online or Acadience Data Management. Learn more at: www. acadiencelearning.org/resources/data-management/.



Training

Acadience Learning offers high-quality training options developed directly by the authors of Acadience Reading. Training topics include how to give and score the measures, data interpretation, connecting your data to instruction, and a train-the-trainer model (Acadience Reading Mentors). Training formats include onsite workshops, live and recorded online workshops, and our annual training event, the Acadience Learning Institute. More information can be found at <u>www.acadiencelearning.org/training</u>.

Additional Assessments Available from Acadience Learning

Visit our website at <u>www.acadiencelearning.org</u> for information on our entire suite of assessments, including Acadience Reading Diagnostic, Acadience Reading Pre-K: PELI[®], Acadience Reading 7–8, and Acadience Math. If you have any questions, please contact us at <u>info@acadiencelearning.org</u>.



CONNECTICUT'S K-3 Literacy Strategy



Every Connecticut student has the right to read at or above grade level independently and proficiently by the end of third grade.



Connecticut State Department of Education

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Reading Leadership Implementation Council

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- Dr. Michael Coyne, Professor, Neag School of Education the University of Connecticut
- Dr. Margie Gillis, Founder and President, Literacy How, Inc.
- Kim Healy, Wilton, CT
- Steven Hernandez, Esq., Executive Director, The Commission on Women, Children, Seniors, Equity & Opportunity (CWCSEO)
- Dr. Melissa Jenkins, Chief Academic Officer, Bridgeport Public Schools

- Cristina Kingsbury, Instructional Coach, Naugatuck Public Schools
- Dr. Stephanie Lockhart, Principal, Avon High School, Avon Public Schools
- Frances Rabinowitz, Executive Director, Connecticut Association of Public School Superintendents (CAPSS)
- Lisa Thomas, Retired Educator
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- Leslie Navarrete, Staff Assistant and Council Clerk, Connecticut State Department of Education
- Irene E. Parisi, Chief Academic Officer, Connecticut State Department of Education

Connecticut State Department of Education

Charlene M. Russell-Tucker, Commissioner of Education



Overview

n June 2021, <u>An Act Concerning Provisions Related to Revenue and Other Items to Implement the</u> <u>State Budget for the Biennium Ending June 30, 2023</u> was passed and includes laws to support the reading success of students across Connecticut. This legislation is often referred to as the "Right to Read" bill. This bill established the Center for Literacy Research and Reading Success (Center) within the Connecticut State Department of Education (CSDE). The activities of the Center are informed by the <u>Reading Leadership Implementation Council</u> (Council). The Council includes members appointed by the Governor of Connecticut, members of the Connecticut House of Representatives and Senate, Black and Puerto Rican Caucus of the Connecticut General Assembly, and the Commissioner of Education.

One of the Center's central activities is to develop a kindergarten through grade 3 reading strategy to assist in the provision of comprehensive literacy supports to all students. Connecticut has a longstanding commitment to reading success and a history of important reading initiatives that informed the development of *Connecticut's K-3 Literacy Strategy*. Some of these initiatives include the Connecticut Blueprint for Reading Achievement, Scientific Research-Based Interventions (SRBI): Connecticut's Framework for Rtl (Response-to-Intervention), Connecticut's Partnership for Literacy Success (i.e., CT K-3 Literacy Initiative[CK3LI]), Connecticut's Early Reading Success Initiative, Connecticut's Research-based Universal Screening Reading Assessments for Grades K-3, ReadConn (K-3 Reading Skills Professional Development Series), the Science of Reading (SOR) Masterclass, and others.

Connecticut's K-3 Literacy Strategy is also aligned with, and draws from, current important developments and initiatives in the field of reading research and practice, including the Science of Reading, Multi-Tiered Systems of Supports (MTSS), Structured Literacy Instruction, Accelerated Instructional Approaches, students with a specific learning disability (SLD)/Dyslexia, and Multi-Generational Frameworks. The References and Resources section at the end of this document includes information about many of the initiatives and resources that informed the development of *Connecticut's K-3 Literacy Strategy*.

The Center developed *Connecticut's K-3 Literacy Strategy* with guidance from the Council. Although not exhaustive, the resources and information provided in this document create a road map for the Center and stakeholders to improve practices and methods of a comprehensive, multi-tiered educational learning system that includes culturally responsive, scientifically based, evidence-based literacy practices, strategies, and structures. *Connecticut's K-3 Literacy Strategy* will continue to grow and adapt to be responsive to new research, additional stakeholder dialogue, and the evolving needs of Connecticut students.

Connecticut's K-3 Literacy Strategy

Connecticut's K-3 Literacy Strategy advances the vision of the Center to ensure every Connecticut student is reading at or above grade level independently and proficiently by the end of grade 3.

Connecticut's K-3 Literacy Strategy is a comprehensive framework that prioritizes culturally responsive, scientifically based, evidence-based practices in reading instruction, intervention, and assessment implemented within a coordinated schoolwide or districtwide system of supports. Connecticut's K-3 Literacy Strategy promotes success for all students and includes the following critical conditions:

- sustainable literacy leadership and schoolwide literacy systems;
- effective scientifically based, evidence-based literacy classroom instruction and supplemental intervention;
- sensible literacy assessment practices;
- · high-quality coaching and professional learning to achieve equity for all learners; and
- multigenerational approaches to building authentic family engagement and whole family literacy well-being.

Specific Actions that Support Connecticut's K-3 Literacy Strategy

The Center offers the following specific actions for building comprehensive literacy supports in Connecticut that enable high-quality, culturally responsive, comprehensive K-3 literacy education informed by the science of reading.

Actions to Support Sustainable Literacy Leadership and District and Schoolwide Literacy Systems

- Establish a district literacy leadership team (i.e., superintendent, assistant superintendent, director of curriculum and instruction, principals, special education director, director of multilingual learners, etc.) dedicated to building and sustaining scientifically based, evidence-based literacy practices and systems across schools and grades.
- Support school-based literacy leadership teams in building and sustaining culturally responsive, scientifically based, evidence-based literacy practices and systems. Team membership may include but is not limited to the following: principal, assistant principal, literacy coach, general education teachers from each grade level, special education teachers, multilingual learner specialists, reading specialists, and parent engagement coordinators.
- Create and implement a district literacy plan and individual school-based literacy plans based on the results of a diagnostic needs assessment process. This process includes analyzing student literacy assessment data, reviewing current literacy goals and benchmarks, examining assessments and instructional materials, creating observable and measurable goals, and establishing a timeline of clearly specified activities.

- Prioritize K-3 literacy through the coordination of supports, alignment of literacy initiatives, and allocation of the resources and time needed to implement district and school literacy plans and activities. This may include, but is not limited to:
 - investing in high-quality, scientifically based, evidence-based assessments, interventions; and classroom instructional materials, tools, and resources;
 - evaluating and adjusting master schedules;
 - inventorying current school space, staff roles and responsibilities, and resources;
 - supporting administrators with coaching, observing instruction, and supervision of interventions;
 - protecting time for monthly district-level and grade-level literacy planning and implementation meetings; and
 - prioritizing literacy professional learning and coaching.
- Ensure a consistent and coordinated literacy vision across the district by aligning district and school literacy plans to district policies, strategic plans, portrait of the graduate, etc.
- Include multigenerational approaches when building authentic family engagement opportunities.

Actions to Support Effective Scientifically Based, Evidence-based Literacy Classroom Instruction and Supplemental Intervention

- Ensure all students see themselves as capable literacy learners and foster student agency by supporting the student's role in their literacy development.
- Establish/adopt culturally responsive, scientifically based, evidence-informed comprehensive essential learning standards and outcomes for literacy mastery by the end of a grade or grade band that include standards-aligned concepts, skills, and strategies.
- Provide a continuum of support with increasing intensity and/or individualization across multiple tiers of instruction (e.g., Tier I, Tier II, Tier III).
- Provide consistent comprehensive core instruction to all students that includes culturally responsive, scientifically based, evidence-based instructional tools, resources, and instructional practices.
- Deliver systematic, cumulative, and explicit structured literacy instruction.
- Establish and execute small-group scientifically based, evidence-based interventions that supplement core instruction for students at risk for, or experiencing, reading difficulties.
- Respect students' backgrounds and incorporate students' personal knowledge, experiences, and attitudes when teaching.



- Develop and implement high-intensity tutoring opportunities and summer school intervention for all students, including multilingual learners, experiencing reading difficulties anchored to scientifically based, evidence-based intervention programs and materials.
- Design and implement long-term, specific, explicit literacy instruction for multilingual learners aligned to formative and summative assessment data in support of explicit research-based literacy practices with a focus on oral language development, comprehension, vocabulary, and grammar.
- Use multigenerational approaches in the establishment of literacy programming and partnerships that focus on each student's literacy education, whole family well-being, and shared responsibility among the staff, families, and community members.

Actions to Support Scientifically Based, Research-based Sensible Assessment Practices

- Implement an effective, scientifically based, evidence-based literacy assessment system for universal screening and progress monitoring students to (a) inform core classroom instructional priorities; (b) identify students requiring supplemental intervention; and (c) monitor student response to intervention over time.
- Universally screen and progress monitor all students on a regular basis using the same universal screening measures to assist in the identification of those experiencing reading difficulties and on a routine basis (i.e., fall, winter, and spring) incorporating progress monitoring tools that are relatively quick assessments and administered frequently (e.g., biweekly, monthly) to measure students' progress during an intervention period.
- Incorporate both formative and summative assessment practices that inform daily instruction as well as capture the extent of growth and performance on the grade-level standards.
- Link assessment results, combined with other sources of student-specific data, with student learning goals and instruction to support student learning.
- Ensure that assessments provide the information required or desired without over-testing students or narrowing curriculum by teaching to the test.
- Administer Connecticut-approved universal reading assessments to assist in identifying, in whole or in part, students at risk for dyslexia or other reading-related learning disabilities.

Actions to Support High-quality Professional Learning Systems to Achieve Equity for All Learners

- Develop a professional learning committee that prioritizes equity in professional learning practices and embraces student assets (e.g., understand student's historical, cultural, and societal contexts).
- Create structures to ensure equitable access to adult learning opportunities and sustain a culture of support for all staff.
- Allocate resources for professional learning and monitor use and impact of resource investments.
- Work with district and school literacy leadership teams to set relevant and contextualized learning goals grounded in literacy research and theories.

- Build capacity for use of scientifically based, evidence-based instructional practices.
- Align professional learning to scientifically based, evidence-based curricula and instructional materials.
- Ensure schools have access to literacy coaches knowledgeable about tiered, scientifically based, evidence-based literacy assessment, instruction, and intervention.
- Provide dedicated reading interventionists to develop and deliver supplemental and intensive intervention reading plans for any student reading below proficiency and to be responsible for conducting reading assessments as needed.
- Work with external literacy experts to provide professional learning to teachers and administrators in scientifically based, evidence-based reading resources and instruction.
- Conduct learning walks to gather information and reflect upon student learning opportunities; student engagement; and scientifically based, evidence-based literacy practices.

Actions to Support Multigenerational Approaches to Build Authentic Family Engagement and Whole Family Literacy Well-being

- Engage families as experts and identify their needs and goals.
- Build family well-being by working with students and their families together.
- Support the family's role in literacy development and connect families to scientifically based, evidence-based literacy approaches.
- Ensure two-way communication for a shared vision of goals of literacy.
- Focus on addressing the needs of the whole family unit and understanding their multiple dimensions.
- Foster meaningful relationships and build formal and informal networks of support.
- Invest in resources to support family engagement and whole family well-being.
- Coordinate literacy instruction and ensure families receive regular updates of student literacy progress.



Definitions of Terms

Connecticut's K-3 Literacy Strategy includes important scientifically based, evidence-based approaches, developments, and initiatives in the field of reading research and practice. To help the reader, some of these terms are defined below.

Accelerated Instructional Approaches

As the United States Department of Education explained (2021), accelerated instructional approaches incorporate building on what students already know to access new learning.

Scientifically based, evidence-based accelerated instructional approaches include the use of student data to guide instruction; the use of grade-level materials; scaffolding student learning; and the incorporation of tutoring programs, out-of-school time programs, and summer learning and enrichment.

The CSDE Working Definition of SLD/Dyslexia*

Dyslexia is included in the Individuals with Disabilities Education Act (IDEA, 2004) as a specific learning disability (SLD). Dyslexia affects reading, specifically decoding and accurate and/or fluent word recognition and spelling. Dyslexia is neurobiological in origin and is unexpected and/or inconsistent with a student's other abilities often despite the provision of appropriate instruction. Dyslexia *usually* results from a significant deficit in phonological processing (i.e., a persistent difficulty in the awareness of and ability to manipulate the individual sounds of spoken language).

Typically, students with dyslexia have strengths in areas such as reasoning, critical thinking, concept formation, problem solving, vocabulary, listening comprehension, and social communication (e.g., conversation). Early identification and appropriate instruction targeting the underlying phonological, word reading, and spelling processing deficits that characterize dyslexia may minimize its educational impact.

Essential Clarifications

- Dyslexia is not *primarily* the result of visual, hearing, or motor disability, an intellectual disability, emotional disability, a lack of appropriate instruction, cultural factors, environmental or economic disadvantage, or limited English proficiency.
- Early identification of the characteristics of dyslexia is critical, leading to focused, scientifically based, evidence-based interventions, accommodations, selfawareness, self-empowerment, and school and life success.
- Without targeted, systematic, and explicit instruction and interventions along with accommodations (e.g., accessible educational materials in content area subjects), students with dyslexia may have:
 - reduced reading experiences that may affect the growth of vocabulary and background knowledge;
 - difficulty with written expression; and/or
 - difficulty learning a second language.
- Students with dyslexia may show additional behavioral and/or emotional reactions to their difficulty with learning to read.
- Effective, research-based interventions for phonemic awareness and/or phonics may bring some students with dyslexia to grade expectations in those areas, but the students may still have lingering difficulties in reading fluency, spelling, and/or written expression, which may require intervention.
- * The CSDE developed this working definition with input from an external stakeholder workgroup and based it on a review of applicable literature, the IDEA, and current definitions in use by other states, organizations, and legislation.

Culturally Responsive Education

On February 3, 2021, the Connecticut State Board of Education (Board) adopted a Position Statement on Culturally Responsive Education. This position statement reflects the Board's ongoing understanding of the importance of culturally responsive education as a critical part of all curricula, activities, and services. The position statement highlights that a culturally responsive education includes the establishment of a reciprocal relationship of respect between educators and students; thus, cultural backgrounds become the foundation of the knowledge base for learning and academic success.

Additionally, in 2021 the Connecticut State Department of Education, the Connecticut Association of Public School Superintendents (CAPSS), and the Connecticut Association of Boards of Education (CABE) released a joint statement on the importance of a culturally responsive education. This statement includes the commitment that education must continue to evolve to remain relevant to, and reflective of, students' social, cultural, and linguistic backgrounds to assist in the development of their lifelong respect and compassion for themselves, their classmates, their communities, and the world around them.

Every Student Succeeds Act (ESSA) Evidence

The Every Student Succeeds Act (ESSA) emphasizes the use of scientifically based, evidence-based activities, strategies, and interventions (collectively referred to as interventions) that demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes. The criteria for identifying "evidence-based" interventions based on each of ESSA's four levels are as follows:

- strong evidence from at least one well-designed and wellimplemented experimental study;
- moderate evidence from at least one well-designed and wellimplemented quasi-experimental study;

or

- promising evidence from at least one well-designed and wellimplemented correlational study with statistical controls for selection bias; or
- demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention (Using Evidence to Strengthen Education Investments, United States Department of Education, 2016).

Connecticut's K-3 Literacy Strategy incorporates Connecticut's Literacy Model (CTLM), which was evaluated through a series of rigorous research studies that meet the following ESSA evidence standards and recommendations for selecting evidence-based practices:

- Interventions supported by higher levels of evidence or effectiveness, specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have been proven to be effective (e.g., design and provide direct, explicit instruction in phonics, phonemic awareness, and fluency, develop one-on-one tutoring opportunities, implement explicit vocabulary and oral instruction for multilingual learners, assess all students, incorporate literacy interventions, etc.).
- State education agencies and local education agencies should look for interventions supported by strong evidence or moderate evidence of effectiveness in a similar setting and/or population to the ones being served.

More specifically, research studies evaluating Connecticut's Literacy Model:

- 1. meet the ESSA standards for *strong* and *moderate evidence* of effectiveness; and
- 2. were conducted in schools across

multiple Connecticut districts with broad and diverse student populations to provide evidence of generalizability across other Connecticut schools and districts.

Multigenerational Approach

The multigenerational approach provides a framework for shared literacy outcomes while building whole family well-being and acknowledging families' histories and experiences. This collective approach includes working with children and families "to create a society where every family passes a legacy of prosperity and well-being from one generation to the next" (Ascend at the Aspen Institute, 2022).

Multi-tiered Systems of Supports (MTSS)

MTSS is a framework that includes a range of scientifically based, evidence-based supports, programs, and practices, such as data-based individualization (DBI), scientific research-based interventions (SRBI), and positive behavioral interventions and supports (PBIS) to address the needs of all students based on a systemwide approach. MTSS integrates academic, behavioral, and social-emotional supports to maximize student achievement and improve behavior outcomes. Essential components of MTSS include screening, progress monitoring, high-quality instruction and intervention, and data-driven decision making to drive teaching and learning.

Science of Reading

The science of reading is a term that has recently become popular in the media and in education. The science of reading is defined as the extensive evidence garnered from multidisciplinary research (e.g., education, cognitive science, neuroscience, linguistics, and psychology) pertaining to reading development and reading instruction found to be most effective for the largest number of students (Hanover, 2022; Moats, 2022).

The science of reading highlights the importance of teaching students the following multifaceted reading components:

- phonemic awareness;
- phonics;
- reading fluency;
- vocabulary development;
- reading comprehension; and
- language comprehension (i.e., phonology, morphology, semantics, syntax, and pragmatics).

Structured Literacy Instruction

Structured literacy instruction prepares students to decode words in an explicit and systematic manner. Structured literacy "integrates listening, speaking, reading, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse" (IDA, 2019b, 6). This approach not only helps students with specific learning disabilities/dyslexia but can be helpful for many other students as well.

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District Literacy Plan (DRAFT)

District Name:	Coventry Public Schools		
Grades:	K-3		
Date Developed:	2023-2024	SY:	Jan 2024
Dates Reviewed:	Dec 2023		

PRIORITY GOAL 1 (Leadership): Install systems and processes to support the implementation of a multi-tiered assessment and instructional framework.

	ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES	APPRAISAL/OUTCOME
1.1	Establish a leadership team with appropriate membership (needs to focus on K-3 and add more voices) add-teacher from each grade, special ed teacher	Director of Teaching and Learning	Nov 2023	Jan 2024	Meeting Dates and Times; Hill for Literacy Materials	Implementation Committee Formed
1.2	Identify timeframe for meetings and identify tasks associated with the literacy initiative to accomplish	Director of Teaching and Learning	Nov 2023	June 2024	Hill for Literacy Materials	Meetings held focused on topics related to the development of the Literacy Plan
1.3	Develop the initial K-3 Literacy Plan to include Goals focused on Leadership, Assessment, Professional Learning, Tiered Instruction, and Family Engagement.	K-3 Literacy Committee	Jan 2024	June 2024	Meeting time Hill for Literacy Materials, District resources and K-3 data	Guiding document to ensure implementation of literacy system and best practices
1.4	Collaborate to build a cohesive knowledge base among the leadership team members including a high level of	K-3 Literacy Team	Jan 2024	June 2024	Resources related to the science of reading	Ongoing capacity building in the membership of the



	ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES	APPRAISAL/OUTCOME
	understanding of the entire system of literacy to help the district build, maintain, and sustain literacy improvements.				and best practices in curriculum, instruction, and assessment	K-3 Literacy Committee
1.5	Effectively communicate the literacy plan to all staff and their roles and responsibilities in relation to it at each grade level.	K-3 Literacy Committee	Sept 2024	Sept 2024	K-3 Literacy Plan	Effective implementation of the Literacy Plan
1.6	Identify the tasks aligned with the literacy initiative and develop a month by month list of action steps.	K-3 Literacy Committee, Director of Teaching and Learning, K-12 ELA Specialist, Reading Consultants	Sept 2024	Ongoing	K-3 Lit Plan; Assessment Framework, Assessment Admin Dates, PD Dates	Effective implementation of the Literacy Plan





District Name:	Coventry Public Schools	
Grades:	K-3	
Date Developed:	2023-2024 SY:	
Dates Reviewed:		

PRIORITY GOAL 2 (Assessment): Construct an assessment system and process for using measures of student performance to inform decisions at the district, school, grade, classroom and individual student levels.

	ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES	APPRAISAL/OUTCOME
2.1	Complete the assessment inventory worksheet	District literacy team	After dec break			
2.2	Work with grade levels to make sure that all assessments are addressed on the worksheet; train teachers on types of assessments	Grade level leaders and district literacy team				
2.3	Evaluate assessments on esgi vs fundations and acadience	District literacy team and k team				
2.4	Evaluate gaps and redundancies on assessment worksheet	District literacy team				
2.5	Evaluate online data management systems (google, acadience, esgi, educlimber, powerschool)	District literacy team and tech team				
2.6	Evaluate report cards and reporting out of 5 aspects of literacy and CCSS, and acadience data	District literacy team				

2.7	Deep analysis of comprehension (listening vs reading comp); Assessment of comprehension for Grade 2; assessment of comprehension for higher skilled readers Formally documenting a frequency	District literacy team and grade level leaders		
	for progress monitoring			
2.9	Ongoing training on administering and interpreting assessments including the types of assessment, diagnostic			
3.0	ALO Platform data entry- how long should interventionists continue to enter the data for the whole school			
	Develop a data meeting overview checklist (example pg 13 -14 of module 3 packet)			
	Formalizing data meeting schedule (3 and 2)			
	Create guide for determining instructional focus for each grade level for B/M/E of year			
	Create a decision tree for guiding teachers in triangulating data from multiple sources to better guide SAT discussions			
	Pd for teachers on steps/ladder to connect assessment to student skills- creating a bank of resources for every step of the stairs that all grade levels have access to			
	Consider structure or process for monthly conversation between			

reading consultants and individual teachers			
Continue refining sat/irt process (enter and exit, who is in sat process)			

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What are the changes in our literacy assessments this year?

- NWEA MAP (no longer an approved CT universal screener)
- BAS no longer given in Kindergarten
- Shifting and revising Kindergarten sight word assessment timelines in Kindergarten
- Realigning Fundations assessments to the program expectations (182)
- Introducing Acadience Universal Screener

Why are we making changes with our literacy assessments this year?

- Aligning our practices with the science of reading research
- Responding to information about the validity of certain assessments (<u>Right to Read Article</u>)
- Longitudinal data showing that students are not mastering and applying foundational skills (<u>NAEP Scores</u>)
- K-3 Connecticut reading legislation for requirements of Universal Screener from state provided menu

Legislation

Per Section 10–14t(a) of the Connecticut General Statutes, all local and regional boards of education, including charter schools, serving students in kindergarten to Grade 3, inclusive, must select and administer an assessment from the Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments (July 1, 2023). Administering a set of screening measures in the primary grades helps identify students who are at risk for reading difficulties and require intervention, and assists in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.

How did this process look in Coventry?

- 1. 2022-2023 district literacy team reviewed multiple universal screeners from approved list of six choices
 - a. Winter 2023 consulted with Margie Gillis about choices
 - b. Met with sales reps from multiple screener companies
 - c. Consulted with other districts about their choice
- 2. Spring 2023 district literacy team selected
 - a. Acadience offered the most research-aligned measures K-3
 - b. This "in person" assessment provided more accurate information than a computer-based assessment
- 3. Summer 2023 Steph, Liz, Halley and Kara attended 16 hours of Acadience training
- September 2023 Steph, Liz, Halley and Lauren administered and scored assessment to all K-3 students

What is a Universal Screener?

- A universal Screener is a <u>brief</u> assessment that is administered one-on-one three times per year
- The assessment <u>predicts risk and identifies risk</u> within systems and provides a ballpark of what the students' needs are
 - Include indicators of five essential early literacy skills

What is a Universal Screener?

- Predictive of reading achievement in the future
- Standardized, Reliable, and Valid
- Include benchmark goals and cut points for risk that support decision making school wide and instruction for students
- "Benchmark" is the lowest acceptable score, not the end goal

Likelihood of Meeting Later Reading Benchmarks	Benchmark Status	Benchmark Status Including Above Benchmark	What It Means
>89% 95%	At or Above Benchmark overall likelihood of achieving	Above Benchmark overall likelihood of achieving subsequent early literacy benchmarks: 90% to 99%	For students with scores in this range, the odds of achieving subsequent early literacy/reading benchmarks are very good. The higher above the benchmark, the better the odds. These students likely need effective core instruction to meet subsequent early literacy/reading goals. Some students may benefit from instruction on more advanced skills.
80% 80%	of achieving subsequent early literacy benchmarks: 80% to 90%	At Benchmark overall likelihood of achieving subsequent early	For students with scores in this range, the odds are in favor of achieving subsequent early literacy/reading benchmarks. The higher above the benchmark, the better the odds. These students likely need effective core instruction to meet subsequent early.
60%		literacy benchmarks: 70% to 85%	literacy/reading benchmarks. Some students may require monitoring and strategic support on specific component skills as needed.
55%	Below Benchmark overall likelihood of achieving	Below Benchmark overall likelihood of achieving subsequent early	For students with scores in this range, the overall odds of achieving subsequent early literacy/reading benchmarks are approximately even, and hard to predict. Within this range, the closer students' scores are to the benchmark, the better the odds; the closer students' scores are to the cut point, the lower the odds.
50% 45%	subsequent early literacy benchmarks: 40% to 60%	literacy benchmarks: 40% to 60%	These students likely need core instruction coupled with strategic support, targeted to their individual needs, to meet subsequent early literacy/reading benchmarks. For some students whose scores are close to the benchmark, effective core instruction may be sufficient; students whose scores are close to
40%	Well Below	Well Below	the cut point may require more intensive support. For students with scores in this range, the overall odds of achieving
30% 20%	Benchmark overall likelihood of achieving	Benchmark overall likelihood of achieving	subsequent early literacy/reading benchmarks are low. These students likely need intensive support in addition to effective core instruction. They may also need support on prerequisite skills (i.e.,
10%	subsequent early literacy benchmarks:	subsequent early literacy benchmarks: 10% to 20%	below grade level) depending upon the grade level and how far below the benchmark their skills are.

000

What Specific Measures are Given at Each Grade Level?







Universal Screener Measures

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First Sound Fluency (FSF)

 A brief measure of a student's fluency in identifying the initial sounds in words. The ability to isolate the first sound in a word is an important <u>phonemic</u> <u>awareness</u> skill that is highly related to reading acquisition and reading achievement (Yopp, 1988).

Video: IDA Fact Sheet on Phoneme Awareness



Universal Screener Measures

<u>Phoneme Segmentation</u> Fluency (PSF)

 PSF is a brief, direct measure of phonemic awareness. PSF assesses the student's fluency in segmenting a spoken word into its component parts or sound segments.

Video: IDA Fact Sheet on Phoneme Awareness

3 Acadience Phoneme Segmentation Fix Grade K/Derchmark 3

				30.00
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Universal Screener Measures

Nonsense Word Fluency (NWF)

- Includes two components: Correct Letter Sounds & Whole Word Read
- Highly predictive of *reading comprehension* in the future
- Measures a students' ability to automatically and accurately read letter sounds and unitize those sound/symbol relationships into a whole word
- We use nonsense words because it better measures the skills (alphabetic principle). If we used real words, some students might have seen the words before (sight words) and some night not have. Using nonsense words equals the playing field.

Video: <u>Questions about NWF</u>

2 Acadience Nonsense Word Fluency Grade K/Benchmark 2

					CLE W
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Universal Screener Measures

Oral Reading Fluency (ORF)

- Includes two main components: accuracy and words correct (simple retell is also included, but isn't always used if a student reads below 40 words).
- Includes 3 grade level passages you find the average words correct, accuracy and retell length and quality.
- Includes both narrative and expository
- Meets readability criteria for grade level as measured by Acadience Learning Passage Difficulty Index

22.0	ne read title story to me. Total autobi	
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Grade Sillerchmark 3.1



Video: <u>Why ORF Isn't Decodable</u> Video: <u>Is ORF Useful in 3-6th Grade?</u> Video: <u>What is the value of retell?</u>

Universal Screener Measures

MAZE

- Assesses the student's ability to construct meaning from text using word recognition skills, background information, prior knowledge, familiarity with linguistic properties (syntax, morphology), and cause and effect reasoning skills
- Adds an indicator of silent reading comprehension
- includes both narrative and expository
- meets readability criteria for grade level as measured by Acadience Learning Passage Difficulty Index





	ODM Step	Questions: Systems	Questions: Student
1	Identify Need for Support	Are there students who may need support? How many students may need support?	Which students may need support?
2	Validate Need for Support	Are we reasonably confident in the accuracy of our data overall?	Are we reasonably confident that the identified students need support?
3	Plan and Implement Support	At what grade levels and/or in what areas may support be needed? What are our system-wide goals? What is our system-wide plan for support?	What are the student's skills and needs? What is the plan of support for the student, including goals and plan for progress monitoring?
4	Evaluate and Modify Support	Are we making progress toward our system-wide goals? Is our system of support effective?	Is each student making adequate progress? Is the support effective for individual students?
5	Review Outcomes	Have we met our system-wide goal? Is our system of support effective? Are there students who may need support? How many students may need support?	Has the support been effective for individual students? Has the individual learning goal been met fo each student? Which students may need support?





Literacy in Coventry

- BAS date clarification/why we kept 1-2
- We are in the process of changing our focus to using assessment that supports skill-based instruction rather than level-based instruction
- Professional Learning vs. Coaching
- Acadience roll out logistics





Break-out Groups to look at data

Grade K- 10C Grade 1-Conference Room Grade 2/3- Library

Return at 9:50.... for final thoughts



"why are data is tracking year to year"

Watch If you get a chance...







Final Thoughts and Questions?

What observations did your group make?

What topics do you want more information or training about?

Were there any aha moments?











MTSS

Multi-tiered systems of support (MTSS) have been encouraged nationally as a framework for organizing and delivering academic, social, emotional, and behavioral resources, personnel, practices, and systems. MTSS is most commonly and generally described as a prevention-based framework for enhancing the development and implementation of a continuum of evidence-based practices to achieve academically and behaviorally important outcomes for all students (www.pbis.org, McIntosh & Goodman, 2016).







Tier 1

Core Curriculum & Instruction

Daily instruction focused on essential early literacy and reading skills

- Designed to meet the needs of the students in the school
 - With an effective core, 80% of students meet benchmarks through core curriculum and instruction alone.
 - Not one-size fits all—intensity of core depends upon needs of students.

Characteristics

- Research-based programs
- Adequate instructional time
- Differentiated and flexible instructional groups



	Response to Intervention/ Scientific Research-Based Intervention Model	Multi-Tiered Systems of Response
Intervention	Academic Behavior	Academic Behavior Social-Emotional Attendance
Target Audience (in practice):	Students in danger of failing or becoming designated as special education students	All students
Resource Support	Students in the target audience	All students, teachers, support staff
Collaboration	General educators and special educators work together on Tier 2 & 3 support	Even greater focus on collaboration betwee general and special education
Focus	Intervention and remediation	Prevention, Intervention, remediation
Problems Addressed	Student level problems addressed	Both student and system level problems addressed
Interventions	Interventions centered within the school	Interventions centered in the school,

























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write your topic or idea

Add a main point

Briefly elaborate on what you want to discuss.

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Briefly elaborate on what you want to discuss.

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study objectives

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Elaborate on what you want to discuss.

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Elaborate on what you want to discuss.

add a main point

Elaborate on what you want to discuss.










2 out of 5

Elaborate on the featured statistic.



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Elaborate on the featured statistic.

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1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
January	April	July	October
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March	June	September	December
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add a team

members page

Elaborate on what you want to discuss.



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PPP Acadience Testing Schedule

Locations: K - outside classroom or para table, Grade 1 outside music room, Grade 2 - book room or STEAM January 8-12

	Monday	Tuesday-9	Wednesday- 10	Thursday- 11	Friday- 12
8:30-11:30	Right to read	Bosco- McNamar	Danaher- Marques	Lynch- McNamar	Cox -McNamar (-30 min lunch)
11:30-3		McConnell- Hennessey (-30 lunch)	Puccia- Starting at 12:00 Hennessey (-30 recess)	McPeck- Hennessey (-30 recess)	Bertora- Marques (-30 lunch)

January 15-19

	Monday	Tuesday- 16	Wednesday- 17	Thursday- 18	Friday- 19
8:30-11:00	No school	Dore-Marques	Emerson- McNamar	Make-up sessions as needed **noted below	Poulin- McNamar
11:30-3		Carini- Marques (-30 recess)	Hazzard- Marques (-30 lunch) Knauf		Lit council make -up's as needed

January 22-26

	Monday- 22	Tuesday- 23	Wednesday- 24	Thursday -25	Friday- 26
8:30-11	Watson- McNamar Dore- Marques	Zygulski- McNamar Emerson- Marques	Jensen- McNamar	coaching	Make-up sessions as needed ** noted below
11:30-3	Carr- Marques (-30 lunch)	Waldo- Marques (-30 lunch)	Carini- Marques (-30 recess)		

Make-Ups- sign up for one or more slots as needed- call liz or steph if you have questions

<mark>Coventry Grammar School</mark>		
February 2nd Early Release Da	ate: 2/2/2024 Time: 12:45-3:40) Location: Library
Agenda Overview: We will continue our work related to our of What to bring: -device -Science of Reading in Action Book -any Acadience materials already shared the -any small group planning materials	<i>district reading plan and the roll out of ou</i> at you find would be a useful resource to refe	r Acadience Universal Screener erence
Book Study (45 minutes)- Chapter 4- The Phonics Rules that Every Child Needs to Learn <i>Everyone reads</i> -Pgs. 66-73 "The Plunge" and "The Deep Dive" <i>Read your assigned section [note-taking form)</i> Pg. 74-76 Step 1- analyze the look and feel of the phoneme- Pg. 76-77 Step 2- Brainstorm a giant list of words with the phoneme- Pg. 77-93 Step 3- Teach the letters used to spell the sound- Pg. 94-95 Step 4- Practice reading and writing words that include it <i>Jigsaw activity and game show</i>	Acadience Data Review (30 mins) [slideshow] 1. Review OVERALL SCHOOL LEVEL Data 2. Diagnostic vs. universal screener 3. Progress monitoring and inputting to ALO Resources: • Surperst Monitoring materials • Progress Monitoring materials • I-pager with directions • Slideshow • Review Videos	Acadience Part 2 (45 mins) [slideshow] 1. Review grade level data 2. Review individual classroom data **celebrations and areas for growth** 3. Complete small group targeted reading instruction chart 4. Determine who is being progress monitored in your class and with what-will receive materials during this time Resources: • FUNdations reteach • templates (Grade K, Grade 1, Grade 2) • Wilson Learning Platform > Intervention Instructional Videos > "Targeted instruction resources"

Grade Level break out sessions (1 hour)

Grade K	Grade 1	Grade 2	Grade 3
(Stephanie & Marie)	(Liz)	(Kara and Linda)	(Halley & Lauren)
-Geodes; (slideshow) -Determining topic for SLC's -Review ELA Scope and materials-[Draft Kinder Pacing Guide 23-24] -Fundations ordering	 -Geodes (<u>Slideshow</u>) -review trimester standards & attached assignments Which <u>assignments</u> need to be changed? <u>Report Card</u> Sight Word Progression (<u>Chart</u>) 	-Download fundations resources from FUN Hub -developing more word work activities - <u>checking in about scope</u> <u>created last year</u> -pacing, assignments, universal experiences, etc.	-DESSA -Reading Room training with paras

QQQ

















- A diagnostic is used to find what to teach students next
- Determines what skills a student knows and what skills a student needs to learn to have a starting point for instruction
- Typically not given to all students given selectively and only if you have a question about a student and what to teach next that your screener cannot answer
- Not standardized; more flexibility when giving it as far as directions and scoring
- Not so interested in the score and more about what a student can do and not do

Examples

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- PAST (phonemic awareness)
- <u>Core Phonics Survey</u> (phonics)
- Primary Spelling Inventory (PSI)

















- Review grade
 level data
- Review individual classroom data
 celebrations and areas for growth
- Complete<u>small</u> <u>group targeted</u> <u>reading</u> instruction chart
- Determine who is being progress monitored in your class and with what-will receive materials during this time

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Break Out Sessions

You will have 45 mins.

Locations: Kinder: 9C First: 7C Second: Conference Room Third: library



Data Analysis-Guiding Questions

What are some strengths and improvements we are noticing with the data?-*celebrations*

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Where are some areas of improvement?-focus areas for small group instruction





Strategy Reading Groups:

- Group students based on standard/skill that's needed at the moment
- Students can be at different reading levels
- Data typically comes from exit tickets, assessments, or classroom observations
- Short term grouping, typically a week or
- One specific focus for the session
- Amount of time can vary from 10-20 minutes in length per session

Planning for small group instruction

What resources can I use for instruction?

- Fundations materials and intervention planning document
- F&P guided reading texts
- **Fluency Passages**
- Quick Reads? (Fluency)
- Decodables

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Book club texts

With what frequency should I be meeting with groups? For what duration?

- What color band did they place in?
- What are their needs?
- Do they need progress monitoring?
- What does their trajectory graph look • like?



Book Study: <u>The Science of Reading in Action</u>: <u>Brain-Friendly Strategies Every Teacher Needs to Know</u> Chapter 2: "How our brains REALLY learn to read"

Myth #1- Students <i>naturally</i> learn to read (pgs. 16-19)	Myth #2- Guessing unknown words is an effective reading strategy (pgs. 20-23)	Myth #3-Reading is a completely visual task (pgs. 23-29)
Which of these myths is going to be p	pivotal in helping you to reframe your	literacy instruction?





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Click on the balloon to go back

Exit Ticket **Question 3** The science of reading wants you to take a multisensory approach. Children need











Question 7

On pg. 77, step 3, how does this description connect to Fundations instruction?





ттт





Question 10

What is it called when sounds are partially blocked by the vocal tract to force air through a narrow channel like sounds /f/ and /v/?



ттт



Please Bring:

- 🗌 laptop
- UNIT 1 FUNdations Student Tests
- 🗌 FUNdations manual
- Pencil / pen / highlighter
- \Box headphones

Agenda

Acadience Overview	Acadience Break Out	Debrief & Break	FUNdations Part 2
(30-40 Minutes)	Session (40 minutes)	(20 minutes)	(90 minutes)
Slideshow What is the new universal screener? What are the various tests? What kind of data/ information does it give us about our students?	Grade K- Room 10C Grade 1- Conference Room Grade 2/3 - library Review Grade Level Data Review students identified for CYCLE 1 intervention Review Class Data Use data to plan for small group instructions Planning template	What discussions did your group have? What additional training and information would you like during PD time?	 Slideshow- start at Slide 26 Breakout into grade level groups Grade K- Grade 1- Grade 2- Explore Wilson Academy and FUN HUB Review Activity Demos and practice Planning for upcoming unit Review of unit 1 assessment Identify student trends Group students Plan for small group instruction

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Coventry Reading Plan Meeting Minutes-DRAFT

Planning Meeting Dates

Date:	Торіс:
August 30th	 Discuss Acadience Roll-out and initial literacy planning Reading Consultants, MM, KH
Sept. 8th	Discuss professional development dates and topics to be covered Discuss assessment administration (who is administering what to who?) Discuss Kinder assessments (FUNdations vs. ESGI)
Sept. 26th	 Acadience Data review and planning for sharing with teachers See docs created by reading consultants (CGS) & (GHR) Observation about data Acadience Universal Screen <u>Slideshow</u> <u>Flowchart</u> Oct. 6th PD 30 minutes overview of Acadience 30 minutes of grade level meeting and digging into data and tests 30 minutes of reviewing individual data Look through the booklets Exit Slip- look into student booklets to identify trends Plan small group-which students in each group for strategy FUNdations next steps Guide teachers through the use of Wilson Academy and FUN hub Break up by grade level Cross reference the current plan/slideshows/etc. With the manual information ex.) gr. 1 unit 1 test tweak and alphabetic principle How do you look at the unit test data breakdown? Oct. 6th PD Review the Wilson Academy and FUN HUb Watch demo videos Compare current plan- scopes, slides etc. and what does the day by day unit plan outlines
11/15	 Follow up to Nov. 7th PD Report Card- Instructional Reading Level-alignment to Acadience Training Teachers to administer Acadience universal screener; plan for testing - what are we doing on the 12/5 (too far removed from testing window) Common language about SOR shifts to share with families Revising pacing guides. Outlining expectations for small groups Notes from meeting: Report card-Acadience
	VVV
----------------------------	--
0	Acadience scores do not reflect how they are doing F&P level wise
0	and new universal screener
0	Heidi will draft a letter to parents explaining some components around t
0	changes with instruction related to report card
• Gr 1v	vere unset about how we came un with the decision for reading instruction
level	vere apper about now we carrie up with the decision for reduing instruction
0	Are there any blues and greens are considering not there? We will give
	another NWF
• Gr. 2	
0	Progress monitored red and yellow
<mark>0</mark>	If you have a few students in blue and green that you don't feel the data
	represents the students performance in their regular classroom tasks-
	reading room will complete an ORF- give 1-2 students names by
 If the 	y want training on the overall meaning of each test, and what it measure
0	We can offer 60-90 minute sessions before report cards go home- <i>it</i>
	would be before report cards go home. Half day-two grade levels-get a
	sub-HOLD OFF ON THIS MEETING
Repor	t Card:
0	Reading Instructional Level- (gr. 1)- might have a few students we need
	have individual conversations about their data
0	Gr. 2 report card- chart alignment
	 Explain the decoding [fundations] standard- link to standards
0	Send charts linked to standards and grading
	■ <u>Gr. 1</u>
	■ <u>Gr. 2</u>
 Decer 	mber 1st PD
0	Liz or Steph would sit with teacher for a half day and administer acadien
	to all students
0	Liz and Steph (1 will do AM, 1 will do PM), the person not training will abs
DE0 1-+ (10	the other reading group so students won't miss out on intervention tim
DEC IST (12:	30-3:30)
12:45-1:15 0	terest
1:15-3:40 LI	leracy
	& 3 ORF training
• GI. ZI	
	NWF & URF NWF conversation (videoc blanding and what that looks like in fundation
	reas to support fundations to support strugglers with blanding. Latter
form	ation Enrichment talk Geodes
101116	suon. Enichment taik. Geodes.
Acadience T	raining
- Facht	teacher will get a 1·1 personal training with reading interventionist prior to

administering to student during the half day
Then will co-administer tests together- personalize to teacher needs

	VVV
Feb. 21st	 What are the topics that we need to still work on: Fundations instruction- not following manual-slides are hindering Faculty meeting- are we hitting the mark with PD- classroom visits- how are we going to go about that?-observations/audit of fundations piece Grade level audit- go into each other's classroom Reading team going into classrooms Gr. 1 & 2 time is about 30 minutes, K is combining foundations and writing time Kinder- the Jen's might need support Summer work: Unpacking and reviewing use of materials Watching videos for instructional Acadience training- progress monitoring- spring assessment Science of reading- activities related to the book study and and Right to Read Training Ladder of concepts learning Gr. K & 1 Geodes training Grade 1 time to utilize Grade K- modeling the style of decodable Use of strategy of groups based on data Meeting Times: Can we 8:10-9:10? Pick a time for grade levels every 4-6 weeks March 8th- ER- Kara not available- we could still plan some training March 26 and 28, April 1 Science of Reading
	Pick Classroom to model Fundations Then debrief for 30 minutes after lesson Pick a classroom at each grade level Do it in teams of 3 based on team 1 and team 2 April 4- grade 2 April 8- grade K
	April 9-grade 1 Start the week of May 13th Acadience Testing- Reading Team Administer Assessment

Professional Development

Date:	Торіс:
August 29th (2 hours)	FUNdations Training Reboot [<u>slideshow</u>]

V	V	V	

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(K-2)	
Oct. 2-4 (K-2)	 ADDITIONAL Meeting- Intervention Cycle meetings by grade level Review Acadience results Students scoring in the lower 10-15% of grade level will have additional screeners (diagnostic?) and placed into appropriate intervention Triangulating data with BAS/PAST/Sight words etc.
Oct. 6th (3 hours)	 Acadience (90 mins) (use <u>slideshow</u>?)- K-3 Sharing student data with classroom teachers Can teachers log in and see data? Explaining the individual subtests- what does the subtest measure? How does that inform our next steps? What do we do next with small group planning? FUNdations training Part 2 (90 minutes)-[<u>slideshow</u>- start at slide 26]- K-2 90 minutes-Divide up my grade levels Watch videos Explore FUN hub and WILSON academy Discuss and model activities Give time for teachers to plan for 1-2 weeks or current unit collaboratively- what does slideshow/scope etc. have outlined? What does the manual outline?
Nov. 7th (1.25 hours) K-2	 Structured Literacy Planning- ACADIENCE PART 2 Review the <u>draft schedule</u> for structured literacy breakdown Pros/Cons, needs and solving problems of practice How can we effectively plan for center rotations? Cognitive load. Simplify tasks. Common tasks weekly How do we plan for skill groups? What activities? What does the Acadience data show? What modeling/ instruction/ resources do teachers need? KINDERGARTEN-GEODES training
Dec. 1st (ER) K-3	 DEC 1st (12:30-3:30) 12:45-1:15 DEI- Making the Change 1:15-3:40 Literacy Gr. 2 & 3 ORF training Gr. 2 Fundations Gr. 1 NWF & ORF Gr. K- NWF conversation/ videos, blending and what that looks like in fundations-resources to support fundations to support strugglers with blending. Letter formation. Enrichment talk. Geodes.

	VVV	
Feb. 2nd (ER)		

ADDITIONAL NEEDS

Grade Level:	Needs:
K, 1, 2, 3	 Strategy groups vs. guided reading groups Planning for station/ center work
К, 1	Decodables training (particularly Geodes)
К	 Drafting a scope with a weekly literacy plan Sight words, reading comp. mini lessons, Heggerty, FUNdations, read alouds, etc. ESGI assessments vs. FUNdations Revision to assessment calendar (slowing down pace)
1	Revision of their FUNdations pacing/ scope for 2024-2025 school year Share read works resources
2	FUNdations data tracking sheets/ progress monitoring
3	

PL.

Reading Instruction at CGS

 \sum

Stephanie McNamar, Liz Marques CGS Reading Teachers/Consultants









What we work on at CGS Language **Word Recognition** Comprehension Whole group instruction using Emphasizing time spent in Fundations (K-2) and Heggerty (K-1) discussions with adults and Working in small groups to focus on the skills needed to learn peers Using assessments that tell us exactly Reading language rich books to what your child needs to learn next the class every day and Providing your child books that let them practice the new sound spelling discussing books read patterns they have learned (introduction of Geodes in grades K and 1)

What <u>you</u> can do at home to support early reading skills

Word Recognition

- Support your child in reading decodable books by encouraging them to sound out words the don't know and read them multiple times
- Increase your child's awareness of sound in speech by playing sound games

Language Comprehension

- Increase the time talking to your child - use interesting vocabulary
- Read to your child every day choosing a variety of topics and genres - these can be books above their reading level, even chapter books





Fundations	
	120
<u>Video example</u>	Barns-
	ette

Fundations Tests- why and how



Name	Fundatio Week	ons Unit 4 Wee	k I
Write the word your teacher say	s oloud. <u>2.</u>	toss	3. off
4. pill	5.	kick	6. Russ
7. this	8.	fell	q. _{mass}

How to help?

Look for spelling patterns your child is learning in books that they are reading- talk about what sound those letters are making in the word.

Practice correct letter formation at home (use letter formation guide)

Have your child write words that you dictate to them that contain the spelling pattern they are learning.

Refer to marking guide when helping your child practice words at home.

Encourage your child to proofread their written work for spelling, capitalization and punctuation.















Changes at CGS	
Leveled Text	Decodables
Memorizing sight words	Decoding words

If you are concerned about your child's reading development...

- Say something to your child's teacher early prevention is key
- Even severe reading difficulties, like dyslexia can be improved if caught early



Why?

- Children who start low stay low
- Trouble with early word reading skills leads to...
 - Less time spent reading
 - Slow vocabulary growth
 - Missed opportunities to practice comprehension strategies
 - Negative attitudes towards reading

The best solution to the problem is to allocate resources for early identification and prevention. Torgeson 1998



WWW

Co	gnit	ive diversity			55
	Beili	Mars		Venus	
		Mars is actually a very cold place		Venus has extremely high temperatures	
		Jupiter	5+B.√20 B (1, 1) A	Saturn	
		Jupiter is the biggest planet of them all		Saturn is a gas giant and has several rings	







"This is a quote, words full of wisdom that someone important said and can make the reader get inspired"

 \sum

-Someone Famous

?



WWW

A picture always reinforces the concept

53

Images reveal large amounts of data, so remember: use an image instead of a long text. Your audience will appreciate it





















WWW

	<u>j</u>
Intelligence type	Description
Linguistic intelligence	Strong language and communication skills
Logical-mathematical intelligence	Excellent at logical reasoning and problem-solving
Bodily-kinesthetic intelligence	High physical coordination and skill
Musical intelligence	Sensitivity and skill in music and rhythm
Interpersonal intelligence	Proficient in understanding and connecting with others
Intrapersonal intelligence	Self-awareness and introspective thinking
Naturalistic intelligence	Attuned to nature and the environment
Visual-spatial intelligence	Good at visualizing things





I ne many	taces of ge	nius
	Musical	Neptune is the farthest planet
	Visual-spatial	Mercury is a small planet
	Bodily-kinesthetic	Pluto is a dwarf planet
Multiple	Interpersonal	Jupiter is a gas giant
intelligences	Intrapersonal	We all live on Earth
	Verbal-linguistic	Venus has a toxic atmosphere
	Naturalistic	Saturn is the ringed planet
	Logical-mathematical	Mars is made of basalt



baruner slegacy	
Definition	Examples
Gardner's theory acknowledges that individuals	Linguistic intelligence
possess varying degrees of each intelligence	Logical-mathematical intelligence
ways to shape a person's unique cognitive	Musical intelligence
profile. He argued that traditional education	Bodily-kinesthetic intelligence
often emphasizes only linguistic and	Interpersonal intelligence
logical-mathematical intelligences, neglecting	Intrapersonal intelligence
other valuable forms of intelligence	Naturalistic intelligence

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
9:00			1.274.6		
10:00					
11:00					
12:00					
13:00					
14:00					

Howard Gardner's Multiple Intelligence theory only identifies three types of intelligences	False
Howard Gardner proposed the Multiple Intelligence theory as an alternative perspective to the traditional view of intelligence	
According to Gardner, linguistic and logical-mathematical intelligences are the only important types in educational settings	
The Multiple Intelligence theory suggests that individuals have different strengths and abilities across the various intelligence types	
Gardner's theory has been widely accepted and adopted without any criticisms or controversies	



Example	es
---------	----

<

Fill in the boxes with examples of each intelligence:

Musical	Visual-spatial	Verbal-linguistic	Naturalistic
• Example 1	• Example 1	• Example 1	• Example 1
• Example 2	• Example 2	• Example 2	• Example 2
• Example 3	• Example 3	• Example 3	• Example 3
Bodily-kinesthetic	Interpersonal	Intrapersonal	Logical
Example 1	• Example 1	• Example 1	• Example 1
• Example 2	• Example 2	• Example 2	• Example 2







Here's an assortment of alternative resources whose style fits the one of this template:

Vectors:

- <u>Hand drawn thinking concept</u>
- Flat thinking concept
- <u>Flat thinking concept</u>
- <u>Hand drawn woman silhouette</u>
- <u>Fun variety of silhouette avatars</u>
- <u>Coarse texture of paper</u>

Resources

Did you like the resources in this template? Get them for free at our other websites:

Vectors:

 \sum

- <u>Hand drawn thinking concept</u>
- <u>Hand drawn thinking concept</u>
- Hand drawn woman silhouette
 illustration
- Set of avatar silhouettes
- <u>Canvas texture</u>

Photos:

Social media concept

- High angle arrangement with speech bubbles
- Social media concept still life
- Social media still life arrangement
- Portrait of expressive african american woman
- Beautiful middle age woman having fun

Icons:

Icon Pack: Learning | Lineal



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Educational Icons



Medical Icons

Business Icons

Teamwork Icons



Help & Support Icons

Avatar Icons
Creative Process Icons

Performing Arts Icons



Nature Icons

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www

SEO & Marketing Icons



XXX MTSS Assessment & Instruction Flowchart

- 1. Acadience Universal Screener
- 2. Identify below benchmark and well below benchmark students to determine who we need to look closer at (list students)

FSF (K)	PSF (1)	NWF (1-2)	ORF (1-2)

1. Give Diagnostic Assessment to learn more about at risk students

FSF (K)	PSF (K-1)	NWF (1-2)	ORF (1-2)		
 Grade K PAST Concept of spoken word Rhyme recognition Rhyme completion Rhyme production Syllable blending Syllable blending Syllable Deletion Phoneme isolation of initial sound 	 Grade K PAST Phoneme isolation of initial sound Phoneme isolation of final sound Phoneme blending Phoneme Segmentation Grade 1 PAST Phoneme blending of onset and rime Phoneme blending 	CORE Phonics Survey (low correct letter sounds) A-D Letter Names Consonant sounds Short vowel sound Long vowel sounds CVC	CORE Phonics Survey (Inaccurate Readers - below 90%) E-L CVC Blend Digraphs R-Controlled Vowels Long vowels Variant vowels Multisyllabic		

2. Create an Instructional Plan using diagnostic data

FSF (K)	PSF (K-1)	NWF (K-2)	ORF (1-2)
Heggerty <u>My Heggerty Weeks</u> <u>1-4</u>	Heggerty <u>My Heggerty Weeks</u> <u>11-35</u> (previous skills taught in weeks 1-10) Kilpatrick One Minute Drills	FUNdations Grade 1 <u>FUNdations</u> <u>Intervention Lessons</u> Grade 2 <u>FUNdations</u> <u>Intervention Lessons</u>	FUNdations Grade 1 <u>FUNdations</u> <u>Intervention Lessons</u> Grade 2 <u>FUNdations</u> <u>Intervention Lessons</u>

			Dysfluent readers - below 38 words correct per min but accurate and NWF at goal, instruct with use of <i>repeated readings</i> <i>routine</i> . (Quick Reads)					
Small Group #1								
Small Group #2								

- 3. Progress Monitoring (to gauge the effectiveness of the instructional supports provided)
- Students who are below or well below benchmark on one or more measures
- Students who have highly variable performance, poor attendance or behavioral issues (especially if score is just barely above benchmark)
- Students are usually monitored on one measure at a time, but may be monitored on more than one, especially if they are monitored in out of grade materials (most often grade 2)
- Below benchmark monitor 1-2 times per month
- Well below benchmark monitor weekly

FSF (K-1)	PSF (K)	NWF (1-2)	ORF (1-2)
Well Below Benchmark			
Below Benchmark			

- 4. Evaluate and Modify (if needed) Instructional Plan
- Use resources: grade level team, reading specialist/consultant, SAT

Dec. 1st PD Date: 12/1/2023 Time: 1:20-3:40 Location: GHR Reading Room then CGS Library

Agenda

12:40-1:20 Be the Change Book Study						
Overview: We will be continuing the work from the Nov. 7th professional development day.						
What to bring: -device -any Acadience materials already shared that you find would be a useful resource to reference						
 1:20-2:00 GHR Reading Room Acadience MAZE Training {slideshow} 1-pager with MAZE directions Progress monitoring resource & answer key Use one to model as a class (Dec.) Give one as independent word work (early Jan.) 	 2:15-3:00 CGS Library w/ grade 2 Acadience ORF Training {slideshow} 1-pager with directions Resource-Acadience Manual ORF Handout Cut-points for levels and subtests Review Videos Review scoring Words Correct & Accuracy Percentage Retell Retell Retell quality Utilize online platform as needed 					

- <u>NWF Blog</u>
- Benchmark materials
- Progress monitoring pamphlets

PUBLIC arn. Groo z G WATRY WATRY Coventry Public **Schools** u c 6₃₃ District Technology Plan - Visioning and Planning Presentation to the Board of Education on January 25, 2024







ZZZ

Reflections on previous tech plan process

- Numerous, impactful initiatives not covered in current or previous plans
- Evolving nature of technology
- To ensure alignment with district initiatives (per research of best practice)

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Plan of Action

- 1. Develop strategic goals
- 2. Brainstorm potential focus areas that align strategic goals to district goals and the Portrait of the Graduate
- Collaborate with various stakeholders on develop action steps to address areas of focus
- 4. Repeat Process Yearly



Gathered Feedback & Consolidated Thoughts

- Surveyed stakeholders on elements essential to each of the four core areas
- Consolidated research and district feedback
- Developed consensus on strategic goals





Integration

Ensure all students and staff have access to the tools, resources and support they need for the ethical use of technology in pursuit of learning, growth and innovation in alignment with school and district goals.



Professional Development

Support all stakeholders with the tools, training and resources they need to successfully integrate and implement new and emerging technologies in alignment with school and district goals.

Infrastructure & Operations

Provide equitable access to resources and infrastructure that address current school and district needs, support safety and security, streamline operations, and promote innovation while adequately anticipating and preparing for the future.



Community

Foster positive partnerships with the community that support access and equity for ubiquitous learning and promote the positive use and impact of technology on learning and our community.





Next Steps

- Work to identify potential focus areas that align strategic goals to district goals and the Portrait of the Graduate
- Collaborate with various stakeholders on develop action steps to address areas of focus
- Implement action steps for 2024-2025 school year (and beyond)



Questions

Thank you!

3d Printing in Coventry Public Schools

Presentation by:

Mr. Jeffrey Spivey - Ed Tech Coach Mr. Griffin Myshrall - Grade 10 Student Miss. Lillian Pascino - Grade 6 Student Mr. Ronan Almeida - Grade 6 Student



Superintendent Goals:

1.8 - High performing students and enrichment opportunities

1.10 - Curricular and extracurricular opportunities for STEM learning

3d Printing & Design in Coventry...







Griffin Myshrall Student 3D Printing Supervisor





















Ronan Almeida Grade 6 Student













Lilly Pascino Grade 6 Student











ΑΑΑΑ









3d Printing & Design in Coventry...











Questions?

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12
OVERALL	51%	53%	94%	89%	38%	63%	40%	38%	47%	49%	37%	60%
Whole Numbers and Integers	64%	70%	94%	97%	48%	94%	70%	52%	79%	79%	42%	75%
Fractions	73%	77%	100%	92%	73%	85%	65%	77%	81%	91%	85%	85%
Decimals	90%	95%	100%	100%	71%	90%	76%	71%	90%	90%	67%	100%
Ratios, Proportions, and Measurement	77%	62%	100%	92%	54%	77%	08%	31%	31%	31%	54%	54%
Percents	90%	62%	100%	90%	24%	81%	43%	24%	43%	43%	19%	95%
Equations and Inequalities	07%	10%	83%	87%	03%	33%	10%	13%	17%	17%	00%	17%
Graphs, Functions, and Sequences	57%	57%	86%	86%	57%	50%	21%	14%	43%	21%	57%	50%
Lines, Angles, and Polygons	08%	38%	92%	77%	15%	15%	23%	23%	38%	38%	08%	31%
Perimeter, Area, and Volume	07%	07%	93%	73%	07%	20%	07%	07%	20%	13%	07%	20%
Data Analysis and Probability	09%	27%	91%	73%	09%	27%	18%	27%	18%	18%	09%	18%



National Anthem

Robert DeCarlo - percussion Maya Michel - clarinet David Cannon - trumpet Parker Rejman - percussion Reese Coffey - trombone Brayden Lamprecht - clarinet Jayden Hastillo - flute Jovany Brito - bari sax Jackson Courchaine - percussion



8th Grade National Anthem and Pep Band

- Songs we performed:
 - Move It
 - Iron Man
 - $\circ \quad DD \ DD \ DD \ DD \ DD \ D$
 - Imperial March
- The members of 8th grade band showed exceptional behavior and active listening skills.
- Over half of the 8th grade band attended and were well prepared.
- They enjoyed themselves and had an overall great time.
- They appreciated the opportunity to play with the high schoolers who were part of the pep band.



Field trip to Coast Guard

- CG Band is an auditioned professional military band
- They play for CG military functions & the Presidential Inauguration
- They have many different instruments such as bassoon and oboe
- They play at very important events for the USA

- The students enjoyed the performance
- They found the wide range of instruments fascinating
- They were inspired by the CG band's level of playing.
- Students enjoyed the interaction between the band and the audience
- Many students commented that they especially enjoyed the singer



Veterans Day– America, the Beautiful

- The students will perform *America, the Beautiful* at the CNH Veterans Day Assembly tomorrow
- Collaboration with
 - Library Media Specialist- Mrs. Murdoch
 - Choir teacher Ms.
 Dalrymple
 - Student organizers

Taps performed by David Cannon



•

Eastern Regionals

- Upcoming Dec 2nd
- Enrichment opportunity for high achieving music students looking for an added challenge
- They audition for a spot in either jazz or concert band.
- 9 students are planning to audition

- Selection to Eastern Regionals is truly an honor
- Mr. Mazz is holding after-school practices to further educate & assist the students trying out



UConn intern

- Mr. Szymula Mr. Mazzarella's intern for the 23-24 school year
- University of Connecticut received bachelor's degrees in both music and music education
- Currently completing my Master's in Instruction and Curriculum
- Written pieces for concert band, string orchestra, orchestra
- In his free time, he is an avid crocheter-
- everything from clothes to bags to stuffed animals



6th Grade Band

- Begin music notation literacy skills
- Implemented a comprehensive method book *Habits of a Successful Beginner Musician*
- Will Zoom with composer, Scratch Eden for new piece *Stolen Castle*



7th Grade Band

- John-Alex Warner (aka Scratch Eden), composed a song called *Frost Giants* for the 7th graders
- The seventh grade band will be playing the song at the winter concert
- Warner will be meeting with the seventh graders on November 17th over Zoom

- The 7th Grade Band has enjoyed practicing and learning this piece
- They are very excited to play it at the concert in January
- Haunted Longtones was performed during lunch waves

8th Grade Band

- The 8th Grade Band is playing *The Star Spangled Banner, America the Beautiful, High Steppers on Parade, & Sleigh Ride*
- They also played Mr. Mazz's arrangement of *Ghostbusters* for a special performance during lunch on Monday, October 23rd
- The 8th graders have been working very hard in and outside of class to learn all of the songs
- They are very happy with the song selections thus far
- The eighth grade band has truly appreciated all of the opportunities that they have had this year and will continue to show gratitude and appreciation

Jazz Band

- Enrichment for high achieving students.
- Auditioned ensemble comprised of select 6th, 7th, and 8th grade musicians.
- Pull-out once per week.
- Perform at Winter and Spring Band concert, UConn Jazz Festival, CHS Valentine Swing Dance, and School pep rally.
cccc

UConn Jazz Festival

- In February, the CNH Jazz Band collaborates with the CHS Jazz Band by performing at the UConn Jazz Festival held at UConn.
- Each band receives a workshop clinic from a UConn Jazz professor.

- Each band receives an outstanding soloist award.
- CNH is 1 of 2 Middle Schools invited to participate in this collegiate high school festival.



DDDD



CHS Dual Enrollment Program

ECE College Credits Earned

Course	Credits per Course	Students Earning Credit	Total Credits
Calculus I	4	23	92
Intro to Statistics	4	13	52
Studio Art	3	5	15
English	4	7	38
French	3	6	18
US History	6 3/3	39	231
Enviro Science	3	13	39

Total Credits Earned: 476



UCONN ECE 5 Year Look Back

School Year	Credits Earned
2022-2023	476
2021-2022	358
2020-2021	205
2019-2020	288
2018-2019	247

UCONN ECE Looking Forward

- ECE Spanish reinstated as a 6 Credit Course.
- Sharp increases in enrollment in:
 - ECE Discrete Math
 - ECE English
 - ECE Statistics



• Expect significant increase in credits earned for the 23-24 school year!

DDDD

ECSU/MCC/UB Dual Enrollment

	Course	Credits per Course	Students Earning Credit	Total Credits
	ECSU			
	Med Terminology	3	25	75
	мсс			
	Accounting	4	5	15
	Personal Finance	3	22	66
E INFIBUTION	Univ. of Bridgeport			
	English 12	3	23	69



ECSU 5 Year Look Back

School Year	Credits Earned
2022-2023	75
2021-2022	66
2020-2021	60
2019-2020	108
2018-2019	93

DDDD

Potential Savings for Families 2202–23



	Cost (per credit)	Credits earned	Total	Cost to Families
UCONN	\$940.00	476	\$447,440.00	\$50.00/Credit
Eastern CT	\$626.00	75	\$46,950.00	\$75.00/Course
University of Bpt	\$1095.00	69	\$25,185.00	\$50.00/Credit
MCC	\$281.00	81	\$22,761.00	None

Total Potential Savings for Families: \$513,049.00





Examples



Student A

Courses at CHS: UB English 12 ECE US History ECE Calculus ECSU Medical Term

Dual Credits Earned: 16 Cost to Student/Family: \$725 UCONN Tuition: \$15,040

Student B

Courses at CHS: ECE English 12 ECSU Medical Terminology ECE US History ECE Calculus

Dual Credits Earned: 16 Cost to Student/Family: \$725 St. Joseph's Tuition: \$10,432

More to come!

- We are currently enrolling English 12/English 101 and Personal Finance for University of Bridgeport.
- Accounting dual enrollment remains with Manchester Community College
- We are currently exploring other opportunities with:
 - University of Bridgeport
 - Southern Connecticut State University
 - Sacred Heart University

Questions





Rationale



- There is only one computer science course offered as a half year option for all students
- Students have asked for a follow up course later on in their high school experience
- We are looking for a way to blend traditional technology education with the computer science aspect, and this course will be a great opportunity to allow students of engineering and CS to come together toward a common set of goals
- Creates a new opportunity for students to earn
 college credit
- Only a half year course rather than the full AP experience that would take up significant amount of time and have a greater impact on student schedules.
- Any student going into engineering at UCONN takes this course as a foundational piece of their engineering program

What is it?



- Half year ECE course for 10-12th graders
- Uses curriculum from UCONN
- Expands on what students learned in Computer Science Principles (CSP) and shows it in a more advanced and engineering/data science light
- Uses the same programming language introduced in CSP
- Demonstrates the use of computers in an engineering context that is valuable for future engineers, scientists and programmers.
- Taught by an AP Computer Science Principles, AP Computer Science A and ECE certified teacher

What does CSE 1010 look like?



Bridge problem Part =3

- You have the same scenario. The bridge deck has an shear resistance of 4900 N at any given point along the length of the bridge (except right over the posts!)
- Assume the bridge is 20m long and the posts are 2m wide (square, think 2d)
- Assuming normal gravity of 9.8 m/s², if the mass were to cross the bridge, would the bridge fail?
- · Where would it fail?
- What would the strength of the material have to be for a 10x safety factor?



- Students would write a program to simulate second by second the passage of the vehicle across the bridge as well as the forces using inputs
- This would all be written in python console

🔷 main.py 🗉 ×





1	import math
	import time
	<pre>f = open("data.txt", "w")</pre>
	vx = 0
	vy = 0
	dx = 0
	dy = 0
	x = 0
	y = 0
	<pre>pitch = math.radians(10)</pre>
	thrust = 50000
	fuel = 25000
	max_fuel = 25000
14	<pre>max_weight = 34500</pre>
	fuel_usage = 179
	seconds = 0
	while fuel > 0:
	seconds+=1
	fuel -= fuel_usage
	current_weight = max_weight-(max_fuel - fuel)
	current_twr = thrust / current_weight
>_ Co	nsole 🗇 × 🕸 Shell × +
	nterpret
64s Vx: 1 Curre 65s Vx: 1 Curre 66s	Fuel: 13544, TWR: 2.17, dX: 20.55, dY: -4.33 43.39 m/S, VY: 371.53 m/S, Lateral Distance: 718.46m, vertical distance 12798.61m. h pitch: 74.94 Fuel: 13365, TWR: 2.19, dX: 20.69, dY: -4.23 64.69 m/S, VY: 367.3 m/S, Lateral Distance: 882.54m, vertical distance 13165.91m. ht pitch: 74.77 Fuel: 13186, TWR: 2.2, dX: 20.84, dY: -4.13

s | Fuel: 1300/, IWK: 2.22, dX: 20.99, dY: -4.02 : 205 92 m/s - Vv: 359 15 m/s - Lateral Distance: 1273 38m - vertical distance 13888

Example Task



• Using python:

- Create an object called "car"
- Develop procedures for:
 - Defining the engine
 - Defining the basic specifications including weight and dimensions
 - Setters and getters for the various aspects
- Using the car object and using inheritance, develop an object for
 - Gasoline Powered Car
 - Electric Car
- With appropriate sub objects



Example Solution continued





The car object written before could now be placed into a simulation consisting of 'hills and roads and traffic', data could be generated and then using the visual tools in python, they could be presented as above.



- 1. Course Overview, Scientific Computing, Python Basics What is scientific and engineering computing? a. Variables and Expressions How does a computer represent a value? a. Functions How can I manipulate data in a reusable way? a. **Control Flow** How do I decide where a program should go and a. how? Iteration and definite loops How do I repeat things? a Indefinite Loops How do I allow a program to control its own length? a. Classes and Basic Data Structures How do I use a class or list to represent data? a. Advanced Data Structures and Functions How are tuples, matrices, and custom data types a. used?
- 9. Input, Output, and Modules
 - a. How do we get information in and out of a program? Data and Visualization
 - a. How can we use data to make decisions in a useful way?
 - Probability and Statistics a. How do we handle unknowns in engineering?
- 12. Engineering
 - a. What are the major fields and how are computers used to perform engineering tasks?

Budget Impact



Staffing: Existing Technology Education Staff.

Materials:

- Current Computers are up to date and equipped with all programs needed.
- Technology Education Department already has all materials needed for instruction.
- Any Applications to be used are already approved by our IT department.

IDE/TEXTBOOK: The course will be taught with an online tool called 'codio' that acts as a textbook, programming interface, and learning management system in one. Students can work collaboratively on this platform and it is compatible with chromebooks and any desktop computer. App is already in use with CSP and currently in the budget.

Next Steps

- BOE Approval of course proposal.
- ECE Instructor meeting in May of 2024
- Engage in curriculum writing during spring and summer of 2024.



2024-2025

Career Pathways





Coventry High School's Career Pathway Program provides a framework for all students to obtain skills needed to meet the district's Portrait of the Graduate competencies. Each of our pathways consists of a set of academic courses and specialized electives which are aligned with each career theme. Coventry High School's career pathways are designed to support the development of our students' success for life after high school by focusing on competencies that are outlined in the Portrait of the Graduate.

Coventry Public Schools Portrait of the Graduate Competencies

Career Cluster	Environment/Skills/Ability	Examples of Occupations
Agriculture, Food and	Enjoy being outdoors and working	Biological Technicians, Environmental Engineers, Soil and
Natural Resources	with your hands	Plant Scientists
Architecture and	Involved in the building, maintenance,	Architects, Civil Engineers, Electricians, Carpenters,
Construction	and operation of building and	Plumbers, Pipefitters, and Steamfitters
	properties	
Arts, A/V Technology,	Be creative and love using your talents	Art Directors, Audio and Video Equipment Technicians,
and Communications	to entertain and inform others	Graphic Designers, Musicians and Singers, Producers and
		Directors, Writers and Authors
Business, Management,	Entrepreneurial people who are highly	Chief Executives, Human Resources Specialists,
and Automistration	others	Operations Research Analysis, Durchasing Managers
Education and Training	Have nationce and enjoy beining	Teachers Administrators Counselors Library Technicians
	others	Interpreters and Translators, Teaching Assistants
Finance	Requires strong mathematical ability	Accountants, Actuaries, Budget Analysts, Financial
	and a solid attention to detail	Managers, Credit Analysts, Loan Officers, Tax Preparers,
		Insurance Sales Agents, Insurance Underwriters, Personal
		Financial Advisors
Government and Public	Values making a contribution to the	Compliance Officers, Financial Examiners, Occupational
Administration	community	Health and Safety Specialists, Statistical Assistants, Tax
		Examiners and Collectors, Transportation Inspectors, Post
		Service Clerks
Health Science	Be caring and compassionate	Acupuncturists, Athletic Trainers, Chiropractors, Dental
		Hygienists, Dietitians and Nutritionists, Occupational
		Nurses, Surgeons, Veterinarians
Hospitality and Tourism	Enjoy mosting now poople, good	Animal Trainers, Pakers, Partenders, Cooker, Food Service
HOSPITAILY and Tourish	internersonal skills	Managers, Gaming Dealers, Lodging Managers, Waiters
Human Services	Helping families meet basic human	Barbers, Funeral Home Managers, Health Educators, Social
	needs	Workers, Psychologists, Counselors, Therapists, Childcare
		Workers, Loan Officers
Information Technology	Work with computer hardware,	Computer and Information Systems Managers, Software
	software, and systems integration	Developers, Computer Programmers, Database
	services	Administrators, Web Developers, Computer Use Support
		Specialists, Network and Computer Systems Administrators
Law, Public Safety,	Protecting the well-being of the public	Lawyers, Firefighters, Police Officers, Correctional Officers,
Corrections, and Security		Private Detectives, Paralegals, Emergency Medical
Manufacturing		According and Paramedics, Animal Control Workers
Ivianufacturing	Dise mechanical admittes to create	Chemical Technicians, Dental Laboratory Technicians,
		Electrical and Electronics Drafters Tool and Die Makers
		Machinists, CNC Programmers and Operators, Jewelers,
		Cabinetmakers and Bench Carpenters, Power Plant
		Operators
Marketing	Planning, managing, providing	Advertising Sale Agents, First-Line Supervisors of Sales
	research and development services	Workers, Market Research Analysts, Sales Managers,
		Technical Sales Representatives, Public Relations Specialists,
		Retail Salespersons, Real Estate Sales Agents, Sales
		Engineers
Science, Technology,	Cutting edge research into new	Aerospace Engineers, Biochemists and Biophysicists,
Engineering, and	technological developments	Biomedical Engineers, Chemists, Economists, Mechanical
wathematics		Linguiseus, muustinai Erigineers, Physicists, Statisticians, Lirhan and Regional Planners

Transportation,	Moving people, materials and	Air Traffic Controllers, Automotive Service Technicians and	
Distribution, and	products by road, air, rail, and water	Mechanics, Bus Drivers, Commercial Pilots, Flight	
Logistics		Attendants, Logisticians, Motorcycle Mechanics, Truck	
Drivers			
Traditional Four Year Plan of Study			

The following is a suggested sequence of courses to take to meet CHS graduation requirements. Students should refer to this as the foundational sequence of any career pathway they choose to pursue.

STEP ONE: SELECT COURSES TO MEET GRADUATION REQUIREMENTS						
	Subject	Grade 9	Grade 10	Grade 11	Grade 12	Minimum Required Credits
HuEa	English	Pre-AP/English 9- 1.0 credit	Pre-AP/English 10 or AP Seminar- 1.0 credit	AP English 11 or American Literature- <i>1.0 credit</i>	AP/ECE/English 12- 1.0 credit	4
n i t	Social Studies		AP/World Understanding- 1.0 credit	AP/ECE/US History- 1.0 credit	AP European History/Contemporary Issues- <i>1.0 credit</i>	3
i e s	Humanities Electives	Art, Music, English, So	ocial Studies, or addit	ional World Langua	age Electives- 2.0 credits	2
S T E M	Math	Algebra 1/Honors or Geometry/Honors - 1.0 credit	Geometry/Honors or Algebra 2/Honors - 1.0 credit	Algebra 2/Honors or Pre-Calculus/ Honors - 1.0 credit	Pre-Calculus/Honors or AP/ECE Calculus or AP/ECE Statistics or Probability and Statistics- <i>1.0 credit</i>	4
	Science	Science 9/Honors- 1.0 credit	Biology/Honors- 1.25 credit	Chemistry- 1.25 credit	Science Elective	3
	Computer Science	Computer Science – .5 credits				.5
	STEM Electives	Business, Technology,	, Math, or Science Ele	ectives- 1.5 credits		1.5
Wor	ld Language	World Language- 1.0 World Language*			1	
Heal	th	Freshmen Health- .5 credit	Teen Health- .5 credit			1
Phys Educ	ical ation	PE5 credit	PE5 credit			1
Junior Seminar				Junior Seminar		
Seni	or Portfolio				Senior Portfolio- 1.0 credit	1
Elect	Electives 3 Elective Credits in any Subject 3			3		
Total Credits Needed for Graduation 25					25	

*Many colleges and universities require at least two years of the same World Language to be completed at the high school level as a requirement for admission.

Architecture and Construction & Information Technology



Architecture and Construction Pathway summary: careers in computer aided drafting and design, planning, managing, building and maintaining the physical infrastructure environment, e.g. buildings, homes, parks, bridges, roads and highways etc.

Information Technology Pathway summary: entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services. **AP and Dual Enrollments Credit Opportunities:** ECE Introduction to Computing for Engineers

STEP TWO: CHOOSE A PATHWAY THAT INTERESTS YOU AND SELECT PATHWAY COURSES		
Students entering the pathway for the first time begin in the introductory course.		
Introductory Courses	Advanced Courses in Sequence	
Art Fundamentals	Computer Aided Design II	
Architecture	Computer Aided Design III	
Computer Aided Design I	ECE Intro to Computing for Engineers	
Computer Science Principles	Wood Technology II	
Construction	Wood Technology III	
Introduction to Photography		
Video Production I		
Wood Technology I		

POST-SECONDARY CAREER PATHS & FUTURE CAREERS			
Jobs after High School	Careers after Continued Education		
Boilermakers	Architects		
Brickmasons and Block Masons	Architectural & Civil Drafters		
Carpenters/Carpenters Helpers	Civil Engineering Technicians		
Construction Laborers	Civil Engineers		
Construction & Maintenance Painters	Computer Users/Network Support Specialists		
Drywall & Ceiling Tile Installers	Computer & Information Systems Managers		
Electricians/ Electricians Helpers	Computer Network Architect		
Electrical Power-Line Installers & Repairers	Computer Programmers		
First-Line Supervisors of Construction Trades & Extraction	Computer System Analysts		
Glaziers	Constructions Managers		
Mechanical Door Repairers	Cost Estimators		
Mechanical Insultation Workers	Database Administrators & Architects		
Paving, Surfacing, & Tamping Equipment Operators	Information Security Analysts		
Pipelayers, Plumbers, Pipefitters, & Steamfitters/ Helpers	Interior Designers		
Riggers	Landscape Architects		
Structural Iron & Steel Workers	Network & Computer Systems Administrators		
Tapers	Software Developers & Analysts		
Workers	Surveyors		
	Web Developers & Digital Interface Designers		



Arts, Audio/Visual Technology and Communications

Art, Audio/Visual Technology & Communications summary: AP and Dual Enrollments Credit Opportunities: AP Art History, ECE Drawing Recommended Clubs & Organizations: Yearbook, Band, Choir, Drama

STEP TWO: CHOOSE A PATHWAY THAT INTERESTS YOU AND SELECT PATHWAY COURSES			
Students entering the pathway for the first time begin in the introductory course.			
Introductory Courses Advanced Courses in Sequence			
Acting I	Advanced Art I		
Art Fundamentals	Advanced Art II		
Broadcast Journalism	Advanced Photography		
Ceramics	AP Art History		
Creative Writing	AP Music Theory		
Intro to Photo	Chamber Choir		
Music Theory	ECE Drawing		
Patriot Choir	Jazz Ensemble		
Percussion	Visual Photo Story		
Studio Arts Workshop	Video Production II		
Symphonic Band	Wind Ensemble		
Technology in Music			
Treble Choir			
Video Production I			

POST-SECONDARY CAREER PATHS & FUTURE CAREERS			
Jobs after High School	Careers after Continued Education		
Floral Designer	Agents & Business Managers of Artists, Performers, &		
Musicians & Singers	Athletes		
	Art Directors		
	Audio & Visual Equipment Technicians		
	Broadcast Technicians		
	Commercial & Industrial Designers		
	Editors		
Film & Video Editors			
	Graphic Designers		
	Installers & Repairers		
	Multimedia Artists & Animators		
	Producers & Directors		
	Set & Exhibit Designers		
	Sound Engineering Technicians		
	Technical Writers		
	Telecommunications Equipment		
	Writers & Authors		

Business, Management and Administration & Marketing & Finance



Business Pathway summary: careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Marketing Pathway Summary: careers in planning, managing, and performing marketing activities to organizational objectives.



Recommended Clubs & Organizations: Future Business Leaders of America (FBLA)

STEP TWO: CHOOSE A PATHWAY THAT INTERESTS YOU AND SELECT PATHWAY COURSES Students entering the pathway for the first time begin in the introductory course.				
Introductory Course Advanced Courses in Sequence				
Business & Personal Law	AP Calculus			
Introduction to Business AP Probability and Statistics				
Probability and Statistics AP Psychology				
Accounting I				
Business Management				
Entrepreneurship				
Personal Finance				

POST-SECONDARY CAREER PATHS & FUTURE CAREERS				
Jobs after High School	Careers after Continued Education			
Advertising Sales Agents	Administrative Services and Facilities Managers			
Bookkeeping, Accounting & Auditing Clerks	Advertising and Promotions Managers			
Customer Service Representatives	Chief Executives			
Data Entry Keyers	Compensations and Benefits Managers			
Executive Administrative Assistants	General and Operations Managers			
First-Line Supervisors of Non-Retail/Retail Sales Workers	Human Resource Assistants			
Managers	Human Resource Managers			
Payroll and Timekeeping Clerks	Human Resource Specialists			
Procurement Clerks	Industrial Production Managers			
Property, Real Estate, & Community Association	Labor Relations Specialists			
Real Estate Brokers	Management Analysts			
Real Estate Sales Agents	Market Research Analysts & Specialists			
Retail Salespersons	Marketing Managers			
Sales Representatives, Wholesale and Manufacturing	Meeting, Convention, and Event Planners			
	Operations Research Analysts			
	Public Relations & Fundraising Managers			
	Public Relations Specialists			
	Purchasing Managers			
	Sales Engineers			
	Sales Managers			
	Sales Representatives			
	Training & Development Managers & Specialists			
Education and Training & Human Services				

Education & Training Pathway summary: Career in planning, managing, and providing education and training services, and related learning support services. **Human Services Pathway summary:** Careers that prepare individuals for employment that relates to families and human needs.





AP and Dual Enrollments Credit Opportunities: AP Psychology, AP Seminar, AP English 11, AP/ECE English 12 **Recommended Clubs & Organizations:** Best Buddies

STEP TWO: CHOOSE A PATHWAY THAT INTERESTS YOU AND SELECT PATHWAY COURSES Students entering the pathway for the first time begin in the introductory course.			
Introductory Courses Advanced Courses in Sequence			
Freshman Health	AP/ECE English 12		
Intro to Yoga and Aerobics AP English 11			
Physical Education AP Psychology			
Psychology AP Seminar			
Sociology Teen Health			
Weight Training			

POST-SECONDARY CAREER PATHS & FUTURE CAREERS			
Jobs after High School	Careers after Continued Education		
Barbers	Adult Education Teachers		
Childcare Workers	Career/Technical Education Teachers, Secondary School		
Community Health Workers	Child, Family and School Social Workers		
Fitness Trainers and Aerobics Instructors	Clinical, Counseling, and School Psychologists		
Funeral Attendants	Counselors		
Hairdressers, Hairstylists and Cosmetologists	Elementary School Teachers		
Manicurists and Pedicurists	Education Administrators, Elementary/Secondary School		
Massage Therapists	Educational Guidance, School, and Vocational Counselors		
Residential Advisors	Funeral Home Manager		
Social and Human Services Assistants	Health Educators		
Teaching Assistant	Healthcare Social Workers		
Tailors, Dressmakers, and Custom Sewers	Interpreters and Translators		
	Kindergarten Teachers		
	Koan Officers		
	Library Technician		
	Marriage and Family Therapists		
	Mental Health and Substance Abuse Social Workers		
	Middle School Teachers		
	Morticians, Undertakers, and Funeral Directors		
	Preschool Teachers		
	Rehabilitation Counselors		
	Secondary School Teachers		
	Social and Community Service Managers		
	Substance Abuse, Behavioral Disorder, and Mental Health		
	Special Education Teachers, Kindergarten and Elementary		
	Special Education Teachers, Middle School		
	Vocational Education Teachers, Postsecondary		

Science, Technology, Engineering and Manufacturing (STEM) & Health Science

Science, Technology, Engineering and Manufacturing pathway summary: careers in planning, managing, and providing scientific research and professional/technical services, including research and development services.

Health Sciences pathway summary: Careers that prepare individuals for employment that relates to families and human needs.



AP and Dual Enrollments Credit Opportunities: ECE Intro to Computing for Engineers, AP Chemistry, AP Biology, AP Physics, AP Environmental Science, AP Research

Recommended Clubs & Organizations: Science Olympiads, Future Problem Solvers

STEP TWO: CHOOSE A PATHWAY THAT INTERESTS YOU AND SELECT PATHWAY COURSES				
Students entering the pathway for the first time begin in the introductory course.				
Introductory Course Advanced Courses in Sequence				
Anatomy and Physiology	AP Biology			
Biology/ Honors Biology	AP Chemistry			
Chemistry Wood Tech I	AP Environmental Science			
Computer Assisted Design (CAD) I	AP Physics			
Computer Science Principles	AP Research			
Construction	Aquaponics			
Environmental Building Design	Computer Assisted Design (CAD) II			
Genetics	Computer Assisted Design (CAD) III			
Human Immunity and Disease ECE Intro to Computing for Engineers				
Physics	Intro Oceanography			
Robotics	Medical Terminology			
	Wood Tech II			
Wood Tech III				

POST-SECONDARY CAREER PATHS & FUTURE CAREERS					
Jobs after High School	Careers after Continued Education				
Health Information	Acupuncturists and Healthcare	Obstetricians and Gynecologists			
Laboratory Animal Caretakers	Athletic Trainers	Occupational Therapy Assistants			
Medical Assistants	Audiologists	Optometrists			
Medical Registrars	Dentist, General	Pediatricians, General			
Medical Secretaries	Cardiovascular Technologists/Technicians	Pharmacists			
Medical Transcriptionists	Chiropractors	Physical Therapists			
Opticians, Dispensing	Clinical Laboratory	Physician Assistants			
Nursing Assistants	Technologists/Technicians	Psychiatrists			
Pharmacy Aides	Dental Hygienists	Radiation Therapists			
Pharmacy Technicians	Diagnostic Medical Sonographers	Radiologic Technologists			
Phlebotomists	Dietitians and Nutritionists	Registered Nurses			
Physical Therapist Aides	Family Medical Physicians	Respiratory Therapists			
Practical/Vocational Nurses	General Internal Medicine Physicians	Speech-Language Pathologists			
Surgical Assistants	Magnetic Resonance Imaging Technologists	Surgeons			
Technologist	Medical and Health Services Managers	Veterinarians			
Veterinary Assistants	Nuclear Medicine Technologists	Veterinary Technologists/Technicians			
	Nurse Practitioners				

*All career pathway information outlined in this booklet was adapted from the Connecticut Career Paths



Hale Early Education Center

Overview

Wee Engineer consists of four design challenges, each divided into three activities. During a Wee Engineer challenge, teachers guide learners through an age-appropriate, three-step Engineering Design Process explore, create, improve. The preschoolers had fun designing technology with a function.



Wrecking Balls



The first challenge was to help our racoon build a wrecking ball strong enough to knock down a block tower.





Students explored the materials available to make a wrecking ball and discussed which items they thought would be strong enough to knock the block tower over.

Students created a wrecking ball using one of the materials. If it didn't work, they tried another item until they successfully knocked the tower down.

We discussed as a group what worked and what didn't and then re-visited the activity to improve our wrecking ball!



Noise Makers



Students went through the same process to solve the second challenge. For this challenge, our racoon needed to make a loud noisemaker for a birthday party.

Children explored materials on the first day, created the noise makers during the next lesson, and made improvements to the design during the third lesson.



Explore, Create, Improve









Programming Patterns

Board of Education Presentation February 29, 2024







Austin's Share Out on Story Maps & Planning







At the end of the PLTW unit, students were asked to self score themselves in two categories. Engineer • As Coding Programmers using the Engineering Design Process	Brade 3 Programming Patterns Self-Assessment Check the box of the pather whose Scratch login you are using together for this project. Orection Pather #7 name
	Engeged Collaboanar Sell-Assessment Teacher Authentic Innovator Assessment
As Portrait of a Graduate	I included and used my partner's idea(s) from our story map planning.
	I was a helpful navigator.
Collaborators and	I was a helpful driver.
	We tested our program often to identify bugs.
Innovators	We successfully fixed bugs in our program.
	Total

IEP Quality & CT-SEDS Professional Support

The Connecticut State Department of Education, in collaboration with the RESC Alliance, invites you to join a variety of professional learning opportunities to support the development of high-quality Individualized Education Programs (IEPs) and navigation of the Connecticut Special Education Data System (CT-SEDS).

IEP Quality

12-Hour Core Training

This multi-session course is designed to strengthen educators' capacity to develop and implement high-quality IEPs, with explicit connections to CT-SEDS via live demonstration of the system's design and functionality.



Discipline-Specific_ IEP Goal Development Training

This two-part, virtual series offers educators within a specific discipline an interactive training experience that supports the practical application of developing high-quality, measurable IEP goals and objectives.



CT-SEDS Proficiency

CT-SEDS Onboarding

This two-part, virtual series is designed for new special educators, or those new to CT-SEDS.



Targeted Sessions

These 90-minute, virtual sessions offer an opportunity for school-based professionals to gain knowledge and increase competency within a specific topic. Information includes system updates, with live CT-SEDS demonstrations (when applicable).



JJJJ

Document Type:	Recommended naming convention (examples)	
Evaluations should be uploaded individually and include date of report. The same should be done with B-3 IEPs.	 B-3 IFSP dated xx/xx/xx B-3 evaluation dated xx/xx/xx, include b-3 provider name Psych. Eval. dated xx/xx/xx Speech Eval. dated xx/xx/xx Academic Achievement Evaluation dated xx/xx/xx 	
Teacher Reports / and Progress updates should be uploaded individually and include date	 SPED Teacher Progress Update dated xx/xx/xx OT or PT Progress Update dated xx/xx/xx SLP Progress updates dated xx/xx/xx Classroom teacher report dated xx/xx/xx Reading Intervention rpt, dated xx/xx/xx Math intervention rpt, dated xx/xx/xx Reading / Written Expression / Math worksheets, dated xx/xx/xx 	
Consent forms should be uploaded individually and include signature date.	 Consent for initial eval-signed xx/xx/xx Consent for 3 year reeval-signed xx/xx/xx ROI, dated xx/xx/xx, (include name of Provider) 	
Generic PPT paperwork can be uploaded together and include date of PPT. This would include things like 5 day waivers, agendas, attendance waivers, etc	 PPT paperwork – xx/xx/xx 	
Behavioral documents should be uploaded individually with document date	 BIP-dated xx/xx/xx FBA-dated xx/xx/xx Restraint/Seclusion dated xx/xx/xx 	
Eligibility worksheets, Autism checklist, ED checklist, EXIT forms etc should be uploaded individually with document date.	 Autism Checklist, dated xx/xx/xx Reading Worksheet, dated xx/xx/xx Special Ed Exit Form, dated xx/xx/xx 	

Consistent naming conventions for uploaded documents

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Dear Families of the After School Academy,

Thank you so much for your support of this program at the GHR school over the past few months. <u>Tuesday, December 19th will be</u> <u>our last day for the fall session.</u> This experience provided your student with the opportunity to receive a little extra boost in the areas of reading and mathematics and support their individual growth this school year.

As a parting gift your child will be receiving a little goodie bag during their last session. In addition, all students participating in the After School Academy received a log in to the Lexia online reading platform. This differentiated platform provides direct instruction to students based on their individual needs. Here are a few links to help explain a little more about the program [overview & ideas for home activities]. Please try to have your student log-in to this program at home to continue to support their learning journey. Our teachers in the Reading Room will be able to review their progress and support the students at school.

Thank you again for your ongoing support and communication during the After School Academy. We will be offering a Winter session as well; look out for a possible invite in early January.

> Sincerely, Kara Hennessey K-5 After School Academy Supervisor

кккк

Dear Families of the After School Academy,

Thank you so much for your support of this program at the CGS school over the past few months. <u>Tuesday, December 19th will be</u> <u>our last day for the fall session</u>. This experience provided your student with the opportunity to receive a little extra boost in either reading or mathematics and support their individual growth this school year.

As a parting gift your child will be receiving a little goodie bag of items to recognize all their hard work after school on Tuesdays this fall.

Thank you again for your ongoing support and communication during the After School Academy. We will be offering a Winter session as well; look out for a possible invite in early January.

> Sincerely, Kara Hennessey K-5 After School Academy Supervisor

LLLL





Reading Intervention Programs

We have a variety of different reading intervention programs to suit a variety of different students' needs.

Empower
Leveled Literacy Intervention
Orton Gillingham
Visualizing and Verbalizing
Just Words
Fundations



LLLL





Grad	le 3 Programming 2023-2024			
	Cycle Two 2023	Boost 2023	Cycle One 2023	Cycle Two 2024
LLI	15	9	17	14
Orton Gillingham with Syllabication	14	9	17	14
Empower	5	6	10	10
V&V	1	2	0	0
MLL Students	2	3	3	2
Students receiving more than one intervention program	15	9	17	14
TOTAL/Percent of Grade Level	17 students/116 = 15%	17/128= 15%	27/128=21%	24/128=19%

LLLL

	Grade 3 Reading Composite Scores (Descriptive Rang				
Maintained in Well Below Range		Increased	Well Below to Below		
79%		21%]	
	Grade 3 Readin	ıg Ra	ate		_
	Decreased	Maintained		Increased	

1%	7%	89%

Grade 3 Reading Rate Increase Ranges

+5-19 wcpm	+20-39 wcpm	+40-60 wcpm
50%	29%	11%

Grade 3 Accuracy

Decreased	Maintained	Increased
11%	14%	75%

Grade 3 Accuracy Percentage Increase

1-10% increase	11-10% increase
67%	33%



Grade 3 Proficiency Levels IAB Data		Grade 3 Proficiency Levels IAB Data	
Proficiency Level	Informational	Proficiency Level	Literary
Developing	30%	Developing	58%
Approaching	35%	Approaching	25%
On Level	35%	On Level	17%
Above	0%	Above	0%

L	L	L	L

Grade 4 2023-2024				
	Cycle Two 2023	Boost 2023	Cycle One 2023	Cycle Two 2024
LLI Comprehension	3 (plus sbac groups)	17	12	10
Just Words	10	15	11	13
Empower	6	5	8	6
EL Students	2	2	2	2
Students receiving more than one intervention program	2	12	6	4
TOTAL/Percent of Grade Level	18/105=17%	25/116=22%	25/116=22%	25/116=22% ·

Grade 4 Midyear Levels of Growth BAS Data			
Levels of Growth	Number of Students	% of students	
3+	4	17%	
2	14	61%	
1	5	22%	
maintain	0	0%	
regress	0	0%	

Grade 4 Proficiency Levels BAS Data				
Proficiency Level	Fall	Winter		
Developing	15%	15%		
Approaching	41%	48%		
On Level	44%	33%		
Above	0%	4%		
Grade 4 Prof IAB	iciency Levels Data	Grade 4 Proficiency Levels IAB Data		
---------------------------------	------------------------	--	----------	--
Proficiency Level Informational		Proficiency Level	Literary	
Developing	18%	Developing	28%	
Approaching	41%	Approaching	44%	
On Level	41%	On Level	20%	
Above	0%	Above	8%	

Grade 5 2023-2024	•
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	Cycle Two 2023	Boost 2023	Cycle One 2023	Cycle Two 2024
LLI Comprehension	9 (plus SBAC groups)	2	2	2
Just Words	12	12	13	8
Empower	2	7	7	7
V&V	3	1	1	1
EL Students	2	1	1	1
Students receiving more than one intervention program	8	2	2	2
TOTAL/Percent of Grade Level	18 students/133=14%	20/104=19%	21/104=20%	15/104= 14%

Gra	ade 5 Midye vels of Grow BAS Data	ar rth	Grade 5 Proficiency Levels BAS Data			
Levels of Growth	Number of Students	% of students	Proficiency Level Developing	Fall 37%	Winter 32%	
3+	4	31%	Approaching	4.00/	409/	
2	4	31%	, produing	10%	10%	
1	3	23%	On Level	21%	26%	
maintain	2	15%	Above	000/	000/	
regress	0	0%	Above	26%	26%	

Grade 5 Profic IAB D	ciency Levels Data	Grade 5 Proficiency Levels IAB Data		
Proficiency Level	Informational	Proficiency Level	Literary	
Developing	6%	Developing	7%	
Approaching	50%	Approaching	39%	
On Level	19%	On Level	15%	
Above	25%	Above	39%	

Grade 3 Pr Leve IAB D	oficiency els Pata	Grade 4 Pi Lev IAB [roficiency els Data	Grade 5 Proficiency Levels IAB Data		
Proficiency Level	Informational	Proficiency Level	Informational	Proficiency Level	Informational	
Developing	30%	Developing	18%	Developing	6%	
Approaching	35%	Approaching	41%	Approaching	50%	
On Level	35%	On Level	41%	On Level	19%	
Above	0%	Above	0%	Above	25%	

Grade 3 Proficiency Levels IAB Data		Grade 4 Proficiency Levels IAB Data		Grade 5 Proficiency Levels IAB Data	
Proficiency Level	Literary	Proficiency Level	Literary	Proficiency Level	Literary
Developing	58%	Developing	28%	Developing	7%
Approaching	25%	Approaching	44%	Approaching	39%
On Level	17%	On Level	20%	On Level	15%
Above	0%	Above	8%	Above	39%

GHR Intervention Adjustments

for the 2023-2024 School Year

- Analyzing BAS fluency data with ORF norms to identify students who would need additional support
- Utilizing Uconn intern to support 5 big areas of reading
- Acadience Benchmark Grade 3
- Acadience Progress Monitoring Grades 3-5

Challenges/Barriers

for the 2023-2024 School Year

- Sub Coverage
- Acadience testing in grade 3
 - *Identified many new third grade students in need of intervention with Acadience. * Acadience data uncovered mainly girls with reading difficulties - 8/10 of new third graders are girls new to intervention due to Acadience data.
- Progress Monitoring using Acadience is new
- Programming and training to support decoding and fluency in grade 3

	Resp	onse to Intervention	
	Tier 1	• Reduced: SBAC written response support or Quick Reads for Fluency 1–3 days with intern or paraprofessional	
	Tier 2	4 days a week LLI or Just Words in group (up to 5) 2 levels below GLE IF	-
<u>o.a</u>	Tier 3	5 days a week in LLI, Just Words, OG, Empower, V&V in small group (up to 3)	
	Exit	-Acadience benchmark testing shows reading fluency and accuracy is meeting grade level expectations -Benchmark on or above level will be reduced (if spelling/fluency is still a concern) or exited -WIST is in average range -EL LAS Links (Level 4 or higher including reading/writing subtest scores)	

¥		Entran	ce & Exit Assessments	
		Tier 1	-BAS (2 or more levels below GLE) -IAB (scored below the standard) -SBAC (overall score of 1 or 2) -EL identification -Acadience in grade 3 (score well below grade level expectations)	
• -		Tier 2	-WIST (score in the poor range) -LLI Running Records -Just Words Progress Monitoring -Acadience Progress Monitoring	
-	<u>o.a</u> △	Tier 3	-Empower Assessments (scored and evaluated with mentor and team to qualify) -Acadience Progress Monitoring	
		Exit	-Benchmark on level=reduced -Benchmark above level=reduced/exit -WIST (average score range) -EL LAS Links (Level 4 or higher including reading/writing subtest scores) -Acadience benchmark testing shows reading fluency and accuracy is meeting grade level expectations	

Grade 4 End of Year Levels of Growth BAS Data 2022-23			Grade Leve BAS	5 End o els of Gro Data 202	f Year owth 22-23	
Levels of Growth	Number of Students	% of students	Levels of Growth	Number of Students	% of students	•
5+	2	17%	5+	2	11%	
4	3	25%	4	4	22%	
3	4	33%	3	7	39%	
2	3	25%	2	4	22%	
1	0	0%	1	1	6%	





Updates from GHR Math Intervention February, 2024

Two UCONN Interns (one started in January)

- Fact fluency groups for cusp students in grades 3 and 4.
- Grade 5 problem solving boost group
- 24 students in these pull-out groups. (not an intervention).
- Provide in class support to teachers and all students

• Math Intervention Teachers push into classrooms

- (Grades 3-5) support all students during tier 1 math time
- (teacher/student support is also given to long term subs for teachers on maternity leave)
- Current Programs:
 - Moby Max Intervention, Bridges Intervention, Graham Fletcher Fluency Intervention with certified teacher
 - Fact Fluency and SBAC Problem Solving with intern
 - https://docs.coogle.com/spreadsheets/d/17X3m4x8oS44wpLittU4vFT0Cw-s0wM8VtIFi3Bec05A/edit2usp-sharing (fluency data)















Bridges Intervention Skills Worked on By Grade Level:

Grade 3:

- Addition and Subtraction Strategies
- One-Step Word Problems
- Place Value

Grade 4:

- Multiplication and Division Strategies
- One-Step Word Problems
- Basic Fractions

Grade 5:

- Place Value
- Decimals
- Standard Algorithm for multiplication and division
- Fractions
- Problem Solving



How do students track their progress?



How do the Math Intervention Teachers Track Student Data?

Each student has his/her own folder with spreadsheets of progress being tracked depending on the programs being used. This data is tracked as long as the student is in a math intervention and most likely is year to year. Data is also tracked on EduClimber for each student.

Moby Max Data

Bridges Math Data

Fact Fluency Data

Entrance Criteria: (Decision made at an Intervention Referral Team Meeting)

At Least 3 Pieces of Data

- 1. Norm Referenced Assessment: (SBAC)
- 2. **Classroom Assessment(s):** Overall grades from previous year (Report Cards) and current mid and end of module assessments, IAB data.
- 3. **Teacher Recommendation and Anecdotal Data:** Bring in-class and module test data and anecdotal notes from in class to IRT.

Exit Criteria by Program:

Students can exit an intervention or move to a lesser tier when...

- Moby Max Students (Tier II) : At expected grade level or higher on the program, classroom teacher and interventionist discuss how student is doing in the classroom for math and both agree progress is made, report card grades/test scores/IABS
- 2. Bridges Math (Tier III): showing mastery on Module Assessments for Bridges, classroom teacher and interventionist discuss how student is doing in the classroom for math (anecdotal data), and classroom assessments/report cards/IABs. Students will be moved from Tier III to Moby Max Tier II for gradual release.
- 3. Building Fact Fluency (Tier II): showing mastery on fact fluency assessments (scores out of 40), classroom teacher and interventionist discuss how student is doing in the classroom with generalizing the skills (anecdotal data), and classroom assessments/report cards. Students can move to Moby Max or be exited from intervention.





2023-2024,	Feb.			GHR
NUMBER OT	Students in M	ath Interventio	n and Number	
Grade Level	Number of Students September 2023	Number of Students <u>February, 2024</u>	Number of Students June, 2024	Number of Exited this year (2023-2024)
3 (129 students)	21 (16% of grade level)	21 (16% of grade level)		*As of February: 2 added Jan, 2024, 1 left for homeschooling, 1 exited
4 (115 students)	20 (17% of the grade level)	19 (17% of the grade level)		* As of February: 1 exited
5 (107 students)	30 (28% of the grade level)	27 (25% of the grade level)		*As of February: 1 moved, 2 exited
TOTAL: (351 students at GHR)	69 (20% of total GHR population receives math intervention)	67 (19% of the total GHR population receives math intervention.)		4 exited, so far this year

How is GHR benefiting from two Math Interventionists this year and 2 UCONN Interns?

- Math interventionists are able to support Grades 3, 4, and 5 for Tier 1 support (Special Educator, Erin, Steph, and our interns offer push in support)
- Math Interventionists run many different intervention groups and are able to support these same students in class during push-in times.
- The UCONN Interns provide in class support, Fact Fluency 'Boost' groups and SBAC problem solving skills/strategies for grades 4 and 5.
- Math Interventionists are able to support Long Term Subs for teachers on maternity leave during push-in times.

All interventions are being delivered by certified staff (Moby Max, Bridges, and Graham Fletcher Fact Fluency Intervention)

Number of Students in Math Intervention the Past Two Years: 2022-2023 and 2023-2024

2022-2023 Grade Level	Number of Students <u>September</u> <u>2022</u>	Number of Students <u>February,</u> <u>2023</u>	Number of Students June, 2023	Number of Exited this year (2022-2023)	
3	13	20	19	1 Exited	
(116	(11% of grade	(17% of grade	(16% of grade		
students)	level)	level)	level)		
4	17	28	26	4 Exited	
(105	(16% of the	(26% of the	(25% of grade		
students)	grade level)	grade level)	level)		
5 16		21	19	5 Exited	
(133 (12% of the		(16% of the	(14% of grade		
students) grade level)		grade level)	level)		
TOTAL: (354 students at GHR)	46 (13% of total GHR population is in math intervention at the beginning of the year)	69 (19% of the total GHR population is in math intervention as of February 2023)	64/354 (18% of total GHR population is in math intervention as of June 2023)	10 students exited this year	

2023-2024 Grade Level	Number of Students <u>September</u> <u>2023</u>	Number of Students <u>February,</u> <u>2024</u>	Number of ³ Students June 2024	Number of Exited this year (2023-2024)
3 (129 students)	19 (15% of grade level)	21 (16% of grade level)		*As of February: 2 added Jan, 2024, 1 left for homeschooling
4 (115 students)	21 (18% of the grade level)	20 (17% of the grade level)		* As of February: 1 exited
5 (107 students)	30 (28% of the grade level)	27 (25% of the grade level)		*As of February: 1 moved, 2 exited
TOTAL: (351 students at GHR)	70 (20% of total GHR population receives math intervention)	68 (19% of the total GHR population receives math intervention.)		3 exited, so far this year

Grade 3 Moby Max 2023-2024



Grade 3: MOBY MAX: 12 Students		Recently started and not enough time in groupyet!	Less than one year's growth (less than 1.0)	Exactly one year's growth	More than One Year's Growth (1.0-1.9)	More than Two Year's Growth (2.0 or more)
September, 2023 to January, 2024	Student Growth	1 (started Dec.) 2 (started Jan.)	1 (started in Nov.)	2	6 (in only 5 months)	0
September to June OVERALL Growth						

Grade 4 Moby Max 2023-2024



Grade 4: MOBY MAX: 16 Students		Recently started and not enough time in groupyet!	Less than one year's growth (less than 1.0)	More than One Year's Growth (1.0-1.9)	More than Two Year's Growth (2.0 or more)
September, 2023 to January, 2024	Student Growth	1 (started Jan.)	5	8 (in only 5 months)	2 (in only 5 months)
September to June OVERALL Growth	Student Growth				

Grade 5 Moby Max 2023-2024

Grade 5: MOBY MAX: 18 Students		Recently started and not enough time in groupyet!	Less than one year's growth (less than 1.0)	More than One Year's Growth (1.0-1.9)	More than Two Year's Growth (2.0 or more)
September, 2023 to January, 2024	Student Growth	0	4	12 (in only 5 months)	2 (in only 5 months)
September to June OVERALL Growth	Student Growth				





Math Programs at GHR Over Past Four Years					
	2020-2021 (End of Year)	2021-2022 (End of year)	2022-2023 February	2022-2023 (End of Year)	2023-2024 February
Bridges Students Instructed over the year	No Bridges Instructed This Year Only Moby Max due to Covid	198 modules (24 students)	193 modules (27 students)	269 modules (24 students)	118 modules (17 students: *less students needing Tier 3)
Students serviced throughout the year using: Moby Max, Bridges, ALEKS (grade 5), Building Fact Fluency	56 total 56 (Moby Max)	62 total 21 (Bridges) 41 (Moby Max)	69 total 25 (Bridges) 19 (Moby Max) 22 (Fletcher Fluency) 3 (ALEKS)	85 Total 30 (Bridges) 26 (Moby Max) 26 (Fletcher Fluency) 3 (Aleks)	68 Total *6 students in multiple programs 17 (Bridges) 46 (Moby Max) 10 (Fletcher Fluency) 1 (Acadience)
% of groups with a consistent certified Interventionist	73% (41 students with certified staff, 15 with paraeducators)	82% (12 worked with UCONN Intern)	100% (0 with UCONN Intern/Para)	100% (0 with UCONN Intern/Para)	100% (0 with UCONN Intern/Para)



RISE Reaching Independence through Support and education

A program for students who have an IEP and have completed high school requirements.

RISE PROGRAM HANDBOOK

Mission statement: Coventry's RISE Program is an evidence-based program set out to enhance and enable growth in young adults' lives in the areas of the independent living skills, vocational experiences, and self-advocacy.

> "We may not have it all together, but together we have it all." ~Author Unknown

TRANSITION PROGRAM OBJECTIVES



- Increase Levels of Independence
- Access Natural Supports in the Community
- Improve Social and Communication Skills in Community Settings
- Increase Daily Living Skills
- Expand/Practice Self Advocacy Skills
- Build and Maintain Working Relationships
- Integrated Counseling and Speech Services
- Establish Relationships with Adult Agencies



TRANSITION PROGRAM OBJECTIVES CONTINUED



- Develop Vocational Skills Through Work Experiences (volunteer)
- Skill Development Through Project-Based Curriculum
- Increase Mobility in the Community
- Tailored to Meet Individual Needs
- Assessments and Evaluations
 - Vocational Assessments
 - Interest Inventories
 - Vocational Profile
 - Functional Assessments
 - Self-Assessments

PARTNERSHIPS

Our program partners with the following businesses to enhance the students' working skills

- Coventry Fire Department
- MACC Manchester Area Conferences of Churches
- Walgreens, Manchester
- CrossRoads Physical Therapy, Columbia
- All Pets Club, Windham
- Price Chopper, Vernon
- Shea's Restaurant, Manchester



PARTNERSHIPS CONTINUED

Our program partners with the following businesses to enhance the students' working skills



- WAIM Windham Area Interfaith Ministries
- Coventry School District
 - Hale Early Education Center
 - George Hersey Robertson School Library
 - Coventry Food Services
- Coventry Food Bank

A DAY AT RISE

7:15 - 7:40 Students arrive and prepare lunches if needed

7:40 - 8:30 Life Skills Class

8:30 - 8:40 Prepare to leave for job sites

9:00 - 1:15 Work at job site (11:00 Lunch)

1:15 Leave job site 1:30 Arrive back at the building 1:30 - 2:20 Clean building, finish work



EMPLOYMENT SKILLS

- Verbal Communication
- Active Listening
- Team Work
- Problem Solving
- Goal Setting
- Time Management
- Customer Service
- Interpersonal Skills
- Self Motivation
- Dependability





JOB EXPLORATION



Job Exploration

- Interview Skills
- Resume/Cover Letter
- Job Search
- Advocacy
- Dress for Success

MANCHESTER AREA CONFERENCE OF CHURCHES (MACC)

Kitchen 466 Main Street, Manchester

<u>Days and Times:</u> Tuesdays 9:30 - 1:15 Thursdays 9:00 - 1:15

Transportation: District Van

Contact: Patti Gregory Chef Ferdinand Cruz 860-647-8003



STUDENT'S DUTIES

- Clean and disinfect tables
- Bag bread provided by area grocery stores to give to guests
- Organize all desserts provided by area grocery stores
- Place hot stickers on all food container covers
- Make over 100 sandwiches
- Take donated items to the pantry or thrift store
- Break down and take out all cardboard boxes
- Take out trash



STUDENT'S DUTIES



- Package fruit or other items into small containers to serve with lunch
- Fill the food line warmers with water
- Help on the line with putting food into take-out containers, (vegetables, rolls, garnish, etc.)
- Put lids on containers and bring to the back door to give to guests
- Put lunches, utensils, butter, sour cream, etc in bags to give to guests.
- Vacuum and sweep dining room area
- Do dishes using the restaurant style dishwasher

LEISURE ACTIVITIES

Improve Social and Communication Skills in Community Settings

Picnic with Bolton, Somers, and Tolland Programs Adelbrook Bark-ery 18-22 Program in Middletown



LEISURE ACTIVITIES CONTINUED

Improve Social and Communication Skills in Community Settings

CLCC Arts Program at Mill Brook Place



Picking up and transporting CGS food donation



GUEST SPEAKERS

- Fire Firefighter
- EMT
- Electrician
- Real Estate
- Parole Officer



OPEN DOORS OUTDOORS ADVENTURES







QUESTIONS

THANK YOU

Α.

Coventry Public Schools comprised of two high schools, has concurrent enrollment partnerships with the University of Connecticut, Eastern Connecticut State University, Manchester Community College, and the University of Bridgeport through which students can earn college credit for Art-Drawing, English, French Culture, French Grammar and Communication, U.S. History, Discrete Math, Calculus, Spanish Composition, Spanish Conversation, Statistics, Medical Terminology, Personal Finance, and Accounting.

Coventry participates in a dual enrollment partnership with Goodwin University through which students can earn college credit for Introduction to Manufacturing as well as Technical Drawing.

Coventry has articulation agreements with ECSU, Goodwin, and Manchester CC, and the University of Hartford through which students may attend college courses and earn college credit each semester.

Dual and concurrent enrollment opportunities are available to students at both high schools.

College credits through concurrent enrollment and dual enrollment as well as our articulation agreements support students well in pursuing a career cluster or pathway through Coventry High School. The ECAMP program courses align with the manufacturing pathway. Personal Finance, Accounting, Statistics, and Discrete Math prepare students well for career opportunities related to the Finance, Business Management, and Marketing pathways. Medical Terminology and Statistics along with numerous AP courses offered in science align with the Health Science cluster which many students in Coventry pursue. Students interested in the STEM pathway benefit from courses in Calculus, Discrete Math, Statistics, and Manufacturing courses. No matter what their career path, students who take college credit bearing courses such as English, Spanish, and French develop essential skills in spoken and written communication leading to success in all career paths. The opportunity to take courses on college campuses of four universities enables students to identify additional courses related to careers of interest.

Of the 366 high schools and districts reported in the Postsecondary Readiness Report, Coventry High School is ranked 35 in Total % Meeting Benchmark with a rate of 68.6%, putting it in the top 10% meeting the benchmark. Percentage of achievement is suppressed for several groups but the greatest disproportionality is for High Need students achieving at 34.5% and a 7% gap between males and females with females high at 72.1%. We have very few EL students in high school. We know that students identified for special education services earn fewer college credits than other students and this needs to be an area of focus for us.

В

Coventry has an existing partnership with the University of Bridgeport through which we currently offer concurrent enrollment courses for English and Personal Finance. For the 2024-2025 school year, we will expand the concurrent enrollment courses with the University of Bridgeport to include Math PreCalculus, General Physics, and Psychology. We will collaborate with the dual enrollment coordinator and university instructors on curriculum alignment as we have in the past.

In addition, we have established a new partnership agreement with Southern Connecticut State University. Through this partnership, Coventry students will be able to attend in person or online courses at Southern Connecticut State University. Through our partnership with

Southern, beginning in 2024-2025, we will offer concurrent enrollment courses to include Microbiology-Bio 120 and Human Anatomy and Physiology I-Bio 200. A fall meeting is set with the Biology Dept. Chair, SCSU instructors, and Coventry educators for planning for curriculum alignment and ensuring Coventry can support the required labs for these courses.

We are establishing a partnership with Sacred Heart University in order to add the concurrent enrollment course Biology Heredity and Society in 2024-2025. Sacred Heart will be reviewing our curriculum and teacher credentials, and then we will collaborate on next steps.

These opportunities will be available to all students enrolled in 11th or 12th grades.

Since we currently offer PreCalculus, Physics, Psychology, Immunology, and Anatomy and Physiology and Genetics (to which Heredity will align) at the high school level, these courses already support the following career clusters/pathways: Business Management and Administration, Finance, Health Science, and Science, Technology, Engineering, and Mathematics. Our hope is that through approval for concurrent enrollment for these courses, students will have enhanced learning opportunities related to these career clusters, including the incorporation of additional labs and learning tasks into curriculum, the opportunity for college instructors to visit our classrooms, and additional exposure to course offerings at the University of Bridgeport, Southern Connecticut State University, and Sacred Heart University.

We believe the new concurrent enrollment courses with the University of Bridgeport, Southern Connecticut State University, and Sacred Heart University will enable us to focus on reducing the disproportionality in student participation with a particular focus on high needs students and male students. Currently, we have many high needs and male students who have high interest in and are enrolled in our psychology classes. These students are mastering concepts and skills and meeting with academic success. We believe that being able to provide college credit for psychology will reduce disproportionality. In addition, we believe both high needs students and male students may be inspired to pursue an online or in person course at SCSU specifically tailored to their personal interests, such as Early Childhood Education, Skills for Becoming a Certified Nurse Aide, U. S. History Through Film, Sports in U.S. History, and Introduction to Nutrition. Our counselors will be able to promote these opportunities and work with students on scheduling.

C.

An outcome of the use of grant funds will be providing the opportunity for students to earn college credits for an additional six courses. Another outcome focuses on building students' self-efficacy beliefs about achieving at the collegiate level, thus engaging students in taking more than one college credit bearing course. With the possibility of earning more credits with additional courses, many students will be able to enter college with several college credits which is extremely cost effective and will likely improve the percentage of students who enter college after graduation. Another outcome for many students will be the opportunity to finish college in fewer than four years, having entered college with several credits. The U.S. Department of Education states, "On average dual enrollment has a positive impact on high school academics, high school graduation rates, college enrollment, college success, and college completion rates." We currently coach all students to earn minimally three college credits in high school. A new process will be identifying at the end of Grades 9, 10, and 11 high needs and male students whom we might anticipate will not enroll in college credit bearing courses. When meeting with students, counselors will review all of the college credit bearing opportunities available to them, focusing on students' personal interests but also specifically

promoting the Psychology course which can serve as a gateway course to other dual enrollment courses for students. Meeting with academic success in Psychology, which is one of the most accessible college credit bearing courses, will encourage students to seek out challenges in other college credit bearing courses. Coventry has used the AP Potential Report, and beginning in 2023-2024 will identify the students who receive the rigorous coursework letters and discuss those letters in course selection meetings with counselors. Counselors will also communicate with parents of students who receive those letters to garner support for student participation in concurrent and dual enrollment courses.

Based on the 68.6 percent meeting benchmark in the Postsecondary Readiness Report, we predict that 147 of our current 215 students in Grades 11 and 12 will meet the benchmark. Our goal is to increase that number by 22 students. We believe that we will be able to enroll 11 additional students per year in college credit bearing courses with six additional options available including the Psychology course and the high interests science courses, Human Anatomy and Physiology, Microbiology, and Heredity.

D Budget Sept 30, 2024 \$20,000

Budget

Budget Code	Funded Activity	Cost
100 Personal Services Employee Salary	Following consultation with college faculty teachers to revise existing PreCalculus course to meet with IHE requirements for college credit. \$40 per hour for 80 hours, totaling \$3200. Following consultation with college faculty teachers to revise existing PreCalculus course to meet with IHE requirements for college credit. \$40 per hour for 80 hours, totaling \$3200.	\$16,000
	Following consultation with college faculty teachers to revise existing Physics course to meet with IHE requirements for college credit. \$40 per hour for 80 hours, totaling \$3200.	

	Following consultation with college faculty teachers to revise existing Psychology course to meet with IHE requirements for college credit. \$40 per hour for 80 hours, totaling \$3200.	
	Following consultation with college faculty teachers to revise existing PreCalculus course to meet with IHE requirements for college credit. \$40 per hour for 80 hours, totaling \$3200.	
	Following consultation with college faculty teachers to revise existing Genetics course to meet with IHE requirements for college credit for Heredity and Society. \$40 per hour for 80 hours, totaling \$3200.	
300	IHE SCSU faculty stipend to work with school staff to revise existing Anatomy and Physiology Course. \$40 an hour for 10 hours	\$800
	IHE SCSU faculty stipend to work with school staff to revise existing Immunology Course to align with Microbiology. \$40 an hour for 10 hours	

PPPP

Check In/Check Out Goals

Kindergarten

Teacher 1:

Student 1:

- 1. Use kind words
- 2. Share materials

Student 2:

- 1. Keep a calm body
- 2. Take care of materials

Teacher 2:

Student 1:

- 1. Follow directions the first time
- 2. Keep a safe body
- 3. Use Kind words

Student 2:

- 1. Follow directions the first time
- 2. Follow group plan

1st Grade

Teacher 1:

Student 1:

- 1. Ask for help
- 2. Start my work

<u>Teacher 2:</u>

Student 1:

- 1. Stay in my space
- 2. Keep a safe body

Teacher 3

Student 1:

- 1. Stay in my space
- 2. Complete my work

Student 2:

- 1. Stay in my space
- 2. Complete my work

Teacher 4:

Student 1:

- 1. Keep hands to myself
- 2. Raise my hand

Coventry Grammar School Discipline Referral Form					
Student Name:		Date:			Time:
Referring Facilitator:	Homeroom Teacher:	Grade: K	1	2	Others Involved:
Location of Offense: Classroom Hallway Restroom Cafeteria Playground Special Bus School Event Arrival/Dismissal					
Minor Offense (Cla		Maior	Offense (Office Managed)	

Minor Oliense (Classroom Managed)	Major Ollense (Ollice Managed)
 Disrespect of teacher Disrespect of other student(s) Disrespect of environment Horseplay Playground/cafeteria violation Lying Inappropriate language Physical Contact Misuse of Tech (Off-topic/Students chatting) Other: 	 Property damage Harassment/provoking others Profanity Theft Assault/Threat of Violence
Minor Offense Consequence:	Major Offense Consequence:
 Loss of privileges: Conference with student Time-Out/Separated seat or area Restitution and/or apology Parent contact 	 Loss of privileges: Restitution/Community Service Bus Suspension In-School Restriction
Possible Motivation:	Date of Consequence Served:
	Facilitator/Administrator Comments:
	Facilitator Signature & Date:
	Parent Signature & Date:

RRRR

CGS Positive Of	fice Referral
Student	Date
Grade	Teacher
Teacher Comments:	
CGS Positive Of Student Grade Teacher Comments:	fice Referral Date Teacher

SSSS

Student and Staff Support Team: Crisis Response Protocols

Rationale:

The primary goal for all students is to access the academic curriculum while safe **in their learning environment**. When a student's behavior is beginning to escalate, tier 1 strategies for de-escalation are utilized by the classroom teacher in an attempt to assist the child in remaining in the classroom. When/if a student continues to escalate and/or exhibits unsafe behavior it may become necessary for the teacher to call the office for assistance. These protocols were developed to assist all staff in understanding when to call for assistance and what the support may look like.

Universal Protocols/Guiding Values:

The crisis team approaches each student and situation with empathy and compassion. Team members seek to maintain safety, minimize disruptions, and connect with members of the school community.

Who is part of the response team? How does it work?

The crisis team members are: The building administrator Admin designee School nurse Office administrative assistants

Responders:

BCBA Special education teachers (4) School psychologist School social worker

All members of the response team will be responsible to carry a walkie talkie/be able to hear & respond to the calls on walkie talkie. Crisis team responders will use a shared document to schedule primary & secondary responders for each school day.

General Procedure:

- When behavior <u>moves beyond tier 1 classroom support and is a safety concern</u> (see Office behavior referral), the teacher calls the office and requests assistance. The office uses the walkie to inform team members *student initials and where assistance is needed.*
- The first member of the team to arrive will assess/gather pertinent information and determine if a second person is necessary. If so, they will call for additional assistance.

- If safety and confidentiality can be maintained, the responder may inquire about additional information to help the de-escalation process
- If safety can be maintained with minimal disruptions to learning, the responder may attempt to stay in the room and assist the child in that environment.
- Depending on the situation, the responder may attempt to engage with the student and offer options to leave the classroom (i.e. take a walk, aquarium room, alternate learning space).
- If safety becomes a concern, a second PMT trained person will be called and the class may need to be evacuated. **Specific classroom evacuation."* Decision to evacuate will be made by crisis team responder(s). Office will be notified of evacuation.
- Once the student has demonstrated a calm, safe body and is engaging with adults, the responders may attempt to return the child to the classroom (if out of the room).
- In the event that evacuation is not an option, or class has been evacuated but student safety is still at risk the following procedure will be used to minimize impact to other students and to minimize the audience.
 - Responding team members will communicate intent to move to the *closest* location (From danger to safety only)
 - One team member will relay the information to the office via phone or radio
 - Office staff will make a whole-school announcement to signal children and teachers to remain in their classrooms.
 Example: "We are in a Hold"
 - The team will utilize the hallways while they are clear of other students.
 - Another announcement will be made to signal the all-clear.

Restraint/Seclusion (detailed information available on CSDE website)

- Restraint and/or seclusion will be utilized only in emergencies, and **as a last resort** to maintain safety, and by staff trained in physical management techniques
- All restraints/seclusions will be continuously monitored by a trained crisis team member
 - If duration of seclusion or restraint exceeds 15 mins, the monitoring crisis team member(s) will determine whether continued seclusion or restraint is necessary to maintain safety; these may include:
 - Administrator or administrator's designee
 - School Nurse
 - School Psychologist
 - School Social Worker
 - BCBA
 - A new determination will be made every 30 minutes thereafter regarding continuation based on safety
 - If, at any time during the episode, any of the crisis team members deem the seclusion/ restraint to be unsafe; parent intervention, 211, and 911 will be considered.
- All restraints/seclusions will be documented using the most updated form

SSSS

How to Assist with Student Re-entry

Student:

- Calm, safe body
- Engage in planning/steps to re-entry with response staff
- Walk to the classroom
- Enter the classroom with minimal disruption
- Remain safe in the classroom

Returning adult:

- Engage in planning/steps to re-entry with student
- Walk with the student to the classroom
- Provide a clear, simple narrative of expectations
- Enter the classroom with the child
- Fade adult assistance with minimal disruption

Receiving adult:

- If possible, briefly acknowledge the student's return and provide a verbal prompt for their next/current activity
- If confidentiality can be maintained, the responder may briefly share pertinent details

Follow-up

Communication with parents:

- Day of incident crisis team member and administrator
- Following debrief, is there more information to share with family/opportunity for teaming?

Completion of required paperwork & inputting of data:

- To be completed by end of school day, scanned and emailed to Michele Mansella (Restraint and Seclusion paperwork found in PSSS Classroom)
- If a DCF report is warranted, this is found CGS Classroom (DCF Mandated Reporting)
- In general, the initial responder inputs data & completes any legally required paperwork.
- Responders will use established google form to record each crisis response

Follow up for school team:

- Using a google form, staff may communicate their needs regarding:
 - Administrative support
 - Restorative conversations with other students
- By emailing the office, a debrief may be requested:
 - Including the administrator, classroom teacher, & responder(s)
 - The debrief will provide time to address questions, review observations, and identify possible next steps.
тттт

Behavior SAT (Student Assistance Team) Break Schedule - EXAMPLE

- During behavior SATs, the following students were identified for breaks as needed. Please choose a PM time where they would best benefit from a break with XX (Example of student initials)
- Times between 1:00-2:50
- Please provide XX any information that would be helpful to know. (Ex.- Has a behavior plan with ______ as a goal)
- If you feel they need a different type of break, please communicate that upon pick up time (Ex.- they need a quiet space to complete work for 15 mins)

Student - Teacher	Break Time	notes
	When needed (Will check in during rest time to provide a break if needed)	At end of day student will be given option to either stay in class or take a walk for a break. When student is not having an ideal day he will be pulled for a walk and talk to discuss how day went.
	2:00	Will be in rotation with XX and XX. If student requires a break at the time he will be provided with first priority.
	Will check in with the teacher and provide breaks as needed.	When needed student can be taken for a walk and can be provided with a calming break.
	Will check in with the teacher and will provide breaks when necessary.	Transition from class to special. Student will be taken from class early and walked to their special for the day. Will check in when necessary as well.
	Will check in with the teacher and will provide breaks when needed.	Transition from class to special. Student will be taken from class early and walked to their special for the day. Will check in when necessary as well.

1:00	Behavior plan includes staying in her chosen spot with a safe body. Behaviors have escalated. The break could include reminders to make good choices along with some kind of a movement break.
1:30	Calm breaks such as reading a book, playdough or coloring. – if XX has not completed work for the morning – quiet space to complete work is needed.
2:00	Will be in rotation with XX and XX. Will provide a break to student if needed at the time. If student can handle it he may be put in a group with XX.
2:00	Will be in rotation with XX and XX . Will provide a break to student if needed at the time. If student can handle it he may be put in a group with XX.
2:20/2:30	A calm break/walk, will have conversation about how his day is going (referencing sticker chart). Can talk about other topics with student as needed (making good choices, feelings, etc.).
1:00	Not an everyday pull. Will be pulled with XX to do group work about 3 times per week or as needed. Student will take walk around building and will then be provided with a calming break.
1:00	Will be pulled when a student is absent or when student is having a rough day. Student will do a walk and will be

	provided a calming break/ talk about the day.
1:00	Will be pulled when other students are absent. Will get a calming break and a chance to talk.
As needed and when he has a sub para	Outside of the scheduled 12:30-1 time with him, Will periodically check in to see if he or his para need any support. When he has a sub check ins will be more frequent and will provide breaks if para is unable to do so.
3:15	Para leaves at 3:15. Provide support until parent arrives and give them an update on how her day went.

Advisory Flow 2023-2024

		Freshmen '27	Sophomores '26	Juniors '25	Seniors '24
		r2sz5rr	pcz7pdn	axsilh7	pmpuve4
1	Wednesday October 4	Enrichment Offerings 2023-2024 Enrichment Sign Up Summer Reading Groups Facilitator Questions SEL #1 Goal Setting	Enrichment Offerings 2023-2024 Enrichment Sign Up Summer Reading Groups Facilitator Questions SEL #1 Goal Setting	Enrichment Offerings 2023-2024 Enrichment Sign Up Summer Reading Groups Facilitator Questions SEL #1 Goal Setting	Enrichment Offerings 2023-2024 Enrichment Sign Up Summer Reading Groups Facilitator Questions SEL #1 Goal Setting
2	Thursday October 19	DESSA Screener	DESSA Screener	DESSA Screener	DESSA Screener
3	Friday November 3 Pep Rally	Intro POG Lesson	Digital Citizenship/Information Literacy	Digital Citizenship/Information Literacy	Digital Citizenship/Information Literacy
4	Wednesday November 29	<u>Rubrics Lesson</u> <u>Google Form Scavenger Hunt</u>	Sophomore Class Meeting Lecture Hall	Junior Class Meeting Hurlock Gym	Senior Class Meeting Auditorium
5	Thursday December 14	Door Decorating	Door Decorating	Door Decorating	Door Decorating
6	Tuesday January 9	<u>SEL #2</u> Organizing Responsibilities	<u>SEL #2</u> Organizing Responsibilities	<u>SEL #2</u> Organizing Responsibilities	<u>SEL #2</u> Organizing Responsibilities

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7	Tuesday January 30	HS Expectations Lesson	Collecting Evidence Lesson	Collecting Evidence Lesson	<u>Senior Portfolio</u> <u>Create Google Site Lesson</u>
8	Tuesday February 13	SEL #3 We All Belong (Connections Activity) DESSA Midyear			
9	Wednesday March 6 <mark>Extent Advisory</mark> 10-15 minutes	Tri-M Music in Schools Month *ADD DESSA MIDYEAR MAKEUP FROM SNOWDAY	Tri-M Music in Schools Month *ADD DESSA MIDYEAR MAKEUP FROM SNOWDAY	Tri-M Music in Schools Month *ADD DESSA MIDYEAR MAKEUP FROM SNOWDAY	Tri-M Music in Schools Month *ADD DESSA MIDYEAR MAKEUP FROM SNOWDAY
10	Friday March 22 Pep Rally	SEL #4 Getting to Know You			
11	Tuesday April 2	Google Folder Set Up Lesson How to Collect Evidence Lesson	Sophomore Class Meeting Lecture Hall	Junior Class Meeting Hurlock Gym	Senior Class Meeting Auditorium
12	Thursday May 2	SEL #5 I Appreciate You DESSA End of Year			

vvvv

Social Emotional Learning - CHS Advisory Unit Overview 2023-2024

Lesson 1 - Goal Setting

This advisory lesson will help students understand:

- Understand a SMART Goal
- Identify a goal for this school year

Directions for Staff:

- Please present the <u>Goal Setting SEL #1 Google Slides</u> with your advisory group
 - \circ In this presentation students will
 - 1. Sign up for **ENRICHMENT** show students enrichment offerings and have them sign up through Google Classroom.
 - > ENRICHMENTS ARE FIRST COME FIRST SERVE!
 - 2. Remind Students that Coventry has the SAY SOMETHING APP
 - 3. Create a GOAL on a Seed (paper in your mailbox) send one student with completed seeds to Ms. LeBlanc Room 128 at the end of advisory.

Lesson 2 - Organizing Responsibilities

This advisory lesson will help students:

- Students will learn to identify their own goals
- Students will identify responsibilities and work
- Prioritizing responsibilities leads to increased motivation

Directions for Staff:

- Please present <u>Organizing Responsibilities SEL #2 Google Slides Lesson</u> to your advisory class
- Pass out the <u>Organizing Responsibilities Worksheet</u> (in your mailbox) to your class.
- Throughout the lesson there are opportunities for short discussion with your students! Share your expertise in time management with your advisory!

Lesson 3 - We All Belong

This advisory lesson will help students:

• Students will

Directions for Staff:

• Please present

Lesson 4 - Getting to Know You

This advisory lesson will help students:

• Students will

Directions for Staff:

• Please present

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Lesson 5 - <u>I Appreciate You</u>

This advisory lesson will help students:

• Students will

Directions for Staff:

• Please present

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Coventry Public Schools

A Comprehensive System of Student Supports

Coventry Public Schools Administrative Team March 14, 2024

Team approach

Classroom teachers

Social worker

Psychologist

Guidance (6-12)

Administration

Special Education Teachers

Nursing Team

Structures:

• IRT/SAT

- Safe School
- Clinical Team
- Student Support Teams
- Community Outreach

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Professional Development

Restorative Practices

- Develop school and classroom community
- Proactive: Building relationships
- Responsive:
 - repairing harm and restoring relationships

- Trauma Informed practices
- Positive Behavior Interventions and Supports
- CASEL competencies
- Diversity, Equity and Inclusion

Legislation

July 1, 2025

Section 74

"For the school year commencing July 1, 2025, and each school year thereafter, Section 74 of Public Act 23-167 requires each board of education to adopt a restorative practices response policy to be implemented by school employees for incidents of challenging behavior or student conflict..."

> Source: Shipman and Goodwin, LLC; CT General Assembly

CONNECTICUT STATE

DEPARTMENT OF EDUCATION

Portrait of the Graduate

Empowered Citizen

- Embraces Diversity and Individuality
- Seeks Cultural Understanding
- Civic Minded, Informed and Engaged in the Community
- Advocates for Self and Others
- Demonstrates Integrity and Ethical Behavior
- Self Regulation and Reflection



Tier 1- Interventions and supports

• Environment

- Belonging and Connection
- High Quality Instruction
- Safety and Wellness
- Behavioral Supports

Tier 3 Intensive Intervention

> Tier 2 Targeted Intervention

Tier 1 Research-Based Core Instruction

Using Data to Inform our Approaches- DESSA

APERTURE EDUCATION DESSA

DESSA administered 3x/year for all students

- Identify whole school strengths and competencies for growth
- Develop and implement lessons on these targeted competencies
- Individual student data analysis to determine Tier 2 or 3 supports

Source: Aperture Education

Tier 2- Interventions and supports

Counseling groups/Social groups
Zones of Regulation
Social skills instruction (counseling program)
Interventions and individual student plans

Intervention

Tier 3

Targeted Intervention

Tier 1 Research-Based Core Instruction



















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●●● HEEC Financial Needs Projections - 10 Year Look Ahead ●●●

Project	<u>1 - 5 Years</u>	<u>6 - 10 Years</u>
Windows	\$ 20,000	
Refinish walls	\$ 18,000	
Bathroom update		\$ 12,000
Replace Flooring		\$ 50,000
HVAC Upgrade		\$ 45,000
General Classroom Upgrades	\$ 15,000	\$ 15,000
Totals	\$53,000	\$122,000

HEEC Building Needs In the next 10 years \$175,000











CGS Current Facility Conditions





●●● CGS Financial Needs Projections - 10 Year Look Ahead ●●●

Project	<u>1 - 5 Years</u>	<u>6 - 10 Years</u>	
Sidewalk Replacement	\$ 90,000		
Exterior Door Replacement	\$ 120,000		
Window Replacement	\$ 1,200,000		
HVAC Upgrades	\$ 4,000,000		Los Building Needs
Fire Alarm Replacement	\$ 200,000		
Intercom System Replacement	\$ 80,000		ψ0,++0,000
Roof Replacement		\$ 600,000	
Water System Replacement		\$ 40,000	
Carpet Replacement		\$ 10,000	
General Classroom Upgrades	\$ 50,000	\$ 50,000	
Totals	\$ 5,740,000	\$ 700,000	









Project	<u>1 - 5 Years</u>	<u>6 - 10 Years</u>	
Parking Lot Replacement	\$ 600,000		
Sidewalk Replacement	\$ 90,000		
Portable Repairs	\$ 50,000		
Window Replacement	\$ 800,000		
HVAC Upgrades	\$ 4,000,000		GHR Building Needs
Fire Alarm Replacement	\$ 200,000		In the next 10 years
Intercom System Replacement	\$ 80,000		\$9 590 000
3rd & 4th Grade Wing Roof Replacement		\$ 550,000	ψ0,000,000
Water System Replacement		\$ 40,000	
Exterior Door Replacement		\$ 70,000	
3rd & 4th Grade Wing Wall Asbestos Abatement		\$ 3,000,000	
Carpet Replacement		\$ 10,000	
General Classroom Upgrades	\$ 50,000	\$ 50,000	
Totals	\$ 5,870,000	\$ 3,720,000	







Project	<u>1 - 5 Years</u>	<u>6 - 10 Years</u>	
Sidewalk Replacement	\$ 35,000		
Exterior Door Replacement	\$ 85,000		
Window Replacement	\$ 2,000,000		
HVAC Upgrades	\$ 5,600,000		
Intercom System Replacement	\$ 120,000		CNH Building Nee
Roof Replacement		\$ 800,000	\$ 9 605 000
Water System Replacement		\$ 20,000	φ 0,000,000
Carpet Replacement		\$ 45,000	
Parking Lot Replacement		\$ 800,000	
General Classroom Upgrades	\$ 50,000	\$ 50,000	
Totals	\$ 7,890,000	\$ 1,715,000	

<u>Project</u>	<u>1 - 5 Years</u>	<u>6 - 10 Years</u>	
Window Replacement	\$ 3,000,000		
HVAC Upgrades	\$ 3,600,000		
Fire Pump Replacement	\$ 55,000		
Flooring Replacement	\$ 55,000		CHS Building Nee
Intercom System Replacement	\$ 120,000		In the next 10 yea
Weight Room Upgrade	\$ 600,000		\$7,800,000
Asbestos Abatement		\$ 250,000	
Water System Replacement		\$ 20,000	
General Classroom Upgrades	\$ 50,000	\$ 50,000	
_ Total	s \$ 7,480,000	\$ 320,000	





Repair	CGS	GHR	CNH	CHS	HEEC	
AirTemp Mechanical pd with grant 7132	\$ 585.00	\$ 285.00	\$ 160.00			
AirTemp Mechanical pd with grant 7132					\$ 695.00	
Aqua Pump-various repairs	\$ 4,370.00	\$ 600.00	\$ 232.00	\$ 2,141.00		
ABS HVAC programing repairs			\$ 360.23	\$ 2,485.00	\$ 1,178.52	
CAPP HVAC parts	\$ 748.04	\$ 748.04	\$ 374.02	\$ 374.02		
Emcor HVAC repairs	\$ 353.00			\$ 11,522.00		* • • • • • • • •
FW Webb-water heater				\$ 6,300.51		\$ 92,093.98
FASD repairs Fire Alarm	\$ 5,881.42	\$ 5,881.42	\$ 3,956.34	\$ 4,971.96	\$ 1,015.62	
It's-various repairs Fire Alarm	\$ 594.50	\$ 594.50	\$ 594.50	\$ 594.50		District-Wide Total
Johnson Controls HVAC		\$ 2,032.00				In One Year
Matchless Fire Sprinkler repairs	\$ 582.00	\$ 582.00	\$ 2,476.79	\$ 582.00	\$ 145.50	
Rem-rebuild motor HVAC parts				\$ 1,860.28		
Town Generator repair				\$ 10,289.10		
Trane US Inc - VFDs on air handler			\$ 4,125.00			
Trane US Inc - Air handler			\$ 2,475.00			
Trane - VFD repairs on air handler			\$ 2,475.00			
Big Dipper/JP Morgan	\$ 4,174.17		\$ 2,699.00			
Totals	\$ \$ 17,288.13	\$ 10,722.96	\$ 19,927.88	\$ 41,120.37	\$ 3,034.64	



Other Considerations Provide close proximity to Coventry Police and Fire Departments Eligible for up to 60% State Reimbursement for Solar Streamline Bus Pick-Up/Drop-off for K-5 Update HVAC to Mandated Regulations Solve Asbestos Abatement Required at GHR Become Current with All Building Code Requirements









Board of Education Meeting - October 12, 2023

Summer 2023 Projects

District Wide Projects

CGS

- HVAC maintenance
- Playground replacement
- Summer cleaning

GHR

- Exterior work
- Summer cleaning
- HVAC maintenance

CNH

- HVAC maintenance
- Summer cleaning

CHS

- Roof Replacement
- HVAC Project
- HVAC maintenance

CGS Playground Replacement









GHR Exterior Work





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CHS Roof Replacement








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Preventative Maintenance List by School

Covent	y High School

Classroom UV	58
Exhaust fans	54
Other HVAC	57

G. H. Robertson School

Classroom UV	36
Exhaust fans	14
Other HVAC	17

Capt. Nathan Hale School

Classroom UV	47
Exhaust fans	43
Other HVAC	33

Coventry Grammar School

Classroom UV	35
Exhaust fans	24
Other HVAC	17

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District Preventive Maintenance Program

PM Schedule

Pm Schedule 22940

CHS, CNH, Complex RTU HVAC Service

Job Start-up Procedures Replace filters, clean coils as necessary, oil / grease bearing and motor, inspect belt and unit operation for any required maintenance.

Safety Points

Tasks & Procedures Set All Yes Set All No

	Complete?	Description	Procedure
1	○ Yes ● No	Replace filters, clean coils, oil / grease motor and bearings, inspect belt anf unit operation for any required maintenance. Comments	

ID	Description	Model number	Serial Number	Area	Area #	Notes
RTU 6	Roof over CAD Lab	LCA060HN1Y	5699E08923	Roof		Condition: Good Replace filters 2x year Clean coils 1x a year Replace filters 2x year (May & Oct.) 16x25x2 (2) Belt AX43 / 6L236B Motor: Emerson - P63PYCID-2723

Task	Comment	Done
Regular Filter Replacement	Check and replace air filters every 1-3 months	
Thermostat Maintenance	Inspect and calibrate the thermostat	
Indoor Unit Inspection	Check for any visible signs of damage or leaks	
Outdoor Unit Maintenance	Remove any debris, leaves, or vegetation	
Condensate Drain Cleaning	Clear the condensate drain line	
Check Electrical Connections	Inspect electrical connections, wiring, and components	
Lubricate Moving Parts	Lubricate motor bearings and other moving parts	
Check Refrigerant Levels	Monitor refrigerant levels	
Test System Performance	Run a test cycle	
Schedule Professional Maintenance	Annual or bi-annual maintenance visits	

HVAC

Second Round for HVAC Grants

Replace Roof Top Units

- Estimated replacement cost \$150,000 each
- States share is 60% or \$90,000 each
- District share is \$60,000 each
- Funding approval needed before applying for the grant



\$249,000,000 Available - Second Round

Application Requirements

- Project Costs
- Cost Estimate
- Local Funding Authorization Letter
- Authorizes Application
- Create a Building Committee
- Approve Preparation of Drawings
- Ed. Specs
- Approval of Ed. Specs by the Board of Education
- Risk Assessment Questionnaire
- Submit by December 31, 2023

Third Round of HVAC Grants

- Applications in 2024 for 2025 start
- \$150,000,000 Available Plus Remaining Second Round
- Estimated Timeframe: Apply Between Sept 2024 and Dec 2024
- Look at Remaining Schools Upgrade HVAC (similar to CHS)
- Look at CHS HVAC Equipment Not Completed in Round 1

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Third Round - Application Requirements

- Project Costs
- Cost Estimate
- Local Funding Authorization Letter
- Authorize Application
- Create a Building Committee
- Approve Preparation of Drawings
- Ed. Specs
- Approval of Ed. Specs by the Board of Education
- Risk Assessment Questionnaire
- Submit by December 31, 2024

Air Conditioning - CGS/GHR/CNH

- Window Units
- \$25,000
- Plus \$5,000 \$6,000 for Electrical Upgrades



2023-2024 Mid-Year Facilities Update

Board of Education Meeting - February 29, 2024

GHR and CHS Roof Update

GHR Update

- Roof has been completed
- Board and Building committee signed off
- All the paperwork is in order
- Starting the process for reimbursement

CHS Update

- Roof is 95% complete
- Walking pads and some flashing remain
- Raised the RTU over the break
- Looking to finish once the weather breaks

HVAC Project Update

- Contract has been signed with Pro Mechanical for the project
- First walk through on January 15th
- Second walk through on February 19th
- Waiting on a schedule
- The only concern the contractor had was getting electrical components

New HVAC Requirements

- EPA Tools for Schools
- IAQ assessment conducted annually
- HVAC assessment conducted every 5 years
- DAS forms submitted for IAQ and HVAC assessments
- Assessment reports made at a Board of Education meeting
- Reports posted on the district websites

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HVAC (d)(3) Assessment Requirements



Fall Projects

- 2 cracked sections on the Complex boilers
 - Material cost \$3,900 each estimated contracted cost \$8,000 each
- Circulator pump at CGS
 - Material cost \$2,700 estimated contracted cost \$4,200
- Blower motor at the High School
 - Material cost \$1,500 estimated contracted cost \$3,100
- Fan coil at Captain Nathan Hale
 - Material cost \$1,600 estimated contracted cost \$4,200
- Unit ventilator motors District wide
 - Material cost \$4,600 estimated contracted cost \$9,000
- Actuators District wide
 - Material cost \$2,800 estimated contracted cost \$5,600

Round 3 of the HVAC Grant

- Applications for round 3 estimated opening Sept. 2024 closing Dec. 2024
- \$150,000,000 available plus the remaining of round 2
- Looking at systems for GHR, CGS, and CNH for heating and cooling
- Board of Education would need to request the Town Council start a building committee
- Design and cost would need to be complete before application due date
- Funds would have to be approved before the application due date

Estimated Cost of HVAC Project

VRF System

School	System Size	Fresh Air Estimated Needed Cost		Estimated Eversource Incentive	Budgetary Cost
CNH	251	Yes	\$6,818,000	\$527,100	\$6,290,900
CGS	197	Replacement	\$5,008,000	\$413,700	\$4,594,300
GHR	159	Replacement	\$4,108,000	\$339,900	\$3,768,100





Estimated Cost of HVAC Project

RTU System

School	System size	Estimated Cost	Estimated Eversource Incentive	Budgetary Cost
CNH	251	\$2,008,000	\$7,527	\$2,000473
CGS	197	\$1,576,000	\$5,908	\$1,570,092
GHR	159	\$1,272,000	\$4,769	\$1,267,231



Facilities Focus for the Spring

- HVAC assessment contractor
- Implementation of the Tools for Schools program
- CHS HVAC project
- Preventive maintenance management plan
- Transition to a new Maintenance program
- Finalize the GHR roof project
- Finish the CHS roof project
- Work on round 3 of the HVAC grant if moved forward
- Looking at summer work



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Coventry Public Schools Diversity, Equity, and Inclusion Committee Agenda October 16, 2023

- I. Update or Share Out by School
- II. District Updates
 - a. District Goals

2.2. Continue to support the Open Choice program, now in year-three, and continue efforts to reduce racial, ethnic, and economic isolation and develop a more diversified student body.

3.2.Continue recruitment of a diverse candidate pool to increase diverse certified staff by 5% and utilize grant funding to continue initiatives with staff related to diversity, inclusion, and culturally relevant pedagogy to support inclusive teaching practices and inclusive school climates that are welcoming to all staff and students.

Academic Goals

- b. Relevant Trainings: NTO, upcoming GHR, Igniting Change, CSDE Equity Inclusion Seminar
- III. Follow Up Topics From Last Year: Mentor Text Audit K-8 Communicating in Home Language for MLL (formerly known as EL) OC Students and Coventry Families
- IV. Priorities for this Year
- V. If Time Allows: <u>Teach Up for Equity and Excellence</u>

Committee Members

AAAAA

Michele Mullaly, Director of Teaching and Learning Kara Hennessey, K-12 ELA Specialist Cindy Wilbur, K-12 STEM Specialist Kyle Ferreira van Leer, K-12 Math Specialist Heidi Bosco, Teacher, Coventry Grammar School Kelly Carini, Teacher, Coventry Grammar School Kim Watson, Teacher, Coventry Grammar School Carolyn McConnell, Teacher, Coventry Grammar School Lynn Bernier, Teacher, G. H. Robertson Intermediate School Jim Dzwonchyk, Teacher G. H. Robertson Intermediate School Nora Jones, Teacher, G. H. Robertson Intermediate School Abby Kolstad, Teacher, G. H. Robertson Intermediate School Corine Cagianiello-Jones, Teacher, Capt. Nathan Hale Middle School Sandy Milardo, Teacher, Capt. Nathan Hale Middle School Donna Zuber, Teacher, Capt. Nathan Hale Middle School Stella Demand, Teacher, Coventry High School Shannon Entwistle, Teacher, Coventry High School

Meeting Dates 3:00 to 4:00 p.m.

Monday, December 11, 2023 Monday, February 12, 2024 Monday, April 22, 2024

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Meeting Dates 3:00 to 4:00 p.m.

Monday, December 11, 2023 Monday, February 12, 2024 Monday, April 22, 2024

BBBBB

Diversity, Equity, and Inclusion Symposium

"Cultivating a Meaningful partnership: Equity at the Center"

Wednesday, September 20, 2023 8:30 a.m. to 11:30 a.m.

Objectives:

- Discuss the impact and critical role of the relationship between the district's superintendent and their diversity, equity, and inclusion (DEI) Leader.
- Provide strategies for superintendents and other stakeholders to actively support, empower, and collaborate with their DEI Leaders.
- Share DEI efforts and successes from Connecticut districts.
- Engage in discussions about best practices that support the development of equitable educational environments.

Agenda

I. Welcome & Purpose

Charlene M. Russell-Tucker, Commissioner, State of Connecticut Department of Education

II. Introduction of Keynote, George Coleman

Charlene M. Russell-Tucker, Commissioner, State of Connecticut Department of Education

III. Keynote

George Coleman, retired CSDE Administrator and strong advocate of educational equity. The importance of the relationship between the Diversity, Equity, and Inclusion (DEI) Leader and the Superintendent of Schools.

IV. Panel Discussion

Dr. Maribel Olivero, CSDE Director of Equity and Languages A panel discussion of Connecticut district leaders will showcase the strong partnerships that have been created.

V. Break 10-minute break

VI. Four Corners Exercise

Participants will engage in dialogue with other attendees through thought-provoking questions designed to foster meaningful discussions.

VII. Closing

Irene Parisi, CSDE Chief Academic Officer

Increasing Educator Diversity Action Plan



District:	Coventry Public Schools	Team Lead: Michele Mullaly
Vision:	Coventry Public Schools envisions a future in which diversity is woven into the fabric of our educational community. We commit to intentional and sustained efforts to recruit, retain, and support educators of color. By doing so, we aim to create a learning environment that reflects the diversity of the world outside, fostering inclusive classrooms in which students feel seen, heard, and valued. Moreover, we aim to recognize the talents of educators of color, valuing their contributions as integral to the success of our schools. The result will be a school community that thrives on the strength of its diversity.	Team Members: David Petrone, Beth Giller, Joseph Blake, Jennifer Trueman, Ross Sward, Christian Marcinczyk, Jennifer DeRagon, Heidi Davis, Cathie Drury, Kara Hennessey, Cindy Wilbur, Jeff Spivey, Kyle Ferreira van Leer, District Diversity, Equity and Inclusion Committee Members
Theory of Action:	If Coventry Public Schools continues to refine its hiring and selection processes and for responsible for the hiring and selection of new educators continues to provide profess increase racial and cultural awareness and enhance the implementation of culturally will increase the diversity of the candidate pool and the number of teachers of color h diverse educator workforce.	or all staff including those sional development to relevant pedagogy, then we ired, resulting in a more

	Goal	Who	Strategies/ (How are we	Key Activities going to do it?)		Indicators	Indicators	licators Resources	ces Risks and	Communica
	(What are we trying to do?)	Manages the Goal? (name,position)	What?	Who Owns This?	By When?	of Progress (How will we know if we are on track for success?)	Required (What people, time, money, and technology will be needed?)	(What could go wrong? How will we make that less likely to happen?)	tion/ Engagement Efforts (Who needs to be consulted/enga ged? What needs to be communicated? To Whom?	
Recruitment	Continue to adopt annual BOE goals related to recruiting a diverse candidate pool.	David Petrone, Superintenden t	Collaboration with the Administrative Team and BOE.	Superintende nt	Annuall y in August	Goal adoption, goal achievement progress monitoring document.	Director of Teaching and Learning, Principals	No obstacles anticipated.	BOE, Admin Council, teachers	
	At each school and district wide, continue to refine curriculum and programs to ensure they are conducive to furthering diversity, inclusion and equity.	David Petrone, Superintenden t, Michele Mullaly, Director of Teaching and Learning, Joseph Blake, Coventry High School Principal, Ross Sward, Capt. Nathan Hale School Principal, Jennifer DeRagon, G. H. Robertson Intermediate School	Equity in access to all school curriculum and programs for all students, rigorous and inclusive curriculum aligned to grade level standards. Ongoing curriculum revisions to ensure curriculum is multicultural in scope, reflecting the history, contributions, and perspectives of many. Inclusion of a diverse range of speakers, authors, and programs and educational experiences that	District and School Administratio n	Ongoing	Curriculum documents, course enrollment demographics , extra curricular enrollment and demographics , school calendars, discipline and attendance data and written practices.	Curriculum Cabinet, School and District Administratio n, District Attendance Committee, Teachers.	Ongoing examination of data and practices.	District Committees, School Wide Committees	

	Principal, Heidi Davis, Coventry Grammar School Principal	support the curriculum. Ongoing marketing of Coventry Public Schools to Hartford students through the Open Choice program. Ongoing exploration of and involvement in interdistrict grants such as the Faces of Culture.						
Promote engagement of all parents, guardians and families through practices that facilitate partnerships.	Joseph Blake, Coventry High School Principal, Ross Sward, Capt. Nathan Hale School Principal, Jennifer DeRagon, G. H. Robertson Intermediate School Principal, Heidi Davis, Coventry Grammar School Principal	Event and conference scheduling at times available for all families. Transportation support of families of Open Choice students.	Principals	Ongoing	Parent attendance and participation in events such as Open House, Student Led Conferences, Parent Conferences, PTO meetings, curriculum nights, art shows, concerts, etc.	School and District Calendars, Principals	Conduct parent surveys to ensure responsiven ess in scheduling	Principals, Parents
Include in the District Strategic Plan action steps related to diversifying the teacher applicant pool, increasing the	Michele Mullaly, Director of Teaching and Learning	Include in School Improvement Plans, review process steps at Administrative Council, review annually with Diversity, Equity, and Inclusion Committee.	Director of Teaching and Learning, Principals, Director of Pupil and Staff Support Services	Annuall y	Data related to diversity of applicants, diversity of prospective educators interviewed, and diversity of prospective	Director of Teaching and Learning, Principals, Director of Pupil and Staff Support Services, School Hiring	Ongoing vigilance to standardizin g practices from school to school is needed.	Ongoing communicatio n with members of hiring committees regarding this goal.

hiring of candidates of color, and equitable practices for the entire process of recruitment, application, interviewing, and hiring.					educators hired will increase.	Committees		
Utilize the Edsight Secure Educator Diversity Dashboard resources and continue to analyze district data related to recruiting, applications, interviewing and hiring to inform our recruitment planning.	Michele Mullaly, Director of Teaching and Learning	Review data annually and share with the Administrative Team.	Director of Teaching and Learning Administrativ e Team	Annuall y	Data shows increased hiring of educators of color.	Edsight platform.	No obstacles anticipated.	Data shared with the Administrativ e Team, data shared annually with teachers.
Continue to create an educational climate that is culturally and linguistically responsive.	Michele Mullaly, Director of Teaching and Learning	Ongoing curriculum revision and evaluation of available programs for students and families to support their growth and development. SEL Curriculum. Language translation options on district website, as part of the registration process, and for common documents.	Principals, Director of Teaching and Learning, Director of Educational Technology	Ongoing	Climate Survey, Anecdotal Information.	School Administratio n, Teaching Staff, Additional Programs and Consultants, Budget and Grant Funding.	Ongoing monitoring of climate and culture to assess educational needs.	Communicate with staff through professional development opportunities and scheduled times for curriculum writing. School and district communicatio n to parents and families regarding

								translation options.
Continue to develop and engage in ongoing review of professional learning opportunities including district-wide book studies and work with outside consultants to foster dispositions and incorporate and sustain culturally relevant pedagogy that supports students in meeting their highest potential and supports the district in attracting a more diverse workforce.	Michele Mullaly, Director of Teaching and Learning	CPS Professional Learning Plan, input from Diversity, Equity, and Inclusion Committee related to next steps in professional learning.	Director of Teaching and Learning, Administrativ e Team	Annuall y and Ongoing	Agendas for Professional Learning for PD Days and Staff Meetings, evidence from lesson planning, informal classroom observations, classroom walkthroughs	Budget and Grant Funding, Professional Development Days, Teachers	Matching the needs of our teachers and district to the book studies and identified training and ensuring structures and processes are developed to ensure application of learning to classroom instruction.	Administrativ e Team, Teachers

Continue partnerships and ongoing collaboration with teacher preparation programs at higher education institutions to attract diverse candidates and provide pre-service teachers with Coventry experiences including internships and 5th year placements.	David Petrone, Superintenden t, Michele Mullaly, Director of Teaching and Learning, Stephen Merlino, District Liaison for Higher Ed Partnerships	Ensure preservice teachers have opportunities for internships, student teaching, and 5th year projects in Coventry Public Schools; network with higher education representatives in charge of school partnerships, maintain a presence at appropriate higher ed meetings and events, sponsor touch base meetings at each school for student teachers 5th year interns and higher ed representatives to provide support, provide pre-service teachers with some of the same professional readings related to culturally relevant pedagogy that CPS teachers are engaged with. Develop a process to allow preservice teachers of color with placements in Coventry to network with teachers of color in Coventry.	District Administratio n, Principals	Ongoing 2024-20 25 school year	Data regarding pre-service teacher placement from universities in Coventry schools from year to year.	Meetings with higher ed, involvement of District Liaison for Higher Ed Partnerships, appropriate training for CPS cooperating teachers.	No obstacles anticipated.	Higher Ed Leadership, CPS Principals, Pre-Service Teachers
		Explore supplemental training for TEAM mentors for additional strategies to develop mentors' cultural						

		competency.						
Continue to develop contacts with local training and educational institutions, including those with highly diverse enrollments, to publicize job openings within CPS and to solicit referrals of diverse and qualified candidates.	Michele Mullaly, Director of Teaching and Learning	Continue to reach out to schools of education of local universities to ensure job postings .	Director of Teaching and Learning, HR	Ongoing	Applications for posted positions from prospective teachers at local universities.	List of contacts in local schools of education.	No obstacles anticipated.	Contacts in local schools of education.
Develop contacts with local community organizations, including diverse community organizations, to publicize job openings within CPS and to solicit referrals of diverse and qualified candidates.	Michele Mullaly, Director of Teaching and Learning	Identify the regional community organizations with which to network and develop contacts within those organizations	Director of Teaching and Learning , HR	2024-20 25	Applications for posted positions from prospective teachers affiliated with community organizations.	List of regional community organizations and contacts in them.	Identificatio n of which organization s might have many prospective teachers as affiliates. Will network with other districts regarding this approach. ted.	Contacts in community organizations.

Expand help-wanted advertising to include print and/or broadcast media that is targeted to diverse individuals and continue to utilize our website to promote CPS to diverse educators. Explore additional ways to utilize social media to promote our district values, to increase subscribership to our accounts, and to attract a more diverse candidate pool.	Michele Mullaly, Director of Teaching and Learning	Develop position postings to include language specifically designed to target diverse individuals. Develop a slides presentation for our website specifically designed to target diverse individuals. Brainstorm with our social media coordinator additional approaches to use of social media. Explore how to engage in branding of CPS as a marketing strategy. Connect all CPS staff and our pre-service teachers to our social media.	Director of Teaching and Learning, Director of Educational Technology	2024-20	Revised postings, additional media posted on the website; changes to use of social media; development of a branding approach.	Time, process for engaging current staff and preservice teachers with our social media.	Challenges increasing our out of district subscribers hip to our social media accounts. Possible solutions include more prominent posting of our accounts on our website and promotional materials and enhanced use of hashtags.	Communicate with prospective educators for CPS at large.
Continue to maintain a virtual and physical presence at a variety of job fairs including those that are sponsored by diverse community organizations or otherwise targeted toward diverse	Michele Mullaly, Director of Teaching and Learning	Networking with colleges and universities about career fair opportunities, networking with RESCS.	Director of Teaching and Learning, Principals as needed	Annuall y	Attendance at fairs, resumes from informal conversations and interviews.	Promotional Materials, Time	No obstacles anticipated.	Colleges and Universities, RESCS

individuals, such as the RESC Increasing Educator Diversity Job Fair.								
Continue to seek out opportunities to connect with future teachers through activities such as higher ed future teachers of diversity celebrations and mock teaching interviews, and consider hosting a CPS virtual Open House for prospective teachers.	Michele Mullaly, Director of Teaching and Learning	Schedule of events, timelines for mock interviews. Consider providing a CPS virtual Open House for prospective teachers.	Director of Teaching and Learning, District Principals	Annuall y	Attendance at events and participation in mock interviews.	Administrator s, Calendar Availability	No obstacles anticipated.	Colleges and Universities
All recruiting sources will be informed in writing of the Board's non-discrimin ation policy.	Kate Arey, Human Resources	Continue to share in writing our non-discrimination policy with all recruiting resources. Continue to ensure our non-discrimination policy is included on all marketing materials.	Human Resources, Director of Teaching and Learning	Ongoing	Information shared with recruiting sources.	Contact information for all recruiting sources.	No obstacles anticipated	Non-discrimin ation policy to recruiting sources.
Maintain records documenting all actions taken pursuant	Michele Mullaly, Director of Teaching and Learning, Kate	Develop tracking procedures for each of the action steps of this plan.	Director of Teaching and Learning, HR	2024-20 25	Records	Plan tracking process and template.	No obstacles anticipated.	HR, Administrativ e Assistance-pr ocess and

	to this plan, including correspondenc e with recruitment agencies and other referral sources, job fair brochures, and advertising copy.	Arey, HR							templates for tracking
	Involve the BOE in reviewing on an annual basis the effectiveness of this plan in increasing diverse applicant flow and attracting qualified candidates for employment.	David Petrone, Superintenden t	Continue to gather data related to the number of applicants and the demographic of applicants to the extent possible, the number of diverse candidates interviewed and hired each year. Provide data from the Edsight Secure Educator Diversity Dashboard which demonstrates progress from year to year.	Superintende nt, Director of Teaching and Learning	2024-20 25	Annual BOE review of the plan is held.	Data gathered from Applitrax and tracked during the interview processes; Edsight Secure Data.	No obstacles anticipated.	BOE
Hiring & Selection	Continue to standardize and evaluate our hiring and selection processes to increase the number of diverse candidates interviewed and hired.	Michele Mullaly, Director of Teaching and Learning	Develop CPS district folder with all agreed upon materials and review with the Administrative Team. Other strategies to include current and new practices such as the following. Director of Teaching and Learning reviews applications for positions for all certified staff to include in interviews as many candidates of color as possible; Principals	Principals, Director of Pupil and Staff Support Services, Director of Teaching and Learning . Administrativ e Team	Annuall y	Increase in applications, interviews, and hiring of certified staff with diverse backgrounds.	Administrativ e Council Meetings; Applitrax	Ensuring good communicat ion and collaboratio n related to standardize d elements of the hiring and selection process.	Administrativ e Team, Teacher Interview Committees

		and the Director of Pupil and Staff Support Services review all applications for their schools or department to include as many candidates of color as possible. Prioritize interviewing candidates with diverse backgrounds. Ongoing review of requested writing samples. Standardization of appropriate approaches for demo lessons, standardization of approaches to the school decision making process about which candidates to move forward.						
Each staff member involved in hiring educators for Coventry Public Schools shall successfully complete the video training module relating to implicit bias and anti-bias in the hiring process developed pursuant to Connecticut General	Joseph Blake, CHS Principal, Ross Sward, CNH Principal, Jennifer DeRagon, GHR Principal, Heidi Davis, CGS Principal, Beth Giller, Director of Pupil and Support Staff Services	Updated training materials for interview committees prior to annual interviews.	Director of Teaching and Learning, Principals	2024-20 25	Increased hiring of certified staff with diverse backgrounds; employment of standardized hiring and selection strategies across the district.	Staff meeting time; training resources.	Ensuring ongoing good communicat ion and collaboratio n related to standardize d elements of the hiring and selection process. Utilize Administrati ve Council to review process annually.	Administrativ e Team. interview committees

Statutes, prior to the staff member's participation in the educator hiring process. To the extent possible, also ensure that interview committees are diverse.								
Continue district review of interview questions and ongoing incorporation of questions related to diversity, inclusion, and culturally relevant pedagogy into the interview process.	Michele Mullaly, Director of Teaching and Learning	Agreed upon bank of questions to be used for certain interview topics such as diversity, inclusion, and culturally relevant pedagogy; district collection of interview questions by school and position being hired for.	Administrativ e Team	Annuall y	Agreed upon questions employed during interviews.	Administrativ e Team and Admin Council Meetings	Ensuring good communicat ion and collaboratio n related to standardize d elements of the hiring and selection process. Review with the Administrati ve Team annually.	Administrativ e Team, Principals, Interview Committees
For candidates with diverse backgrounds whom we hope to interview, standardize across the district the practice of providing a personalized experience prior to the interview	Michele Mullaly, Director of Teaching and Learning	Identified and agreed upon identification of additional strategies to personalize and connect with candidates of diverse backgrounds whom we will interview.	Principals, Director of Pupil and Staff Support Services, Director of Teaching and Learning	May 2024	Documents implementati on of strategies.	Administrator Time	No obstacles anticipated.	Principals; welcoming communicatio n to prospective educators.

through activities such as school tours, pre-interview welcoming								
phone calls from the principal, etc.								
Make potential candidates aware of opportunities for growth and leadership within Coventry Public Schools.	Michele Mullaly, Director of Teaching and Learning	Develop a list of talking points and publish in fliers that are currently distributed at career fairs. Involve administrators leading interview committees in reviewing these opportunities at interviews with candidates who are good prospects for positions and sharing the fliers with them.	Administrativ e Team, Director of Teaching and Learning, Admin leading hiring committees	April 2024 and annually thereaft er.	Updated fliers; developed list of opportunities.	Administrativ e Council meetings;	No obstacles anticipated.	Administrativ eTeam, opportunities for growth and leadership shared with prospective educators.
During the interview process promote district equity and inclusion practices, and refinements to curriculum and programs to ensure they are conducive to furthering diversity, inclusion and equity.	Michele Mullaly, Director of Teaching and Learning	Develop a list of talking points for administrators leading interviews	Director of Teaching and Learning, Principals	2024-20 25	Talking points included in the interview process.	Interview talking points	No obstacles anticipated.	Administrator s, talking points
Continue to	Michele	Continue development	Director of	Annuall	Developed	Principals,	No obstacles	Administrativ

	employ aggressive hiring timelines to avoid missing opportunities to capture educator talent.	Mullaly, Director of Teaching and Learning	of annual timelines for career fair attendance and schedule for interviews by position and school beginning in April.	Teaching and Learning, Principals, Director of Pupil and Staff Support Services	у	timelines, scheduled interviews.	Hiring Committees	anticipated.	e Team
Retention	Provide mentoring and induction opportunities that are culturally responsive.	Michele Mullaly, Director of Teaching and Learning, Jennifer DeRagon, G. H. Robertson Principal and District TEAM Coordinator	Culturally responsive opportunities included in New Teacher Orientation, invitations to participate in regional affinity groups, collaboration with TEAM mentors, culturally responsive professional learning opportunities within and outside of the district.	Director of Teaching and Learning, District TEAM Coordinator, Principals	Ongoing	NTO Agendas, Affinity group invitations, TEAM agendas, resources.	NTO and TEAM meetings; professional development time.	Continued vigilance for relevant professional learning opportuniti es sponsored by CSDE or the RESCs.	Administrativ e Team, Director of Teaching and Learning, new hires continually reminded of opportunities.
	Recognize educators for employing culturally responsive practices.	Michele Mullaly, Director of Teaching and Learning	Engagement of Administrative Team in brainstorming ideas and developing a plan for recognizing educators. Consideration of using the Culturally Responsive Classroom Walkthrough Tool developed by CPS Admin.	Superintende nt, Administrativ e Team	2024-20 25 School Year	Identified approaches to documenting culturally responsive practices and a plan for educator recognition.	Administrativ e Council Meeting Time, other resources identified as plan develops.	Consider including educators on various district committees in providing input and suggestions for how to approach this process.	Administrativ e Team
	Continue to examine organizational practices, policies, characteristics, and conditions to ensure that	David Petrone, Superintenden t, Michele Mullaly, Director of Teaching and Learning	Continue to focus on the ongoing district goal, "Recruit, retain, and develop high quality staff at every level." Utilize Administrative Council to identify practices,	Administrativ e Team Members	2024-20 25 School Year	Changes to practices, policies, characteristic s, and conditions based on district	Administrativ e Council and District Committee meeting time. Data related to current practices,	Unidentified obstacles and barriers may arise when we begin this work.	PD/TEVAL Committee, Diversity, Equity, and Inclusion Committee, Administrativ e Team

they support teacher retention and growth.		policies, characteristics, and conditions to review and engage in that review. Involve the Professional Development and Teacher Evaluation Committee as well as the Diversity, Equity, and Inclusion Committee in some of this review and in generating ideas and suggestions.			review and feedback from administrator s and teachers.	policies, characteristics and conditions.		
Continue to monitor and address issues linked to educator satisfaction and retention.	David Petrone, Superintenden t, Michele Mullaly, Director of Teaching	Continue to focus on the ongoing district goal, "Recruit, retain, and develop high quality staff at every level." Continue to utilize Professional Development and TEVAL Committee Meetings, Superintendent/EAC Meetings, and Principal/EAC Rep Meetings as an opportunity to monitor issues and concerns. Continue to administer school climate surveys to gather input and data. Continue district administration annual midyear individual meetings with all educators new to the district to provide support and solicit feedback. Continue to use staff meetings at all schools and various school wide activities	District and School Administrator s	Ongoing	Teacher feedback at meetings; school climate data; action steps implemented in response to teacher concerns.	Meeting times, climate surveys	Obstacles will relate to specific issues. Being as responsive as possible to teachers and promoting educator satisfaction and retention is a priority.	Various methods of communicatio n with teachers through committee meetings, anonymous surveys.

		for staff to promote staff well being, open communication, and educator satisfaction. Incorporate questions related to equity and inclusion in exit surveys for teachers leaving the district.						
Promote opportunities for teacher leadership.	David Petrone, Superintenden t; Michele Mullaly, Director of Teaching and Learning	Continue the Leadership Academy training provided to cohorts of teachers since the 18-19 school year. Continue to set a district goal such as the 2023-2024 goal, " Continue to find opportunities to build teacher leadership capacity and to utilize the leadership talent of 80% of teachers who have attended the Coventry Leadership Academy." Continue to promote shared leadership through opportunities for teachers to lead professional development in their schools and to participate on district committees.	Superintende nt, Director of Teaching and Learning, Principals	Ongoing	Professional Development Agendas, District Committee Membership lists, evidence in annual goal reports on the goal related to teacher leadership.	RESC support for Teacher Leadership Academy, professional development planning.	Obstacles are not anticipated.	Administrativ e Team, Teachers, Teachers who have participated in the Leadership Academy.

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November 7, 2023 CNHS Professional Development

Morning Session - Self-Directed Technology Training - Please choose two sessions plus one time-slot for the **Educlimber** workshop. You may also explore other technologies that support your work with students if the choices listed below do not align with your goals. 8:30 a.m. - 11:30 a.m.

Self Paced Technology Training Choices Google Cert	<u>Teacher Facilitated Choices*</u> PearDeck - D. Page (8:30) Rm. 3
<u>WeVideo</u>	Flip Grid - A. Couch (9:30/10:30) Rm. 14
<u>Canva</u>	Securly 2.0 - J. Spivey (8:30/9:30) Rm. 26
Flip Grid	WeVideo1.0 & 2.0 - L. Chatis (8:30/9:30)
ClassLink	

PearDeck

<u>EdPuzzle</u>

We are also going to ask that every staff member sign up for one session of in-person training for Educlimber with Cathy Drury in room 28:

8:30 a.m./9:30 a.m./10:30 a.m. (Google sheet link)

*Teacher facilitated sessions will include 20 minutes of tips,tricks, and How-to's; 20 minutes for you to work on an assignment or artifact; and 10 minutes for sharing out.

November 7, Tech PD Goog	<u>le Form</u> - Responses will be used to inform future sessions
11:30 a.m 12:30 p.m.	Lunch
	Meet in the LGI
12:30 p.m 1:00 p.m.	Turn and Talk
	Small groups- Discuss what you learned during the
	morning session and how you plan to implement these
	new skills in the future.
1:00 p.m 1:15 p.m.	Vector Solutions - Online seizure training
1:15 p.m 1:45 p.m.	Vector Solutions- Sexual Misconduct Against Children
	(See backgound information below)
1:45 p.m 3:00 p.m.	Book Study large/small group

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3:00 p.m. - 3:30 p.m. Large group review of afternoon discussions

Background information for the Vector training added to today's agenda:

Due to a new state law (information below), there is new training that is now mandatory for school employees. This training is virtual, much like the mandated reporter training that DCF already requires. However, this is a separate training from the Mandated Reporter Training for School Employees.

Public Act No. 22-187 – SHB 5243 <u>Identification & Prevention of Adult Sexual Misconduct</u> <u>Against Children Training</u>

This act makes various changes to laws about adult sexual misconduct against students and related matters.

• Starting July 1, 2023, the act requires school employees to complete training every three years on the (1) prevention and identification of, and response to, child sexual abuse and assault (2) bystander responsibility and (3) appropriate interaction with children training programs, in accordance with the provisions of section 17a-101q.

The training has been added to Vector Solutions for certified staff to complete on November 7. It is approximately 35 minutes in duration. All other staff members will have thirty (30) days to complete.

Thank you, Kate

PD Survey: November 7, 2023 Professional Development Survey